WILLIAM H. SIMPSON: GENERAL'S GENERAL
(A BIOGRAPHICAL SKETCH AND CRITICAL BIBLIOGRAPHY)

by

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ABSTRACT

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Foundations for the careers of great men are often laid in early life. This paper deals with events in the first 21 years of the life of William H. Simpson who later commanded the 350,000 man Ninth Army as it raced across Germany in the Second World War. The development of the West Texas county in which General Simpson was raised; the General's early life as well as his West Point days, during which the tall Texan was shaped into a second lieutenant in the United States Army, are examined. An annotated bibliography including letters written to and interviews conducted by the author as well as printed material supplements the text.
To Cindy, Sarah and Tommy
Preface

Thanks are offered to the many people who, realizing the limited time available for preparation of this paper, gave their assistance freely to me.

The staff of the Fondren Library responded rapidly to my every request. Mrs. Monika Orr of the Interlibrary Loan desk was particularly helpful and through her diligent efforts several rare books from other collections were made available to me. Mr. James McIntosh and his staff of the Jefferson Davis Association which has offices at Rice University, provided a warm welcome, a sympathetic ear, and a hot cup of coffee to me when they were needed most. Miss Juliana R. Williams typed many of my early letters including my first letter to General William H. Simpson. Her skill and patience are much appreciated.

General Simpson, during his long and fruitful life, has known and served with a large number of people. Many of them either replied at length to my requests for information or graciously granted interviews. One should be singled out for special thanks. Mr. Fred R. Cotten of Weatherford, Texas, took time out from his busy business schedule not only to talk to me at length over the course of three days, but to arrange several interviews as well.

Professors in the history department of Rice University with whom I discussed my project have been universally helpful
and encouraging. Two, Professors R. John Rath and Harold M. Hyman, members of my committee, who read my manuscript were of great assistance. Professor Rath both encouraged me and offered constructive comments. Professor Hyman's questions and suggestions not only helped me to improve my paper but they caused me to develop a more comprehensive idea of the art of biographical writing. Thanks is also due to my friend Dr. Richard Sommers formerly a Rice student and now of the US Army Military History Research Collection, whose advice and counsel during the past two years has been invaluable.

Finally there are those without whose constant support this paper would never been written. General William H. Simpson not only approved of my undertaking this project but enthusiastically supported my efforts. Colonel Thomas E. Griess, Professor and Head of the West Point Department of History, first agreed to my change in thesis topic in January when but a short time remained prior to the required submission date. Subsequently he arranged for me to have additional time at Rice University to expand this paper into a PhD dissertation. Dr. Frank E. Vandiver, my advisor, actively endorsed my change in subject and was instrumental in obtaining my extension at Rice. His aid was far above and beyond that normally expected of an advisor. I am proud to be associated with him. Finally I am indebted to my family and it is to them that this paper is dedicated. My children, Saran and Tommy have been most patient. Cindy, my wife, has been typist, supporter, and critic. She is irreplaceable.
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Cadet William H. Simpson USMA 1909

Taken from The Howitzer 1909, page ??.
Introduction

Eisenhower, Bradley, Montgomery, Patton, Hodges, Simpson, all were commanders of great land forces in the European Theater of the Second World War. All save one have been the subjects not only of personal adulation but of the considerable literature which discusses European operations. Strangely enough, little is recorded about the Ninth Army and its Commander, Lieutenant General William H. Simpson.

General Simpson’s story should be told if only to balance the historical record. But in addition to supplying valuable data for scholarly use, a study of his active career which spanned over 40 years will illustrate the relationship between the Army and the society from which it comes.

His life began in Texas in an area which had but recently been a part of the frontier. He lived through good and lean times. General Simpson’s service commenced during Taft’s administration and ended during Truman’s. His first wartime experience was as a lieutenant in a counterinsurgency situation in the Philippines. Currently, though retired in San Antonio, Texas, he watches closely another counterinsurgency action, this time in Vietnam.

General Simpson’s military assignments seemed to build one upon another so that his experience and capacities ever matched his challenges. While other great leaders emerged
when the U.S. entered World War II, it was no surprise to those with extensive army experience to learn that William H. Simpson had been selected for high command.\(^2\)

His first active duty assignment as a newly commissioned West Point Second Lieutenant was to Company 'E', 2d Battalion, 6th United States Infantry which was stationed at Fort Lincoln, North Dakota.\(^3\) Apprehensive at his first assignment, Lieutenant Simpson was nonetheless confident in his ability to succeed. It was upon his solid and ever increasing base of military education and personal confidence that his skill, developed by experience gained from varied assignments, was to increase until he became the leader who would command the Ninth Army in combat.

This study deals with the influences which affected the Texan from his birth through his West Point days. Future work will expand this topic into a complete biography.
Life could be rich and full for a Parker County, Texas, settler in the 1850's for nature had lavished bounty upon the land. Adequate supplies of water, prairie grass, wood, and stone for building were all to be found in this oasis just west of Fort Worth. Early inhabitants, most of whom were farmers and stockmen, found that their labor yielded substantial rewards. Two of the state's largest rivers, the Brazos and a branch of the Trinity, flowed through Parker County.

Established in December, 1855, Parker County encompassed an area thirty miles square. Pioneer citizens showed their political acumen in naming the county after State Legislator Isaac Parker and in naming the county seat after Jefferson Weatherford, their State Senator. Both politicians were instrumental in seeing that appropriate legislation was passed to authorize the county.

One of the first orders of business in this recently organized frontier territory was the selection of county officials. Once this first election was decided, Commissioners Court picked three possible sites for Weatherford. None of these locations was more than three miles from the exact geographical center of Parker County. Another election was held in April, 1856, and the site of Weatherford was determined. Farseeing legislators had in the bill which author-
ized the formation of Parker County, reserved 320 acres near the center of the county for the county seat. At the time of site selection, only one cabin and one tent could be found within a mile of the chosen location. 6

Indians however, were never far away as Parker County marked the limit of westward expansion in the area for 20 years. During the first few years after the county was organized, the number of citizens rapidly increased and little Indian trouble was experienced. After many of the Texas Indians were moved north of the Red River, however, conflicts between Indians and whites became more numerous. White outlaws did not help the situation when they carried out their illegal activities in Indian dress. 7

Though the danger of Indian attack was ever present, hardy citizens continued to go about their daily tasks. Often Army wagon trains were heard rumbling through Weatherford. Fort Worth had been abandoned as an Army post and the garrison ordered some 35 miles northwest to Fort Belknap on the Salt (Red) Fork of the Brazos River. Mail for the fort, which was erected in an attempt to protect the surrounding area from Indian brigandage, was sent by wagon from Fort Worth. 8

It was not to be long, however, before United States Army wagons were no longer welcome. Though the population of the entire county in 1860 was but 4,213, eight hundred men joined up to fight under Confederate banners. With so
many men off at war, Indians became even more bold and some families were forced to leave neighboring farms and move to the safety of Weatherford for the duration. 9

After four long years the beaten Rebels came home to a poverty-ridden Parker County. The task of rebuilding began. Railroads had moved the men and supplies of both blue and gray during the war and their importance was recognized by the returning veterans. Men of Dallas, Fort Worth, Eagle Ford, and Weatherford all realized the necessity of establishing railroad connections with the rest of the country. By the Panic year, 1873, construction had brought the Texas & Pacific to a point near Dallas and for a time the road terminated at that city. 10

By 1874 further building enabled the railroad to span the Trinity River and reach Eagle Ford. No longer would the stockmen complain of the need to ford the Trinity to get to the cars and of the cramped loading area in Dallas. Meanwhile, the citizens of Fort Worth formed the Tarrant County Construction Company which worked with the state legislature as well as with the railroads and finally hammered out a plan to bring the gleaming iron rails to Fort Worth. A wild celebration greeted the first train when it arrived in the summer of 1876. 11

Enterprising civic leaders of Weatherford, among them Judge A.J. Hood, who had been to a large degree responsible for the recent rapid growth of the area, watched with interest
as their neighbors in Fort Worth worked to bring the Texas &
Pacific to town. It was time for Weatherford to join in
progress for pioneer days were over. Governor Hubbard had
recently remarked, "Parker County is no longer a frontier
county and is not now liable to incursions of hostile Indi-
ans." Exemptions to law which enabled citizens to carry
and use "deadly weapons" were revoked.

Waiting and hoping would not bring the railroad and soon
the Parker County Construction Company came into existence.
Grading for the road bed began in January 1879 and by the
winter of 1879-1880, Weatherford had achieved its iron link
with the rest of the country.

Changes in abundance came with the Texas & Pacific. The
railroad attracted men of vision like a magnet. Parker
County's population which had been but 4,186 in 1870, rapidly
increased until by 1880, 15,870 people called the county
home.

Parker County citizens prospered in the eighties and with
prosperity came civic concern for the future of the area.
Banks, business establishments, churches and schools were
built. Weatherford grew to be not only the county seat but
the hub of activity for the surrounding area as well. Farmers,
ranchers, cowboys all crowded into the town each "First
Monday" to do their trading, talking and courting.

It was into this society still flavored by the frontier
that William Hood Simpson was born in Weatherford on May 19,
1888. His mother was Elizabeth Hood Simpson, known as "Miss Betty", daughter of the Judge A.J. Hood who had done so much to advance Parker County.  

Though the Civil War was long over, young Hood Simpson as he was called, heard endless tales of Confederate prowess from the many veterans who lived in Parker County. His father, Edward J. (Jim) Simpson, had ridden with Forrest. Hood's maternal grandfather, the Judge, came from a leading Southern planter family. After completing his education, he moved to Texas. Judge Hood finally arrived in Parker County in 1860 and in that same year he served as a colonel in an expedition against the hostile Indians. Thus tales of plantation living and of Indian fighting were also part of his grandson's upbringing.  

Young Hood and Parker County grew rapidly together. Progress was everywhere evident. Tracks of the Texas & Pacific crossed the main street of Weatherford and passenger trains arrived frequently. Travelers emerged covered with dust from the cinders and coal smoke. Hood often went down to the station to watch the journeyers arrive.  

Meanwhile there was fun to be had in Weatherford for a young boy. Ice wagons traversed the town and on hot days youngsters could climb aboard and ride along munching ice as they went. More formal entertainment was provided by street carnivals which visited regularly.  

All could not be ice wagons and street carnivals in
Weatherford however, for as in any town, personal disaster sometimes struck one or another of its citizens. It was at these times that the townsmen united and the true frontier strength of the populace was demonstrated.  

