

President Dwight Eisenhower's Farewell Address to the Nation, 1961



*Dwight D. Eisenhower by James Anthony Wills, 1967
(White House Collection/White House Historical Association)*

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

TL TEACHING LITERACY
TH THROUGH HISTORY

President Dwight Eisenhower’s Farewell Address to the Nation, 1961

BY TIM BAILEY (created in 2013, updated in 2024)

Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.

GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Four 45-minute class periods or two 45-minute class periods with Lesson 3 and/or Lesson 4 assigned for homework

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary sources.

Over the course of four lessons the students will analyze the text of President Dwight D. Eisenhower’s Farewell Address to the Nation, given on January 17, 1961. They will “read like a detective” to discover, explain, and evaluate the meaning and importance of President Eisenhower’s address by acquiring a proficient understanding of what is explicitly stated, drawing logical inferences, and demonstrating these skills by writing succinct summaries and then restating the summaries in their own words. As a closure and summary activity, the students will compose an analytical essay that assesses President Eisenhower’s arguments and conclusions supported by evidence from the text.

Students will be able to

- Close-read informational text proficiently
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of summary organizers
- Develop and draw conclusions based on textual evidence in a primary source document
- Write an analytical essay that explains and evaluates the evidence in a primary source document
- Identify a pivotal policy maker and his political philosophy (e.g., Eisenhower)

ESSENTIAL QUESTIONS

- President Eisenhower identified a number of serious issues in America’s future. What are these issues and which did he argue was the most dangerous?
- What did President Eisenhower mean when he said that the military was “a vital element” while being capable of “unwarranted influence”?
- President Eisenhower frequently supported keeping key issues in “balance.” What does “balance” mean in this context? How is that perception manifested in this speech?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

MATERIALS

- Excerpts from President Dwight D. Eisenhower's Farewell Address to the Nation, January 17, 1961, from "Press release containing the text of the address," Online Documents, Dwight D. Eisenhower Presidential Library, Museum & Boyhood Home, eisenhowerlibrary.gov
- Eisenhower's Farewell Address to the Nation video broadcast at www.c-spanvideo.org/program/15026-1 or audio-only at http://www.eisenhower.archives.gov/all_about_ike/speeches/wav_files/farewell_address.mp3
- Summary Organizers 1–9
- Overhead projector, Smartboard, or similar device
- How to Organize Your Writing

HISTORICAL BACKGROUND

Dwight D. Eisenhower and the “Military-Industrial Complex”

by Jeffrey A. Engel, Southern Methodist University

Dwight D. Eisenhower arrived at the White House in 1953 having never before held public office, yet with arguably the most impressive pre-presidential resume of any who has held the office. He'd been a strategist, a diplomat, a logistician, and a public relations officer, and all the other components required as Supreme Allied Commander for Europe during World War II. “Ike” was therefore used to commanding complex bureaucracies and large systems, but was also at heart a political conservative, broadly defined as one who disapproves of government expansion.

Obviously, he considered government necessary. A West Point graduate and career Army officer, he'd lived through the New Deal's interventions during the Great Depression. What he feared was government's potential for excess, believing too much control over the marketplace, in particular, warped not only markets, but in time, limited opportunities and freedom for the country's citizenry. He therefore vowed to lead the country “down the middle road between the unfettered power of concentrated wealth . . . and the unbridled power of statism.”

Eisenhower also knew as well as anyone the horrors of war. More than 100,000 Americans died fighting under his command and he'd seen with his own eyes the depths of human depravity executed on behalf of the state. So while he supported a vigorous defense against the growing Communist threat in the late 1940s and early 1950s, what would ultimately develop into a generation-shaping Cold War, he also hoped his fellow citizens understood the full cost of their liberty. “Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed.”

