

Fundamental Contributions ^{W. SKEL} ~~by~~ by Controversy:

The Legacy of Alden Partridge

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The tougher a situation, the more likely a person will manifest their true character. Alden Partridge's tumultuous tenure at West Point bared the essence of his human nature. Partridge served at West Point continuously from 1806 to 1817 during the middle of the "Formative Years" of the Academy.¹ As the senior officer present from the Corps of Engineers, Partridge often undertook the responsibility for the day-to-day operations of the Academy and West Point. Many authors have not given Partridge credit for his contributions during his eleven years at the Academy. R. Ernest Dupuy characterized Partridge as totally incompetent.² George W. Cullum asserts that Partridge caused the bad state of affairs of the Academy in 1817.³ Edward Boynton omitted Partridge completely from the text of his West Point History.⁴ Do some of Partridge's actions mask his contributions to the historical development of the Academy? This essay asserts that Partridge's implicitly supervised the Corps of Cadets within a integrated framework similar to the modern "West Point Experience." Simultaneously, he faced complicated and extremely challenging situations. His character was both an asset and a liability, lead to his relief, and masked his contributions. Throughout his years at West Point, Partridge remained dedicated to the cadets. Fundamental contributions masked by controversy represent the Partridge legacy.

The United States Military Academy (USMA) Strategic Guidance provides "the touchstone against which every initiative or activity will be measured."⁵ The document depicts four areas of development within the "West Point Experience": Intellectual,

Military, Physical and Moral-Ethical. The tenets of the strategic guidance capture the contemporary vision of the Academy as we approach the 21st century. Many individuals inside and outside the military contributed to the guidance that focuses on the purpose of the academy: to provide the nation with leaders of character who serve the common defense.⁶ This modern concept of the "West Point Experience" represents the criteria against which we can assess Partridge's actions concerning development of cadets. However, Partridge's upbringing provides initial insights into the foundation of his later actions.

Like most people, Partridge's early life provided the foundation for his future activities.⁷ His youth reflects an intense curiosity and the pursuit of both knowledge and development through education. Born on February 12, 1785, Partridge would grow to demonstrate a desire for knowledge beyond his years. As a young boy, he borrowed books from neighbors and read by the light of the fireplace after completing all his daily chores. Partridge led an austere life and avoided vice and vulgarity. He was never known to use profane or vulgar language. Partridge entered Dartmouth College in the summer of 1802 and remained there until he received an appointment to West Point on November 23, 1805. He reported to the academy in February 1806.⁸ Why Partridge left Dartmouth without graduating is unclear, but the West Point curriculum apparently posed little challenge for him. He was commissioned a First Lieutenant into the Corps of Engineers on March 9, 1807.⁹ Partridge's commission directly to First Lieutenant reflects the high regard his superiors had for

him in 1806. Jonathan Williams, the first Superintendent, characterized Partridge as a "well educated and extremely studious young man and a good mathematician."¹⁰ Thus, Partridge's development not only impressed his superiors, but also provided essential aspects of his leadership of cadets. Partridge would come to rely on these basic life experiences of education and virtue to meet challenges in the future.

Partridge always sought increased responsibility. After receiving his commission, he served consecutively as acting Assistant Professor of Mathematics until April 29, 1812, as Assistant Professor from April 29, 1812 to April 13, 1813, as Professor of Mathematics beginning April 14, 1813, and as Professor of Engineering from September 1, 1814 on.¹¹

Partridge frequently performed the duties as the Commander of West Point and Superintendent of the Military Academy. Lieutenant Colonel Jonathan Williams ordered him to "take command and superintendence of the Military Academy" in 1808.¹² Williams was the Chief of the Corps of Engineers which was formed in 1802; the Corps of Engineers had responsibility for the superintendence of the Military Academy at West Point.¹³ Colonel Joseph Swift, who served as the Superintendent of the Academy from July 1812 to March 1814, also frequently left Partridge in charge of the Academy.¹⁴ Swift, who did not like being stationed at West Point, remained in Washington to protect his position as the Chief of the Corps of Engineers and delegated authority over the Academy to Partridge.¹⁵ With little assistance and guidance, Partridge relied on his experience to develop leaders for the

Army within a basic framework. Cadet daily life reveals much about Partridge's methods.