Year after year flew by, and Hood, now a young man, was faced with a decision. He was locally known for his prowess as a football player, but his academic education, despite high school and attendance at the Hughey-Turner School, a college preparatory academy, was relatively weak. Hood was an accomplished horseman. Years of outdoor activity had given him a rugged constitution. His youth in a frontier atmosphere had taught him to believe that if a task had to be accomplished, nothing was to be gained by delaying, but rather the best course was to pitch right in and do the job. Though he could take care of himself, he realized the value of friends. Honesty was an accepted principle on the frontier as each man knew that at some future time his life might depend on actions taken by a friend. Hood had the gift of common sense and the ability to use it. He was well mannered, outgoing, likeable, a young man you could count on.

But reliability alone would not earn a living for him in later life. Hood took stock and made up his mind that he wanted to go to West Point. One of his good friends was Fritz Lanham, whose father, Samuel W.T. Lanham had at one time been a law partner of Hood’s grandfather, Judge A.J. Hood. Samuel Lanham had gone on to represent the Eleventh District of
Texas in the United States House of Representative. At the time that Hood was seeking his appointment, Samuel Lanham was serving as the Governor of Texas with his son Fritz as his secretary. Hood's desire, probably relayed through Fritz, reached the Governor and soon arrangements had been made for him to receive an appointment from Congressman Gillespie of the Twelfth Texas Congressional District. 24

One more hurdle remained: Hood must pass the West Point entrance examination. All prospective cadets were no longer required to face the examiners, since Academy officials had, in 1902, decided to accept the certificate of graduation from a school which met West Point standards in lieu of a formal examination. Hood's credits were not sufficient to exempt him and he knew that he must take the test. 25

Fort Sam Houston in San Antonio was to be the examination site, since it was the testing station closest to Hood's home. 26 Once at Fort Sam Houston, he would have to demonstrate, "...that he is well versed in the following prescribed subjects, viz.: reading, writing, spelling, English grammar, English composition, English literature, arithmetic, algebra through quadratic equations, plane geometry, descriptive geography, and the elements of physical geography, especially the geography of the United States, United States history, the outlines of general history, and the general principles of physiology and hygiene." 27 In addition to the academic test, each candidate had to pass a rigorous physical examin-
Such a test would look formidable to a candidate with a superb academic background; it must have appeared almost insurmountable to Hood. But he was determined to succeed, and soon he was on his way to San Antonio.

San Antonio, the largest city in the state according to the census of 1900, was over twice the size of Fort Worth. Hood quickly boarded an electric streetcar for the trip to Fort Sam Houston. Though he was no doubt excited at being in San Antonio, the ordeal in front of him must have exerted a sobering influence. He took the mental and physical examinations—and passed!

Hood returned to Weatherford and prepared to move East. Parker County and Weatherford as he left them were far different than they were in the days of his early youth. The first sewage plant had been put in operation in 1904. Stock laws were imposed in Weatherford in 1905 and one more link to the frontier period was broken as cattle and horses could no longer wander freely about town. Electric light now turned night into day.

Population changes were also evident. Only a few of the early pioneers and Indian fighters remained alive. Even the ranks of Confederate veterans were thinning. And while the recently returned Spanish-American War veterans could tell of Cuba and the Philippines, tale telling would never be quite the same. Businesses were bigger, people were be-
coming more specialized, self-sufficiency was no longer such a necessity. Hood boarded the train and settled back in his seat. His long trip to West Point was about to begin.

Housed in massive stone gray buildings, about 40 miles up the Hudson River from New York City, West Point seemed to have an air of permanence about it. Wars and political parties might come and go but the United States Military Academy stood impervious to change. Though the traditional motto: 'Duty, Honor, Country', remained as its creed, West Point, too, felt the great forces that were sweeping early twentieth century society.

An antimilitary mood was manifest across the country. Such a feeling was especially evident among intellectuals. Poor port management at Tampa during the Spanish-American War, instances of the issuance of inferior equipment to troops, and problems encountered in quelling the Philippine Insurrection all contributed to this situation. West Point itself was still trying to live down the infamous Booz scandal of 1901 which resulted in a Congressional investigation of ex-cadet Oscar L. Booz's death which allegedly was caused by hazing he had to undergo while a plebe. 32

If hazing incidents were spectres still hovering over the Military Academy, one problem of long duration had, at last, finally been put to rest. Differences between the dwindling number of graduates who had fought for the Union and those who had chosen the Confederacy were finally resolved.
Major General Thomas H. Ruger USMA 1854 and General E.P. Alexander USMA 1857 late CSA, spoke from the same platform at West Point in 1902. When Alexander finished, he was accorded a standing ovation. Then the band struck up the national anthem and the audience of graying old veterans, some with tears streaming down their cheeks, warmly embraced one another.33

West Point, its graduates reunited, could not stand still in the midst of national changes. Many civilian institutions of higher learning were undergoing a period of innovation. Administrators and educators alike were experimenting with giving students more freedom of choice in curriculum matters. While West Point adhered to its traditional method which stressed strict discipline in all matters and did not adopt an elective system, less emphasis was placed on technical courses, since technical subjects would be pursued in special service schools after graduation; more attention went to basic science, liberal arts and military subjects.34

General Albert L. Mills, then Superintendent, spelled out what he was trying to do in his Annual Report for 1906:

The function of the Military Academy as a general school of military instruction must be to lay a sound foundation in the basic principles of the arts and sciences tributary to the art of war, with such practical applications as are necessary for their comprehension and assimilation. It must also give such technical instruction as will enable its graduates to enter upon the performance
of their duties as subalterns in the various corps of the Army with intelligence, and will prepare them to receive with the greatest profit the special technical instruction of the general service and the service schools. In addition to this, the academy owes its students something more than the mere technical preparation of military specialists. A portion of its instruction should be devoted to broadening their minds in order that they may take a position among educated men which shall prepare them for any special duties which they may be called upon to perform. To that end a considerable portion of their study should have for its object the training of their powers of thought and the acquisition of general knowledge.  

Hood Simpson of Texas was ready to study diligently and learn all he could, for he saw in West Point both a real challenge and an opportunity. No matter how much a prospective cadet might read or hear about the academy, a true understanding could not be gained until after he had actually donned the cadet gray. Hood was a member of a fairly select group, for he had passed the rigorous entrance exam, but final success or failure would depend on how well he met the four year test. President Theodore Roosevelt had summarized the West Point challenge when he spoke at the academy three years earlier. Roosevelt said, "of all the institutions in this country, none is more absolutely American; none, in the proper sense of the word, more absolutely democratic than this. Here we care nothing for the boy's birthplace, nor his creed, nor his social standing; here we care nothing save for his worth as he is able to show it." Hood was determined to show his worth
Ordeals somehow seem easier to face when the sun is shining. June 15, 1905, the day designated for members of the Class of 1909 to report to West Point dawned bright and sunny. Nine o'clock in the morning was the time of departure for the Weehawken to Albany train which conveniently stopped at West Point. A connecting ferry from Manhattan docked at its pier, and a group of passengers, many of whom were young men this particular morning, joined other travelers aboard the train which pulled out right on time.  

Though most of the journeyers were destined to spend four years together within the great gray walls of West Point, and though friendships would be sealed among them which would last until death, they now were strangers. After a time, some struck up conversations with one another. Hood, tall and darkened from his outdoor life, turned to one of his future classmates and introduced himself as Bill Simpson from Texas. His seatmate recalled, "His western hat and Texas drawl made it quite evident where he was from - A flashing smile and a hearty laugh indicated his affable western manner."  

At the West Point station, located just above river level, another ferry boat met the train. This time most of the passengers, again young men, did not board the train but instead joined a group of their contemporaries near the station. After all baggage had been collected, an easy chore as new cadets were allowed to possess but
little from the outside world, the group, covered with coal
dust and escorted by immaculately attired upperclass cadets
whose neat gray coats and spotless white trousers served to
accentuate the dishevelment of the newcomers, began to make
its way up the hill to the building that housed Headquarters,
United States Military Academy.  

As they climbed, various structures came in view. Parts
of the riding hall, chapel, and library could be seen. Though these buildings were nothing more than shapes to them
at that time, much of their cadet life would be spent in
them. Once at headquarters, certain administrative chores
had to be accomplished. Prospective new cadets could not
enter if they were seriously deformed, sick or possessed of
an immoral character. Their appearance, health and character
confirmed, a deposit of one hundred dollars made to cover
initial uniforms and books, and all other funds surrendered
to be credited to the new cadet's account, the candidates
all signed commitments to serve in the United States Army for
eight years. Then, after swearing to support the Constitu-
tion and to defend the United States, Hood, or Bill as he
had introduced himself, by this time no doubt a bit bewildered
by all the military terms he had heard and recited, was
ready officially to enter West Point. Total entering strength
of the Class of 1909 was 149. Certificates from acceptable
institutions accounted for 102, 39 passed the entrance exam-
ination, four were former cadets and four were from other
New cadets, when they finished their initial processing, were divided into small groups and guided to the cadet barracks area. It is hard to describe what passes through a new cadet's mind as he approaches the great archway called a sally port through which he must pass to reach the barracks. Once through this arch he knows that he will be in the famed 'Area' of West Point, where cadet discipline meted out by officers and upperclass cadets reigns supreme. A new and radically different world awaits him just a few short feet away.

Passage through the cool, shady sally port accomplished, Bill emerged into dazzling sunlight. A cadet corporal, detailed from the third or sophomore class, took charge of his group. "Within an hour they had drawn some clothing and equipment, gone to an assigned room, each with three plebes and emerged wearing gray flannel trousers, flannel shirts, black tie and cap - also some strange looking and feeling shoes." For approximately the first three weeks after their admission, the new cadets were to be kept separate from the rest of the Corps, located in summer camp not far from the area. New cadets, who during this period lived in barracks, were supervised by a group of upperclass cadets called the Beast Detail. This three week period, during which everything was done at the double time, was known as Beast Barracks.
Companies of new cadets or plebes were organized and Bill and his new classmates were soon marching to lunch behind the rest of the Corps. Basic drill occupied their next hours, then they were marched to the parade ground to be sworn in as cadets.45

Though the first day at West Point is a trying one both physically and mentally, and the newcomers were surely tired by this time, they were all alert for the swearing in ceremony. Participating in this official activity was the high point of the day.