This naturally conservative president who was disdainful of excessive military spending largely continued the Truman administration's Cold War policies, including the largest expansion of federal power in American history. During Ike's tenure, military spending, defined narrowly, decreased 27 percent. Overall Cold War spending skyrocketed, however, when education, research, and infrastructure investments, all justified as strategic necessities, are factored in. Cold War spending ultimately consumed over 10 percent of the entire American economy during Eisenhower's presidency, and nearly half the federal budget, even as he tried to rein in spending and the geopolitical tensions that both derived from and exacerbated fear of Communism's advance.

He thus left office in 1961 with advice for the American people, a warning really, that those who profited from military production and those whose careers were bolstered by Cold War fears might find common cause in perpetuating the conflict and, indeed, Americans' broad sense of fear:

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

A counselor to the presidents who succeeded him, Dwight Eisenhower formally retired upon leaving office, and lived until 1969 near the hallowed grounds of the Gettysburg battlefield.

Jeffrey Engel is the director of the Center for Presidential History and a professor of history at Southern Methodist University. He is the author of When the World Seemed New: George H. W. Bush and the End of the Cold War (2017) and editor of The Four Freedoms: Franklin D. Roosevelt and the Evolution of an American Idea (2015).

LESSON 1

OVERVIEW

In this lesson the students will do a close reading of the first section of President Dwight Eisenhower's Farewell Address to the Nation, given on January 17, 1961. They will have the opportunity to draw conclusions about President Eisenhower's words and ideas as expressed in this document. The learning activities will be facilitated as a whole-class lesson.

Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.

GRADE LEVELS: 7–12

TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. Over the course of four lessons the students will analyze the text of President Dwight D. Eisenhower's Farewell Address given on January 17, 1961.

ESSENTIAL QUESTIONS

- President Eisenhower identified a number of serious issues in America's future. What are these issues and which did he argue was the most dangerous?
- What did President Eisenhower mean when he said that the military was "a vital element" while being capable of "unwarranted influence"?
- President Eisenhower frequently supported keeping key issues in "balance." What does "balance" mean in this context? How is that perception manifested in this speech?

MATERIALS

- Excerpts from President Dwight D. Eisenhower's Farewell Address to the Nation, January 17, 1961, from "Press release containing the text of the address," Online Documents, Dwight D. Eisenhower Presidential Library, Museum & Boyhood Home, eisenhowerlibrary.gov.
- Eisenhower's Farewell Address to the Nation video broadcast at www.c-spanvideo.org/program/15026-1 or audio-only at http://www.eisenhower.archives.gov/all_about_ike/speeches/wav_files/farewell_address.mp3
- Summary Organizer 1
- Summary Organizer 2
- Summary Organizer 3
- Overhead projector, Smartboard, projector, or similar device

PROCEDURE

1. Distribute copies of the excerpts from President Dwight Eisenhower's Farewell Address to the Nation. You may ask the students to read it silently to themselves or "share read" the document with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL). You may choose to play part or all of the video or audio of Eisenhower's farewell address at any point in this unit.

2. This initial read through will give the students an understanding of the main ideas before they do the deeper analysis with the summary organizers. Resist providing extensive historical background at this point as the goal is for the students to develop ideas and draw conclusions based solely on Eisenhower's words.

Note: There may be some confusion about the unfamiliar way Eisenhower used the word "holocausts." Explain that he used "holocausts" to describe the many wars that had erupted in Europe and evoked an ancient definition of a holocaust as a burned sacrifice. In 1961, the genocide committed by the Nazis during World War II was not yet commonly called "the Holocaust," with a capital H. If students have more questions, you can explain that Eisenhower had a personal connection to what we now call the Holocaust. He had been Supreme Commander of the Allied Expeditionary Force in Europe and had witnessed and recorded the horrors perpetrated in concentration camps.