Partridge emphasized intellectual development, although the curriculum was relatively basic in 1815. The schedule allocated a reasonable amount of time to academic activities. Partridge was an able teacher of all subjects at the Academy. He also regularly conducted field experiments with the barometer and presented numerous papers to the United States Military Philosophical Society which met twice a month at West Point.¹⁶ Joseph Swift received accounts of Partridge's work with barometric measurement.¹⁷ Cadet classes consisted of Mathematics and Philosophy in the morning, French recitation from 1100 to 1300, and Drawing from 1400 to 1600. "Those who did not attend drawing, study at their rooms during this time, unless called out upon the field, or for another duty."¹⁸ Separate classes based on ability also existed under Partridge. Those cadets advanced in mathematics attended practical geometry and learned to use instruments during their morning classes.¹⁹ Study time followed dinner in the evening until 2100 which was bed time.²⁰ The faculty developed rank ordering of cadets later in Partridge's tenure.²¹ Clearly, academics received a significant amount of time within the daily schedule.

Partridge constantly emphasized the duty concept. During the Court of Inquiry (of Partridge) in 1816, a cadet responded "yes" to queries concerning Partridge's advocacy of both "the necessity for strict attention to duty and obedience" and that a "sense of duty, honor and morality should motivate, not fear of

punishment".²² Partridge used basic methods to inculcate the duty concept among the cadets. One of techniques he used was meeting daily with the cadet duty officer. "While roll is calling, the Cadet acting as Police Officer of the Day calls at my quarters to receive his orders and instructions for the day." Room inspection took place thirty minutes after roll call and Partridge received the results just prior to breakfast.²³ Younger cadets rotated through routine duties such as water carrier, fire maker, room sweeper, snow shoveler.²⁴

Elder cadets had increased responsibility. Partridge placed tough requirements on the cadets considering the nature of peer relationships, but one cannot deny his efforts to inculcate duty and responsibility:

"In each room one of the elder cadets is appointed to act as superintendent. His duty is to see that the room is kept in order and the regulations duly observed by those in the rooms--the superintendents of rooms make out and hand to the police officer of the day, every morning at the beating of first call for the troop, a report of occurrences in their respective rooms during the preceding twenty four hours."²⁵

Partridge did not rely on just the aforementioned simple duties to teach the cadets; he had a progressively challenging leadership plan. Cadets would spend 32 days at a time in noncommissioned officer (NCO) positions and perform as orderly sergeant four times during that period. "Commandant of Parades" and company officer positions rotated every seven days among cadets who had already served as NCO's. The adjutant position rotated monthly and the duties of Police Officer rotated daily among the cadets.²⁶ This system not only prevented cadets from

escaping evaluation, but also provided an excellent means to assess first hand the level of development among the cadets.

Cadets ran the daily routine of the academy. The first formation for roll-call took place 20 minutes after reveille. After formation, the cadets marched back to their quarters and prepared their rooms for inspection. The Police Officer of the Day marched all cadets to meals and classes and reported all delinquencies.²⁷ Academy life under Partridge provided a structure that required cadets to develop self discipline.

Military training represented an essential aspect of the Academy and Partridge led and supervised this area. Partridge incorporated military drills and military training into the daily schedule. Drills occurred immediately after roll call in the morning and at 1600.²⁸ During the summer of 1814, Partridge took the cadets to Governors Island for "a short visit of observations and for practical military instructions...."²⁹ Partridge was fond of artillery and drill. The emerging pattern creates the impression that Partridge was involved in every aspect of cadet life.

"He was devoutly fond of drilling, and after, rendered the battalion drills interesting and instructive by forming diminutive armies and fighting over renowned battles and always accomplished by an intelligible and interesting lecture. He showed us "how fields were won" and thus beguiled many an honor from the tedium of the usual beaten path."³⁰

Physical training provided the cadets the same advantages of fitness that exist today: a sound and strong body. Fencing and drills occurred daily in the morning and afternoon.³¹ During

the winter vacation, cadets would haul 18-pound guns to the river and back as part of their training in artillery:

"The deeper the snow the greater the fun and enjoyment. The going down to the river was no difficult matter, but retracing our steps through the deep snow was the "hic labor hoc opus est" which tried our metal."³²

Artillery training like the tasks described above would provide significant physical challenges to modern cadets. Dancing, swimming, skating, hiking and marches occurred routinely.³³ This type of physical activity contributed to the overall well being of cadets. Partridge may have been one of the first educators in America to advocate and practice the philosophy of "A sound mind in a sound body."³⁴

Partridge not only provided a solid moral-ethical environment for the cadets, but also fostered cadet development in this area. One cadet wrote, "His life was marked by strict propriety and he inculcated, by precept and example, a spirit of morality and virtue."³⁵ Cadet testimony during the Court of Inquiry against Partridge in 1816 supports this assessment of Partridge. He believed that cadets must strive for morality, virtue, and honor.³⁶ "There was little dissipation during the whole period of my cadet life....attendance on religious services was strictly enforced and a high standard of honor maintained."³⁷ On one occasion, the cadets left the mess hall without eating as a insult to the food that was served. Partridge made the cadets return, but arranged for other provisions.³⁸ Partridge served as the chaplain whenever necessary; he often prepared and presented a sermon on Sundays. He must have frequently substituted for the

chaplain because cadets remembered one of his favorite passages: "Yet it all availeth me nothing so long as I see Mordecai the Jew sitting at the King's gate".³⁹ Partridge's activities in this essential area of leader development not only merit recognition, but also reflect the upright and straight-forward nature of his character; a nature that would contribute significantly to his downfall.

An important example of Partridge's emphasis on honor appears in a letter to the Corps of Cadets. A cadet left post without permission, engaged in a fight and hit a man with a stick. When questioned by Partridge, the cadet denied everything. Eventually the cadet admitted to the whole incident because of mounting evidence against him. Partridge was mainly concerned with the honor implications of this situation. Thus, he dismissed the cadet from the Academy for an honor violation.⁴⁰ Partridge's actions sent a strong message to cadets: no tolerance of honor violations. Insufficient information exists concerning why Partridge placed great emphasis on this area. His upbringing may represent the obvious answer. Most of the moral-ethical tasks came naturally for Partridge and reflected the fundamental principles of leading a good life. Regardless of the origin, actions spoke loudly about this man's convictions. However, acting on his convictions contributed to his downfall.

Partridge's industrious and energetic supervision of the day-to-day affairs of the Academy represent the integrative aspect of his actions. He generally attended all meals with the cadets. He visited Math classes daily and routinely checked the

barracks "to see that those who did not attend the Mathematical Academy were in their rooms and engaged in study."⁴¹ In the afternoon, Partridge visited drawing classes and again would check on the cadets in the barracks area. He would frequently visit the barracks a third time prior to sunset. Partridge led by example. He never wore a great coat which was consistent with the clothing of the majority of cadets; in those days great coats were not in fashion for boys. "It was at that time thought soldier-like to stand frost without one and without flinching. I never knew Captain Partridge to wear a great coat and he was out in all weather."⁴²

Partridge was a stern disciplinarian, but he cared deeply for the cadets. "I have considered these youths nearly as my own family; almost as my own children, and have endeavored to treat them accordingly..."⁴³ He presented an austere appearance and "lived in the most unostentatious and frugal manner and had few, if any, associates not connected with his official duties."⁴⁴ Clearly, Partridge was dedicated to the Academy and his profession as a soldier, educator, and leader. His difficulties began with the issue of the Superintendency.

Partridge wanted to separate the designation of the Superintendent from the Chief of Engineers, but he lacked the interpersonal skills and political savvy necessary to influence events outside the realm of cadet daily activities. Swift had, for the most part, remained in Washington to guard his political interests as Chief of Engineers; he delegated the operation of the Academy to Partridge. Partridge took action by sending a

proposal to Secretary of War James Monroe without coordinating with Swift. The Secretary approved the proposal that separated the Superintendent from the Corps of Engineers and established Partridge's authority over all areas of the Academy including the faculty, but Swift had the Secretary rescind the orders.⁴⁵

Partridge mistakenly assumed that Swift supported the proposal. Consequently, the situation made Swift look bad and represented a political blunder for Partridge.⁴⁶ Ironically, a month later, Swift sent a letter to Partridge: "Orders; The Commanding Officer of the U.S. Engineers of West Point, N.Y. will consider himself the Superintendent of the Military Academy until further order."⁴⁷ The lack of political influence contributed to Partridge's lonely struggle to establish what he considered to be a genuine military academy.⁴⁸ The Superintendence was a small issue compared to Partridges's relationship with the faculty.

Partridge could not get along with the faculty. The faculty corresponded regularly and directly with the President and Secretary of War. Professor Jared Mansfield, who led the faculty's fight against Partridge, was a chronic complainer and hypochondriac who never hesitated to send a letter to officials in Washington.⁴⁹ Mansfield in particular resented Partridge's methods: observing classes; enforcing military standards; the total involvement with the Cadets.⁵⁰ In June, 1815, a group of faculty members sent a letter to the Secretary of War which addressed the policy for commissioning cadets.⁵¹ Another letter addressed breaking summer camp early.⁵² Many other examples exist of the faculty's eloquent correspondence challenging just

about all of Partridge's actions. This chain of command issue did not get resolved until after Partridge's departure from the Academy.

A difference of opinion concerning the purpose of the Academy compounded Partridge's problems with the faculty. The faculty wanted to convert the Military Academy into a civilian scientific institution.⁵³ Partridge viewed the Academy as primarily a military school; the faculty needed to remove Partridge to effect the change to a national university.⁵⁴ Partridge lacked the interpersonal skills to deal with this conflict and had no one to help him. Both Partridge's inability to interact constructively with the faculty, and the faculty's subversive use of unlimited access to powerful authorities in Washington had an impact on Partridge's downfall. The more involved Partridge became with Academy life, the more the faculty could write about to those outside the Academy.

Partridge lacked an understanding of the evolving purposes of the Academy. Throughout history the Academy has served multiple purposes.⁵⁵ Partridge failed to realize the evolving purpose of the Academy: "to provide trained civil engineers, educators, typographers and scientists for a nation aspiring to rival European technology. It was the recognition of this goal, despite his love of the military life, which ensured Sylvanus Thayer the support of the Federal Government"⁵⁶. Partridge's actions demonstrated his concern with preparing and providing leaders for Army units. The framework discussed earlier in this essay reflects much more than merely producing good engineers and

educators. This fundamental philosophical difference, and Partridge's corresponding adamant tendency of defending his beliefs contributed to Partridge's removal.

In early 1816, the President, who continued to receive correspondence critical of Partridge from the faculty, alluded to reassigning Partridge away from West Point; the Secretary of War also thought that Partridge was not the best officer for the job at West Point.⁵⁷ Swift believed that reassignment without reason was unfair.⁵⁸ The real issue facing Swift had nothing to do with fairness: in February of 1816, the only officer in the Corps of Engineers that wanted the job at West Point was Partridge.⁵⁹

In March of 1816, the faculty and Secretary of War William Crawford finally gained a long awaited Court of Inquiry into Partridge's management of Academy funds and alledged mistreatment of cadets. Partridge was exonerated of all charges, but he realized the personal nature of the charges against him. The following quote illustrates the strength of the convictions held by Partridge; he was steadfast in his beliefs:

"I know that for more than two years I have been object of the most bare and underhanded persecution; and this for no other reason than that I have faithfully and independently discharged my duty. Had I consented to have become the mere tool of certain personages intimately connected with this institution, and have sacrificed my own ideas and the interests of the Academy to their convenience, I should not now stand accused.⁶⁰

Partridge now realized that his detractors were attacking his ideas about the Academy. Partridge's vindication made him even more obstinate:

"But Sir, my mind and my actions ever have and I trust ever will, be independent; and if I fall, it shall be in what I deem the discharge of my duty."⁶¹

In the spring of 1817, President Monroe directed that a Court Martial convene concerning faculty complaints against Partridge similar to the Court of Inquiry of 1816. Swift proposed assigning Sylvanus Thayer and gave Partridge the option of leave until the court martial convened.⁶² Partridge relinquished command to Thayer on July 28, 1817 and departed the Academy shortly thereafter.

Partridge's actions a month later provided the basis for a court martial conviction; he returned to West Point on August 29, 1817 and relieved Thayer of command. The cadets were ecstatic about his return.⁶³ Thayer had assigned Partridge's quarters to a junior officer and had removed Partridge's belongings. Prior to departing in July, Partridge had asked Thayer to leave the quarters alone.⁶⁴ Partridge reluctantly took command because of Thayer's refusal to give Partridge his old quarters.⁶⁵ He relieved Thayer based on his principles knowing he would pay the price for his actions:

"In taking this course of action I wish you to be assured, Sir, that I have acted by no other motives than those of duty to myself and to my profession. I know, Sir, my enemies will endeavor to make great scandal of what I have done....Injustice may be done me, and in my public capacity I may suffer in consequence of it, but the personal prerogatives that belong to my station as an officer are too precious ever to be wrested from me but with my life."⁶⁶

Partridge's statement demonstrates a self righteousness that contributed significantly to his downfall. His character was his undoing. Only one view of the world existed for Partridge: his

view. The ensuing Court Martial would include charges of "disobedience of orders" and "mutiny and beginning and exciting mutiny" concerning his actions on August 29, 1817.⁶⁷ Partridge's fate was inherently tied to that part of his nature he could not overcome. He was concerned only with his convictions regardless of their impact; his actions were merely symptoms of this problem.

The Court Martial in the fall of 1817 produced an ironic conviction. The court found the first two charges were mostly "frivolous and vexations".⁶⁸ The President deleted "frivolous and vexations" from the findings, but the charges were merely a rehash of previous charges that pertained to neglecting his duties, teaching Philosophy, and writing articles for the New York Columbian. Thus, the charges that led to a guilty finding were the result of his actions upon returning to West Point and confronting Thayer, rather than the original docket that prompted the court martial in the first place. The court found Partridge guilty of a lesser charge of "simple disobedience" without reference to "commanding officer".⁶⁹ Partridge was sentenced to be cashiered. The President subsequently remitted the punishment "in consideration of the zeal and perseverance which the prisoner seems uniformly to have displayed in the discharge of his professional duties up to August last...."⁷⁰ After facing years of accusations with vigor, Partridge emerged almost completely vindicated. Partridge resigned from the Army in the spring of 1818 and, in years to come, he would manifest his independent

thinking in opposition to the trends of the Academy toward educating engineers and teachers.⁷¹

Partridge's political mistakes and trouble dealing with people were symptoms of the problem. Colonel Swift provides additional insights into a final symptom leading to Partridge's removal from the Academy:

"The circumstance that induced the Secretary of War to desire a superseding of Captain Partridge, was not his want of ability, for he was a good teacher of mathematics, and a good infantry and artillery drill officer; it was because his aspect was uncouth, a want of what is called genteel carriage, and awkwardness of manner that gave a repulsive first impression."⁷²

Partridge's manner was consistent with his character. He was not concerned with how people perceived him. Rather, he was concerned about his beliefs; his actions and manner reflected that, and consequently lead to his downfall.

Alden Partridge gave his total dedication to The Military Academy. Although Partridge's explicit contributions to the Academy should receive more credit, his implicit framework for the Academy "Experience" represents a significant legacy. He used progressive methods to foster the development of leaders. While the nation vacillated over the purpose of the Academy, Partridge concentrated on the cadets. Partridge was a man of action based on strong convictions. However, he lacked important interpersonal skills that made some of his challenges impossible to overcome.

Partridge wanted to be the Superintendent, but he obstinately acted on his convictions which eventually lead to his downfall. It seems that Partridge detractors maintain their

focus on the man's nature rather than on his contributions to the Academy. To suggest that things could have been different for Partridge would be folly; his human nature caused his downfall. Nevertheless, he was a key person in the evolution of the Academy who left a legacy of fundamental contributions masked by controversy.

¹Edgar Denton III, "The Formative Years of the United States Military Academy, 1775-1833." diss., Syracuse University, 1964. Denton uses "Formative years to describe these early years of the Academy.

²Richard Ernest Dupuy, Where They Have Trod. (New York: Frederick A. Stokes Company, 1940) 133.

³George W. Cullum, Vol. 3. Biographical Register of the Officers and Graduates of the United States Military Academy. (West Point: The Association of Graduates, 1863) 611.

⁴Edward C. Boynton, History of West Point. (New York: D. Van Nostrand, 1863).

⁵United States. United States Military Academy. The Strategic Guidance for the United States Military Academy "2002-- and Beyond: A Roadmap to Our Third Century" 1990. From the cover letter signed by Dave R. Palmer, Lieutenant General, U.S. Army, Superintendent.

⁶Ibid.

⁷Henry V. Partridge, "Biography of Alden Partridge." Partridge Papers. United States Military Academy Special Collections Division. unpublished paper, n.d. This is a photostat copy of an original manuscript located in the vaults of Norwich University. This document provides basic insights into the Partridge's early years prior to West Point.

⁸Ibid. 3.

⁹Ibid.

¹⁰Alden Partridge Papers (Hereafter referred to as the Partridge Papers. These papers are, for the most part, organized

into chronological sequence). West Point: United States Military Academy Library, Special Collection Division. Letter, Jonathan Williams to Joseph Swift, February 11, 1807.

¹¹Henry Partridge, 3.

¹²Lester A. Webb, Captain Alden Partridge and the United States Military Academy 1806-1833 (Northport, Alabama: American Southern, 1965) 17.

¹³Denton, 25.

¹⁴John K. Robertson, "Who was Who 1802-1990" unpublished paper, United States Military Academy, April 10, 1991 (A Researchers Guide to the Occupants of Key Positions at the United States Military Academy and the Lineage of the Academic Departments) 12. Many conflicts exist concerning the designation of "Superintendent" of the Academy from 1802 to 1817. LTC Robertson briefly addresses these issues. Partridge would try to resolve this problem, but not until Thayer does the designation "Superintendent" resemble the modern concept.

¹⁵Peter M. Molloy, "Technical Education of the Young Republic: West Point as America's Ecole Polytechnique, 1802-1833." diss., Brown University, 1975, 366.

¹⁶Sidney Forman, West Point (New York: Columbia University Press, 1950) 33.

¹⁷Joseph G. Swift, The Memoirs of Joseph Garner Swift, USA (New York: Privately Printed, 1890) 97.

¹⁸Partridge Papers. Letter, Alden Partridge to Joseph Swift, September 27, 1815. Partridge sent a packet of documents to

Swift on this day. The packet included the daily routine, a copy of the Internal Regulations of the Academy and a copy of the regulations of the Command. Swift was well informed on the structure and operations of the Academy.

¹⁹Ibid.

²⁰Ibid.

²¹Molloy, 358. Rank ordering often attributed to the post-Partridge era. The faculty developed this concept prior to Thayer's arrival.

²²United States. United States Military Academy. Proceedings of the Court of Inquiry on Alden Partridge. March 15 to April 12, 1816. United States Military Academy Library, Special Collections Division. 53. hereafter cited as "Court of Inquiry, March 15, 1816."

²³Partridge Papers. Partridge to Swift, September 27, 1815.

²⁴George D. Ramsay, "Recollections of the U.S. Military Academy at West Point, New York 1814-1820." Unpublished paper. n.d., 8.

²⁵Partridge Papers. Partridge to Swift, September 27, 1815.

²⁶Ibid. 13.

²⁷Ramsay, 13.

²⁸Partridge Papers. Partridge to Swift, September 27, 1815.

²⁹Ramsay, 2.

³⁰Ibid. 9.

³¹Partridge Papers. Partridge to Swift, September 17, 1815.

³²Ramsay, 9.

³³Webb, 199.

³⁴Ibid.

³⁵Ramsay, 15.

³⁶Court of Inquiry, March 15, 1816. 61. Cadet testimony supports the concept that Partridge placed great emphasis on moral-ethical development.

³⁷Ramsay, 29.

³⁸Ibid. 6.

³⁹Ibid. 13. Ramsay states that cadets commonly quoted "Yet it all availeth me nothing so long as I see Mordecai the Jew sitting at the King's gate" due to Partridge's sermons.

⁴⁰Partridge Papers. Alden Partridge to the Corps of Cadets, April 17, 1815.

⁴¹Partridge Papers. Partridge to Swift, September 27, 1815.

⁴²Ramsay, 8.

⁴³Court of Inquiry in 1816, 260.

⁴⁴Ramsay, 15.

⁴⁵Molloy, 366.

⁴⁶Denton, 99.

⁴⁷Partridge Papers. Letter Joseph Swift to Alden Partridge, February 1, 1815.

⁴⁸Molloy, 366.

⁴⁹Ibid. 354.

⁵⁰Denton, 157.

⁵¹Partridge Papers. Letter from Jared Mansfield, Andrew Ellicott, Christian E. Zoeller to the Secretary of War, January 2, 1815.

⁵²Partridge Papers. Letter from Andrew Ellicott to Joseph Swift, July 31, 1815.

⁵³Webb, 63. Webb conducted an extensive study of the actions taken by the faculty to undermine Partridge during the formative years of the Academy.

⁵⁴Larry R Donnithorne, "The Founding of West Point: Seeking the National Purposes in the First Federal Initiative in Higher Education." unpublished paper, United States Military Academy, n.d., 26-27. The author explores the national debate over the multiple purposes of the Academy that existed during the "Formative Years." The professors viewed the Academy as a national university, while Partridge saw the purpose as primarily a military academy.

⁵⁵Ibid. 8.

⁵⁶Molloy 367.

⁵⁷Swift 141.

⁵⁸Ibid.

⁵⁹Ibid. 142

⁶⁰Court of Inquiry in 1816, 261.

⁶¹Ibid.

⁶²Ibid. 157.

⁶³Partridge Papers, Letter from Jared Mansfield to the Secretary of War, August 30, 1817. This letter explains the

events of Alden Partridge's return to West Point and describes the positive reception by a large group of cadets.

⁶⁴Partridge Papers. Letter from Alden Partridge to Joseph Swift, August 31, 1817.

⁶⁵United States. United States Military Academy. Proceedings of Court Martial of Alden Partridge, October 23, 1817. United States Military Academy Library, Special Collections Division, 120 (Hereafter referred to as Court Martial, October 23, 1817.)

⁶⁶Partridge to Swift, August 31, 1817.

⁶⁷Court Martial, October 23, 1817, 18.

⁶⁸Ibid 168.

⁶⁹Ibid.

⁷⁰Ibid. 170.

⁷¹Donnithorne 21. Partridge's philosophy about the Academy had a profound influence in Congress in the 1830's. He advocated that civilian universities achieved the same results as West Point for significantly less cost. By the 1830's, West Point was primarily focused on producing Engineers for the nation.

⁷²Swift 167.

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