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Commerce, military defense, and inland transportation were closely allied, especially at the great estuaries and harbors where land and water communications met

The planning of a scheme of national defense was somewhat comprehensive in another respect. There was a clear recognition that the necessary means of defending the sea-coast constituted a general system, including the navy, fortifications, interior communications by land and water, the regular army, and a well organized militia. Inland communications were necessary to expand domestic trade, supply the army and navy, and concentrate troops at points of attack. Commerce, military defense, and inland transportation were closely allied, especially at the great estuaries and harbors where land and water communications met. These facts were emphasized in 1819 by Secretary of War Calhoun in his "Report on Roads and Canals" and in 1821 by General Bernard and Colonel Tot-

<sup>8</sup> The work of Gen. Bernard and the board is discussed in Buell's memorandum (April 21, 1906) on "Service of General Simon Bernard in the United States Army," E.D., Doc. File 1894-1923, Box 1209, File 50734-61; Major Edward Burr, "Memoranda relating to Brevet Brigadier General Simon Bernard, Assistant in the Corps of Engineers, U.S.A., 1816-31" (Sept. 17, 1906), *ibid.*, File 50734-72; and Annual Reports of the Chief Engineer.

<sup>9</sup> Annual Report of the Chief Engineer, Nov. 14, 1822, *American State*

*Papers, Military Affairs*, II, 459. (Henceforth, references to this printed source will be abbreviated ASP, MA; and Annual Report and Chief Engineer will appear as A.R. and C/E.) Cf. "Report of the Board of Engineers on the Defence of the Seaboard," Feb. 7, 1821, ASP, MA, II, 308, 310-11.

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Americans William McRee and Sylvanus Thayer sent to France to study their military establishments. Thayer is later put in charge of West Point by Monroe, greatly improves the school, making it the nation's first engineering and technical school

The enlarged role of West Point began to take shape rapidly from 1815 onward. In that year President Madison and Secretary of War Monroe decided to send two American engineers to Europe to study the French military establishments. Two brilliant young officers, Colonel William McRee and Major Sylvanus Thayer, were selected for this mission. Monroe provided them with letters of introduction to such figures as Lafayette and Gallatin, American minister to France. In one letter Monroe introduced them as two distinguished officers who "visit France to push researches and improve their knowledge in their profession. The fortifications and schools of France will open to them mines of great wealth in this respect, which they are solicitous to explore and profit of."<sup>19</sup>

<sup>19</sup> Boynton, *West Point*, 209-11; *Centennial*, I, 211.

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*Origins and Early Activities*

McRee and Thayer inspected French fortifications, military schools, and military workshops and they also collected books, maps, and instruments for the Military Academy. For the last purpose several thousand dollars were made available, with which they bought about one thousand books and many maps. While studying the operations of the famous Ecole Polytechnique these American engineers met two noted Polytechnique men, one was Simon-Denis Poisson, who was serving with McRee on the Board of Engineers for Fortifications. The other was Claude Girard, who was before long teaching engineering under Thayer at West Point. Thayer personally recommended Girard for professorship when he later emigrated from France to 1841.<sup>20</sup>

Some after his return from Europe, Thayer was made superintendent of the Military Academy by President Monroe. The date left to him on which Thayer took charge of West Point, marked a turning point in its development. Until that time General Smith had looked upon the school as a school of the soldier and had practiced freedom in appointing cadets.

With the support of President Monroe and Secretary of War Calhoun, Thayer effected rapid improvement of the Academy. Thayer's major innovations—largely patterned after the Ecole Polytechnique—were the institution of the four-year system and regular terms of work, organization of the faculty into an academic board, annual examination of the Academy

in a Grand Depot, when they first read, *The West Point Problem* is

1841, with U.S. Army Lt. Col. S. D. Miles, Lt. Col. S. D. Miles, *West Point*, 1841, p. 10. See also *West Point*, 1841, p. 10. See also *West Point*, 1841, p. 10. See also *West Point*, 1841, p. 10.