Near Bill on the parade ground was Carlin C. Stokely who had earlier arrived on the same train. Stokely later recalled the proceedings, "The Superintendent - Brigadier General Albert L. Mills and his staff including the Commandant of Cadets, Lieutenant Colonel Robert L. Howze, faced the Corps of Cadets while the new cadets in between carefully removed a white cotton gun glove from the right hand which was raised as the oath was administered.

"General Mills in his full dress uniform, frock coat with two rows of gold buttons, epaulettes, gold sash sabre and cockade hat - was most impressive especially the medal of honor which he wore."46

Mills had graduated from West Point in 1879. His permanent grade upon appointment as Superintendent in August 1898 was first lieutenant. Though junior in permanent rank, he had seen much service both in the Indian and in the
Spanish-American Wars. He lost an eye in the Battle of Santiago and was decorated with the Medal of Honor. His mere appearance in front of the cadets was enough to inspire them all.

Mills' recently appointed Commandant of Cadets, Lieutenant Colonel Robert L. Howze, was another Medal of Honor winner. Howze, a member of the West Point Class of 1888, won the award for heroism in action against the Sioux in 1891. He served with distinction both in the Spanish-American War and in the Philippine Insurrection and won the rank of Brigadier General, U.S. Volunteers. Though his permanent grade was captain, the position of Commandant carried with it a brevet to the rank of lieutenant colonel. As Commandant, Howze was responsible for the discipline of the Corps and thus was destined to work closely with the cadets.

Following the swearing in ceremony on the parade ground, the next three weeks were spent in intensive basic military training. Drill, physical exercise, and seemingly endless inspections filled the days. Finally the plebes were marched out of the barracks and, having been assigned to the various cadet companies, they entered Cadet Summer Camp.

Now the Class of 1909 could participate in parades and take their turns as members of the cadet guard. A milestone had been reached and though they still suffered under the constant vigorous guidance and correction of upperclass
cadets, they began to feel that they really were West Pointers.

Summer camp provided an opportunity for Bill to get to know his classmates. Though he was one of the youngest members of his class, only one month older than the minimum admission age of 17, he was well developed physically, looked older than his years, and proved to be a likeable cadet. One of his classmates, Thomas B. Catron, who was but a few days older than Bill, remembers that "he always made a good impression on practically everybody."\(^5\)

As Bill gradually came to know his classmates better, he realized that his educational preparation was far inferior to that of most cadets, some of whom had graduated from colleges or universities.\(^5\) His lack of academic background no doubt concerned him, but he was at West Point to become an officer — he did not plan to fail.

After about a month and a half in summer camp, during which Simpson and his classmates continued their drilling and physical training, supplemented with artillery training, rifle practice, swimming and even dancing instruction, preparations were made for what was to be the final exercise before the Corps returned to barracks, the practice march.\(^5\)

Conditions on the practice march, an exercise initiated that year by Colonel Howze, which took place between August 19 and 23, were to resemble an actual service situation as closely as possible. Each day's march ended with a field
problem for which the cadets were divided into opposing forces.\textsuperscript{54}

Bill's classmates had varying opinions of the effectiveness of these marches. Homer R. Oldfield recalls "The practice marches were really tough but were fine training."\textsuperscript{55} On the other hand, Thomas Catron does not think that much was gained by participation.\textsuperscript{56}

Valuable or not the practice march was soon over and on August 28, 1905 the Corps broke camp and moved into barracks in preparation for the start of the academic schedule. General Mills, still concerned about hazing, was pleased with the initial training received by the Class of 1909 for he wrote in his \textit{Annual Report}, "the instruction of the fourth class by the cadets of the first and third classes during the summer months was marked by an absence of harshness, which was very gratifying to witness."\textsuperscript{57}

Though the Superintendent may have felt that harshness was absent, rigid discipline of the fourth class was still enforced. Incidents of tabasco drinking such as brought on the Booz scandal were not seen in the cadet mess, but adherence to the traditions of plebedom were everywhere evident. At least three plebes sat at each table. Slicing and serving meat was the responsibility of the gunner who placed himself at the foot of the table. On his one hand was the water corporal who serviced water glasses and on his other the milk corporal who handled milk, coffee, or any other beverage
that might appear. When Bill served as either milk or water corporal, he had to be always on the alert, for rather than simply passing empty milk or water glasses for refilling, upperclassmen were wont to bang them once on the table, then throw them to the appropriate corporal. Woe be unto any plebe who missed catching such a flying object.

This strict discipline which Bill and his classmates endured both in and out of the mess hall was generally administered to accomplish a purpose. Plebes were taught immediate obedience to orders. Often in wartime it was felt that instant action rather than time consuming questioning would be required. First the plebe learned to obey orders; then as his experience increased, he learned how to give them. By being on the receiving end, by service while seated at the dining table in the mess hall, by walking guard tours and by participating in forced marches among other tasks, he came to realize the degree of difficulty of what he was soon to order others to accomplish. Intense stress was also essential, for if a man would break under strain it was thought better to discover his failing at West Point rather on the field of battle. If a plebe could not control himself, the chances were slim that he could command a unit in combat.

Primary testers of Bill's mettle were the upperclassmen of his Cadet Company 'F'. Bill drew his books, carried them back to his room on the fourth floor of barracks and prepared for the start of classes on September first. He was meeting and getting to know more of his classmates now. One
of them, Carleton G. Chapman recalls: "He was always very pleasant and agreeable and was liked by everyone." Chapman notes that by his cadet friends, Bill was called "Greaser Simpson". His name stemmed from the fact that he was a Texan.

Simpson and his classmates marched to class where each was called upon to recite at every meeting. As the first few weeks were a review of material covered in high school, he had little trouble with his grades.

Problems were developing however, between Commandant Howze and the first or senior class of cadets. Colonel Howze, the chief commissioned officer with day to day responsibility for cadet discipline, and the First Class which was supposed to supervise and set the example for the underclasses, could not seem to get along. Carlin Stokely recalls: "It was war between the Class of 1906 and the Commandant. Open on one side and furtive on the other."

As the days passed, Bill found himself engaged in an academic type of conflict. Review of high school subjects was far behind him now and the new material proved to be much more difficult. When in October class sections were rearranged according to relative standing in each subject, Bill was placed in the lowest section of mathematics. Mathematics classes met six days a week for a period of 80 minutes per session so there was no rest for the weary. Additional subjects included English, drill regulations and
security, physical training, and tactics. French was to replace English for the second semester.

Bill tried out for the football team as an end and though he did not make the first squad, stayed to play on the scrub team. Army and Navy tied 6-6 at Princeton in their annual football tangle and soon the December examination period was close at hand. As he prepared to face the mathematics department, Bill asked for and received help from several of his classmates. Aid was readily forthcoming for his friends were numerous. Intensive coaching went on secretly long after the hour at which the cadets were required to be in bed with the lights out.

Carlin Stokely recalls that after the exam when his classmates asked him how he had done, Bill replied, "'My fate is in the lap of the Gods and the Academic Board.'" But when the list of failures was posted, Bill's name was not on it. His perseverance had carried him through. With morale high he prepared for the second semester.

Once again at the end of the second semester when the list containing the names of those found to be deficient came out, the name William H. Simpson was missing. His class had dwindled in size to 120 and Bill stood 116.

He had survived the first year of academic struggle and he found that he had made an impression on others in addition to the members of the mathematics department, for he was selected to be a cadet corporal. Thirty members of the class
were picked to be corporals. Bill was the 10th in rank.

Cadet officers and non-commissioned officers were selected, "from those cadets who have been most studious, soldierlike in their performance of their duties, and most exemplary in their general deportment." 70

Once again Bill moved to summer camp but this time as an upperclassman. In addition to basic military subjects, he and his classmates were instructed in survey techniques and participated in surveying exercises. His swimming and dancing instruction was continued. After a six day practice march in late August, the Corps returned to barracks. 71

Start of a new academic year brought a change in leadership to West Point for at the end of August, 1906, a new superintendent, Colonel Hugh L. Scott, assumed command. Colonel Scott was famous for his dealings with the Indians. 72 Cadets knew of his facility with sign language; to them "he seemed to be a very practical sort of person." 73 Moreover he was "less of a fancy pants than Gen. Mills." 74 Scott, who was a cavalry major when he was selected to be the next superintendent, was brevetted to colonel when he assumed his post. One of his first projects was to win over the press which had been hostile to West Point since the scandal of 1901. He saw many reporters personally when they visited the academy and obtained substantial press support. 75

Academics began and Bill's class numbered 124 including those from the Class of 1908 who had been 'turned back' to
join the Class of 1909. Mathematics once again proved to be Bill's mortal enemy. Material covered included descriptive geometry, solid analytical geometry, differential and integral calculus. In addition to this he had to demonstrate his competence in French, English, Spanish and drawing as well as in tactics. Perhaps luckily for the young corporal, West Point was beginning to explore a new dimension in its academic procedure. Whereas before instructors had been charged only with grading the recitations of the cadets and with assigning work for the next meeting, now more emphasis was to be placed upon actual teaching.76

All of Bill's time was not spent in studying his lessons however, for he still played on the scrub football team and in November his class began to receive riding instruction. As an expert horseman, Bill experienced no difficulty in the 'Bull Pen' as the round fenced riding track was called. Once inside the 'Bull Pen', a cadet mounted a horse which was equipped with neither saddle nor bridle. When his ride was fairly begun, the instructor cracked a bull whip until the hapless cadet's horse was at a gallop. After the first few days of instruction, brush jumps were installed and the exercise repeated. Flying cadets literally filled the air, but Corporal Simpson who had been practically raised on a horse, retained his seat.77 His skill while on horseback was certainly noticed by both peer and instructor alike.

December examinations came and went. As spring arrived,
Bill could still be found toiling away in his constant effort to stay ahead of the mathematics department. But though he studied diligently, he ended the semester with a failing grade in mathematics.

Cadet Simpson had one chance remaining to stay with the Class of 1909 and he resolved to make that chance count. A four hour examination was administered by the mathematics department to cadets who ended the year with deficient grades. Those who scored 66 2/3% were allowed to stay, those who made less had failed mathematics and their cases were turned over to the West Point Academic Board for possible dismissal. If a cadet was not saved by the board, he was declared to be 'found' and Bill was determined not to be 'found'. One of his classmates, Joseph Plassmeyer, took the same examination. Plassmeyer recalls that neither of them dared to leave early for fear of making a bad impression on the instructor administering the test. They departed together and when Plassmeyer asked Bill how he had done, the reply was "I am found."

