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West Point as I knew it.

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3<sup>d</sup> " "As Anst 1881-2,"



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ceeded natural reproduction by thirty-three per cent., and is now very slow to wake up to the consequences. Legislation has begun, however, to cover the skirts of the problem. It is said that India cannot afford to export largely from her forests, as already droughts are becoming terrible breeders of famine. Her forests must be carefully conserved and increased as equalizers of moisture. In Spain, Italy, Greece and Turkey the woods have been more completely ruined than in the United States. It is thought that Australia will be for the immediate future the chief resource of Europe, while the United

States will have to tap the resources of Central and of South America.

Meanwhile civilization must hasten the work of replanting and forestry, in order to retain its hold on the heart of Europe and America. To plant a forest is now the noblest physical duty of man. The fact that there has been no such rise in the price of lumber as to promise large profits to the planter of woodland does not indicate that he and his successors will not profit greatly by such work. Indications are that lumber in the immediate future will largely appreciate in value.

## West Point as I Knew It

By OLIVER OTIS HOWARD

MAJOR-GENERAL UNITED STATES ARMY (Retired)



For late our young people have had their thoughts kept upon military arrangements, scenes and actions. This was especially the case in the short Spanish-American War through which we have so recently passed. The great War for the Union is to them like a dream, vividly described by veteran participants. But the Revolutionary period of our country's history is to them but a vague summation of sacred ideas of human rights, having taken place away off in the dim past, with only one figure,—Washington,—who, to their minds, had done it all. There were, however, many brave and noble actors and many events of vital importance.

Of course, as a boy, I had the Revolutionary stories from white-haired actors, and later, as a college lad, the knowledge of the Mexican War to fire my heart with patriotic impulses. The speeches of Samuel Adams and Patrick Henry, which were constantly declaimed, moved the boys of my time as do those of Charles Sumner and Abraham Lincoln the youth of to-day.

Among the places that were of strategic importance during the Revolution, and full of reminiscences of that period, none is better known or more highly thought of than the little promontory, backed by grand ranges of hills, situated on the west side of the Hudson River some sixty miles from its mouth, and named West Point.

My uncle, Hon. John Otis, member of Congress from Maine, nominated me, when nineteen years of age, a cadet to the United States Military Academy, which had been organized and established at West Point since 1802.

It was during the latter part of August that I journeyed from my home in Leeds, Maine, to Portland; thence by steamer to Boston, and, crossing the city in a cab, took the cars for Fall River. The grand Sound boat brought me in one night to New York. Ascending the Hudson by a "day-boat," I stepped ashore under a high bluff covered with beautiful foliage at the foot of a steep hill. Slowly mounting this slope in the hotel omnibus, I noticed the names of Bunker Hill, Saratoga, Yorktown, and other famous battlefields of our country's history, and, with a feeling that I was upon sacred soil, I came up to the first tableland and found myself among many large and somber buildings, several of them old and plain enough, but here and there were new ones in course of erection, for at the close of 1849 the Military Academy was in the full tide of its usefulness and its prosperity.

I reported to the adjutant and was enrolled as a cadet of the fourth class with the other

ment, but we "Septs" were obliged to learn the routine of military life right along with our studies and recitations, which began the day we reported. We could not even don the cadet gray uniform for some weeks.

I soon became acquainted with my surroundings and found that the Academy had been located upon a broad, high plain with magnificent views of the Hudson River. Its structures were built upon land long ago reserved by the government, upon which forts and redoubts had been made for defense during the Revolutionary War; their ruins added picturesqueness to all the surroundings of the grand plateau.

At the time of my arrival the group of buildings standing were the North Barracks, the South Barracks, the old Mess Hall, the Library, the Chapel and the old brown stone Academic building used for recitations. The first buildings were gone. I encountered the second set just departing; and now there is almost a complete third series of structures with abundant additions for growing needs. Congress authorized in 1900 the appointment of two hundred additional cadets to the present four hundred.

Far separated across the plain was the hotel in the northwest corner of the ground. West of these buildings ran a long line of dwelling houses for the Superintendent, the Commandant, the professors and officers of instruction at the academy. One of the buildings already under construction was the new mess hall, somewhat larger than the old one, completed in 1852. It was in that old one, near the place Col. Thayer's monument now occupies, that feeling for and against Abolition ran high. One day I was taunted by a fellow-cadet for not resisting attacks upon me really caused by my

holding queer views on the subject of slavery; I shied a half loaf of bread at him, and he in anger returned the compliment with a glass tumbler, which cut my head so severely that the blood flowed over me and another cadet at our table fainted at the sight. Little did we think of the more serious sights we were to see and become used to in years to come while carrying out the training given us by our Alma Mater! The stern discipline of the Military Academy being broken by this indecorum while at meals, my fellow-culprit and I were severely punished by confinement and extra post-walking.

Another immense building, under construction and partly finished, was the new cadet barracks, a handsome battlemented structure of gray stone, which was completed in 1851. It was a year after my arrival when we all moved into these new quarters, loath, however, to leave our old larger rooms in the North Barracks, where so many of us had begun friendships which have lasted for life.

The old South Barracks, a stone pile, stuccoed, was demolished the summer I came. It was a building 128 x 35 feet. This barracks, with the old mess hall and the recitation academy, occupied an east and west line directly in front of the present cadet barracks.

The North Barracks, in which I lived in the same room with Cadets Treadwell, Lazelle and Levi R. Brown, was of stone, four stories high, 164 x 66 x 45 feet, and stood at right angles with the South Barracks and about 100 feet from its northeastern corner. It was completed in 1817, and demolished when we moved into the handsome new barracks which then covered the

ground space of 360 x 60 feet, giving plenty of room for all of us cadets, as the corps numbered about two hundred and thirty-four. Partly owing to temperament, with Brown, Lazelle and others I had some fierce cadet battles, and partly

in following the advice of Captain Alden (our firm commandant), who once took occasion to say: "Mr. Howard, I shall punish you, mind you, severely, sir! severely as Commandant; but as a father I advise you to knock some man down!" When persecuted I succeeded by that process.

Later a wing extending in rear of the west tower of the new barracks 100 x 60 feet was erected. With this the building came to contain one hundred and seventy-six rooms, one hundred and thirty-six being cadet quarters, 14 x 22 feet each, arranged in eight divisions, without interior communication. The west tower and adjacent division was used for quarters for officers, and, as a cadet then held the officers in special dread, it is easy to imagine the constraint of the situation while an officer was so near, particularly when a cadet desired to have a frolic or a modicum of fun contrary to regulations.

Between the two central towers, through this long building ran an arched way called a sally-port, which led out into a space in rear of the barracks called the "Area." Here the cadets assembled and marched to recitations by section, marched to meals by companies or to class functions by classes. The corps was, and is still, divided into small sections for all recitations, ar-



WASHINGTON'S HEADQUARTERS, WEST POINT.

ranged according to the cadets' standing in their studies, the highest cadet in standing always marching his section to and from recitations. When the class goes as a body, the man who stands head of his class marches them; he stands out before them to give the word of command. For all infantry military movements and for permanent organization the corps is divided into four companies, with officers taken from the First Class, sergeants from the Second Class, and corporals from the Third Class. This numbering of classes 1st, 2d, 3d, and 4th, is equivalent to naming them in other colleges Senior, Junior, Sophomore and Freshman.

Having had the advantage of graduation from college, just previous to my entering the Military Academy, I was able to stand well in my classes, nearly always marching some of my sections to recitations, and for two years had command when my class was called out as a whole. I had no very military bias and so at first held no cadet rank; but one day a new Commandant, Major Robt. S. Garnett of Virginia, being present at one of my recitations, asked why I was not a cadet officer; he immediately gave me the position of Quartermaster Sergeant. In this office I followed him who became the illustrious Gen. McPherson. He was one class ahead of me and first in his class. The next year I was a Cadet-Lieutenant, and after a time again succeeded him in the position of Cadet Quartermaster, an office where my military duties were lighter.

