

USMA, Seedbed For American Military Thought

1865-1881

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The echoes of the cannon salute from the gun batteries at West Point reverberated off the mountains of the Hudson Highlands, celebrating the end to the fighting of the Civil War. The Special Orders of the Day, April 29, 1865, read;

A salute of 36 guns will be fired at 12 M [noon] today, under the direction of the Commandant of Cadets, in honor of the surrender of the rebel General Johnston with all the forces under his command to General Sherman.¹

This final salute at West Point to the four year blood-letting of the country signaled the passing of an era for the country and the United States Military Academy.

The Civil War was over, the great armies of the North and the South had dissolved and the country had moved to relative peace. Within this peace, with its quick reduction of wartime forces, the United States Army combatted low public opinion and little political support. Relegated to a familiar pre-war role as a frontier constabulary and challenged as the enforcer of Reconstruction programs, the Regular Army struggled to sustain the semblance of its professionalism achieved during the war. Not until the latter half of the nineteenth century did substantial political and institutional reforms begin to change the status of the military profession.

The echoes of the cannonade fading into the Highlands surrounding West Point also marked the end of an era for the United States Military Academy. Previously considered the nation's leading engineering and military school during the antebellum period, USMA provided the nation with trained graduates, critical to the expansion and security of the country. Through this mission, the Academy helped to set the patterns of military thought in America's Army. Many of the developments and trends in American military strategy, tactics, and professionalism flowed from USMA. Yet, this period following the Civil War has been identified as one of declining influence and prestige for West Point. As Stephen Ambrose points out, "In the aftermath of the Civil War intellectual stagnation and atrophy took over at West Point."² Sidney Foreman argues that West Point had developed

a sense of satisfaction with the status quo marked by a conservative resistance to change, a complacent acceptance of the organization and curriculum of the pre-Civil War academy.³

These authors conclude that after the Civil War USMA had fallen back on the successes of its time-and war-tested traditions in its core curriculum, anchored in mathematics, and had resisted the current national reform trends in education.

Contrary to this notion of stagnation and complacency, the Military Academy fostered growth and expansion in an area critical to the Army and the nation: the continued study of the art and science of war. Military science as an academic and professional field of study encompasses a broad

definition. Samuel P. Huntington, in his book, The Soldier and the State, provides a definition that suffices for this analysis. According to Huntington,

This field, which concerns the implementation of state policy by armed force, is divided into constant and variable components. This division was recognized only after the emergence of the military profession. The constant element reflects the permanency of human nature and physical geography. This may be called strategy, and so distinguished from the variable element, tactics and logistics, or it may be formulated into a set of "fundamental," "immutable," "eternal," principles of war. Military historians differ as to the number and content of these principles but they do not question their existence as the fundamental core of military science. Their application, however, is constantly changing with changes in technology and social organizations.⁴

During this post-war period, USMA served as the foundation for military education and advancement of military science, that filled a vital gap in the educational system between the post-war demobilization and the Army's progressive reform era of the late nineteenth and early twentieth century. Through this role USMA persisted as a reservoir for American military thought, encouraging and nurturing concepts of professionalism in its cadets, its graduates, and the Army. The establishment of post-graduate military professional schools, that would assist in this endeavor, was still a dream of the future. Until this dream came to fruition, the Army and the nation looked to USMA to further military science and thought. Dennis Hart Mahan, the academy's patriarchal academician and adamant defender, provided a visionary comment that defined USMA role during

this period of American history:" to keep alive military science in the country during the period between wars."⁵

During the post-Civil War era, several factors perpetuated USMA's impact on American military thought. The pedagogical influence of D.H. Mahan still dominated and fostered the study of military science at USMA and in the rest of the Army. The power of veteran military leaders like Sherman, and those at West Point, such as Schofield and Upton, supported the continued enhancement of American military science and education at West Point. USMA's strong relation and interdependence with the Regular Army, through the training and education of the cadets, greatly facilitated this activity. USMA's relative importance in providing the template for the American body of military knowledge declined significantly with the establishment of the School of Application for Infantry and Cavalry at Leavenworth in 1881 and the Army War College in 1903. These events provide the other boundary of this period from which to examine USMA as a seedbed of American military thought.