ROADS, RAILS, AND WATERWAYS

by an outside Board of Visitors, ranking of cadets according to scholarship, use of the ablest cadets as assistant professors, instruction by the section-room method, extensive use of the blackboard in teaching, greater emphasis on mathematics and engineering, teaching of French, and use of textbooks from France. His improvements resulted in greater scholastic competition, more individualized instruction, and a greatly improved curriculum which made the Military Academy the first engineering and technical school in the nation.<sup>21</sup>

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**Taste @DisdainingT** · Jul 27



Calhoun advocated for West Point being transferred from the Corps of Engineers to the army at large, arguing that only the patronage of the government could make military science flourish

*Origins and Early Activities*

attention was thus given to fortifications, internal improvements, and the Military Academy. Thayer, who transformed West Point into a technical school, was Monroe's choice for its superintendent; and Calhoun, at this time a great supporter of the army engineers and internal improvements,<sup>22</sup> was his secretary of war. Arguments of the military necessity of technical education and improved transportation were used to secure federal action in these areas.

In 1819, Calhoun advocated an additional military academy. Although West Point annually graduated as many cadets as the army had vacancies, he felt that there should be an additional military academy and a school of practice. The latter

could be inexpensively operated by engineer and artillery officers.<sup>33</sup> In 1820, he proposed that West Point be transferred from the Corps of Engineers to the army at large and that a separate school of application and practice be established to cultivate the higher branches of science essential to artillery and engineering. He feared that the nation would neglect military science: "It has become so complicated and extensive as to require for its acquisition extensive means, and much time to be exclusively devoted to it. It can only flourish under the patronage of Government, and without such patronage it must be almost wholly neglected." To overcome this neglect would be both inexpensive and beneficial, for "officers would be trained who would be masters of every branch of knowledge connected with their profession, and who, by their science, would be not only highly useful, but an ornament to their country."<sup>34</sup>

<sup>32</sup> In later years Calhoun was a strong states-rights advocate and opponent of federal internal improvements.

<sup>33</sup> "Letter in Relation to an Additional Military Academy," Jan. 15, 1819, *The Works of John C. Calhoun*, edited by Richard K. Cralle, V, 54-57. General Bernard and Colonel McRee of the Board of Engineers for Fortifications agreed that an adequate system of military education required a school of application and a second basic school similar to West Point. (ASP, MA, I, 834-36.)

<sup>34</sup> "Report on the Military Academy at West Point," Feb. 23, 1820, Calhoun, *Works*, V, 79.

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Calhoun made his own Report on Roads and Canals in 1819, proposing that military engineers survey and construct important roads and canals

#### ROADS, RAILS, AND WATERWAYS

that this part of the country exceeded all others in opportunities and inducements for constructing a public system of roads and canals.

Meanwhile, other topographical engineers were busy with surveys relating to coastal defenses. In 1817, the Chief Engineer informed officials in North Carolina that no engineer officer could be spared for surveying the sounds of that state to obtain plans for improving their navigation "beyond what may be involved in an examination for military purposes."<sup>42</sup> A few weeks later the Chief Engineer informed President Monroe that he and General Bernard would be able to inspect the site where commissioners of the state of North Carolina planned to improve the navigation of Albemarle Sound. Since the proposed improvement was quite important, the engineers would examine it after studying proposed fortifications on Chesapeake Bay.<sup>43</sup>

The assistance which the Board of Engineers for Fortifications gave to local sponsors of improvement projects began to increase at this time. The commissioners of the Albemarle Sound improvement received additional aid in 1818. Calhoun instructed General Swift to aid these North Carolina officials by examining Albemarle Sound and "digesting a plan for the improvement of its navigation."<sup>44</sup> A few months later Calhoun approved Major Long's steamboat exploring plan. Long was authorized to build a small steamboat for exploring the western and southwestern parts of the country.<sup>45</sup> Calhoun's "Report on Roads and Canals" in 1819, proposing that military engineers survey and construct important roads and canals,

<sup>42</sup> May 6, 1817, E.D., Misc. Letters Sent, I, 20-21.