My cadet days passed like those of so many hundred before and after me, with the making of lasting friendships, together with passing through petty boyish jealousies and a few quarrels exaggerated in my day by the intense feeling, now so happily over, between the North and the South occasioned by slavery, with the continuous strain of stern military discipline, coupled at that time with the prevalent idea that men should redress their wrongs on the field of honor. Finally, with the joy and satisfaction of having completed the course, my class and myself had mastered its difficulties and were ready at last to take up life's work in earnest.

In my section, in all our studies, the first was G. W. Curtis Lee, son of Robert E. Lee, of Virginia, afterwards well known as a staff-officer of Jefferson Davis' and later a brigade-commander in the Confederate Army. With him I struggled for the head of the class, but after the close of our third class year he outstripped me. I graduated ahead in mathematics, but I fell to a lower grade in drawing and engineering. My first year in drawing brought me out thirty-seven in the line, but I crept up to nine in graduation.

Then came Henry L. Abbott, from Massachusetts, who with a good mind and fine preparation graduated second. He served with distinction through the Rebellion as an engineer officer, and finally reached the highest position in his corps—brigadier-general and chief of engineers.

Then followed Thos. H. Ruger, who afterwards rose gradually, with much distinction and brilliant performance, to become a Major-General. He beat me on my last year in two or three studies and had less demerit, so that he took the third place and I fourth in the class.

Then there was Thomas J. Treadwell from New Hampshire, who upon graduation joined the same corps with me, then called "The Ordnance Department." The members of my class were nearly equally divided in sentiment, according to the State from which we hailed, so that when the Civil War came, about half resigned their commissions and joined the Confederacy and obtained distinction for gallant conduct on that side of the great conflict.

Chas. G. Rogers, Virginia, who had resigned



THE HUDSON, NEAR WEST POINT.

boys who came just before Sept. 1st, 1850. We were dubbed by the older cadets "Septs," and for some time we were so addressed. The cadets who had come in June had been drilled and instructed during all the summer encamp-





# YOUNGER PEOPLES WA

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"The fine new flag triumphantly headed the great parade,  
And by its side was borne aloft the old flag, soiled and frayed."



in 1855 and was professor of mathematics at Giles College, Tenn.; James E. B. Stuart, who died of wounds in 1864, from Virginia; he was deservedly the famous cavalry leader of the Confederate Army whom we boys at West Point called "Jeb"; John Greble, a heroic figure, was the first to die, killed at Big Bethel, Va.

Six members of our class died soon after graduation. This left twenty-five who took active part in the Union Army before and during the Civil War, out of a class of forty-six graduates. Among those who thus served were Brigadier-General Henry L. Abbott of Massachusetts, General Thos. H. Ruger of New York, Colonel Thos. J. Treadwell, Colonel Henry W. Closson of Vermont.

An officer who served gallantly in many battles in command of the artillery was Colonel Loomis L. Langdon of New York, and next to him in the class stood my closest friend, John T. Greble, of Philadelphia. He was the first regular army officer to fall in battle for his country in the Civil War, being killed June 10, 1861, at the battle of Big Bethel. After his death he was brevetted Colonel and Lieutenant-Colonel for his gallant conduct in covering the retreat of the Union troops by the fire of his artillery.

Henry A. Smalley, of Vermont, served through the war as a Captain of Artillery and then resigned. Brigadier-General Oliver D. Greene, of New York, soon went into the Adjutant General's Department and served during the war on the staff of different general officers. Brigadier-General Stephen H. Weed, of New York, when in command of a brigade at Gettysburg supporting Hazlett's battery, was killed in that battle. E. Franklin Townsend, New York, stayed in the regular army and rose to the rank of Colonel. Many of the Southern young men remained in the United States service. Among my class-mates was Geo. A. Gordon, of Virginia, who served in the Cavalry and on the staff of different Generals and was brevetted Lieutenant-Colonel for gallant and meritorious services.

Of course our friendships at West Point were not confined to class-mates. I knew Fitzhugh Lee well when a cadet. He was in the next class, and such a jolly lad, very bright and companionable. He became cavalry leader in Jeb Stuart's Cavalry Corps. I was glad to see his late restoration to rank and standing in the Union service.

When we were cadets the new Riding Hall was not completed and we used the basement of the Academic building, which was full of iron posts. This was also used as a gymnasium, and during an exercise on the horizontal bar I fell and was severely injured on the head. Erysipelas setting in, I was sent to the hospital. While there, with my head shaved and a ring of iodine painted around my neck, and feeling as disconsolate as I looked, I was surprised, one day, by having a gentleman in uniform, of erect carriage and with a gentle and kind face, enter my sick-room. Who should it be but the Superintendent, Colonel Robert E. Lee! His kind manner and pleasant smile won the heart of an ailing boy. He had just become our Commander, already well known as a distinguished officer of the Mexican War, Captain and Brevet-Colonel in the corps of Engineers, who had succeeded Captain Brewerton on Sept. 1, 1852. Brewerton was very strict, but Seth Williams, afterward McClellan's Adjutant-General, was kindness itself. He helped me in many troubles. Colonel Robert E. Lee was our beau-ideal of an officer, dignified always. He tempered the old-fashioned discipline with kindness.

After getting my diploma I soon received my first commission in the Army, "Brevet-Second Lieutenant," signed by Jefferson Davis, the Secretary of War.

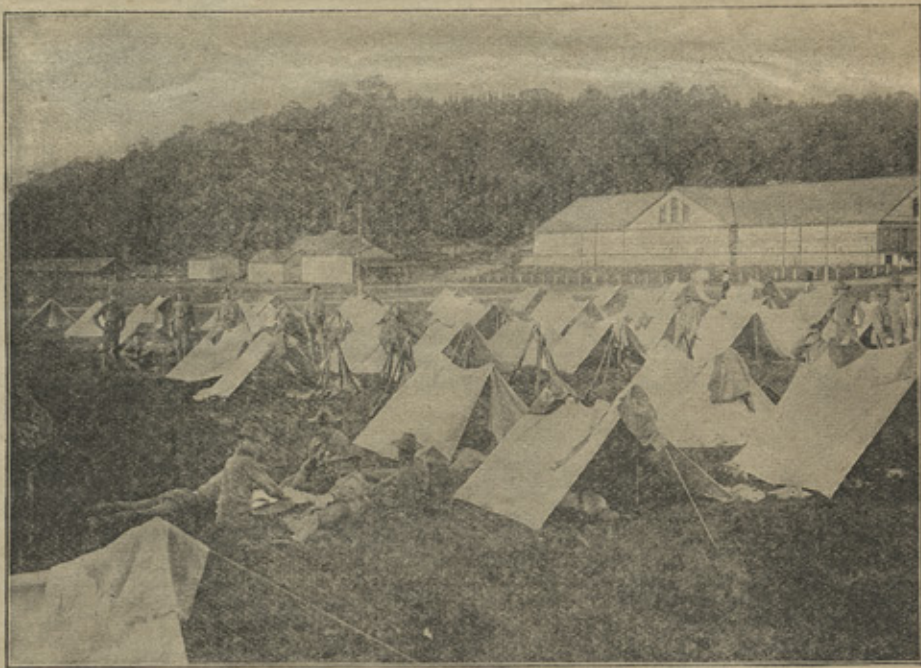
In closing I may tell you of the well-known officers on duty in 1854. We were instructed by a board of professors and assistant professors. These assistants were detailed from the army, while the professors were permanent appointees. Among the professors were Dennis H. Mahan, LL.D., whose son has become the distinguished Naval officer, Captain Alfred T. Mahan; Prof. A. E. Church, whose knowledge of teaching made mathematics simple and plain; the well-known Robert W. Wier, N. A., a superb painter, whose "Embarkation of the Pilgrims" made him famous. Drawing and painting were my poorest performances; perhaps the genius was not born in me. I had hardly drawn a right-line before entering West Point. Prof. Wier used to look over my shoulder, and with a sweep of his hand brush over and blur my work and say, "A little more light, Mr. Howard."