From its inception, USMA had been tied to the promotion of military thought coincident with its mission to provide trained officers for the country. Jonathan Williams, serving as both the Chief of Engineers and the Superintendent at USMA, established the Military Philosophical Society at West Point in November 1802. The society's expressed purpose, detailed by Foreman, was to, "arm the rank and file of the militia with the military science requisite for rapid

mobilization of a well integrated, effective armed force."⁶ Foreman also points out that the War of 1812 served as the proving ground for the significant contributions of the Society to the Corps of Engineers' technical proficiency. Many of the coastal fortifications of the country were built by USMA graduates and Society members, of which none were captured by the British.⁷ Through this military and scientific association, the Academy established an important role in the promotion of the study of military science and intellectual thought for the nation and the Army.

The institutional decay suffered by the Academy after the War of 1812 was halted by the reforms established by Sylvanus Thayer, during his superintendency from 1817 to 1833. His efforts went far to establish USMA's former dominant position in the study and advancement of military science. According to Russell F. Weigley, in his book The American Way of War: A History of the United States Military Strategy and Policy,

Thayer's West Point tried to stimulate a systematic American study of war, which might tie together diverse strands of activity in maritime defense and land war into a coherent strategy for the military protection and advancement of American national interests, thus remedying the gravest American military deficiency of the War of 1812.⁸

Thayer's academic and disciplinary initiatives grew popular with other educational institutions in the country, furthering USMA's influence as the preeminent military and

technical school of the time. Wiegley points out in his book, Toward An American Army,

In the Jacksonian era, despite the hostility of politicians (though not Andrew Jackson Himself) who recognized that the Academy fitted ill with Jacksonian disregard for learning, the Military Academy first become the guiding center of Army thought.⁹

Though supplanted by Rensselaer Polytechnic Institute in 1835 as the nation's sole engineer school, USMA's prominence in fostering American military thought grew during the twenty year period prior to the Civil War. The demonstrated success of USMA graduates during the Mexican War in 1846-1848 added significant credibility to the graduates of the Academy and its importance to American military thinking.

This tradition continued as antebellum West Point succeeded in preparing and producing the military talent needed by the country and the Army. West Pointers dominated the nation's small army as USMA supplied the vast majority of the officers during this time period. By 1860 more than 75 percent were USMA graduates.¹⁰

Reverting to a constabulary role on the frontier following the Mexican war, the Army struggled to develop a professionalism within its service. Separated by vast expanses of the new western territory, Army officers suffered from a lack of contact and interaction, effectively stifling the development of military thought. Advanced military schools, such as the Artillery School of Practice at Fortress Monroe, Virginia, were attempted but failed to receive sufficient Congressional support. The responsibility

for promoting advanced military thought fell to West Point and its graduates. Schooled in the academic and military principles deemed important in this period, USMA graduates were encouraged to continue their military studies by their own efforts, after graduation.

This stagnation of military thought in the Army at large contrasted with the extensive and important activities in advanced military theory at USMA. D.H. Mahan, as the professor for Civil & Military Engineering at USMA, emerged as the country's preeminent military thinker. A prolific writer and military theorist, Mahan's seminal works An Elementary Treatise on Advance Guard, Out-Posts, and Detached Service of Troops and the Manner of Posting Them in the Presence of an Enemy with a Historical Sketch of the Rise and Progress of Tactics and A Complete Treatise on Field Fortification, with the General Outlines of the Principles Regulating the Arrangement, the Attack, and the Defence of Permanent Works were widely read and considered the primers for Army officers. Enamored with European, specifically Napoleonic, military concepts, Mahan, through his classroom and literary efforts, extended the influence of his military intellect to the cadets and officers he mentored and eventually to the Army.

The Napoleon Club, a professional military association established at West Point around 1854, provides an interesting link of comparison to the Military Philosophical Society of fifty years earlier. Conceived and overseen by

Mahan, its purpose was "for the mutual improvement in the Science of War."¹¹ The club's members who gained later prominence in the Civil War could not have helped but be influenced by the discussions and analytical efforts of this organization.¹²

The crucible of the Civil War severely tested this American study of war that had been nurtured by the Academy. This was a new type of warfare: total war. Faced with the multiple command challenges of massive citizen soldier armies, increased lethality on the battlefield, and vast distances, USMA graduates overcame these problems, leading the forces on both sides of the conflict. Wiegley concludes that,

The Civil War was to demonstrate that West Point had succeeded in producing an officer corps imbued with respect for military study, and ready to display the adaptability to strategic and tactical circumstance that Mahan praised.¹³

This brief historical synopsis reveals that the military, intellectual, and institutional foundations for the advancement of military thought were imbedded as solidly at the Academy as the granite hills surrounding West Point were a part of the Hudson Highlands.

The post-Civil War era presented the Regular Army and USMA with problems faced before in their mutual histories. Demobilization reduced army strength drastically in a relatively short period. By late 1865, the Army shrank to fewer than 200,000 from a wartime size of over a million men. By July of 1866, Congressional action reduced the

standing forces to a peacetime strength of 54,302. By 1871 Regular Army authorized strength fell to 30,000.¹⁴ The mustering out of the volunteer manpower strength spread the remaining regular forces. Regular Army units were again posted to frontier garrisons to protect against border incursions and recalcitrant Indian tribes. Occupation forces, supporting Reconstruction programs in the South, comprised the other major missions for the Army. Slowed promotions, reduced pay, and remote duty assignments that were sometimes hazardous, but more often boring distinguished this period. Faced with these conditions the plight of professional Army officers seemed dim. The Army confronted with difficult peacetime missions and shrinking size, fought to retain its professional identity and foster further development in the study of military science.

Directly tied to these Army problems, USMA again had to justify its existence to a nation tired of war and unsure of the need for a large body of professionally trained military officers. The resignation of a number of cadets to join the Rebellion provoked sharp reactions that continued after the war. Professional jealousy and the USMA graduates' monopoly of the Army's senior leadership, sparked charges against USMA of fostering military elitism .

Fighting off these criticisms, the Academy continued in its primary mission of providing academic knowledge, and military training to its cadets. From 1865 to 1881, USMA graduated 889 officers to the various Army branches.

Proportionally this accounted for 40% of the Army's new officers.¹⁵ Similar to the Civil War years, USMA's influence, continued by extension, to the upper echelons of the Army. During this period, virtually every senior leader in the Army was a USMA graduate.¹⁶ The influential weight of these officers helped the institution survive this troublesome post-war era.

Following the Civil War, USMA's academic curriculum was essentially identical to the structure established by Thayer and Mahan in the pre-war era. Strongly planted in the mathematical sciences, USMA's curriculum remained a vestige of the past. Dillard states that

the Academy was practically undisturbed by the ferment in the rest of American education as other methods came into common use after the Civil War.¹⁷

Required to take an identical course of instruction, the men who passed through the institution benefited from this intense program, gaining the necessary academic skills deemed important to future officers. Griess writes that the Academic Board, consistently defending the USMA curriculum

reiterated the argument that such a course taught mental discipline and the ability to reason logically. Not all cadets would later practically apply, nor even completely fathom, all their theoretical instruction, but they would acquire the important habit of thought so necessary in their profession.¹⁸

The importance of this pedagogical notion of mental discipline remained distinctly linked to the uniqueness of the military profession. Higher education throughout the rest of the country had begun substantial reform prior to

the Civil War toward less classical and more liberal design. The supremacy of mathematics and engineering-related instruction at USMA left little room for change or adjustment to the academic regimen. Introduction of a proportional balance of the humanities subjects did not gain strength until the 1880s with the formation of the Department of Modern Languages in 1882 and the expansion of history as a separate discipline of study in 1883. The Civil War success of its graduates refuted the need for curriculum reform. Failing to adopt new trends in education and losing prominence as a leading scientific and engineering school, USMA's purpose began a subtle transformation from predominantly academic to more a military orientation. This change supplemented USMA's role as a foundation of military thought.

The 1866 Congressional act opening the superintendency of the institution to all branches of the service, made significant impact on the Academy's link to the pattern of military thought. Effectively wresting Academy control away from the Corps of Engineers, this step marked West Point's final transition from a purely technical school to one with a more general orientation, providing education and training for all of the Army's service branches. Commenting on this

advocate of fortifications, Mahan drilled his cadets in the detailed planning and drawing of various fortification models. Nonetheless his emphasis on fortifications and theoretical military concepts were not rigid in nature. He espoused a more flexible approach to the art of war, stressing a general blend in the principles of strategy and tactics. To Mahan,

it is sheer pedantry to pretend to define the precise limits of these two prominent branches of the military art, [strategy and tactics] as they present a multitude of exceptions in which they approach and run into each other.²²

An extremely prolific writer during his years at USMA Mahan produced numerous text books for his classroom work and articles for publication. His textbooks dominated the study and application of the art and science of war. His seminal work Outpost, initially written in 1846, was still highly touted by many professional soldiers even in the mid-1860s. His text, Field Fortification, received laudatory praise from the leading professional journals of the time. Thus, through his teachings, the men he influenced, and his insightful military works, Mahan greatly assisted USMA's continued role as the focal point for military thought even after his tragic death in 1871.