3. Explain that the students will learn how to do in-depth analysis for themselves by reading, understanding, and summarizing President Eisenhower's address. In this first lesson, the whole class will work together to summarize the first section of the text.
4. Distribute copies of Summary Organizer 1 and display it in a format large enough for the whole class to see. This activity sheet contains the first section of President Eisenhower's address.
5. Describe the process for the class: The first objective is to select "keywords" from the text and use those words to create a summary sentence that gets at the gist of what Eisenhower was saying.
6. Guidelines for Selecting the Keywords: Keywords are important contributors to understanding the text. They are usually nouns or verbs. Advise students not to pick "connector" words (*are, is, the, and, so, etc.*). The number of keywords depends on the length of the paragraph. This selection is 119 words; therefore, students should select up to 6 keywords. Since the students must know the meaning of the words they choose, you will have opportunities to teach students how to use context clues, word analysis, and dictionary skills to discover word meanings.
7. The students should now select up to 6 words that they believe are keywords and circle or highlight them or write them in the Keywords section of the organizer.
8. Survey the class to find out what the most popular choices were. You can write them down and have the class discuss the options and vote on the final choice, based on guidance from you. For example, the class could select the following words: *America, strongest, productive, leadership, world peace* (short phrases can be selected if they represent a single idea), and *liberty*. Now, no matter which words the students had previously selected, have them write the words agreed upon by the class or chosen by you into the Keywords section.
9. Explain to the class that they will use these keywords to write a sentence that summarizes the meaning of the first section of President Eisenhower's address. This keyword summary sentence should be developed through a whole-class discussion and negotiation. The students might decide they don't need some of the words to make the sentence even more streamlined. This is part of the negotiation process. Their summary using Eisenhower's words might be "America is the strongest and most productive nation and must use its leadership to promote world peace and liberty." The students will copy the final negotiated sentence into Keyword Summary section of the organizer.
10. Guide the students in restating the summary sentence in their own words, not having to use the keywords from the text. Again, this is a class negotiation process. They might say, for example, "America, as the most powerful country, must help make the world a better place." This sentence should be copied into the In Your Own Words section of the organizer.
11. Repeat these steps with Summary Organizers 2 and 3. Select 6 keywords for Summary Organizer 2 (which is 115 words in length) and 5 keywords for Summary Organizer 3 (which is 90 words).
12. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 2

OVERVIEW

In this lesson the students will continue reading and analyzing the text of President Eisenhower’s 1961 Farewell Address to the Nation. They will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct keyword summary and then restating that summary in their own words. In this lesson the students will work in small groups.

MATERIALS

- Summary Organizer 4
- Summary Organizer 5
- Summary Organizer 6

PROCEDURE

1. Lead a discussion of what the class learned in the previous lesson and what they decided was the gist of the first three sections of President Eisenhower’s Farewell Address. Explain that they will be continuing to work on the address in small groups.
2. Divide the class into groups of three to five students. Distribute Summary Organizer 4, with the fourth excerpt from Eisenhower’s address, and either have them read the text to themselves, read aloud in their groups, or share read with the class as described in Lesson 1.
3. Review the procedure from Lesson 1, reminding students that they will select keywords from the text, use the keywords to summarize the text, and then restate the summary in their own words. Because this selection is 92 words in length, the students should select up to 5 keywords.
4. Each group should negotiate the selection of the keywords and the creation of a summary sentence using the keywords and fill in those sections of the organizer. Try to make sure that everyone is contributing to the process because it is easy for one student to take control of the entire task.
5. You may choose to have the groups share their keyword summaries at this point, to ensure they are all on the right track, or have each group move on to restate their summaries using their own words.
6. Have the groups share out their restatements. This should start a teacher-led discussion that points out the qualities of the various sentences. How successful were the groups at understanding the main idea of this excerpt?
7. Repeat these steps with Summary Organizer 5 (120 words in length, therefore 6 keywords) and Summary Organizer 6 (162 words, therefore 8–9 keywords).
8. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

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GRADE LEVELS: 7–12

TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. Over the course of four lessons the students will analyze the text of President Dwight D. Eisenhower’s Farewell Address given on January 17, 1961.