There were also on duty, looking after our welfare, young officers who afterwards became famous as leaders of armies, corps and divisions. Such were Lieutenant Chas. S. Stewart; Lieutenant N. T. Alexander, afterwards General of Artillery; Lieutenant J. J. Reynolds (General); Lieutenant Absalom Baird (General); Lieutenant Colonel Chauncey McKeever (Adjutant General); Lieutenant Alexander J. Perry (General); Lieutenant Caleb Huse (Colonel); Captain Henry Coppee; Lieutenant

Quincy A. Gilmore (General); and Lieutenant Roger Jones, who became a Brigadier and afterward Inspector-General.

Each of the instructors had some peculiarity which was recorded in cadet-phrase, and to-day some characteristic incident remains in my mind concerning them. For example, Captain G. W. Smith, who became a Confederate General, once rated me severely because of my inadequate definition of "military-position." His pupil, the latter part of 1864, at the battle of Griswoldville, Ga., showed him by a serious Confederate defeat and Union victory that he had not forgotten his lesson. General Geo. W. Cullum had a hesitancy of speech, so that our mischievous boys dubbed him "Ah-pa-pah!" a word that he used unwittingly to finish each important sentence when teaching us to lay pontoons. Major Geo. H. Thomas, afterwards the famous General and "Rock of Chickamauga," was very kind and gave us good marks, and was named "Pap Thomas."

Major Fitz John Porter, later a Major General, was most dignified, and at one time our instructor in riding. No one ever saw a cooler and more self-possessed officer when on duty. At one time we rode among the iron pillars with-



Cadets in camp at Peekskill, while on practice march through Highlands.

out our saddles. It was hard to mount, and especially so for the short men. Closson, who was the shortest man in the class, failed to get more than his head over the horse's withers. Fitz John sang out, "Try it again, Mr. Closson." After one or two vain efforts Fitz John turned to an orderly and said dryly, in his usual tone, strong and clear: "Put that man on his horse; forward, trot, march!" There was no delay, but some unmilitary smiling.

Prof. Mahan, teaching us engineering, once said to me, looking at my drawing on the black-board, "Mr. Howard, I wish you'd show a little more common sense." It took me some time to find out what he meant. At last it fixed itself in my mind to signify the results of careful and constant observation. This idea has modified my whole life.

Such in a few particulars was the place in 1854 which had before that made some momentous history; and such were some of the boys who helped make later history in the progress of our Republic.

### LOCK UP THE SALOON.

A poor woman stood near the magistrate who was hearing the case, "Drunk, third arrest."



Kosciusko's Garden, West Point.

against her husband. It was quickly decided; somehow the pathetic face of the woman touched the judge, and he said to her: "I am sorry, but I must lock up your husband." She did not seem one who would be a deep thinker, but was there not deep wisdom in her sad and quick reply: "Your honor, wouldn't it be better for me and the children if you locked up the saloon and let my husband go to work?"—*Temperance Cause.*





## TWO ANATOLIA COLLEGE CUBS.

Here is a letter from far-away Turkey that our boys and girls will enjoy reading.

## MARSOVAN, TURKEY IN ASIA.

Dear Young Folks:—I am going to tell you about some queer visitors that came to our college here in Marsovan one day. It was about a year ago that a wagon drove into the college yard loaded with two of the funniest looking visitors we had ever seen. They were two bear cubs. The mother of the bears had been killed, we found, and they had been captured and brought from their mountain home to us.

They came as strangers, but it was not long before they made many fast friends. They were so fat and chubby and so full of fun that it was a great pleasure to watch them at their play. Not only all of the college students and orphans,



COLLEGE CUBS IN MARSOVAN, TURKEY.

but also missionaries and native friends, enjoyed their sports.

At first they were too small to be very rough in their play, so even Jack, our puppy, often joined with them and for some weeks seemed to enjoy the fun of rolling and tumbling. But they grew so much faster than he did that the cuffs from their paws soon began to give him more discomfort than pleasure, and he was glad to leave them to play by themselves.

Some months after their arrival, it was decided by the many friends of the bears that they must have a home made for them where they would be able to settle down and become permanent members of our college circle. Accordingly, a deep pit was dug and a den made for them in one side of it. Besides the den, where they could sleep, their new home was furnished with a bath-tub and with a tall pole which they might use for their gymnastic performances. Often they seemed to act like two small children as they splashed in the water or tried to throw each other into it.

The climbing-pole seemed to furnish them a great deal of pleasure as well as recreation. When once at the top, they were able to survey the outside world and to watch the movement of their friends as they came and went. But in sharing the pole, Wab was not always kind or even gentle to his female playmate. I think most boys know that they must not be rude or unkind to their little girl playmates and friends, but Wab, being only a baby bear, did not seem to realize this, and so he would often run up the pole and bite Ursula or else push her so that she would fall from the pole to the ground.

One morning the cubs took it into their heads to leave their home and make an excursion. When no one was watching them, they found a way to get out, and for some time enjoyed the new sights that came to them as they trotted around from one place to another. As they chanced to walk past the girls' school, they saw a door open which to them seemed to say "Come in." They did not wait for another invitation, but walked right in just as if they belonged there.

They roamed about for some time, but did not meet anyone to welcome them, so, coming to a flight of stairs, they went up to the second floor. Here, finding another open door, they again walked through it. But this time they entered the wrong room, as the screams from the frightened girls soon told them. They had walked into the girls' dormitory, where the girls were doing their morning work preparatory to the duties of the day. Word was soon sent to the bear-keeper and he came and rescued the girls from their early but harmless morning visitors.

After this, the cubs seemed to think that their own ambition in life was to escape from the home which their friends had made for them, and they succeeded several times, but they never again tried to make the girls a visit.

The cubs were getting so large now that it was found they could no longer be kept in this home which they had so quickly outgrown. Accordingly, one of the teachers and the Freshman class began work on a new and more commodious abode. When the new home was finished and ready for them to move into, a large number of people assembled to witness their funny antics as they ran around observing their new surroundings. The little orphan boys and girls were especially pleased, while the college students celebrated the occasion with music from the college orchestra and speeches from members of the different classes, regarding the bears and their future. It was amusing to see the bears rise up on their hind feet and walk about, craning their necks to see where the music and the noise of the clapping hands came from.

At Christmas time some missionary children thought that the bears might enjoy a Christmas tree, providing they could have one all by themselves. A small evergreen tree was brought

from the mountains and trimmed with bags of candy and nuts. The tree was then put down into the pit and firmly fastened, so that even though the bears should climb to the top, it would not break and let them fall. They were not long in discovering the sweets, and for a time they seemed to try to see which could find the most to eat.

The Christmas tree appeared to afford them a great deal of pleasure, and for a long time after they had eaten its fruits they enjoyed climbing it and sitting and hanging on its branches. The question is often asked, whether these bears really enjoy life or not. I think if you boys and girls could see them you would say that they did. If the boys continue to be kind to them, we think the bears may be glad to make Anatolia College their future home.

DANA KING GETCHELL.

Anatolia College.

## "YOU'RE THE BOY I'M AFTER."

The people who spell luck with a "p" are gradually bringing the rest of the world to share their opinion. The old-time idea that fortune is blind is fast going out of date. Oftentimes so-called "luck" is only an intelligent use of one of the opportunities which come to many, and a recent writer tells the following story as an additional proof of a fact which is coming to be generally accepted.

A gentleman stopped suddenly before a sign that told him messenger boys were to be had inside. He hesitated, and then went in.

"How many boys have you in now?" he asked.