Plassmeyer adds that he told Bill that he had failed also. But something or someone in the mysterious academic hierarchy of West Point must have intervened in their behalf for when the final results were announced, both had passed. Formal mathematics instruction finally terminated at the end of the second year. Bill's determination coupled with the help of his classmates had enabled him to hurdle his most challenging academic barrier. Of the 103 cadets who finished the year
without a final deficiency, Corporal Simpson stood 107. During the year Bill had advanced from tenth to sixth ranking corporal. Following the graduation of the Class of 1907, he was promoted to the position of cadet first sergeant of Company 'F'. Bill was now the second first sergeant in rank in the Corps. Just as Simpson's difficulty with mathematics had caused his name to be known in that feared department, his competence astride a horse, his exemplary bearing and skill at things military, had drawn attention of another kind. Oliver A. Dickinson recalls what his classmates, members of the Class of 1908, thought of Bill, "We esteemed him as a competent and agreeable member of the Corps." Edgar S. Miller, Dickinson's classmate agrees and adds, Simpson had, "a very quiet spoken manner, that just made for friendship." Other upperclass cadets told Commandant Howze that Bill was a natural leader. Thus fortified, could Colonel Howze have been Bill's champion against the mathematics department?

Mathematics was probably far from Bill's mind for the Class of 1907 graduated on June 14th and soon he was enroute home for his initial furlough which would last until August 28th.

Furlough days pass rapidly at first; then as the time wears on, a cadet, though he would never admit it, begins to miss the discipline of Army life to which he has become so accustomed. Soon Bill was back again at West Point, ready,
with the 107 other members of his class, to accept a new academic challenge.

In addition to instruction in natural and experimental philosophy, mineralogy, geology, drill regulations, drawing, and hygiene, Bill's class was to receive polo lessons.85

As Bill toiled through his third academic year, eagerly anticipating every opportunity to ride, he occasionally looked about him and noticed that changes in the physical appearance of West Point were rapidly taking place. A new chapel, placed in a dominating position high above the area of barracks, was under construction. A central heating and lighting plant with sufficient capacity to light the entire post began operation. Among the many gifts received by the academy that year were marble busts of Frederick the Great and Field Marshal von Moltke which were sent by Emperor William II of Germany.86

Academic changes were also evident as the cadet field of study was broadened and more emphasis placed on history and languages. Professors who administered the long-standing departments did not desire to surrender any of their coveted class time so the course of instruction was lengthened by three months to accommodate the new subject matter. New cadets of the Class of 1912 were therefore admitted on March 2, 1908.87

Members of the Class of 1908 had been graduated early so that they might help fill the regiments needed for Cuban Pacification. Thus the leadership of the Corps in this turbulent period had now fallen upon the shoulders of Bill and
his classmates. Cadet Simpson was appointed as the sixth ranking cadet captain.

Spring semester moved smoothly along, interrupted only by an abortive attempt by a group of young Army officers to wrest control of West Point athletics from the superintendent. After carefully assuring his support in Washington, Superintendent Scott abolished the old Athletic Association and created a new one with Colonel Howze, the commandant, safely installed as ex-officio president. Surely both Scott and Howze must have resolved that such an incidence of disrespect for authority would not occur again.

End of classes found Bill standing 100 of 107 for his third year. Though he was 106 in drawing and 104 in chemistry, chemical physics, mineralogy and geology, he finished 17 in conduct and 7 in Infantry, Artillery, and Cavalry drill regulations. Bill's ability in things military was beginning to become strikingly evident as books were closed and the Class of 1909 made ready for their final Cadet Summer Camp.

Preparation complete, Cadet Captain William 'Greaser' Simpson proudly took 'B' Company to its camp area. Members of the first or senior class decided that the third classmen, sophomores, should be allowed to enjoy their first upper-class camp with a minimum of supervision from older cadets. Enjoy it they did, often at the expense of the plebes. Lieutenant Colonel Howze, observing from his lofty position
as commandant, noted this relaxation in the traditional relationship between first and third classes and was less than pleased. 91

When at 2:10 AM on Independence Day, a special celebration was held by cadets armed with noisemakers and dressed in various bits and pieces of uniforms, the Commandant reacted with a vengeance. He called upon his tactical officers, who were commissioned Army officers, as well as his cadet captains to quell the disturbance in which Bill Simpson's Company 'B' had played a major part. 92 Was the Commandant to have a repeat, this time from cadets, of the type of rebellious incident which had faced Colonel Scott and his athletics program a short time before? Things would bear watching.

And watch he and his tactical officers did, for it was not long before several cadets found themselves charged with violations of Paragraph 128, Regulations for the United States Military Academy. Paragraph 128 dealt with — hazing! Merely mentioning the word brought violent response from anyone who remembered the famed Booz scandal. Colonel Howze, who had severely dealt with hazing problems before, immediately pressed for official action. Eight cadets, two of whom were members of the Class of 1909, were court-martialed. 93

Proceedings took place during the month of July and the cadets were found guilty. Sentence: all eight were to be sent home to await final decision on their cases by the Secretary of War. It fell to Cadet Captain Simpson, who was the
Cadet Officer of the Day, to inform his two classmates of their fate and see that they were off the West Point post in two hours. Carlin Stokely recalls, "Simpson said that breaking the news to his classmates that they were dismissed and removing them from the post summarily, was the worst duty he ever had." Such a deep concern for others was a trait well ingrained in Captain Simpson's character.

Though it is always difficult for a cadet to discipline a classmate, perhaps had Bill and the other cadet leaders been a bit more rigorous in the standards they demanded, the hazing incidents might have been avoided.

Other problems had developed during the summer between the Commandant and the first class cadets and the seniors had been disciplined with the loss of a special class privilege, the use of a private reading room known as the First Class Club. Bill, however, encountered his own personal difficulty with the authorities.

Coast artillery gunnery had been studied by the class using a battery of two 6-inch disappearing guns which had recently been installed at West Point. With this preparation behind them, the members of the Class of 1909 traveled in August to Fort H.G. Wright to test their experience. They fired 3-inch, 6-inch, and 10-inch coastal guns at moving targets and did extremely well. They also participated in night searchlight drills and in submarine mining on a mine planter. Two tactical officers accompanied the first class during this trip and one of them, Captain Maybach reported
Captain Simpson for the breach of a regulation.  

Bill's difficulty at Fort Wright, the Fourth of July celebration incident, coupled with the unease the Commandant obviously felt concerning his backing by the Class of 1909, apparently were enough to cause Simpson to fall in that venerable personage's esteem.

On the day that Bill had been required to send his two classmates packing, "In sentorian tones..." Cadet Adjutant George Patton read an order which stated that "any cadet who by word or act shows approbation or disapprobation of any official order or action of a superior authority will be summarily punished xxx - By order of Lieutenant Colonel Howze."  

Within two days a new cadet chain of command was announced. Both Bill and the first captain, Ed Greble were among those affected. Bill was now a cadet lieutenant, still in Company 'B', while Greble became Cadet Quartermaster.

Though Bill would not criticize the Commandant and in fact was the motivating force behind the support which the class leaders of 1909 gave the new cadet first captain, Carl Baehr, other classmates grumbled. They felt that the action taken by Colonel Howze reflected upon the entire class.

But despite such mutterings, 1909 stood behind Cadet Captain Baehr.

With Baehr leading the Corps, Bill's last battle with the West Point academic departments began. This final year he would study Spanish, law, and practical military engi-
neering among other subjects. Bill's class would also receive additional instruction in horsemanship to include the proper grading of cavalry mounts and have the opportunity to play polo. 100

Though academics were still difficult for him, he found time to play on the scrub football team and to socialize as well. Lieutenant Simpson dated frequently and few were the cadet dances or 'hops' as the cadets termed them, that he had to attend alone. He was elected by his classmates to be a Hop Manager, a coveted position for one who is outgoing by nature as the Hop Managers planned and controlled cadet social activities. One of Bill's classmates recalls his ease with the gentler sex and adds, "the real glory was the shine in a girl's eyes as she danced with the handsome, gallant and chivalrous Cadet Simpson..." 101

Frequently Bill visited the quarters of officers stationed on the post. 102 After a good meal, no doubt the talk drifted to military affairs. Such intimate conversations surely helped to shape Cadet Simpson's attitudes and beliefs. Other military influences could have been exerted by world famous dignitaries who visited the post. For example, news that one visitor, a Japanese general, would not let his acting aide hold an umbrella over his head in a pouring rain because, "a soldier who had lived through a rain of bullets did not need protection from a rain of water," surely went rapidly around the Corps. 103

Simpson's expert horsemanship drew even more attention
to the tall, handsome Texan, for now he could be seen riding at the head of a cadet Cavalry Troop as with sabers drawn they charged across the cavalry plain. He and some of the other better horsemen staged riding demonstrations which were something closely akin to horse shows. One such demonstration, put on for the friends of the first class, took place on New Year's Day, 1909. Another was given on Washington's Birthday.

Soon the second semester had begun and the first class was studying Military Engineering and the Art of War instead of Civil Engineering which course had been completed the first semester. If Bill's classmates thought they would learn principles and practices of Civil War strategy or tactics, they were to be sadly mistaken for the instruction was limited to the accomplishment of such tasks as memorizing the names of the corps, division, and brigade commanders involved in various actions. Tactics was not mentioned.

As members of the Class of 1909 were counting the days until graduation, one who had been through much with them prepared to leave West Point. Lieutenant Colonel Howze had been ordered to depart and assume command of the Porto Rico Regiment. His stern guiding hand was not to be missed by most cadets. Passage of over 60 years has not dimmed feelings concerning Colonel Howze. Opinions range from those who thought him a fine officer, to "a very impressive looking man... who made us know who was boss. I can't say that we
were too enthusiastic."

Not generally liked by Cadets." to "I dislike every thing about him."

Replacing Howze on February 1, was Frederick W. Sibley USMA 1874. Like Superintendent Scott, Sibley was a veteran of frontier duty, a participant in the Big Horn Expedition (where he was brevetted first lieutenant for gallantry in action), the Battle of the Rosebud and the combat of Slim Buttes, among other actions. He had also served with distinction in the Philippines, where he earned the official commendation of the Governor General of the islands. Major Sibley, a veteran of 34 years service, was 56 years old when he was appointed. He had been promoted to major after serving 29 years. Sibley worked with the Class of 1909 for but a few months prior to graduation. Though the class did not get to know him well, it found him to be a welcome change from the much disliked Commandant Howze.