Supplementing the intellectual void left by Mahan's death and personally mentored by Sherman, Emory Upton provided the focal point for USMA's impact on American military thought. While on duty in Colorado in 1866, Upton devised a new set of infantry tactics that, through his own

change the 1865 Board of Visitors wrote,

The institution having ceased to be only, or mainly, a school for engineers, as at first established, and having become the great national military and polytechnic institute of the country, the reason for such exclusiveness no longer exists, and it is recommended that the appointment be free hereafter to every arm of the service.¹⁹

Though opposed to this decision as detrimental to the institution's education excellence, Dennis Hart Mahan understood the transformation taking place. By the end of the Civil War Dennis Hart Mahan had been at the Academy for almost 40 years. Though older and more feeble, his influence, both at USMA and within the Army, had grown considerably. His former students and the officers he mentored, many of them now senior military and civilian leaders, continued to seek out his advice on a wide variety of subjects. His most significant contribution during this period was his pedagogical and theoretical efforts in military thought. According to Griess, by 1860 Dennis Hart Mahan was considered the highest scholastic authority in America on military engineering and the science of war.²⁰ The capstone course at USMA, during this era, was his course on Civil and Military Engineering and the Art of War. Though the subcourse concerning the art of war was small in comparison to the preponderance of drawing, engineering, and mathematical subjects, it remained significant by providing the cadets exposure to both the science and art of war. Incorporating selected information from both the Crimean and Civil War, Mahan revised his course texts in 1867-1868.²¹ An

efforts gained attention with the War Department. In June of 1866, an examination board that included Upton was appointed to meet at West Point to review his recommendations. Upton trained the Corps of Cadets in his new system, winning the approval of the examining board. Infantry Tactics were widely accepted and finally adopted by the Army in August of 1867. As Commandant of Cadets, from 1871-1875, Upton continued making significant contributions to military science. Chartered by Sherman to revise the tactics of the three Army services, infantry, artillery, and cavalry, Upton used the time of his appointment at USMA, to support this task. Working with his close friend Colonel Henry DuPont, a noted artillery officer with Civil War experience, and Captain Alfred E. Bates, USMA instructor for cavalry tactics, Upton assimilated the technological advent of breech loading rifles and the lessons learned from the Civil War into his new system of tactics for all three arms. Weathering various critics of the different services, Upton's Tactics was finally adopted by the Army in 1873. Despite his tragic death in 1881, Upton is remembered beside Mahan as one of America's military visionaries, forever intertwined with West Point.

As West Point emphasized military training during this period, the Academy's curriculum expanded to include more military-related instruction. Previously cadets had received only theoretical and practical instruction in the school of the soldier during their first two years, supplemented with

instruction in practical skills of artillery, infantry, and cavalry drill. The third and fourth year cadets received more advanced theoretical and practical tactical instruction. The Department of Practical Military Engineering expanded its course in 1868 with instruction in military signaling and telegraphy. Staunch supporters for this increased emphasis in military training were General William Tecumseh Sherman and General John M. Schofield.

As General in Chief from 1869-1883, Sherman expressed affection and support for his alma mater. Like Winfield Scott before the war, Sherman loved to return to West Point to associate with the cadets and officers. As Foreman points out,

His fine appearance in full dress uniform, his friendly advice and humorous reminiscences of his own cadet days always made a deep impression on the Corps.²³

Sherman's interest in the Academy extended beyond the dalliance of an "old grad." Firmly convinced of the Army's important role to the nation, Sherman, both an educator and military intellectual of significant stature, championed the nation's need for a formal military education and advanced training system for officers. USMA provided the building block from which to expand this idea. Inducing Schofield to accept the superintendency, in 1876, provided Sherman the means to influence USMA. In a dispatch response to Schofield's acceptance Sherman stated,

Dispatch received, and am much pleased, think you can add new luster to the old academy. It has always needed a head with rank and experience.²⁴

A military scholar and distinguished officer, Schofield shared Sherman's notions on the need to improve professional military education of the Army and advance American military thought. As with Sherman he believed that USMA held a vital role in this concept. According to Schofield, "the Military Academy is designed to be the model of our Army for the purpose of illustration and of instruction." 25

During his tenure as Superintendent, General Schofield, a increased the quality and quantity of military instruction at USMA. Cavalry training and rifle marksmanship were stressed with regard to the specific military skills needed on the frontier. The assignment of veteran officers, from both the Civil and the Indian Wars, as instructors provided the cadets ample role models and war experiences to round out their military training. Though forced to resign over the political fallout from the severe hazing of a black cadet, Schofield's efforts continued to strengthen the intellectual bond between the Army and the Academy.

A common theme that binds these factors of curriculum and individual influences to USMA's importance to American military thought, evinces in the Thayer Club and the Military Service Institution at West Point. Extending back through USMA's history to Mahan's Napoleon Club and Williams' Military Philosophical Society, these two later organizations promoted the advancement of military science at West Point outside the normal mission of USMA.

Organized around 1873, "for professional, scientific and literary culture," the Thayer Club was open to all Army officers stationed at West Point.²⁶ Emory Upton, while serving as Commandant of Cadets, participated in the club's activities, presenting an analytical paper on Prussian tactics. The club "liked the paper so much that it ordered it printed--the first to receive such an honor."²⁷ Aside from this data, scant information about the club's activities, during this period, prevents full exploration into its influence. Club records, dating from 1909-1910, reveal significant action in the further study and publications on military science related subjects.²⁸ This information gap between 1874 and 1909 suggests the possibility that the club was absorbed by the later organization, the extension branch of the Military Service Institute at West Point.

The main branch of the Military Service Institute (MSI), established at Governors Island, New York, in 1878, followed a goal similar to that of the Thayer Club. The Institute's design

contemplates professional unity and improvement by correspondence, discussion, and the reading and publication of papers; the ultimate establishment of a military library and museum; and generally the promotion of the military interests of the United States.²⁹

This professional association fostered stronger ties between itself and USMA. Giving special consideration to the Military Academy the Institute opened membership to the officers and professors without ballot upon payment of the

entrance fee. Unfortunately, like the Thayer Club, significant historical records of the West Point branch of the MSI do not exist. Yet, the little available information does reveals active participation by most of USMA officers.³⁰ The numerous professional articles written by USMA officers and published in the MSI's Journal highlight this strong tie between the institutions. Henry M. Lazzelle, Commandant of Cadets, 1879-1882, authored a significant work featured by the Journal in 1882. His article, entitled "Improvement in the Art of War During the Past Twenty Years and Their Probable Effect on Future Military Operations" was the first to win the MSI's award for the best military essay of the year. The very existence and activities of these two professional associations, though elusive to analysis, signify the unique relation between USMA and the advancement of military science.

The rise of military professionalism in the 1880s received its booster shots of a formal education system with the creation of the School of Application for Infantry and Cavalry in 1881. Along with its sister institution, The Army War College, created in 1903, it would grow in size and stature. Not until the crucible of World War I did the officer graduates from these institutions validate their "graduate" education and the significance of these schools. With their creation the preponderance of responsibility and effort in advanced military theory for the Army was no longer focused at West Point. USMA continued in its primary

function of providing undergraduate education and training for its cadets.

The curriculum, the continued influence of D.H.Mahan, the institution's direct relation with significant military thinkers of the time Upton, Sherman, and Schofield, and the interdependence with the Regular Army, kept USMA at the center of advanced military thinking during the post-Civil War era. No longer the leading academic institution in the country West Point transitioned to keep pace with the growing military professionalism in the Army. Emphasizing more practical military training in its curriculum, USMA strengthened its position as the foundation for the Army's growing military education system. The activities of the Thayer club and the Military Service Institution, tracing their roots back to Williams' Military Philosophical Society and Mahan's Napoleon Club, furthered the advancement of military science at USMA. Supplanted as the nation's formal institution advancing the study and promotion of military science, USMA remained committed to its military undergraduate mission, producing the leaders who readily proved themselves in America's later wars.

Today, the majority of resources and efforts of the United States Military Academy remain directed to its primary mission: educating and training future officers for the Regular Army. Imbedded in this mission is the seedbed of military knowledge and the study of military science, prevalent at the institution since its earliest days. Today,

the research activities and publications of the various academic departments and officers of USMA provide significant additions to the nation's body of military knowledge. Studies in economic modeling, artificial intelligence, and leadership development, to name a few produced by the institution, reveal this connection to USMA's past that has survived since the post-Civil War era. With the cyclic nature of the country's national security and political interests, military force reductions and budgetary restrictions, especially for the Army, loom in the near future. Challenged by these possible events, D.H. Mahan's implicit mission for USMA, that of keeping the study of military science alive between wars, retains significant strength for the future.

NOTES

¹ United States Military Academy, Post Orders, Special Orders No. 71, April 29, 1865.

² Stephen E. Ambrose, Duty, Honor, Country: A History of West Point (Baltimore: John Hopkins Press, 1966), 113.

³ Sidney Foreman, West Point. A History of the United States Military Academy, (New York: Columbia University Press, 1950), 134.

⁴ Samuel P. Huntington, The Soldier and the State, (Cambridge, Massachusetts: Belknap Press, 1959), 71.

⁵ Thomas Griess, "Dennis Hart Mahan: West Point Professor and Advocate of Military Professionalism 1830-1871." (Ph.D diss., Duke University, 1969), 140.

⁶ Sidney Foreman, "The United States Military Philosophical Society, 1802-1813," The William and Mary Quarterly, 3rd Ser., 2 (July 1945): 274.

⁷ Ibid, 284.

⁸ Russell F. Weigley, The American Way of War, A History of the United States Military Strategy and Policy (Bloomington, Indiana: Indiana University Press, 1977), 81.

⁹ Russell F. Weigley, Towards An American Army: Military Thought from Washington to Marshall, (Westport Connecticut: Greenwood Press, 1974), 40.

¹⁰ James L. Morrison, The Best School in the World (Kent, Ohio: Kent State University Press, 1986), 15.

¹¹ Griess, 237.

¹² Griess points out that this organization included George H. Thomas, George Cullum, Cadmus Wilcox, John Gibbon, John J. Reynolds, Fitz John Porter, Edmund K. Smith, Henry Coppee', William F. Smith, Henry F. Clarke, William B. Franklin, James B. McPherson, Gustavus Smith, George B. McClellan, and Quincy A. Gillmore.

¹³ Weigley, Towards An American Army, 77.

¹⁴ Russell F. Weigley, History of the United States Army (New York: The Macmillian Company, 1967), 263.

¹⁵ Peter S. Michie, "Education in its Relation to the Military Profession," Military Service Institute Journal. 1, no. 2 (1880): 155-156.

16 With the exception of the Surgeon General, the Judge Advocate General, and the Chief Signal Officers, all were USMA graduates.

17 Walter Scott Dillard, "The United States Military Academy 1865-1900 The Uncertain Years." (Ph.D diss., University of Washington, 1972), 49.

18 Griess, 143.

19 Reports of the Boards of Visitors to the U.S. Military Academy, Report of 1865, 984

20 Greiss, 329.

21 Griess, 255.

22 Dennis H. Mahan, Advance Guard, Outpost, and Detachment Service with the Essentials Principles of Strategy, and Grand Tactics for the use of Officers of the Militia and Volunteers, (New York: John Wiley & Son, Publishers, 1870), 170.

23 Foreman, 146.

24 John M. Schofield, Forty-Six Years in the Army, (New York: The Century Co., 1897), 440.

25 Richard Allen Andrews, "Years of Frustration: William T. Sherman, The Army, and Reform, 1869-1883." (Ph.D diss., Northwestern University, 1968.), 179.

26 "Constitution and Bylaws of the Thayer Club of West Point", 1873, Special Collections, Archives, U.S. Military Academy, West Point, New York.

27 Ambrose, Upton, 167.

28 From the existing Club records some of the subjects under study from 1907-1909 were:

Battle of Liao-Yang, the Battle of Mukden, A Strategical Problem for the Organization, Supply and Orders, with a concrete problem of the invasion of the New England coast and its defense as a basis.

29 Military Service Institute Journal, vol I no. 2 (1880).

30 From the USMA archives a report, dated May 31, 1879 outlined the various papers presented by members during the 1878-79 academic year. Indicating prosperous conditions the report mentioned a resident membership of 51 officers. The following officers and instructors were cited as some of the members:

General Schofield, Professor Andrews, Professor Michie, Lieutenant Tasker Bliss.

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