"Six," was the reply; "it's dull to-day."

"Boys," said the gentleman, eyeing them scrutinizingly, "I suppose you know there is to be an exhibition of trained dogs to-night?"

The faces of the boys showed that they were perfectly aware of the fact, and that they might even give him some points in regard to it.

"Well, I'm looking for a boy to take a blind man to see it."

A titter was the first response; then followed a variety of expressions, as, "What could a blind man see?" and "You can't fool us that way."

"I'm not jesting; I'm in earnest," said Mr. Davis; and then, looking at one of the boys who had said nothing, he asked: "Well, what do you think of it?"

"I think I could do it," was the reply.

"How do you propose to make him see it?" "Through my eyes, sir. That's the only way he could see it."

"You're the boy I'm after," said Mr. Davis, and he arranged for him to meet the blind man.

The exhibition was in a large auditorium, and the blind man and his guide had a seat a little to one side, where they would disturb no one; but Mr. Davis, from his seat in the audience, knew that the boy was telling what went on, so that the blind man could understand. Indeed, no one applauded more heartily than the blind man himself.

The following day Mr. Davis again appeared among the messenger boys, and after a few words with the manager, said:

"Boys, there was offered every one of you, yesterday, a chance for lifting yourselves up in the world, but only one of you grasped it. My friend, the blind man, has felt for some time that he might get much pleasure out of life if he could find some young eyes to do his seeing for him, with an owner who could report intelligently. My friend is delighted with the experiment. He says he is sure I hit upon the one boy in town who will suit him, and he has offered him a position. Messenger boys are easy to get, but a boy who can make a blind man see is at a premium."

## THE DYING SINGER AND HIS CHILD.

We do not know of a more touching incident than the following, told by a correspondent to *The Sunday at Home*:

The late Mr. W. G. Barker of Melbourne, who has just died at the early age of twenty-nine, was the finest bass singer that Australia has yet produced. Though never heard outside his own country, there he had a national reputation, and the announcement of his name was sufficient always to insure the success of any musical function. Mr. Barker was a man also of noble life, and his death created a profound feeling of sorrow everywhere.

The nature of the malady from which he suffered necessitated a critical operation on the brain, and it is narrated that as he passed under the influence of chloroform, he broke out in his magnificent voice, which was fresh and full after some weeks of rest, with one of his favorite songs—"Out on the Deep"—and the effect was so remarkable as the voice died away and became softer and softer, that the surgeons for a few moments were too overcome to proceed with their work. After the operation, while gradually regaining consciousness, he again burst forth into song, this time with a famous bass solo from one of the great oratorios.

But the efforts of the medical men were in vain, and the great artist lay unconscious and dying.

His little son of five years was taken in to see his father for the last time. When he came out of the room, he said: "Mother, daddy didn't speak to me," then, after a pause, "but I know why. I didn't sing him my hymn," and the child slipped back into the room, and, in his clear, childish treble, sang "Jesus loves me" from beginning to end.

The picture of the dying singer, and his little son standing by his bedside and singing his hymn for his father, is one which will not soon be forgotten by those who saw it, for could anything be more pathetic?

"Pride, ugly pride, is sometimes seen  
In haughty looks and lofty mien;  
But oftener it is found that pride  
Loves within the heart to hide."

"Look on the bright side. If you can't find it, turn on the light of faith and make one."



West Point via 1857 to 1861

Article

Pub. in the Young Peoples Weekly

Chicago Ill

Written Sept. 1901 -

In my note book I find this brief record: "We arrived at this Post (West Point, N.Y.) Saturday night last, that is September 19th, 1857, at about half past six. It was raining <sup>sh.</sup> hard when we got out of the "Thomas Powell". With bundles, wife, babies, &c. we soon found ourselves at Captain Roe's hotel."

This incoming after a three years' absence from the Military Academy needs a word of explanation. Professor Albert E. Church of the ~~Mathematical Department~~ had applied for me, then a Lieutenant of Ordnance <sup>in Mathematics</sup> and stationed in Florida, to become one of his instructors. His application, approved by the Superintendent, had been favorably considered at Washington; and so I was ordered to leave Tampa Bay and report as soon as practicable at West Point for duty. My wife and two little children were waiting for me at Auburn, Maine. I joined them there and <sup>and our journey to West Point</sup> hastened on to ~~comply~~ <sup>attracting place</sup> with my instructions.

It was the same ~~West Point~~ <sup>attracting place</sup> to all outward appearance to which I came seven years before as a ~~new cadet~~, fresh from college life, but with no possible conception of the peculiar manners and customs of the ~~United States' school~~ <sup>(since then)</sup> to which I had come. I had had the experience of a four years' cadetship ~~and of all the associations that pertained to it~~, and I had now added to that <sup>and now</sup> unusual life of discipline and requirement some knowledge of the Army at large.



Army at large.

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September 18th, 1887, at about half past six. It was raining  
at this Post (West Point, N.Y.) Saturday night last, that is  
In my note book I find this brief record: "We arrived



Going directly to the great Arsenal at West Troy as  
 a Lieutenant, the duties of the Post under the faithful super-  
 vision of Major Simington of the Ordnance had never been onerous;  
 they gave me a fuller knowledge of our armament and how to pre-  
 pare it and of the material and equipment of an army, in a single  
 year than I could have obtained in twice that time from books.  
 By an accident of service, I had had command for another year  
 of the Kennebec Arsenal in Augusta, Maine. At the close of  
 this duty I had returned to "Watervleat" in West Troy to be sent in  
 the midwinter of 1856 to duty in the field in the Department of  
 Florida. With all this Military life, very exacting and yet very  
 helpful, there was a social career which had opened to me al-  
 ready every <sup>favorable</sup> phase of a young man's life, not the least of these  
 was a wide acquaintanceship with men who were soon to be leaders  
 in our Nation's progress.

In Florida I had received my promotion to a First  
 Lieutenancy, and all the time I was in that Department had served  
 as the Chief of Ordnance on the staff of the Commanding General.  
 So that when I returned to the Academy, <sup>coming back after new experiences</sup> everything, under my own  
 enlargement, had an aspect delightful and satisfying.

But I had hardly reported to the Superintendent and  
 glanced over the list of some thirty officers detailed from  
 different parts of the army for duty in the various divisions of  
 the Academy, when I saw that I was the junior of all the married



going directly to the great Arsenal at West Troy as  
 a Lieutenant, the duties of the Post under the faithful super-  
 vision of Major Livingston of the Ordnance had never been onerous;  
 they gave me a fuller knowledge of our armament and how to pre-  
 pare it and of the material and equipment of an army in a single  
 year than I could have obtained in twice that time from books.  
 By an accident of service, I had had command for another year  
 of the Kennebec Arsenal in Augusta, Maine. At the close of  
 this duty I had returned to West Troy to be sent in  
 the winter of 1886 to duty in the field in the Department of  
 Florida. With all this military life, very exacting and yet very  
 helpful, there was a social career which had opened to me al-  
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officers on the Post. My family was obliged to remain for many weeks at Roe's Hotel. We could afford but two small rooms ~~xxxxxxx~~ and the price of board was high for one who had so many mouths to feed. Quarters <sup>always</sup> were taken according to the rank of the officer. The first opening <sup>to us</sup> occurred in a small cottage near the north gate, just beyond Prof. Weir's house and studio. This cottage was so small that everybody laughed at it and wondered how we could stow ourselves in such a limited space. Our front hall was just one yard square. It was told us that a French instructor, Lieutenant Theophilus d'Oremieulx, once occupied our house. He was a humorous character. It occurred to him to buy an oilcloth carpet for his front hall. He went to a large carpet store in New York and had the clerks pull down one carpet after another till he found <sup>and pattern</sup> the color ~~xxxxxxx~~ which suited his taste. He said "that vill do, monsieur." <sup>they</sup> "dast just do ~~the~~ thing." One of the clerks, glad to have pleased the lieutenant, asked him how much he should cut off. "Oh, monsieur, just <sup>a year</sup> one yard."

In this small tenement we lived for nearly ~~two years~~, moving into a larger house October 10th, 1858. That <sup>same</sup> ~~tenement~~ <sup>house</sup> was called "the cottage on the rock". It was just below the officers' mess and where the new stone hospital now stands.

If you should open any cadet register you would find on its third page <sup>the</sup> "academic staff". In ~~my time~~ <sup>the</sup> first officer on the list was Major Richard Dellafield of the corps of engineers, Superintendent; then followed nine professors and as many assistant professors. The assistant professors were officers detailed from



officers on the boat. My family was obliged to remain for many weeks at Ros's Hotel. We could afford but two small rooms and the price of board was high for one who had so many months to feed. Quarters were taken according to the rank of the officer. The first opening occurred in a small cottage near the north gate, just beyond Prof. Weir's house and studio. This cottage was so small that everybody laughed at it and wondered how we could store ourselves in such a limited space. Our front hall was just one yard square. It was told us that a French instructor, Lieutenant Theophilus d'Oremont, once occupied our house. He was a humorous character. It occurred to him to buy an electric carpet for his front hall. He went to a large carpet store in New York and had the clerk pull down one carpet after another till he found the color which suited his taste. He said "that will do, monsieur, that's just the thing." One of the clerks, glad to have pleased the lieutenant, asked him how much he should cut off. "Oh, monsieur, just one yard." In this small tenement we lived for nearly two years, moving into a larger house October 10th, 1888. That tenement was called "the cottage on the rock". It was just below the officers' mess and where the new stone hospital now stands. If you should open any cadet register you would find on its third page the names of the first officer on the list was Major Richard Delfield of the corps of engineers, Superintendent, then followed nine professors and as many assistant professors. The assistant professors were officers detailed from



*for instructor*

the army. Besides these, other lieutenants were on duty selected from every arm of the service, ~~some~~ ten or twelve in number. Again as a part of the academic staff, we had an officer in the immediate command of the cadets. He was called the Comandant and ~~had~~ <sup>who</sup> four assistants were named "Instructors of Infantry tactics". They never had rank above first lieutenant. At times there was ~~a~~ an instructor of artillery and cavalry. For example in June 1853 this position was filled by brevet-major Geo. H. Thomas, who was at the time a first lieutenant of the 3rd Artillery, and associated with him as assistant of artillery was brevet-major, Fitz John Porter, whose real rank was first lieutenant 4th artillery. Two or three other assistants aided Thomas in the cavalry exercises.

The staff looked large to me, particularly when I noticed that four more officers, coming in direct contact with the Superintendent, were found necessary to direct the affairs of the academy. One usually an old first lieutenant with a brevet showing that he had been in the Mexican war, was the adjutant, and another of like rank was the commissary of subsistence, quartermaster and treasurer, while a surgeon and assistant surgeon took charge of the hospital and of the families of the officers of the post.

In addition to all this there was ~~was~~ <sup>company</sup> ~~xxxxxx~~ of engineers which had with ~~it~~ a captain and two lieutenants, which had its barracks on the north side of the plain near the river. The detachment of artillery <sup>& cavalry</sup> numbering sometimes as many as one hundred soldiers was kept under the general charge of the instructor of artillery and his assistant, ~~and the band~~  
*These took care of the cadets' horses & did police work.*



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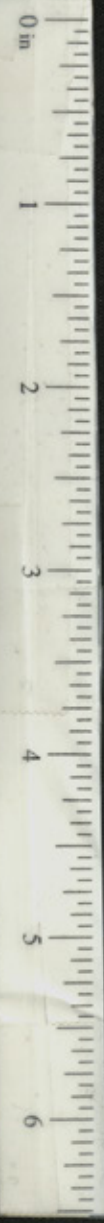


*band*

whilst the ~~band~~ and drum-corps, all enlisted men, were cared for  
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 mitted to remain for years on duty at West Point they were allowed  
 to marry, so that quite a village usually called "Log-town" had  
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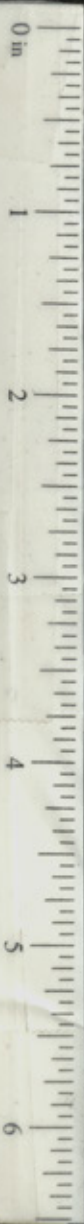
It is often asked me what is the difference be-

tween the Superintendent and the Comandant at West Point?  
 The Supth. had charge of the whole reservation - & the Comandant  
 With a view to answering this question, I will give a little  
 account of a remarkable character whom I have already named and  
 whom I met the first morning after my arrival at Roe's Hotel.  
 It was Major Richard Delafield ~~xxxxxx himself~~  
 or rather Col. Delafield, for by recent act of Congress the local  
 rank of the Superintendent was Colonel, and that of the Comandant  
 of cadets Lieutenant-Colonel. This was the second time Dela-  
 field had been Superintendent of the military academy. It was  
 already recorded of him "on Sept. 1st 1838 Col. De Russy was  
 succeeded by Major Richard Delafield of the Corps of Engineers  
 as Superintendent. Endowed with administrative abilities of a  
 high order, and an inflexible resolution to maintain the discipline  
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 was directed towards defining and establishing the boundaries of  
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That period of his West Point tour of duty extended to Aug. 15th, 1845. In <sup>those</sup> ~~these~~ seven years he stamped his <sup>strong</sup> character upon everything he touched. One may say that he was an officer of the old school, so exacting in the performance of duty that a cadet or officer understood before hand what would be the consequence of the violation of a regulation if it came to his knowledge. He had come the second time, the 8th of Sept. 1856, to remain till the first of March 1861. He had his office in the north ~~west~~ room, ground floor, of the library building.

As I came in <sup>Monday</sup> that morning I found him at his <sup>desk</sup> ~~post~~ with his uniform coat unbuttoned and his hair somewhat dishevelled and his trousers wrinkled. This disappointed me because I had anticipated a stiff man like Capt. Brewerton who had been my Superintendent when a cadet and who was always very precise in his dress and in all his deportment. Delafield was not taller than I, and turning to me gave his hand with a very pleasant smile on his face, <sup>and</sup> welcomed me to the Military Academy. His nose was very prominent, his head large and his face showed characteristics written upon it which would ~~make~~ <sup>make</sup> one think twice before undertaking to make him retract an opinion or countermand an order.

However, I felt that he would be my friend if I did my whole duty <sup>me</sup> and give ~~me~~ credit accordingly. He told me where to find the adjutant, Lieutenant James B. Fry, first lieutenant of the 1st Artillery. I stepped across the hall and gave in my name for record and have still in my possession



The order of the Department signed by J. E. Smith, Lieutenant and Adjutant, assigning me to duty in the West Point, 1845.

That period of his West Point tour of duty extended to Aug. 15th, 1845. In that seven years he stamped his character upon everything he touched. One may say that he was an officer of the old school, so exacting in the performance of duty that a cadet or officer understood before hand what would be the consequences of the violation of a regulation if it came to his knowledge. He had come the second time, the 2nd of Sept. 1836, to remain till the first of March 1837. He had his office in the Northwest room, Ground floor, of the library building.

As I came in that morning I found him at his post with his uniform coat unbuttoned and his hair somewhat disheveled and his trousers wrinkled. This disappointed me because I had anticipated a stiff man like Capt. Brewster who had been my Superintendent when a cadet and who was always very precise in his dress and in all his deportment. DeLaford was not taller than I, and turning to me gave his hand with a very pleasant smile on his face, welcomed me to the Military Academy. His nose was very prominent, his head large and his face showed characteristics written upon it which would make one think twice before undertaking to make him retract an opinion or countermand an order.

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the order of the Superintendent signed by J. B. Fry, First Lieutenant and Adjutant, assigning me <sup>which,</sup> ~~to duty~~ in the Mathematical Department of the Academy <sup>ed</sup> and instructing me ~~further~~ to report for duty, to Prof. Church. Fry had graduated from West Point three years before I entered, which made him seem to me ~~then~~ a very old officer. I met him after our work at West Point <sup>on the Antietam & Bull Run</sup> when ~~he~~ was on General McDowell's staff. He guided my brigade when we were under fire to the extreme right of our line beyond Sudley's Spring Ford <sup>the</sup> of Bull Run, and he served with great distinction in acting in the East and in the West till he was finally <sup>General</sup> made Provost-Marshal of the Army the 17th of March 1862, with his headquarters at Washington. It was in that office that he and Conklin had a difficulty which became of National import. The Honorable James G. Blaine defended him on the floor of the House of Representatives against the attacks of Conklin, using such extraordinary language, accompanied with such vehemence <sup>thereafter</sup> that Conklin transferred his hostility to Blaine himself and never would forgive him. Everybody in the Nation knows the exceeding political trouble and widespread divisions that came of it all. Fry and I as we shook hands that day had no conception of the <sup>fruitful</sup> strange future that was before us both.

After getting my orders and seeing Prof. Church I went into the section room of Lieut. Alexander J. Perry, who was at the time assistant professor of Mathematics. He had been with me one year as a cadet and so about six years in the army at large. Perry in our history attained the rank of Colonel



the order of the Superintendent signed by J. B. Tyoe, First Lieutenant and Adjutant, assigning me to duty in the Mathematical Department of the Academy and instructing me further to report for duty, to Prof. Church. Tyoe had graduated from West Point three years before I entered, which made him seem to me then a very old officer. I met him after our work at West Point when he was on General McDowell's staff. He guided my brigade when we were under fire to the extreme right of our line beyond Sedley's Spring Ford of Bull Run, and he served with great distinction in action in the East and in the West till he was finally made Provost-Marshal of the Army the 17th of March 1862, with his headquarters at Washington. It was in that office that he and Conklin had a difficulty which became of National import. The Honorable James O. Blaine defended him on the floor of the House of Representatives against the attacks of Conklin, using such extraordinary language, accompanied with such vehemence that Conklin transferred his hostility to Blaine himself and never would forgive him. Everybody in the Nation knows the exceeding political trouble and widespread divisions that came of it all. Tyoe and I as we shook hands that day had no conception of the strange future that was before us both.

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and General by brevet for faithful and meritorious services in the Quartermaster's Department of the Army. <sup>admit descent of Comdr</sup> He was a very energetic and faithful officer and greatly respected by the staff <sup>Parry</sup> of the army. He had been a cadet lieutenant when I was a fourth class man, and always had treated me with kindness and respect. So for two days I was glad enough to sit in his recitation room and watch the manner in which he instructed the young men. He had third and the fourth sections of the fourth class which had just begun its course at the Academy. In two days' time I had become fully possessed of the method of teaching. Of course I had been in the section rooms long enough as a cadet to understand matters from a cadet's <sup>point of view</sup> standpoint, but there were many things that a cadet could not see or know. We will remind ourselves of what a section was. The fourth class in 1857 numbered about a hundred, i.e. a hundred entered upon the course. This number was <sup>separated</sup> ~~sixteen~~ into seven <sup>sections</sup> ~~divisions~~ of fourteen or fifteen each, and arranged in alphabetical order. A single instructor would take the first <sup>throughout</sup> ~~division~~ or first section, as ~~was named~~ <sup>announced</sup> it to his recitation room from eight till half past nine and there examine it with care upon the lesson which had been ~~given~~ <sup>announced</sup> out the day before. From half past nine till eleven he would receive the second section and treat it in like manner. For a while the professor had been hearing a section himself and getting along with an assistant professor and two other officers. When I arrived it enabled him to have the recitations all going on at the same time, and <sup>one hall</sup> freed him from confinement to one room, so that he passed from



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section room to section room during the time from eight to eleven, staying a short time in each ~~section~~ room. Sometimes the professor would quietly listen and observe, and at other times he would take recitations into his own hands and conduct them. Lieutenant Perry had <sup>on a small platform</sup> a desk at one end of the room and a chair behind it, and another chair on the floor below his platform for Prof. Church. An extra chair was kindly provided for me. Two benches extended along on each side of the room far enough out so that cadets could work at the blackboard behind them if necessary. The blackboards were against the wall and sufficiently ample to call up six cadets at a time.

As soon as a cadet was given his problem, say for example, "deduce the rule for division of fractions" (in algebra) he would go to a blackboard, write his name high up on the board with care and then put down the necessary work to deduce the rule, look it over carefully and then turn around with his pointer in his hand and stand at attention until his name was called. When Lieutenant Perry called his name <sup>his cadet</sup> he would look at him and say distinctly "I am required to deduce the rule for the division of fractions". He would then be <sup>required</sup> ~~required~~ to go on step by step, giving a plain reason for every stage until the ~~rule~~ rule had been fully deduced; then he would repeat the rule. His instructor would not interrupt him unless he made some mistake and when he had finished he would be asked some pertinent questions which, if he answered correctly, would be declared sufficient; after



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that the cadet would resume his seat.

While the six cadets were making their preparation to recite the seventh would be called to the middle of the floor where he would take the position of a soldier and look into the face of his instructor. Often this one <sup>recited</sup> "upon questions" would be catabased upon various things connected with the lesson, sometimes for ten minutes. He must be very attentive and have his lessons perfectly in mind not to make a mistake or miss any of these questionings. Probably no part of a cadet's course was more trying than this series of inquiries. Prof. Church enjoyed particularly the drawing out of the knowledge of a young man, and making him speak with percision and accuracy. But accidents will occur to the best of men. I remember that one day Cadet Pender, who was in the Civil War, killed at Gettysburg on the Confederate side, was at the blackboard explaining the subject of radicals. Prof. Church, being present, interrupted him two or three times on account of the inaccuracy of his statements. He told him what to say and just how to say it, and then to enforce his feeling he said: "Mr. Pender, I always say just what I mean, and mean just what I say." Then, looking up to the board, he said "unwittingly: "Go on Mr. Radical". That was too much for the cadets and they shouted. Prof. Church took his tall hat and walked straight to the door, putting it on and ~~walking~~ <sup>going</sup> out without a smile. His cheeks, however, were a little rosy and none of us were reproved for laughing.

I noticed that Lieutenant Perry had two little memoranda books, one for the third section and the other for the



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fourth. They were nicely ruled off and paged. The names of the  
of a section  
cadets were carefully written on the left of each page. If a  
cadet made a perfect recitation he would receive three under  
Monday. ~~on the Day of the week~~ The range of marking was from zero by tenths up to  
three. If a cadet made one or two mistakes he would probably be  
cut two-tenths and so he marked two and eight-tenths. 2.5 was  
regarded as good; 1.5 as poor, and zero, a complete failure.

The next column was for Tuesday, and so on for every  
day in the week, except Sunday. On Saturday after the recita-  
tions were over a report in good form was drawn up containing  
the record for the week, which would show what the maximum was  
and how near any cadet came to it, or how far he deviated. The  
cadets took the greatest interest in these marks which they never  
could see until Saturday afternoon or Monday morning <sup>being</sup> put in a  
large case in a hall near the Superintendent's room, a hall of  
the library building. I never knew a cadet who did not hasten  
to see his marks at the end of the week as soon as he could.

This scale of marking is sometimes called the West  
Point system. It is only part of it. The system of demerit  
which is never publicly shown in the glass case but is read out <sup>daily</sup>  
by the adjutant before the whole battalion after evening parade.  
Every cadet has an opportunity given him to write an excuse for a  
report. For example: "musket out of place at inspection." Some-  
one else may have displaced his arm and so he would write an  
excuse in precise form and send it in to the comandant of cadets,  
putting down the report and stating that someone had displaced his



fourth. They were nicely ruled off and paged. The names of the  
of a section  
cadets were carefully written on the left of each page. If a  
cadet made a perfect recitation he would receive three under  
Monday. The range of marking was from zero by tenths up to  
three. If a cadet made one or two mistakes he would probably be  
out two-tenths and so be marked two and eight-tenths. 2.5 was  
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~~merit~~ ~~absent~~  
 while he was away at recitation. In that case the comandant would remove the marks against him. The number<sup>s</sup> of demerit <sup>in those days</sup> accumulated in six months were not ~~in my time~~ to exceed one hundred. If they did the young man would cease to be a cadet. In all cases both the merit marks and the demerit ~~marks~~ were counted, the one pro and the other con. This was always done to determine the relative standing of different cadets in a class.

A few words more are necessary to understand how the hundred young men in the fourth class were sifted out. Those who did very well in the last two sections and gave evidence of marked ability would be transferred up, and little by little the poorer recitations would cause a descent. It would not be many weeks before the first section would contain the fourteen or fifteen most promising cadets. The second section, those who came next and so on down to the seventh section which the cadets themselves called "the immortals". This section and often the greater <sup>part</sup> of the sixth section ~~fell off~~ <sup>were dropped</sup> at the ~~first~~ <sup>same</sup> ~~January~~ examination.

After ~~my~~ two days of observation I took up ~~my~~ work, having assigned to me the third section from eight to half past nine and the fourth from ~~half~~ past nine to eleven. After recitation<sup>s</sup> habitually I returned to my little family at the hotel. From first to last it was my custom, as I think it was the habit of every other instructor, to go over each lesson with care the night before. Sometimes of course by rising early enough I did the same thing in the morning. No matter how familiar the work may be it is due to the cadet never to hesitate upon any <sup>proper</sup>



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question he may ask you on the lesson.

Young people might desire to know if the same course was pursued in English studies, or Foreign languages as in Mathematics. I ~~should~~ answer substantially the same. When we had international law the four or more cadets would go to the black-board, put down their names and write a brief; then turn around and give the substance which the brief presented. Some of our cadets in such studies would repeat a lesson almost word for word as in the text. This I, myself, never attempted to do, except when we were required to recite verbatim the Constitution of the United States. In French, Prof. Agnel had a system of instruction set forth on slips of paper, giving <sup>the</sup> English to put into French, or French to put into English. No cadet could learn to speak French in the brief time we were taught in that language, but the most of <sup>them</sup> ~~us~~ could read the language sufficiently well for the solution of military problems.

I <sup>may</sup> ~~am~~ add here that I was gradually promoted until I had under my charge the first and second sections of the second class in Mathematical studies; then I had become by the gradual detachment of other officers to duties away from West Point, <sup>my sections</sup> the assistant professor and instructed in all the higher mathematics. <sup>and allowances</sup> This gave me the pay of a captain of Cavalry, Something that was of great help to my growing family.



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14  
The military part of every day will be best set forth  
in my concluding article as Superintendent. The instructors  
were obliged to report cadets when they saw them violate any  
regulation of the Academy, and also to serve in their turn  
as officer of the day for the general garrison, which ~~xxxxxxx~~  
included the engineer company and all enlisted men. The cadets  
themselves had their ~~own~~ officer of the day, who reported  
directly to the comandant.

cadets were enrolled as members. Robert and I at the first  
gathering had but seven cadets, and our largest attendance during  
three years was but thirty-five. The moral and religious tone  
of the officers and cadets at the Military Academy will compare  
favorably with that at any other institution of like size in the  
land.



(15)  
~~proper~~. Col. Delafield selected me to be Post librarian in addition to ~~teaching~~. This duty took very little time as I had an excellent assistant, an enlisted man of long experience. The hours at the library not only gave me access to books but brought me into pleasant contact with cadets of every class. The professor of Ethics was also the chaplain. He permitted me to start a cadet meeting for religious reading and prayer. Lieut. Robert, of the engineers, assisted in conducting the meeting once or twice a week. These meetings have now continued for forty-three years. When Lieut. Col. Upton became comandant <sup>six</sup> ~~six~~ years later than my term of duty he permitted for this purpose the use of the large Dialectic-hall and the meetings under Y.M.C.A. management were held on Sunday evenings and continued to grow till, at last accounts, about two thirds of the cadets were enrolled as members. Robert and I at the first gathering had but seven cadets, and our largest attendance during three years was but thirty-five. The moral and religious tone of the officers and cadets at the Military Academy will compare favorably with that at any other institution of like size in the land.





*Original Copy*

As Superintendent for two years commencing January 1861.

When a cadet, my first Superintendent was Capt. Brewerton of the Engineers, an officer of middle age, tall, erect and of fine figure. His neatness of dress and dignified military bearing, especially impressed me. He never lacked decision of character, and under his administration matters ran on smoothly with little change.

During his brief absences Capt. Geo. W. Cullum of the Engineers, the author of our Cullum's Register, acted as Superintendent. He was severer in inflicting punishment than Brewerton. Cadets were apt to take umbrage at things he said and did. On Brewerton's return Cullum would fall back to his practical instructing in bridge-building and military engineering. I have already mentioned how the cadets worried him when laying pontoons in the Hudson just above the Post.

We next had Capt. Robert E. Lee, who was the first to enjoy the local rank of Colonel (just established by Congress). He was Superintendent from Sept. 1st, 1852, to March 31st, 1855, so that I had two years of experience under him. I once wrote of him that he was about of the same size and grand carriage as Brewerton, that it was always delightful to meet him. One of our instructors said of him that his smile was worth a thousand dollars. In the office, on the plain, at his home, where I often went with my classmate, J. E. B. Stuart, I met the same kind face

*# Note. Cullum's register shows a faithful record of the officers who are graduates of the Military Academy, giving each his promotions & his life-history in brief.*



As Superintendent for two years commencing January

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cheery smile, and a word or sentence which enhanced but never lessened my self-esteem. Col. Lee never lost his temper, his patience nor his grave sort of kindliness.

We have already had a sketch of Col. Delafield with whom I had most to do. I came nearer to him during his Superintendency than to any other. Once I wrote and published an article which he did not like. It was a discussion of discipline as understood and practiced in the Army which included the military Academy. The conduct of one who governed as a martinet was strongly contrasted with that of him who governed paternally.

A paternal system I contended was far wiser and better for an officer of rank to follow in peace or in war than the uncompromising sort of government which seemed to be in vogue throughout the world. Our Superintendent, I learned, took to himself much of what I wrote; but he did not call me to an account in any formal way; however, the relations between us were strained after that while we served together. Delafield fully believed in absolute strictness with every officer, cadet and soldier, and honestly thought that no offense should go unpunished. He was doubtless grieved at my apparent laxity at the very beginning of a military career. Yet, we came together pleasantly at the close of the Civil War.

Of course, by observing these different officers I was acquainted with the main duties of the Superintendent. At last President Hayes, the latter part of 1880, ordered me hither from Oregon. West Point was just then a geographical department,



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and general officers could be assigned. After the long journey in January 1881, I arrived and assumed command of "the Department of West Point" and took up also the duties of Superintendent. The old Professors, with Mahan at the head, had disappeared; some had died and the others had been retired. My classmate and cadet roommate in the old barracks during 1850, Lieutenant-Colonel H. M. Lazelle, was the comandant of cadets, and Lieut. Col. Piper, another cadet friend, was the instructor of artillery and cavalry. Every other professor, assistant professor or detailed lieutenant was comparatively young; few of them were personally known to me.

The comodious Superintendent's quarters west of the plain were vacant and waiting for my family, which at this time consisted of my wife and <sup>seven</sup> six children, the eldest, Guy, was a lieutenant of infantry and an aide-de-camp; very soon he left me to take the Post-graduate course in artillery at Fortress Monroe. I then had two aides, the senior Capt. J. A. Sladen, who had been with me in many campaigns and battles; I made him Adjutant-General of the Department. To the other aide, Lieut. C. E. S. Wood, I gave the adjutancy of the Academy for a time and the detail for Librarian. With these slight changes, in other respects the old "Academic Staff" remained as I have previously described it.

The next day after this advent I went to the office. A new structure of modern type in architecture had been put up, opposite the glarge academy and behind the chapel, and named



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"The Administration Building". In it the Superintendent had a good sized, comodious room, well furnished with desk, table, chairs and book cases. Here an aide was always on hand to aide me like a private secretary. The Adjutant had a neighboring office and several clerks of long standing, with their desks and duties.

The routine for all of us seemed as fixed and inflexible as the law of Meads and <sup>des</sup> ~~Prussians~~ <sup>errians</sup> which altereth not. <sup>P</sup> One may judge of the work by a few details. The comandant was charged with the duties of instructor in Tactics. He was to see also to the execution of the rules which applied to the conduct of the cadets; he was indeed the executive officer for most matters touching the administration of cadet affairs. Still, there were very few subjects that he did not bring daily to the knowledge of the Superintendent to get his formal approval. <sup>P</sup> The Captain in charge of the Engineer company came daily to the Superintendent or his Adjutant-General for consultation and orders.

Each professor brought his reports to the Superintendent for his sanction and for record. The Instructors of cavalry and of Infantry were obliged to have their half-hour and their advice. The Quartermaster, Commissary and Treasurer necessarily brought to him an abundance of detail. For example, the question of the chosing of quarters caused unending trouble. New ones were to be constructed from limited appropriations, or to be repaired, often from inadequate supplies. The commissary functions were harder and there were constant complaints reiterated from week to week which came from every mess table. The



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During <sup>my</sup> the campaigns against the Indians I found  
Capt. Wm F. Sprague so efficient, particularly in taking care <sup>5</sup> of his  
men. That I secured him to be my ~~own~~ <sup>own</sup> mission. He fed the  
cadets. For 18 years he gave wonderful satisfaction ~~not only~~  
~~to cadets but to every respectable officer and civilian.~~  
The young men dubbed him "General".  
cadets, young and hungry though they were, seemed to me at first  
never satisfied with our peculiar army feeding. This was <sup>completely</sup> remedied.

The treasurer's office was no sinecure; think of the  
almost infinite labor of keeping his account with every cadet  
at that time nearly four hundred in number. Each one had  
his pass book and he could not get an article for room furniture  
or for clothing without the direct approval of the Superintendent.  
That was the law. Each cadet was credited with his forty dollars  
per month on his pass-book and every item that he received, in-  
cluding his board, was charged to his account and brought within  
that amount.

Great stress was always laid upon what was called  
"the Police of the Post". It consisted in keeping all paths and  
roads, forts and plain in perfect order. The queer looking,  
aged artilleryman, enlisted and re-enlisted, did this duty under  
the quartermaster's supervision; but the West Point public al-  
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The chaplain, just then an aged Presbyterian minister,  
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The entertainment of visitors, especially from abroad, visitors of importance or distinction, absorbed considerable time, and every annual examination of the cadets was preceded by the coming of the great Board of visitors, a board made up of distinguished citizens appointed by the President and by gentlemen selected in both Houses of Congress <sup>who formed</sup> ~~to form~~ part of the Board <sup>they suggested</sup> ~~in a formal~~ and exacting examination of everything pertaining to the department and to the institution. <sup>and made full reports to the President</sup> As a rule, however, the Academic Board, consisting of the Superintendent and professors, conducted all examinations in the several studies in the presence of these visitors.

It was my pleasure to systematize as far as possible such a vast amount of detail ; but I found it for some time more worrisome and onerous than the command of an army in the field, and taking <sup>every</sup> ~~and~~ everything into the account, ~~and~~ other geographical department appeared to me to be easier in the management. Soon, however, we secured such order of arrangement as to make the innumerable details work kindly into shape.

One thing is certain, however, the President of a great University not only has such details as I have mentioned but he must also be anxious for the supplies and means of support,



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*as if not*  
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Very much of the time from reveille to tatoo is taken up with the military work. The companies, the roll-calls, the guard duty, the brief recreation hours, the period for study and recitation were all made complete enough in my first article under the head of "My experience as a cadet".

While the recitations were going on in the Academy, some in mathematics, some philosophy, some in English studies, including geology, mineralogy and chemistry, and some in practical drawing or painting, there were sections of different classes which had a simultaneous exercise out of doors. For example, there would be a large one *in* all dressed shell-jackets and ready for an artillery drill upon the plain *between the library and Roe's hotel*. The cadets would find ready for them the light battery of six guns. *the young men* Among themselves the observer would notice a complete organization. Its marcher would report at a little after eleven to the artillery commander, when every conceivable artillery exercise would be gone through for an hour or an hour and a half, when the cadets would be released and marched back to quarters, to wash and dress and be ready for the dinner roll-call. Other sections on other days would go out to find the cavalry horses held in readiness for them to exercise in every variety of cavalry drill on the plain or in the riding hall. At certain times of the year, by turns, a class would be thoroughly *drilled* in the seige and sea-coast batteries, and in the laying of pontoons. This latter, however, was usually reserved for some part of the period of the



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summer encampment, which always took place from about the 20th of June to the 28th of <sup>August</sup> ~~July~~ at the time when the class, which had been two years at the institution, had its summer furlough. Their comrades left behind during their absence enjoyed all the advantages and the hardships of the strictest sort of military encampment.

*This large camp was on the east side of the plain & near the old revolutionary fort, Montevideo.*

When in barracks from the first of September till the 20th of June there was never any intermission of drill and military exercises except during the coldest part of the winter. Even then the guard-mounting of the morning and the evening parade always took place. When it was at all possible, the drills in setting up the new cadet, in perfecting the squad and the company under a military officer, and later in <sup>the</sup> practical exercises of the battalion in regular or skirmish order began at four o'clock in the afternoon and continued for at least an hour and a half. After the drill of the battalion for example by the comandant himself, he sent the companies back to their barracks to enable every cadet to adjust his dress and his equipments and be ready for the evening parade, which was the ceremonial for all eyes to rest upon.

*When the weather permitted, this parade ~~was~~ took place on the west side of the plain, near the Desamparado Convent.*

My young readers may ask me what was the reasonable result of all this academic and military instruction so precise and so thoroughly carried out for four long years? As a rule ninety out of a hundred young men <sup>were improved</sup> ~~have been improved~~ in every respect during that period. The mental and physical



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development is of the best. The constant demand for thorough honesty, truthfulness of statement and courageous correction of faults, of temper, or disposition always tell in a favorable manner. *Even* Where ~~even~~ <sup>existed</sup> there ~~is~~ <sup>was</sup> any want of intrinsic morality in a cadet there ~~is~~ <sup>was</sup> an esprit de corps which would <sup>always</sup> shame him into the reasonable observances of polite society.

I have already spoken of the religious tone and bias of the institution. The majority of the officers are exemplary Christian men, and now as I am authoritatively informed the majority of the cadets are enrolled in a Christian association and do not ~~shame~~ <sup>disgrace</sup> their profession. Still, <sup>I know that</sup> as in college, many young men do not <sup>u</sup> gauge their own moral standard or Christian activity, as followers of the Master, so high as they <sup>might</sup> may.

I am glad to say <sup>however</sup> that the time is past when it can be doubted that a man may be a Christian and a soldier. While we must have an Army and a Navy to uphold the honor of the flag and the integrity of the Nation, it is altogether best that a high standard of manhood should be maintained among our cadets from start to finish.



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