Graduation day began to loom larger and larger before the first class. Would it ever really come? In February the class was commended by the superintendent for attaining a higher marksmanship score than had ever been previously fired. One hundredth night before graduation with its traditional cadet-produced show and gala hop came and went.

Soon it was March. Bill and his fellow cadets prepared for the train trip to Washington where they and the rest of the Corps would march in President William Howard Taft's
inaugural parade. A severe winter storm had littered the
railroad tracks between Baltimore and Washington with broken
telegraph poles. Cadet labor finally cleared the tracks and
the Corps arrived after the parade had begun. Near the
Capitol, they were inserted into the column and marched

through the Washington slush and snow. 114

Once safely back at West Point, Bill's class continued
to participate in the traditional activities, each of which
marked a milestone on the road to graduation. Bible presen-
tation at the academy and trips to the battlefield at Gettys-
burg and to Sandy Hook Proving Ground were among the highlights. 115

Contrary to the opinion of those with academic difficul-
ties, June did come and with it came the furious round of
parades, ceremonies and hops which culminated in graduation
on June 11 at 10:30 AM. 116

When the 103 survivors of the Class of 1909 took their
seats to hear an oration by General Horace Porter, USMA 1860,
winner of the Medal of Honor at Chickamauga so long ago, and
to receive their diplomas from Secretary of War J.M. Dickinson,
Bill could look about him and see that many who had marched
up the hill from the railroad station with him four long years
ago were missing. Some had decided that Army life was not
for them and had resigned; some had been bested by the math-
ematics and other departments. But those who had made it and
Bill, through guts and determination was one of them, were a
select group. Bill's class standing, 101 of 103, was far from
distinguished, but he was graduating. Speechmaking concluded, the diplomas were presented. Finally the name of William Hood Simpson was read; the tall Texan, friendly, outgoing, expert in horsemanship, if poor in mathematics, strode up and proudly received his diploma. A wide smile must have crossed his face as he triumphantly returned to his seat. He had tangled with West Point and won.
NOTES

1 For sketches of General Simpson's career see: George W. Cullum, Biographical Register of the Officers and Graduates of the United States Military Academy at West Point, New York Since Its Establishment in 1802, VI-8, 1466; VII, 862-863; IX, 138; Captain Jack B. Beardwood, History of the Fourth Army, 3-4; (no author), "Big Simp of the Ninth," Newsweek, XXIV (November 27, 1944), 33; (no author), "Right & Ripe," Time, XLV (February 19, 1945), 25-27.

2 Colonel Edgar S. Miller, USMA 1908, to author, March 5, 1971, in possession of author (Items held by author are hereinafter cited as "PA")


4 (no author), Panorama of the Past 100 Years of Progress, 6, 10; Frank W. Johnson, A History of Texas and Texans, II, 825.


6 Ibid.; Panorama, 8.

7 Johnson, Texas and Texans, II, 825-826; Ellen Bowie Holland, Gay as a C-rig, 6. For more information concerning Indian raids in Parker County see: Panorama, 17-18, 27-28; and Holland, Parker County, Chapter IV "Indian Depredations," 57-86.

8 Mr. Fred R. Cotten, Weatherford, Texas, interview conducted by author on March 25, 1971; Texas Highway Department, comp., Texas Travel Handbook, 193; Robert W. Frazer, Forts of the West, 142, 164.

9 Johnson, Texas and Texans, II, 827; Holland, Parker County, 93; E. Holland, Grig, 8.


11 Ibid., 111-112; Johnson, Texas and Texans, II, 820. Day discusses the detailed plan which finally brought the railroad to Fort Worth. Land grants were to be given to the railroad owners only if Fort Worth was reached prior to the end of the current legislative session. Townsmen volunteered to work, and with their help the job was done on time. See Day,
39

Big Country, 111-112.

12 Johnson, Texas and Texans, II, 826.
13 Panorama, 28.
14 Ibid.
15 Johnson, Texas and Texans, II, 826.
16 Ibid., 827.
17 E. Holland, Grig, 20.
18 Fred R. Cotten, Weatherford, Texas, telephone interview conducted by author on March 5, 1971.
19 Ibid.; Beardwood, Fourth Army, 3; Holland, Parker County, 158-159.
20 E. Holland, Grig, 97-98; Bert and Frank Rawlins, Weatherford, Texas, interview conducted by author on March 25, 1971.
21 Ibid., 84, 94-95.
22 Ibid., 90, 100-101.
23 Newsweek, "Big Simp," 33; Photos of Hughey-Turner School football teams - 1903, 1904, Weatherford, College; Cotten, telephone interview, March 5, 1971; Brigadier General Isaac Spalding, USMA 1912, interview conducted by author on January 6, 1971.
24 Cotten, interview, March 5, 1971. Mr. Cotten discussed the relationship between Governor Lanham and Judge A.J. Hood. He also mentioned the close friendship between Hood and Fritz. Cotten said that the due to this friendship, he imagined that Hood told Fritz of his wish and then Fritz told his father. Miss Cornelia Hood, whose father was R.B. Hood, a prominent attorney in Weatherford at this time (not related to Judge A.J. Hood), states that she recently (March, 1971) spoke to Hood's cousin, Mrs. D.M. McKenzie of Fort Worth. Mrs. McKenzie confirmed to Miss Hood that Governor Lanham obtained the appointment for Hood. (Miss Cornelia Hood, Fort Worth, Texas, telephone interview conducted by author on March 17, 1971.) For details of Governor Lanham's career, see Holland, Parker County, 30-33. Lanham's Congressional District was called the "Jumbo District" as it encompassed 98 West Texas counties. (Holland, Parker County, 31.) Mrs. Mary Simpson Long, General Simpson's sister recalls her mother had told her that Congressman Gillespie gave an appointment to Hood. Mrs. Mary Simpson Long, Aledo, Texas, interview conducted by author on March 25, 1971.
Three hundred and sixty-eight candidates had been appointed to take the qualifying examination. Of these, 79 did not come to the test, 18 did not finish, 28 were disqualified for medical reasons, 51 failed the examination and 14 failed for both medical and mental reasons. Some who took the tests held alternate appointments which entitled them to enter West Point if they passed all examinations and if the principal appointee from their particular district failed. Many alternates did qualify that year and of these, 41 were not allowed to enter due to lack of vacancies. See Annual Report of the Superintendent of the United States Military Academy - 1905, 4.

Discipline marked the West Point academic program. Where students in many civilian schools were given a certain latitude in the choice of subject matter to be studied, all West Point cadets in each class took the same subjects. Every cadet was required to be prepared to recite on a certain prescribed lesson at every class session. Periodically grades were posted and thus all class members knew their precise standing. Instruction was given primarily by army officers who had received little if any special preparation in their fields. Often they had their hands full merely to keep one day ahead of their charges; so in the instances where professors would hand out
prepared lesson plans to instructors, the immediate tendency was to accept and use them with thanks. Frequently all classes being given in a subject sounded virtually the same. This disciplined approach could easily lead to an intellectual superficiality. Many civilian schools of the time were much less structured. Within certain limits students could choose their own courses. As daily recitations and after class hour activities were not required, the opportunity for serious individual study was available if a student chose to pursue it. On the other hand the infrequency of grading often left him with a lack of knowledge concerning his progress. Merits of both ideals, discipline and freedom were argued in the press as well as on the campus. West Point was soon to begin to broaden its scope of instruction. But this innovation would benefit only those who followed Cadet Simpson. See Ambrose, Duty, Honor, Country, 247-248; Henry S. Pritchett, "The College of Discipline and the College of Freedom," Atlantic Monthly, CII (1908), 604-609; (no author) "West Point and Education," American Monthly Review of Reviews, XXXIV (1906), 95-96. For a discussion of the role of strict discipline in building the character of West Point Cadets, see remarks by Colonel Charles W. Lerned, Professor of Drawing, quoted in this article.


36 Centennial USMA, I 21.

37 Colonel Carlin C. Stokely, USMA 1909, to author, February 27, 1971, POA.

38 Ibid.


40 Stokely, letter, February 27, 1971.

41 Official Register - 1905, 34, 40; Mellor, Patton, 46; Annual Report Superintendent USMA - 1905, 4.

42 Stokely, letter, February 27, 1971.

43 Ibid.

44 Major General William G. Weaver, USMA 1912, History of the 8th Machine Gun Battalion, 108; Mellor, Patton, 44-45; Captain Charles King, Cadet Days: A Story of West Point, 46-47.

45 Stokely, letter, February 27, 1971.
King gives a good description of Beast Barracks. See King, Cadet Days, 37-61.

Brigadier General Thomas B. Catron, USMA 1909, to author, February 22, 1971, POA; Stokely, letter, February 27, 1971. Only three of his classmates were as young or younger. See Official Register - 1905, 21-24.

Annual Report Superintendent USMA - 1905, 36-38. Provisions were made for lectures to be given when inclement weather precluded outside instruction. Subjects on the list included: framework of the horse mechanically considered, stable management and horseshoeing, and Infantry drill regulations. See Annual Report Superintendent USMA - 1905, 38.

Stokely, letter, February 27, 1971; Annual Report Superintendent USMA - 1905, 6-7; 1906, 36.

Major General Homer R. Oldfield, USMA 1909, to author, February 11, 1971, POA.


Weaver, 8th Machine Gun, 107-108.

Fleming, West Point, 275; Centennial USMA, I, 43; King, Cadet Days, 45; Lon A. Spurlock, ed., Bugle Notes 1958, 1.

Lieutenant Colonel Joseph Plassmeyer, Jr., USMA 1909, to author, February 27, 1971, POA; Plassmeyer, interview conducted by author on January 7, 1971; Stokely, letter, February 27, 1971.

Lieutenant Colonel Carlton C. Chapman, USMA 1909, to
author, February 24, 1971, POA.