<sup>43</sup> May 22, 1817, *ibid.*, I, 23-24.

<sup>44</sup> Jan. 6, 1818, E.D., Doc. File B, Misc. Letters, 1813-18, No. 42.

<sup>45</sup> Letter from Calhoun, Sept. 1, 1818, *ibid.*, No. 46. Long reported in 1821 that with the "United States Steam Boat *Western Engineer*" he had explored the Ohio, Mississippi, and Missouri rivers. He discussed the navigability of these rivers and the nature of their obstructions. ("Report of Col. Stephen H. Long's Western Expedition," Feb. 20, 1821, E.D., Bulky File, No. 107.)



The government attempted to spread its engineering services evenly among the states and satisfy the demands of leading contenders. It tried to provide more surveying in the South and to prevent a concentration of assistance in New England and the central states. The President had the impossible task of trying to distribute the work of the engineers so as to avoid sectional jealousies and charges of favoritism. These conflicts of state and sectional interest increased the demand for aid under the Survey Act. They were also a major cause of the failure to adopt a national system of internal improvements based on investigations authorized by the act.<sup>42</sup>

### Getting Down to Work

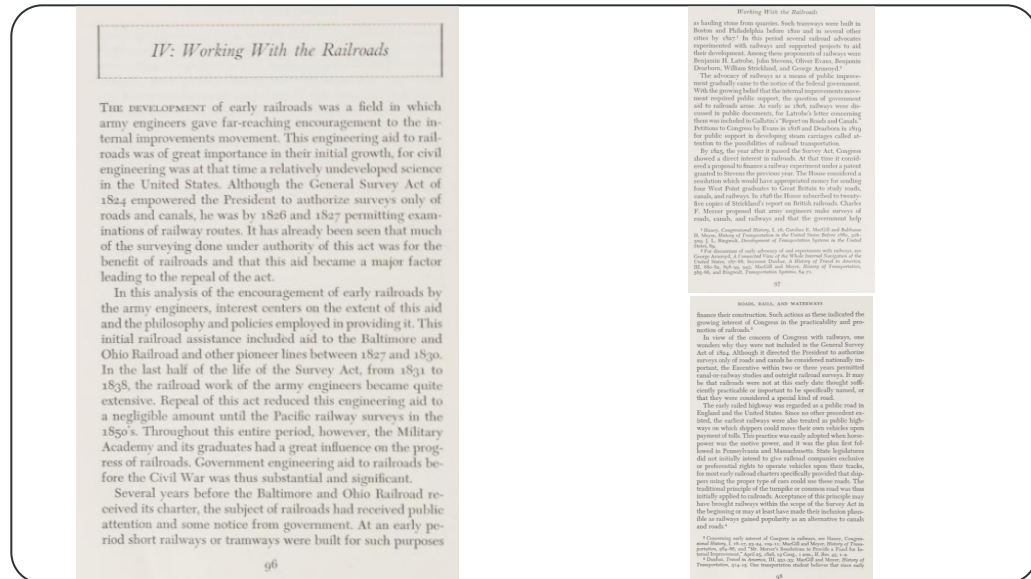
A national system for executing and financing major projects was never established; consequently, much of the incentive and justification for national planning disappeared. The government lost its chance to guide, but not its ability to assist the internal improvements movement. Congress remained jealous of the President's broad power under the General Survey Act. There were charges of logrolling and favoritism



**Taste @DisdainingT** · Aug 3



Early railroads in America. Government still needed because no basically no engineers outside military. Notable early rail supporters: Benjamin H. Latrobe, John Stevens, Oliver Evans, Benjamin Dearborn, William Strickland, George Armroyd, and Charles F. Mercer



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**Future Citizen @Slavetoprayer1** · Jul 24



I'm trynna find the MAHAN of rail. Will follow with keen interest

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**Viva La Stool @VivaLaStool**

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