LESSON 3

OVERVIEW

In this lesson the students will continue reading and analyzing President Eisenhower's 1961 Farewell Address to the Nation. The students will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct keyword summary and then restating that summary in their own words. In this lesson the students will work with partners or individually.

MATERIALS

- Summary Organizer 7
- Summary Organizer 8
- Summary Organizer 9

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PROCEDURE

1. Briefly discuss the text summaries the students came up with in the previous lessons and the meaning of Eisenhower's Farewell Address to this point.
2. You may choose to have the students work individually or with a partner if they need the extra support.
3. Hand out Summary Organizer 7, which contains the next section of President Eisenhower's Farewell Address. They can read the text to themselves or with their partners, or you can share read the text as described in Lesson 1.
4. Review the process of selecting keywords, writing a summary using those keywords, and then restating the summary in their own words.
5. Because this paragraph is 189 words in length, the students can pick up to 10 keywords. The selection for Summary Organizer 8 is 125 words (therefore select up to 6 keywords) and the selection for Summary Organizer 9 is 136 words (therefore select up to 7 keywords).
6. You may choose to have the students share their restated summaries after they complete each organizer or share all three in a wrap-up discussion once they have completed all the organizers.
7. Have the students share out their restated summaries and discuss the clarity and quality of the different interpretations of Eisenhower's address.
8. Wrap-up: Discuss vocabulary that the students found confusing or difficult; the students can record these words and their meaning on the back of the organizer or a separate vocabulary form.

LESSON 4

OVERVIEW

In this lesson student comprehension will be demonstrated through their use of the analysis that they completed in the summary organizers to develop a short argumentative essay.

MATERIALS

- Summary Organizers 1–9
- How to Organize Your Writing

PROCEDURE

1. Briefly discuss the summaries the students came up with in the previous lessons.
2. Distribute the How to Organize Your Writing activity sheet, which includes the prompts. Ask them to complete the activity sheet to serve as the basis for the writing assignment.
3. The students will write a short essay in response to one of the following prompts. This can be completed as a homework assignment. Remind the students that any arguments they make must be backed up with evidence taken directly from President Eisenhower’s Farewell Address to the Nation.

Prompts

- President Eisenhower identified a number of serious issues in America’s future. What are these issues and which did he argue was the most dangerous?
- What did President Eisenhower mean when he said that the military was “a vital element” while being capable of “unwarranted influence”?
- President Eisenhower frequently supported keeping key issues in “balance.” What does “balance” mean in this context? How is that perception manifested in this speech?

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Excerpts from President Dwight Eisenhower's Farewell Address to the Nation, January 17, 1961

. . . We now stand ten years past the midpoint of a century that has witnessed four major wars among great nations. Three of these involved our own country. Despite these holocausts America is today the strongest, the most influential and most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America's leadership and prestige depend, not merely upon our unmatched material progress, riches and military strength, but on how we use our power in the interests of world peace and human betterment.

Throughout America's adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among people and among nations. . . .

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty the stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.

Crises there will continue to be. In meeting them, whether foreign or domestic, great or small, there is a recurring temptation to feel that some spectacular and costly action could become the miraculous solution to all current difficulties. A huge increase in newer elements of our defense; development of unrealistic programs to cure every ill in agriculture; a dramatic expansion in basic and applied research—these and many other possibilities, each possibly promising in itself, may be suggested as the only way to the road we wish to travel.

But each proposal must be weighed in the light of a broader consideration: The need to maintain balance in and among national programs—balance between the private and the public economy, balance between cost and hoped for advantage—balance between the clearly necessary and the comfortably desirable; balance between our essential requirements as a nation and the duties imposed by the nation upon the individual; balance between actions of the moment and the national welfare of the future. Good judgment seeks balance and progress; lack of it eventually finds imbalance and frustration. . . .