62 Ibid.
63 Plassmeyer, letter, February 27, 1971.
64 King, Cadet Days, 173-174; Stokely, letter, February 27, 1971.
65 Stokely, letter, February 27, 1971. Stokely discusses details of this conflict to include the painting of "Howze Detective Agency" in large red letters on the guard house in his letter of February 27, 1971.
68 Stokely, letter, February 27, 1971.
69 Official Register - 1906, 24. All of Cadet Simpson's grades for the years 1905-1906 are listed in the Official Register - 1906, 24. He stood above 100 in mathematics, English, and French. Simpson's best standing was in conduct where he was number 42.
70 Official Register - 1906, 12; Stokely, letter, February 27, 1971.
71 Annual Report Superintendent USMA - 1906, 36, 40; Official Register - 1907, 58.
72 Cullum, Biographical Register, III, 266, IV, 271, V, 248.
74 Stokely, to author, March 1, 1971, POA.
75 Major General Hugh Lenox Scott, Some Memories of A Soldier, 418, 421, 423, 460.
77 Official Register - 1907, 58; Stokely, letter February 27, 1971.
His class standing was above 100 in mathematics, French and drawing. He placed 93 in practical military engineering, 79 in English, 69 in Spanish and 56 in conduct. In overall class ranking, he placed only above Cadet Ting C. Chen of China. See Official Register - 1907, 20. As his classmate Homer R. Oldfield puts it, "He held up the bottom of the class..." See Oldfield, letter, February 11, 1971.

Colonel Oliver A. Dickinson, USMA 1908, to author, February 18, 1971; FOA.

Miller, letter, March 5, 1971.

Newsweek, "Big Simp," 33.

Official Register - 1907, 56; 1908, 17, 58-64.

Annual Report Superintendent USMA - 1908, 11, 43, 58.

Ambrose, Duty, Honor, Country, 247; The Howitzer - 1909, 123.

Stokely, letter, February 27, 1971. Graduation for the Class of 1908 took place on February 14, 1908. See Colonel Michael J. Krisman, ed., Register of Graduates and Former Cadets of the United States Military Academy - 1970, 321. For an outline of the key activities of the Class of 1909 as seen by the cadets themselves between February 15, 1908, when the class members became first classmen, and March 1, 1909 when The Howitzer went to press, see The Howitzer - 1909, 123-129.

Scott, Memories, 436-438.
Howitzer - 1909, 126, 231; Plassmeyer, letter, February 27, 1971. For other material covered during summer training see Annual Report Superintendent USMA - 1909, 41-42, 44.

97 Stokely, letter, February 27, 1971. Other orders reportedly read by Patton during his tenure as adjutant included: "the guard will be relieved at sunrise. The sun will rise at 4:30," and "No matches will be left in the pockets of clothing sent to the laundry as they may take fire by order of Lieut-Col. Howze...". See Howitzer - 1909, 19.

98 Stokely, letter, February 27, 1971.

99 Ibid.

100 Official Register - 1909, 41, 58-59, 62-64.

101 Stokely, letter, February 27, 1971; Howitzer - 1909, 102, 148, Average weight of the West Point football line that year was 169.4 pounds. See Howitzer - 1909, 148.

102 Stokely, letter, February 27, 1971.


104 Stokely, letter, February 27, 1971; Army Navy Journal, XLVI, January 9, 1909, 523; February 27, 1909, 739; Howitzer - 1909, 129.

105 Simpson, interview, January 5, 1971. A member of the Class of 1910 who taught in the department in 1915 recalls that his duties were mainly limited to grading papers and hearing recitations. See Brigadier General Frederick S. Stong, USMA 1910, to author, February 16, 1971, P0A.

106 Army Navy Journal, XLVI, November 28, 1908, 347.

107 Miller, letter, March 5, 1971.


111 Cullum, Biographical Register, III, 230; IV, 246, V, 221; Army Navy Journal, XLVI, November 28, 1908, 347. As far as regular grade was concerned, Sibley, as the third ranking major of cavalry was senior to Scott who was eleventh. Scott's brevet grade was colonel while he was superintendent and of course this made him senior to Sibley who received the brevet rank of lieutenant colonel. See Army Navy Journal, XLVI,
November 28, 1908, 3:7.

112 Stokely, letter, February 27, 1971. All four leaders, both superintendents and both commandants who served during Simpson’s cadet days took five years to get through West Point. See Stokely, letter, March 1, 1971.

113 Army Navy Journal, XLVI, February 20, 1909, 694; February 27, 1909, 739.

114 Ibid., March 6, 1909, 754; March 13, 1909, 792, 797; Howitzer – 1909, 137. Cadet marching columns were too wide for the portion of the street that had been cleared and difficulties developed on the flanks. See Howitzer – 1909, 188-189.

115 Army Navy Journal, XLVI, March 13, 1909, 784; May 1, 980; May 15, 1053; May 27, 1073. Funds to purchase the Bibles were raised around 1890 by American ladies who sought to honor the wife of General Emory Upton. During her lifetime, Mrs. Upton had been interested in both the military and naval academies. Funds raised were apportioned between the two schools with the West Point funds in custody of the American Tract Society. See Army Navy Journal, XLVI, April 17, 1909.

116 Ibid., May 22, 1909, 1073. For a complete schedule of June Week activities see page 1073 and the published change on page 1065, June 12, 1909.

ANNOTATED BIBLIOGRAPHY
Part I: Letters and Interviews


In his letter of September 5, Colonel Beere stresses the small size of the Regular Army of the United States prior to the outbreak of the First World War. He mentions and illustrates with examples, misfortunes which arose due to the lack of experience of American troops. General Simpson’s division commander, General Bell, fought to obtain permission to keep his division in the United States until he felt that it was adequately trained.

Colonel Beere is apparently the only other living student who studied military survey in Luzon in 1911 with General Simpson. Survey party composition as well as course content is discussed in his letter of March 25. He also includes a few comments about West Point.


Major Bennion organized and operated the American camouflage service in the First World War. This service, once it became operational, supplied a significant amount of camouflage material to American troops.


Colonel Betcher, then a second lieutenant, was placed by
General Pershing in charge of construction of a road from Camp Keithley to Camp Overton in the Philippine Islands. General Simpson was stationed at Camp Keithley.


Colonel Browne, a close personal friend of General Simpson, served at the Presidio of San Francisco, at El Paso, and on the Punitive Expedition at the same time as did General Simpson. Though in different units, they knew each other on a social basis. Colonel Browne recounts the story of General Simpson's being put in arrest by his regimental commander while he was with the Punitive Expedition in Mexico.


General Catron who also was one of the youngest members of his class, recalls little about Simpson other than that he made a good impression on others. Catron comments on a visiting Japanese dignitary as well as Superintendent Scott and Commandant Howze.


Colonel Chapman remembers Simpson as a very likeable cadet who was called "Greaser Simpson" by his friends. Colonel Howze on the other hand, does not stand high in Chapman's favor—"I dislike everything about him."

Colonel Clendenen holds the PhD degree in history from Stanford University. Currently he is the Curator, Special Collections and Research Association, Hoover Institute, Stanford University. Colonel Clendenen in his letter of November 12 recalls that General Pershing once said, "I can judge an officer's efficiency largely by his personal appearance."

General Simpson's excellent military appearance has been frequently remarked upon. When General Simpson was the Commanding General of the Fourth Army at San Jose, California, Colonel Clendenen was his Acting Army Intelligence Officer, G2. He recounts several incidents which occurred during this period in his letter of March 12.


Mr. Cotten, a student of Charles W. Ramsdell and a friend of Walter Prescott Webb is probably the foremost authority on the history of Weatherford and of Parker County, Texas.


General Craig stresses that the American Expeditionary Force was largely horse drawn and that horses and forage were often lacking. As General Simpson served as operations officer, G3, of the 33d Infantry Division, these factors were important to the conduct of his duties.

Captain Crane recalls a shortage of leather shoes for his troops and of the proper size horseshoes for his mounts. If the men in General Simpson's division had to line their shoes with the tin from bacon cans as did the troops in Captain Crane's unit, such a requirement could have contributed adversely to morale. Lack of proper horseshoes would severely cut mobility.


General Crain recounts his experiences while working in a regulating station in the First World War. United States Army divisions, including the one in which General Simpson served, received their supplies from regulating stations. Also included are General Crain's comments on the disintegration of the German economy which began while he served as Chief Ordnance Officer of the Third Army and subsequently of the American Forces in Germany between May 1919 and August 1921.


General Davidson recalls the difficult road conditions encountered by those on the Punitive Expedition. In addition to remarking on infantry use of air reconnaissance, he men-
tions details concerning the airplanes and trucks that supported the expedition.


General Davis and General Simpson served as second lieutenants together in the 6th Infantry. Davis recalls the examination they took together in Mexico for promotion to the rank of first lieutenant.


General Devers remarks about the good judgement and excellent posture which Simpson displayed while he was a cadet. Devers, who commanded the 6th Army Group, considers Simpson to have been one of the great men of the Second World War.


Colonel Dickinson was the senior Cadet Lieutenant of Company 'F' in 1907-1909. At that time Simpson was First Sergeant. Dickinson recalls Simpson as an agreeable, competent cadet. He was not surprised when Simpson was promoted to high rank.

Fant, Mrs. Elena B. Weatherford, Texas. Interview, March 26, 1971.

Mrs. Fant's late husband, George, was a close friend of
General Simpson. Mrs. Funt possesses a letter which General Simpson wrote to her husband.


General Simpson has remarked about the impression that General Pershing made on him at first sight. General Gage is a classmate of Simpson's who concurs in this feeling.


As a cadet, Colonel Goethals did not serve in the same or an adjacent company to that of General Simpson and thus has no vivid recollections of him.

Graham, Miss Margaret. (Cousin of Miss Cornelia Hood) Houston, Texas. Telephone call, March 9, 1971.

Miss Graham acts as a relay for information which Miss Hood has located in the Fort Worth-Weatherford area.


General Hearn who served with General Simpson in the 6th Infantry in 1915 describes Simpson at that time.


General Hoge writes that his contemporaries looked upon General Pershing as an "austere, almost godlike figure." Simpson was but one of many young officers who were impressed by the mere sight of General Pershing.

Mr. Hood, General Simpson's cousin, remembers little about the general.


Miss Hood, a native of Weatherford, Texas, is the daughter of R.B. Hood (no relation to Judge A.J. Hood). Miss Hood, in addition to verifying certain facts about General Simpson's early life, has been a valuable source for suggestions concerning others who should be interviewed.


Colonel Jones who, as did General Simpson, remained in Europe after the First World War, writes that many of his friends said at that time that they were working harder after the fighting was over than they had been during the conflict.


Service with the 6th Infantry in El Paso as well as Mexico is discussed by General Leonard. He relates that General Courtney Hodges told him why General Simpson was selected to command at Fort Wolters in 1941. General Hodges was Chief of Infantry at the time of Simpson's selection. General Leonard also comments further on General Simpson's experiences during and after the Second World War. He concludes
with a statement that his, Leonard's, USMA classmate, General Eisenhower said, "He was my best Army Commander. Bradley was my best General...".


Mrs. Lindt, then 15 years of age lived near the family of General Pershing on the Presidio of San Francisco in 1915. She tells in detail of the tragic fire which took the lives of all but young Warren Pershing. General Simpson was on temporary duty at the Panama-Pacific International Exposition adjacent to the Presidio at the time of the fire.


Mrs. Long is General Simpson's younger sister.


Though Major MacLachlan and General Simpson were in the same company in 1906, the major says that he can no longer trust his memory and thus can supply no information.


Mrs. McFarland and General Simpson attended the same high school in Weatherford. She has vivid memories of schoolboy Simpson. Her late brother, George Pant, was a close
friend of General Simpson.

McKinzie, Mrs. Douglas. Fort Worth, Texas. Interview, March 26, 1971.

Mrs. McKinzie, Courtenay Chatham McKinzie, or 'Lady Chatham' as she is known by her close friends is a cousin of General Simpson. They did many things in each other's company while they were young to include attending parties in Dallas.


Colonel Miller was in the same cadet company as was General Simpson. Miller remarks on Simpson's striking military appearance. He was not surprised to learn later that Simpson had been selected for high command. Miller thought that Commandant Howze was a fine officer.


General Millikin, who was the Executive Officer of the General Staff School established in France by The American Expeditionary Force, briefly discusses the mission of the school. General Simpson attended classes between June 15 and August 30, 1918.


Colonel Monroe served in the 6th Infantry with General Simpson. He remarks on activities at El Paso before the
Punitive Expedition. General Simpson and Colonel Monroe were classmates at the Command and General Staff School at Fort Leavenworth in 1924-1925. Monroe remembers Simpson as a friendly and helpful officer.


Commander of the 1st Battalion, 360th Infantry Regiment, 90th Division in the Meuse-Argonne battle, General Morris fought over a piece of terrain near to that occupied by Simpson's 33d Infantry Division. Difficulties involved in separating actual gas casualties from malingerers are discussed. General Morris gives a particularly vivid description of activities on the field of battle the first day and night after the Armistice took effect.


Colonel Mueller was the Chief of Staff of the 35th Infantry Division when General Simpson assumed command in 1941. Mueller discusses Simpson's philosophy of command as well as his use of his Chief of Staff. Particularly interesting is Colonel Mueller's description of how the attitude of the divisional officers, all National Guardsmen, changed from one of virtual hostility to loyalty to their Regular Army commander. Colonel Mueller concludes, "General Simpson is one of the few truly great and sincere men, professionally and personally that I have ever met."

General Nuttman was a Post Staff Officer during General Simpson's first year at West Point. He recalls the poor facilities for guests of cadets and bachelor officers at West Point. Nuttman relates a story concerning how General Mills became Superintendent of West Point. General Nuttman was a brigade commander in the Meuse-Argonne battle. General Simpson was a divisional operations officer at the same time. General Nuttman recollects many details of the fight to include weather and the conditions of visibility.


Oldfield remembers Commandant Howze as a stern disciplinarian. He remembers General Simpson as a popular cadet who received a lot of academic coaching from his friends.


Colonel Plassmeyer, who lived on the same floor of barracks as did General Simpson their first year at West Point, recalls many details of their cadet days. Both he and General Simpson had to pass a special mathematics examination to stay in West Point. Colonel Plassmeyer attended the funeral services held in San Antonio for Mrs. Simpson. He briefly des-
cribes the services.


Though younger than General Simpson, Mr. Rawlins remembers much about their boyhood.


Mr. Rawlins, a contemporary of General Simpson, remembers General Simpson when both were boys. At that time the Rawlins family lived across the street from the Simpsons.


General Searle was G3 of the 35th Infantry Division during General Simpson's tenure as commander in 1941-1942. Searle remarks on Simpson's ability to so utilize his staff that he was able to utilize his own time in the consideration of major decisions.


Mr. Simpson is General Simpson's younger brother.


General Simpson is the subject of this paper.


Though a classmate of General Simpson, Mr. Smith feels that he has been out of contact for too long to comment.

As General Spalding is blind, some of his correspondence is handled by his wife. General Spalding knew General Simpson at West Point. He was later stationed in the Philippines at a location near where General Simpson served. Spalding served under General Simpson at Camp Jackson during the Second World War.


Colonel Spaulding mentions that Colonel Fiebeger's Military Art Instruction was very good. Other correspondents have mentioned that they did not feel that enough actual teaching was done in the course.


Stokely in his detailed letters, recounts many incidents in the lives of the cadets of the Class of 1909. He knew Simpson well during their cadet days.


General Strong who graduated first in his class, recalls a few details of cadet life.
General Weaver recalls the extensive use of mules to pull supply wagons in the First World War. Locations selected for forward supply bases were governed by the distance which a mule could travel in a day.


General Wyche comments on the lack of interest in service schools during the interwar period in the study of logistical matters. General Simpson attended several service schools during this period. Wyche commanded the 79th Division in Simpson’s Ninth Army in the Second World War.

Part II: Manuscripts

Fant, Mrs. E.B. Mss

Documents in possession of Mrs. Elena B. Fant, Weatherford, Texas.


Mr. Fant discusses the banquet which was given for General Simpson’s mother in honor of her 100th birthday.


Reply to General Simpson’s letter of February 10, in which Mr. Fant extends an invitation to the general to come
to Weatherford some time to see his good friends there.


Reply to Mr. Fant's letter of February 5, in which General Simpson explains his early departure to return to San Antonio on February 4, 1958.

Simpson, C.C., Mss

[Document in possession of Mr. Constant C. Simpson, Aledo, Texas]

In addition to a copy of obituary notice that appeared in the Weatherford paper at the time of the death of General Simpson's grandfather, Judge A.J. Hood, these pages contain valuable information on the judge and other members of the Hood side of General Simpson's family.

U.S. Army Military History Research Collection

Allen, Major General Terry, Papers.

Several personal letters from General Simpson are included in the eight boxes on deposit.

Anderson, John, Papers, 1909-1912.

Anderson served in the 6th Infantry Regimental Band.

Four photographs are included in this collection.
Bradley, General of the Army Omar N., Collection.

While most of this collection consisting of 68 boxes and 147 volumes of manuscripts and photographs deals with General Bradley's post-war activities, two boxes and four volumes of wartime diaries will be of value.

Corlett, Major General Charles H., Papers 1889-1964.

Corlett commanded XIX Corps from March to October 1944. Much of this material in three boxes and a scrapbook pertains to the period Corlett's corps was in First Army. In his manuscript memoirs Corlett gives his opinion of Major General Raymond S. McLain who succeeded him in command of the corps and served under General Simpson.


General Simpson's assessment of Gerhardt who commanded the 29th Infantry Division is contained in this one box collection which also includes an autobiography, correspondence, and letters of reminiscence.


This eleven box collection contains campaign studies and letters of reminiscence as well as wartime reports, correspondence and maps.

Hansen, Lieutenant Colonel Chester B., Collection of Omar N. Bradley Papers.

This collection contains 61 boxes. Included are drafts
of General Bradley's book, his headquarters diary June 1943-May 1945 as well as other documents and maps.


Included in the three boxes is both wartime and post war correspondence. General Harmon commanded the 2nd Armored Division under General Simpson.

U.S. Military Academy Library


General Pershing discusses problems with Lake Lanao Moros. Moros can not be trusted. Some still rob and kill whenever the opportunity presents itself.

Weatherford College


This single typewritten page is a copy of an advertisement for the Hughey-Turner School. References to the 1904-1905 school year are made in the text. During at least a part of this year, General Simpson attended the Hughey-Turner School.


Mrs. Borden who was Professor of History and English at
Weatherford College prepared this historical sketch. It not only includes the history of Weatherford College but discusses the elementary and high schools of Weatherford as well.

"Early History of Weatherford College."

This single typewritten page, with no indication as to authorship, appears to be a summary of the history of the various schools that existed through the years. General Simpson's mother, then Miss Betty Hood, is mentioned as one of the members of the class which graduated in 1876 from the Weatherford High School. General Simpson's status as an academy student about 1904 is also noted.


This work is of doubtful help to the researcher. Mr. Fred Cotten helped Edith Jordan by supplying source material to her. He questions her accuracy particularly in the portions where she deals with railroad affairs. Though many citizens of Weatherford who served in the First World War are mentioned, General Simpson is not.

Minutes Book Board of Trustees Weatherford College.

This record begins May 22, 1889. General Simpson's father's name first appears in a list of trustees dated June 19, 1902. In a listing of a new board, July 2, 1907, his name can not be found.
Photo of Hughey-Turner School football team—1903.

General Simpson appears in this photo. Written on the back is: "This team made the best record ever... (picture torn) by a Weatherford Team. It was neither (sic) defeated nor tied." Many of the team members including Simpson are identified.

Photo of Hughey-Turner School football team—1904.

General Simpson appears in this photo. Simpson is identified as a member of the team.

Photo of the old Weatherford College.

Since General Simpson's time the Hughey-Turner School, later called Weatherford College, has moved to new buildings.

Weatherford Library


This sheet lists the names as well as dates of birth and death of many of General Simpson's relatives.

Part III: Newspapers

The New York Times

During the Second World War, General Simpson's name often appeared on the pages of the Times.

The United States Army and Navy Journal, And Gazette of the Regular and Volunteer Forces.
This weekly paper provides a wealth of information concerning service events. Frequent listings of the stations of various units are included.

**Part IV: Bibliographies**


Some of the items discussed are of particular interest for they include the military terms that were commonly used during the various periods. Craig's comments, some of which are critical in nature, on many of the entries are helpful.


Dornbush has provided the most complete listing of unit histories commonly available. Though he occasionally will make a note concerning the contents of a particular volume, none of his comments are critical in nature.


A wide variety of subject matter to include works on diplomatic and social history as well as military history are covered in the bibliography. Notes concerning the individual entries are only infrequently supplied. Those that do appear do not criticize.

Over 1200 paperback books are listed. Entries deal with United States history from Columbus to date. A grading system is utilized so the reader can tell at a glance which books are applicable to high school, college or graduate/teacher level. Comments are made on the entries but seldom are these comments of a critical nature.


In this excellent review article, Morton partially updates his Second World War Bibliography which was published in 1967.


Directed toward high school level teachers of history, this well-organized basic bibliography evaluates individual works based upon their potential value to high school students and teachers. Only books written in English are listed.

*Professional Reading for the USMA Graduate in the First Five Years of Commissioned Service—Class of 1970.* West Point, N.Y., n.d.

This booklet which is given to West Point graduates con-
tains an unannotated listing of titles.

**Part V: Books and Articles Which Can Not Be Confined to a Chronological Category**

Cullum, Brevet-Major General George W. *Biographical Register of the Officers and Graduates of the U.S. Military Academy at West Point, New York Since Its Establishment in 1802.*

- Volume VI B. Colonel Wirt Robinson, ed. Saginaw, Mich., 1920
- Volume VII. Captain Wm H. Donaldson, ed. Chicago, Ill., 1930.

*Cullum* is a standard reference work for basic data concerning the various assignments of West Point graduates. Until recently it was published at 10 year intervals with each volume covering assignments for the previous decade. Currently the *Cullum Register* is not being published. Some of its recording functions, though in much less detail, are being performed by the annual *Register of Graduates and Former Cadets.*


A well written survey of the history of the U.S. Army. Dupuy has almost 50 years of military experience behind him.


Garraty divides his book into two parts. In the first
he traces the history and development of the biographical form. Method is discussed in the second portion. Many useful ideas as well as an extensive essay on sources can be found in this volume.


Though the author does not use footnotes and his bibliography is sketchy, this book does give a brief overall look at the Army. Primary value of this work is in its pictures which are numerous, well chosen, and expertly reproduced. Simpson's name does not appear in the index.


Huntington takes a close look at civil-military relations throughout the years. His book is valuable for background material concerning how the institution which is the army evolved as Simpson's career unfolded. An extensive listing of detailed notes complements the text.


Though not as detailed as *Cullum* this volume does provide basic data on the careers of graduates and of some ex-cadets.

1909-1942. (no author, location, or date of publication though
book was probably published in 1949).

This slim volume, the 40 year class reunion book for the Class of 1909, contains many pictures, some contemporary and some which date back to cadet days. Also included is a biography of each class member.


An excellent biography of one of General Simpson's early commanders, who soon became a fellow polo player and later a friend, Black Jack Pershing provides a wealth of background information concerning the high level situation in several theaters in which the young Simpson served.

The Statutes at Large of the United States of America. Washington, D.C., various years.

Volumes in this series are divided into two parts; the first contains the text of public laws and the second that of private laws. Volume XXXVII, part 1, contains the text of the Manchu law which was to affect Simpson in 1917.


An excellent model of a biographical sketch.


A short biography by a careful scholar of the man under
whom General Simpson frequently served and who was a close friend of General Simpson's wife and later of General Simpson as well. Vandiver's annotated bibliography, though short, is quite helpful.


Both the regular and citizen armies and the tension between the two are considered in this well-documented history of the Army as an institution. Weigley provides a general view of what is transpiring army-wide as Simpson moves from post to post.

Part VI: Simpson Biographies

Baldwin, Hanson W. "Our Generals in the Battle of Germany," The New York Times, October 22, 1944, Sec. 6, pp. 10-11, 45, 47.

Baldwin presents short personality sketches of eight top American generals. His article is particularly valuable as much of the material used stems from his personal contact with the subjects.


An excellent short biography of General Simpson's life up to the time he assumed command of the Fourth Army in 1943
is included in Beardwood's volume.

"Big Simp of the Ninth," Newsweek, XXIV (November 27, 1944), 33.

A basic biographical sketch is included in this article on the commander of the new Ninth Army.

"Right & Ripe," Time, XLV (February 19, 1945), 25-27.

General Simpson, commander of the Ninth Army, is the subject of this cover story. Some biographical data is included in the article.


An excellent biographical sketch of General Simpson appears on pages 549-551.

Part VII: Weatherford to West Point

Cotten, Fred R. "Log Cabins of the Parker County Region," Year Book of West Texas Historical Association, XXIX (1953), 96-104.

This well-written article provides not only information, to include many pictures, concerning log cabins in the area of General Simpson's childhood, but also is useful for its discussion of the early settlement of the region.

_________. "Parker County Cattle Trails," The Southwestern Historical Quarterly, LXII (1959), 1-3.
Cotton in this short article, presents data about the cattle trails themselves and also on the type of cattle that moved on those trails. He also discusses the grasses cattle ate along the way. General Simpson's father was involved in many cattle drives.


Neither footnotes nor bibliography are to be found in Day’s book. He states that he drew much of his material from the Southwestern Collection at Texas Christian University. Primary use of this source would be to provide background information on specific incidents. His coverage of the coming of the railroad is particularly interesting.

DIRECTORY OF THE CITY OF WEATHERFORD, TEXAS. No place of publication, 1900.

Mrs. Bettie Simpson, General Simpson’s mother is shown residing at 408 S. Waco in Weatherford.

DIRECTORY OF THE CITY OF WEATHERFORD, TEXAS. Dallas, 1907.

General Simpson’s parents, E.J. and Betty are listed at 501 Conts St. E.J. Simpson’s occupation is given as-farmer.


Frazer provides basic information concerning forts established west of the Mississippi up to 1898. His book which is divided alphabetically within the appropriate state listing, is easy to use. Fort Belknap was located not far from
Weatherford. An extensive bibliography of published materials completes the book.


Though not strictly factual, Graves' book is helpful for the general picture it gives of the Brazos area, south of Weatherford in Parker County.


Mrs. Holland, who as Ellen Bowie grew up in one of the leading families of Weatherford, utilizes an autobiographical technique. Her story includes frequent references to daily life in Weatherford around the turn of the century. Her book does not have an index.


Mr. Holland, mayor of Weatherford, writes a history of Parker County which he follows with biographical sketches of early citizens as well as those who were prominent at the time of publication. Many pictures as well as a good index are included in Holland's volume.


A short history of Weatherford and the surrounding area is to be found in Johnson's book.

*Panorama of the Past 100 Years of Progress*. Weatherford, 1956.
This well written program for a historical pageant commemorating the centennial of the founding of Weatherford, contains a brief history of Parker County. Much of the material for this history was provided by local historian, Fred Cotten.


An extensive bibliography complements the text which covers in alphabetical order, American forts from coast to coast. Maps, illustrations and tables depicting the annual strength of the Regular Army and the organization of territorial commands, contribute to the worth of this volume.


Short historical pieces about major Texas cities are to be found along with geographical data. Simonds supplies much information concerning what Texas was like in 1905.

Smythe, H. *Historical Sketch of Parker County and Weatherford Texas.* St. Louis, 1877.

In several sections of his book Smythe discusses General Simpson's grandfather, Judge A.J. Hood at length. Much biographical data is included.

The Stock Manual: Containing The Name, Postoffice Address, Ranch Location, Marks And Brands Of All The Principal Stock-
men Of Western And Northwestern Texas. Showing Marks And
Brands On Electrotype Cuts As They Appear On The Animal.
Fort Worth, 1881.

Data on the brand and ranch belonging to General Simp¬
son's grandfather, Judge A.J. Hood, appears in this volume.

Texas Highway Department, comp., Texas Travel Handbook. Aus¬
tin, 1968.

Though helpful to one who drives across the state, this
source should be used in conjunction with other, more tradi¬
tional sources. It can be used as a font of ideas which
further research can either support or disprove.

Webb, C.W. Portrait of A.H. Hughey Superintendent, El Paso

Webb, the Director of Special Activities and Public Re¬
lations of the El Paso Schools, is a personal friend of his
subject. His book is decidedly pro-Hughey. Hughey with
John Turner organized a training school in Weatherford. One
of Hughey's students was General Simpson. Hughey, according
to Webb, personally coached General Simpson. Later Hughey
was invited to sit on the reviewing stand during Weatherford's
post war celebration in honor of General Simpson.

Part VIII: United States Military Academy

Ambrose, Stephan E. Duty, Honor, Country: A History of West

Ambrose describes the period during which General Simpson
attended West Point as near the end of an era of stagnation which was to finally terminate when General Douglas MacArthur became superintendent in 1919. He thus devotes little attention to it. Throughout his book Ambrose stresses that while course content and exterior trappings at West Point many change, the principles upon which the academy is based remain the same.


These reports state briefly what happened at West Point during the fiscal year which ended August 31 of the year of publication. Strictly a high-level view, material contained in these reports must be supplemented by that from cadet sources before a true picture can be seen.


This detailed history of West Point's first 100 years emphasizes the academy's strong points. A good picture of what West Point was like just prior to General Simpson's admission can be gained from the two volumes.


This fairly objective basic biography of one of General Simpson's classmates includes many pictures and a short bibliography but no footnotes. It is of little value to a study
of General William M. Simpson.


Fleming, in this well written volume describes the West Point of Simpson's day. He provides particularly interesting discussions of the relationship between West Point and the rest of the army and with the civilian world.


These cadet annuals focus mainly on the activities of the graduating class throughout its four years at West Point. Incidents which were considered important by the cadets themselves are recorded. General Simpson's picture, accomplishments and a short student type biographical sketch appear in the 1909 *Howitzer*.


Many youngsters were inspired by Captain King's thrillers. This volume, though the characters are fictional, gives a close view of cadet life in the years immediately preceding General Simpson's admission.


Mellor, who had the cooperation of General Patton in his work, bases his book partly on the many interviews he conducted. Information concerning West Point at the time that
General Simpson was a cadet is valuable.


These volumes contain a wealth of material to include a list of commissioned officers stationed at West Point, the cadet chain of command, a discussion of course material, order of merit for each class with every cadet's standing in all subjects indicated, and a general merit roll for the graduating class.


Pritchett discusses two educational ideals in higher education: discipline and freedom. By using West Point and Harvard as examples, he explores the similarities and differences in the two approaches. He concludes that a stand somewhere in between is warranted. This article is valuable for its view of education both at West Point and Harvard during General Simpson's cadet days.


Schuyler writes from the point of view of the architects who designed the new West Point. He discusses style and indicates how the plans for each new building were prepared. Several diagrams as well as many pictures illustrate the

In this interesting, well written memoir, Scott who was superintendent during General Simpson's last three years as a cadet, gives his views of events.


A 'bible' for the plebe, this pocket sized book contains about everything he needs to know concerning West Point. A section deals with the history of the academy.


Weaver, a 1912 USMA graduate, included a short autobiography along with the history of his unit. His discussions of cadet life and of front line experiences in the First World War are helpful.


This short piece contains excerpts from an article by Colonel Charles W. Larned, Professor of Drawing USMA. Colonel Larned states that the West Point educational program operating on a student who is kept in virtual isolation at the academy, turns out a graduate with a strong personal character.