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. . . .

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United States corporations.

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every State house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades.

In this revolution, research has become central, it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government.

Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.

The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present—and is gravely to be regarded.

Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite. . . .

Another factor in maintaining balance involves the element of time. As we peer into society's future, we—you and I, and our government—must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect. . . .

We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied; that those now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities; that all who are insensitive to the needs of others will learn charity; that the scourges of poverty, disease and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love. Now, on Friday noon, I am to become a private citizen. I am proud to do so. I look forward to it. Thank you, and good night.

Source: President Dwight D. Eisenhower's Farewell Address to the Nation, January 17, 1961, from "Press release containing the text of the address," Online Documents, Dwight D. Eisenhower Presidential Library, Museum & Boyhood Home, eisenhowerlibrary.gov.

NAME _____

PERIOD DATE _____

Summary Organizer 1

Original Text

... We now stand ten years past the midpoint of a century that has witnessed four major wars among great nations. Three of these involved our own country. Despite these holocausts America is today the strongest, the most influential and most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America's leadership and prestige depend, not merely upon our unmatched material progress, riches and military strength, but on how we use our power in the interests of world peace and human betterment

Throughout America's adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among peoples and among nations. . . .

Keywords

Keyword Summary

In Your Own Words

NAME

PERIOD DATE

Summary Organizer 2

Original Text

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty the stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

Summary Organizer 3

Original Text

Crises there will continue to be. In meeting them, whether foreign or domestic, great or small, there is a recurring temptation to feel that some spectacular and costly action could become the miraculous solution to all current difficulties. A huge increase in newer elements of our defenses; development of unrealistic programs to cure every ill in agriculture; a dramatic expansion in basic and applied research—these and many other possibilities, each possibly promising in itself, may be suggested as the only way to the road we wish to travel.

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

Summary Organizer 4

Original Text

But each proposal must be weighed in the light of a broader consideration: The need to maintain balance in and among national programs—balance between the private and the public economy, balance between cost and hoped for advantage—balance between the clearly necessary and the comfortably desirable; balance between our essential requirements as a nation and the duties imposed by the nation upon the individual; balance between actions of the moment and the national welfare of the future. Good judgment seeks balance and progress; lack of it eventually finds imbalance and frustration. . . .

Keywords

Keyword Summary

In Your Own Words

NAME _____ PERIOD _____ DATE _____

Summary Organizer 5

Original Text

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. . . .

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United States corporations.

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

Summary Organizer 6

Original Text

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every State house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

Summary Organizer 7

Original Text

Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades.

In this revolution, research has become central, it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government.

Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.

The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present—and is gravely to be regarded.

Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite. . . .

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

Summary Organizer 8

Original Text

Another factor in maintaining balance involves the element of time. As we peer into society’s future, we—you and I, and our government—must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect. . . .

Keywords

Keyword Summary

In Your Own Words

NAME _____ PERIOD _____ DATE _____

Summary Organizer 9

Original Text

We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied; that those now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities; that all who are insensitive to the needs of others will learn charity; that the scourges of poverty, disease and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love. Now, on Friday noon, I am to become a private citizen. I am proud to do so. I look forward to it. Thank you, and good night.

Keywords

Keyword Summary

In Your Own Words

NAME _____

PERIOD DATE _____

How to Organize Your Writing

Select one of the following statements, which you will either support or challenge. Circle the number next to your choice.

1. President Eisenhower identified a number of serious issues in America's future. What are these issues and which did he argue was the most dangerous?
2. What did President Eisenhower mean when he said that the military was "a vital element" while being capable of "unwarranted influence"?
3. President Eisenhower frequently supported keeping key issues in "balance." What does "balance" mean in this context? How is that perception manifested in this speech?

Topic Sentence or Paragraph:

Evidence:

Evidence:

Evidence:

Concluding Sentence or Paragraph: