

Yea, Alabama!

*The Uncensored Journal of the
University of Alabama*

(Volume 3 -
1901 through 1926)

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By

David M. Battles

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This volume is dedicated to lifelong librarian, Don Bell, whose support for this history series has never wavered and will always be appreciated. Gratitude is also expressed to Dr. Annabel Stephens and Pat Dunbar for allowing me to use their beach house, Lazier Daze, whenever I needed solitude for writing. Dr. Charlene Coburn is thanked for her trove of advice. Jonathan Carlisle is thanked for his occasional assistance in some of the research needed for this volume. Many friends and colleagues have encouraged this project over the last several years. I cannot name you all but you know who you are, and I thank you. Carlisle America Music/Bro N Sis Music is thanked for allowing inclusion of the "Yea, Alabama!" sheet music in this premier volume. And as always, I thank my parents, Pete and Geraldine Battles, for their support in all my projects.

Much of the information in this series has been gleaned from previous historical works and analyses on the University of Alabama, including books, lectures, diaries, letters, and other miscellaneous correspondence from many people involved in some fashion with the University of Alabama. These persons and/or works are thanked and are named in the bibliography section of this volume; however, a few of the books need to be named here. First are the works of UA historian, James Sellers, titled *History of the University of Alabama*, Volumes One and Two. Volume one, covering 1818 to 1902, was published in 1953. The other volume is a typed and bound unpublished document covering 1903 through the 1950s and is held in Hoole Special Collections at the University of Alabama. Suzanne Wolf's *The University of Alabama: A Pictorial History*, published in 1983, contains a wealth of rare photos and prints associated with the University of Alabama, as does Mary Chapman Mathews' book, *A Mansion's Memories* (updated and reissued in 2006 in celebration of the University's 175th-anniversary). These books have been used extensively for research and publication purposes by researchers, publishers, and media for many years, and are referenced and otherwise utilized in this series. I thank these authors for their enduring contributions toward the historical preservation of the University of Alabama. I also thank the many other authors who have written articles and books whose subjects include or touch upon the history of the University. I apologize to anyone I have managed to omit from this list of important acknowledgments. Let it be said that I thank you also.

Note: James Sellers was one of UA's most distinguished faculty members. Because of his tireless research and scholarship, his name is intimately associated with UA history. The names of Ms. Mathews and Ms. Wolf are also intertwined with UA history. If the reader discerns similarity in prose or organization in this book, please note that similarity in prose or organization is a hazard that sometimes occurs when authors are writing on the same subject and timeline. Any similarity is unintentional, and deference is given to Mr. Sellers, (or Ms. Mathews or Ms. Wolf) in any such occurrence(s).

PREFACE

This is Volume III in a multi-volume history of the University of Alabama in Tuscaloosa. [Note: **These volumes are more appropriately termed journal-styled chronologies with historical analysis and other observations included where appropriate.** They are not 100% historiographical works.]

Volume I of this comprehensive history of the University of Alabama covered the first several tempestuous decades through the Civil War years when the students finally put their differences with administration aside to become the primary Deep South military university for the Confederacy. The volume concluded with the dawn of the 1870s when a Union-burned University was desperately attempting to rise from the ashes

Volume II began with the reopening of the University, examining the many obstacles that stood in the way of its success from 1871 through 1901, including deaths of presidents, efforts toward attaining a student culture, and the students' attempts to influence the University's rigid and unpopular military form of governance.

Volume III encompasses the University's early to late adolescent years, 1901 through 1926, as the students of the young institution discover sports, the arts, music, ever-increasing student populations, the assistance of alumni, and the effects of outstanding faculty, presidents, and coaches.

Two aspirations have guided the author in the writing of this series. One is that the volumes will be eminently useful for historical, scholarly, and popular research; the other is that the book will also serve as a pleasurable and informational read for the general public, including the legion of Tide fans. In deference to these two goals, the decision was made to let the characters from this historical period speak directly to the reader as much as possible, hence the unusual number of direct quotes in this series. The story is told in the present tense so that the reader finds himself/herself observing history as it happens. Various information and analysis are presented in sections labeled Analysis.

For the benefit of genealogists, biographical information on a number of persons named in this volume has been included. As many of the sources of this information are quite old, please bear in mind that some information may be inaccurate but it is the most accurate the author could find.

The following are issues in this edition, which are brought forward from volume II. Some of these carry-over issues are resolved in Volume III; some find new life and new obstacles and attitudes to overcome before they can be resolved; others remain unresolved for various reasons, and they are carried over into the next planned Volume IV of UA history.

Upgrading of Academic Departments: All during this period, 1901 through 1926, the board and administration continually upgraded departments as new branches of science and technology arose. Did this cause industry and organizations to re-examine the University as a source of well-qualified employees?

UA Debates Joining Regional Accredited Associations: During the latter part of this period, the various president and faculty considered joining southern academic and athletic associations. This would add to the prestige of the University and provided benchmarks from other universities to match or surpass as southern universities attempted to create recognized and lauded institutions of higher learning comparable to the older universities in the Northeast. What effect did this have on faculty, students, and alumni?

Teaching Becomes Defined as a Profession: Teaching had come to be recognized and categorized as a science. One corollary goal was to elevate the college readiness of high school students who would be taught by these new teachers. A UA summer school to education teachers was attempted but failed. It would be attempted again at a later date. Would it finally find success?

Technology Use in Curriculum and in Campus Buildings and Projects: UA had already begun to incorporate technology into its coursework, developing degree fields to prepare students to be major contributors to these fields after graduation. Several UA presidents recognized that the emerging field of agricultural technology could be a boon to state farmers via education at the University. How would this boon affect students and collegiate curriculum requirements in the future?

A New Governing System Based on Student Honor: After the demise of the military system at the end of the last period, a new system had to be created to govern students. How would be this be addressed by students during the next period in UA history?

Role of Athletics in College: During the first period of UA history, through 1860, almost all physical activity had been stifled as being detrimental to the students' education. Military drilling was sanctioned when UA became a military school in the 1860s. Physical activity was abundant but strictly regulated. Baseball, the first sport that intrigued the University boys, began to be played as a recreational activity in 1872. Football became popular in late 1888. In 1892 the University sanctioned official college baseball and football teams. UA men's gymnastics also became popular during this period as a physical activity for the boys. Later tennis became a club sport, a sport also enjoyed by the new co-ed students. Recreational swimming and bicycling were popular toward the end of this period. Field Day was established in May 1891 [and has remained an important event at UA to this day as A Day]. How would the teams fare during the 20th century under new coaches and new administrations?

Evolution of Coaches: During the early years of baseball and football at UA, the coach might have been a member of one of the sports teams or might have been a professor who was also required to teach an academic subject to earn his salary. One coach left at the end of his coaching contract with only twenty percent of his salary paid to him. This would be addressed with a fundraiser but the bulk of his salary would not be paid for decades. How would this evolution proceed throughout this next period?

Athletic Financial Support: During the previous period, both baseball and football faced deficits almost every year. There had been no school funding of athletics; sometimes there had been proffered little compensation for the coach. How would the UA sports teams, UA administration, and fans—especially alumni—take advantage of better funding, better support, and new attitudes that might be developed during the 1901 through 1926 period?

Education versus Sports: Some faculty resented the time that sports practice and games took away from class time and what they believed should be study time. At this point, many of the faculty still saw themselves as surrogate parents who must control students' use of time. The faculty was almost successful in shutting down the intercollegiate sports teams toward the end of the previous period. Would UA find the proper balance between sports and studies during the next period?

Student Publications: The first student publication was a monthly journal published in 1874, which continued through 1887. This writing outlet garnered praise from other state publications. When the early 1890s student culture began to blossom, new publications arose. A school annual, the *Corolla*, was established in 1893. A weekly student newspaper, the *Crimson White*, was established in 1894. Both faced continual censorship by the faculty during this period. Which, if any, of these publications would thrive during the next period? Would others appear?

Censorship of Student Writing: The faculty found themselves in a difficult position regarding their support of student publications. On the one hand, the publications encouraged thoughtful and analytical writing; on the other hand, the professors found it difficult to step outside their perceived roles as surrogate parents to allow the students to truly explore topics and express their opinions via the permanency of print. Would this dichotomy continue into and throughout the new century?

Role of the YMCA in Students' Lives: Although the YMCA was never part of the University proper, its role in working with and influencing students grew throughout the latter part of this period. UA faculty approved of the YMCA's positive moral influence on their wards. This conduit for moral influence gradually replaced the school's continual insistence that students attend religious programs and Sunday church. How influential would the YMCA and other student behavioral-influencing organizations fare during the first quarter of the 20th century?

Admission of Women Students: Julia Tutwiler began campaigning for female admission to UA as early as the 1870s; however, her pleas fell on deaf legislative and board ears until the early 1890s. When women were admitted in 1893, the admission was conditional: they could only enroll as sophomores or higher, and only at age eighteen or older. The first two UA presidents during this period were not confident that women students would be viable at the University. Women students were not allowed to fraternize with the male students. At first they could not even occupy the same room as a male student. The women's leisure time was highly restricted. Women immediately found positions on student publications. They soon began to participate in unofficial club sports such as tennis but with all female participants. Would women students find themselves firmly and permanently accepted by the school president, the boys, and the board of trustees at UA at any time during this next period?

Development of Student Culture: Before UA became a military school, it was very difficult to find evidence of much school pride among the students as academics were all they had to which they could attach this emotion. During the Civil War years, student pride appeared to have arisen in connection with military pride and thoughts of future combat glory. When the University reopened in 1871, there was an even bigger void in this area as the South had been defeated militarily. In turn, student pride in military school efforts disappeared. By the 1880s, however, pride was evident again in the military groups, which were becoming lauded for their skills in regional competition. This pride transferred during the 1890s to the 1900s to encompass the sports programs and many school clubs, some including the birth of arts at UA. All this gave students opportunities to display skills and pride to their parents, schoolmates, community, and state. Would this pride continue into the 20th century or would it recede and be replaced by a new paradigm?

Note 1: The following are often capitalized throughout this book when they function as major characters within it. (They are usually capitalized in the journals and diaries of this period.)

President
 Faculty
 Board of Trustees
 Freshman, Sophomore, Junior, Senior
 Legislature and Legislator
 Governor
 Alumni
 University

Note 2: In the premier/1st edition, color type may signify passages of the following topics, making it easier for the reader to browse and find only certain topics:

Red: Sports

Plum: Music

Dull Blue: Drama

Deep Blue: Auburn (or A&M College of Alabama or Alabama Polytechnic Institute or Auburn University)

Note 3: The term faculty is usually used in the plural sense of the word, i.e., the group acting as individuals or a combined group as opposed to the faculty acting as a single entity. The Board of Trustees is used in both the singular and plural sense of the phrase in this series.

Erratum from Volume 1: Edward Quinn Thornton was born January 12, 1832. His mother's name was Lavisia. He was a UA graduate who served as an assistant in the 1850s geological survey of Alabama. Later he served in the CSA, followed by a career as a professor and short stint as president of Howard College. He died in Auburn in 1878. [Citation: Pat Wilson (a descendant of Thornton) November 12, 2017, email and [https://samford.edu/about/presidents.](https://samford.edu/about/presidents)]

PART 1:

1901-11

INTRODUCTION

Short Synopsis of this Period

According to the 1900 census, Alabama began the new century with a white population of 1,001,152; and an African-American population of 827,307. This was further divided into an urban population of 216,714 and a rural population of 1,611,983, so the state was still very much a rural, agricultural state. The greatest agricultural crops were cotton, which averaged 1,106,840 bales annually, and corn, which averaged 35,053,047 bushels. The number of manufacturing establishments totaled 5,602. This constituted the population base from which the University could draw students from its own state. The commodities and manufacturing statistics bear out the type of income that was earned by the families of these potential students.

The year 1901 was a momentous year for the state. January 31 marked the birth of one of Alabama's greatest stage and screen stars, Tallulah Bankhead, of the prosperous Bankhead family in Alabama. March 2 marked the meeting of the governor and the Alabama Department of Archives to establish the first archival agency in Alabama. A new state constitution was ratified that virtually disenfranchised the poor whites in the state as well as almost all the blacks in the state, thus marking Alabama as a utopia for the rich and the well-off. It also hampered cities and counties from enacting legislation designed to help their citizens as most local legislative efforts were forced to go through the state capital, Montgomery, where the state legislature put the proposed local laws on a statewide vote, thus very much weakening home rule in Alabama because nonresidents of a city or county could vote down any proposed law that did not suit the taste of a majority of the voters.

Also during this decade, the first Rose Bowl game was played between Stanford and the University of Michigan in 1902. Colonel William Crawford Gorgas, son of University of Alabama librarian, Amelia Gorgas, led efforts to eliminate the epidemics of yellow fever and malaria in the Panama Canal Zone, beginning in 1904. Also in 1904, the Wright brothers made their first airplane flight. The decade ended with the Wright brothers establishing a flying school near Montgomery, thus bringing Alabama to the forefront of aviation education.¹ Nationally in 1909, the NAACP was established.

Part one of *Yea Alabama: The Uncensored Journal of the University of Alabama, Volume 3 (1901 through 1926)* witnesses the University of Alabama also attempting to cross the chasm between the nineteenth century and the twentieth century. During this period, the school, faculty, board, and students would debate the nature of what a university should be in the new century. How should curriculum change to meet the era? In what way would the new sciences and technology being birthed in the nation force the University of Alabama (UA) to rethink its programs? Would the arts ever arise to take a place among honored subjects? Would the ongoing experiment in admitting women to the school be successful and be allowed to continue? Would the current president of UA, who was considered one of the old guard, be sufficiently visionary to meet these needs? All these questions and others would hang over UA in 1901.

Note

¹ Information from previous three paragraphs is from, accessed January 4, 2018, www.archives.alabama.gov. and the 1900 *Federal Census*.

CHAPTER ONE

1901-1902: “DEAR YOUNG LADY;” HAZING; FOOTBALL FANS

Analysis

President Wyman noted a matriculation of 232 students in fall 1901, twenty-nine fewer students than had matriculated in 1900.¹² By the end of the year, this number had been whittled down to 197.³ Of these, he reported a total enrollment of twenty-nine women. The enrollment figures, when including 165 medical students in Mobile, was 396.

A sampling of the incoming freshmen revealed R.W. Barnes, E.M. Finch, and Miss M. Parker to be new students.⁴ Among the upperclassmen, G.H. Jones⁵ was appointed editor-in-chief of the *Crimson-White*. Typical sophomore classes this year filled Allan Crenshaw's schedule: English, Math, Greek, Latin, and Physics.⁶

The general attitude of UA students toward President Wyman's assumption of the presidency was summed in this excerpt from the first issue of the *Crimson-White* for the new year. “The selection of Dr. W.S. Wyman to the presidency...is an extremely fortunate one....The presidency has been offered to him six times before, and in each case has been promptly declined.”⁷ The students had long loved the professor, and they were thrilled that he had been given an opportunity to man the helm during their collegiate careers.

The first thing that the faculty set out to do during the fall was to set two final examination periods rather than their traditional three: one at the end of the first term; one at the end of the third term.⁸ Next the faculty firmly set the traditionally malleable entrance age for men to sixteen.⁹

The professors then considered the past decade of allowing women to matriculate at UA. Women had been expected to perform to a very high academic standard. Following are excerpts from a September 14, 1901 form letter that was sent by Wyman to every incoming woman matriculate

My Dear Young Lady: The admission of young women to this University is comparatively a new measure, and is still in the experimental stage. The slightest imprudence committed by one of the young lady-pupils—even with the most innocent intentions—would put an end to the movement, certainly for many years, perhaps forever....

We think it best that you should wear a simple black uniform consisting of Oxford cap and gown in all public places....

We think it best that, during the college year, you should not attend dancing parties, or in fact any social gatherings of both sexes; also that you should receive visits from young men on Friday and Saturday evenings only, and that no young lady should receive these callers alone....

We think that one young lady should not go walking alone either to the city or elsewhere....

Now these restrictions may seem to you irksome and useless; but you must remember that, to counterbalance them, you receive here advantages that are open to no other girls in the United States. There is no other place where a girl can receive all the benefits of the higher education for so little money.¹⁰

End Analysis

The publication of a 1902 *Corolla* becomes an iffy proposition because of finances. “It rests entirely with the students whether the University has an Annual or not.”¹¹ If students do not turn in subscriptions for the project, there will be no annual. Eventually enough funding is turned in as Paul Cook is noted as editor-in-chief of the *Corolla* a few weeks into the fall.¹² In other academic news, the Faculty approve a fourth edition of the *University Bulletin*, the official publication regarding principles and offerings of the University of Alabama.¹³

In early student news, there is a hazing scandal that occurs almost as soon as the school doors open. The Faculty observe in their September 23, 1901 minutes that C.A. Bingham, H.W. Roberts, plus students identified only by their last names, McGuin, Nixon, and Pace,¹⁴ have all been suspended for hazing activities. Such behavior comes to jeopardize the other students’ opportunity to visit the local Elk’s Fair,¹⁵ however, the Faculty decide that the hazing has been minimal and that the behavior has been arrested. They therefore relent and allow students to attend the fair, which is a very big affair in the county as it is the showplace for local sewing, livestock, canned goods, quilting skills, and various types of entertainment and food.

As Dr. Wyman has just taken the reins of power from Dr. Powers, Wyman feels the need to bring the Board of Trustees up-to-date with the condition of the University as it begins its first fall semester of the new century. He pens an early semester report. “By direction of your honorable body, the arms and equipments [*sic*] in use here for many years, and no longer serviceable, were returned to the United States Arsenal at Rock Island, and new rifles and equipments asked for.”¹⁶ These new items, he notes, must be insured, as directed by the War Department.¹⁷

A new and pressing issue is the plan of a railway company to run its tracks directly through the campus. Some alumni appear to support this incursion onto the campus. Wyman is appalled at this possibility. He suggests that the Board utilize its executive committee “or your University President” to influence against the location of new rails for the Vicksburg and Birmingham Railroad Company which is planning on running rails both near and “diagonally across the University land in the rear of the Thorington, Palmer, and Graham residences.”¹⁸

Should the railway company win this issue, Wyman fears that the University “would suffer irreparable damage.” He argues that “the drift of the best population of Tuscaloosa is eastward in the direction of the University. The city is now growing, and sooner or later the lands south of the Thorington, Palmer, and Graham residences, and of the President’s Mansion, ought to be laid off in streets and blocks, and” be valued at “high prices. To run a rail-road through them would, of course, seriously impair their value.”¹⁹ [Eventually, the tracks were laid elsewhere in Tuscaloosa.]

Michael H. Harvey begins his only year as head football coach at UA in 1901. Harvey has previously been an Alabama Polytechnic Institute (Auburn) football player. In fact, Harvey is the same Auburn football player who had booted the disgruntled UA fan’s hat as a field goal during the previous year’s Auburn game. Harvey’s one year record as UA coach will yield two wins, a loss, and two ties.²⁰

To say that the UA football team’s finances are in dire straits would not be an exaggeration. Several campus organizations attempt to raise money for the beleaguered team. The student newspaper announces, “There will be an ice cream supper on next Saturday night, Oct. 5, for the benefit of the Athletic Association.”²¹ The sum of \$100 is raised.²² Financial problems continue to plague the young athletic program throughout the fall.

Cadet J.D. McQueen, previously a participant in the Riot of 1900 and currently captain of the football team, attempts to remedy the athletic deficits in October 1901. He requests:

[that the Faculty] allow the Foot-ball team to play three games of foot-ball off the campus. [Currently, he notes,] We are allowed only two games [off-campus].²³

McQueen continues:

At the present time, the fund for foot-ball expenses is inadequate and the management is about \$75 in debt....I am desirous of arranging one game in Montgomery, either with Auburn (Alabama Polytechnic Institute) or with the Montgomery Athletic Club [either game to be played between October 30 and November 2]...and believe that the proceeds to be derived from this game will...not only pay off the present debt but leave a balance in the hands of the manager.²⁴

In conjunction with this request, McQueen remarks:

I would call your attention to the fact that the University Base-ball team is allowed six days for games off campus. [McQueen terms this situation unfair for the football team. The Faculty refer the matter to the President.]

McQueen writes the president October 29, 1901, noting that he has not been able to

make arrangements with either of the foot-ball teams mentioned [in his earlier petition for games to be played in Montgomery on the aforementioned dates. He then pushes his point.] I therefore request that the foot-ball team of the University be allowed to play three games off the University campus (one in addition to those already scheduled), and that this allowance of number of games off-campus be made permanent.²⁵

McQueen calls attention to the fact that:

at each game played at the University the attendance is so small that, necessarily, the foot-ball department of the Athletic Association fails to clear actual expenses. [He then compares UA's situation with that of other universities where multiple football games are allowed off-campus: Alabama Polytechnic Institute (Auburn), five; Georgia, five; Mississippi, four; and Vanderbilt, which has no restrictions on off-campus games.]²⁶

It should be noted that Wyman does include McQueen's request in his report to the Board concerning the cash-strapped sports program on campus:

I lay before you...a communication from the manager of the Foot-ball Team of this year, endorsed by the Athletic Committee, and by the Faculty, asking that this team be allowed to play one more game away from the University. At present they are allowed by law to play only two games off our campus. I am informed that all the other Universities and colleges that allow foot-ball at all, permit the teams to play more than two games away from their own grounds. [He adds,] I think that it might be well to grant this request not for this year only but for the future [as well].²⁷

The Faculty give the football team permission to play the University of Georgia in Montgomery November 9.²⁸ A few days later, the Faculty approve the schedule of football games for the remainder of that month: Auburn on the 15th and Stanford on the 16th, both games to be played on campus.²⁹ The Faculty also approve a game with Tennessee to be played November 28.³⁰

The football season progresses as follows:

Football: Won 2 Lost 1 Tied 2 Coach: M.H. Harvey

Oct. 19 Mississippi University (Ole Miss) In Tuscaloosa Won 41-0

"The game was altogether one-sided, Alabama having possession of the ball most of the time....The game was full of brilliant features and star plays. Donahoo made a magnificent run of ninety yards and scored a touchdown on a kickoff. Weaver's run of sixty yards was also a feature....Stewart...kicked six [goals] successively." *Crimson-White*, October 29, 1901.

Nov. 9 (Sat.) Georgia In Montgomery Tied 0-0

"Several times, a halfback going around the end was tackled for a loss...One fumble, and one fumble alone, when Alabama had the ball within six inches of Georgia's line, cost Alabama the game." *Crimson-White*, November 11, 1901.

Nov. 15 (Fri.) A&M College Ala. (Auburn) In Tuscaloosa Lost 0-17

"Alabama and Auburn played fastball on the campus last Friday, and from the beginning to the end, not once did the interest lag. The spectators were wrought up to the highest pitch, and so great was the excitement that

near the last they deserted the grandstand and pressed en masse against the sidelines.” *Crimson-White*, November 19, 1901.

Nov. 16 (Sat.) Mississippi A&M (Miss. State) In Tuscaloosa Won 45-0

“Alabama was fast and full of snap, and played a beautiful game....Mississippi was never in it.” The columnist does envy Mississippi State’s “big brass band” which “furnished melodious strains throughout the game.” *Crimson-White*, November 19, 1901.

Nov. 28 Tennessee In Birmingham Tied 6-6

“With beautiful weather and 2500 enthusiasts cheering them, Varsity closed [its season] with Tennessee in a fierce struggle from which neither side came off victor. No praise too high can be bestowed on Varsity for their magnificent uphill fight. With the score six to nothing against them and a team averaging about ten pounds more to the man facing her, Varsity gets herself together and just tears Tennessee’s line into shreds....On account of darkness, the game was not played out. After repeated rotten decisions by the umpire, a crowd of a thousand or more surged on the gridiron with cries of Rotten! Robber! Thief! Mob him! and others too numerous to mention [and too lurid to print]; there they stayed until darkness fell....[putting] an end to this otherwise splendid exhibition of foot ball.” *Crimson-White*, December 3, 1901.

In October 1901, the *Crimson-White* mulls the arts that are missing from the school:

At present, one of the most felt wants at the University is that of good music. A first-class glee club is one of the best advertisements a college can have, besides being a source of enjoyment and instruction to the members and to the student body in general....There is some first-rate musical talent in barracks, both vocal and instrumental, and what it needs is to be brought together and organized with regular practices....Along the same lines, more college music is needed—that is, music composed especially for the University of Alabama, so that it will send a thrill of patriotism through the veins whenever heard.³¹ [Note that this was the first official complaint that the sports teams at the University had no fight song.]³²

The financial situation of this year’s football team remains so bad that Coach Griffin is not paid the second half of his salary, prompting the *Crimson-White* to send letters to fifty students in May 1902. The letters read, “Dear Sir, We have received a letter from Mr. Griffin—football coach—urging the payment of a balance still due him for his services as coach of the team....[This is due to] his inability to collect the amounts subscribed by several students.”³³ [This was not fully resolved at this time.]

Analysis

As the Board, president, and faculty continued their contemplations regarding a system to replace the military system and also began to address what was becoming a pattern of cheating on exams, the students made a suggestion. In December 1901, students began to lobby for an honor system as a method of guarding against cheating on exams. “We are of the opinion that the only way to absolutely eradicate all theft [cheating] from the examination room is to put the student upon his honor—a method which may very appropriately be called the Honor System.”³⁴

The spring semester began with an invitation to General George D. Johnston of Tuscaloosa to present a lecture to the cadets. Johnston agreed, and the lecture was titled, “Life in the Old South.” The lecture was very well received.³⁵ Johns Hopkins University invited the UA faculty and president to attend Johns Hopkins’ 25th-anniversary commemoration. It was not recorded whether anyone from UA did attend.³⁶ **The faculty recorded that they denied a baseball petition to play a game in March.**³⁷

What did occur in March 1902 was reported by the student newspaper. “A week ago last Wednesday, Dr. Wyman sent in [*sic*] to Governor Jelks a formal resignation of the presidency of the University.” The reason cited by Wyman was of “advanced age,” which prevented him from “managing the business of the University after July 1, 1902.”³⁸ The more generally accepted reason was that Dr. Wyman loved teaching far more than he loved doing administrative work. Indeed he had insisted on teaching classes during his entire presidential term.

Also in March, the faculty asked the Board of Trustees to adjust the academic calendar year. They asked that the first day of school be changed to be the third Monday in September. They recommended the final day to be the Wednesday after the third Monday in June. The faculty also recommended giving the students a two-week Christmas vacation.³⁹ In a final bit of business, the faculty allowed a reestablishment of Phi Gamma Delta at UA.

A smallpox epidemic was hitting Alabama that spring and Tuscaloosa did not escape this scourge. Dr. Wyman suggested that all students get vaccinated.⁴⁰ [It was not noted whether any students acquired this disease.]

End Analysis

Sports continue with track, tennis, and baseball. Baseball is having difficulty meeting its expenses. Student organizations continue to sponsor benefits such as ice cream suppers in March to line the sport's coffers.⁴¹ Field Day is set for May 17.⁴²

The UA baseball team earns a 9-3 or 8-3 season. [See schedule below.] Coach Thomas Stouch is in his second year of coaching. He is age thirty-one. He plays in several nearby minor leagues while he is coaching at Alabama.

The baseball season progresses as follows:

Baseball: Won 9 Lost 3 (or Won 8 Lost 3)* Coach: Thomas Stouch

Apr.??? (Thu., Fri., Sat.) Birmingham Professionals In Tuscaloosa Lost 1-12 and 4-12, Won 6-3

"The results were not a disappointment, for everyone expected to lose, and the games were arranged more for practice than anything else. The gate receipts were gratifying," as was the sole win for the boys. *Crimson-White*, April 8, 1902.

Apr.??? (Fri., Sat.) Ala.Poly. Insti. (Auburn) In Selma Won 19-2, 11-0, and 11-0*

*[If the 11-0 records are duplicates, then the season record was Won 8 and Lost 3.]

Auburn scored [twice] in the first inning of the first game, and never afterwards [*sic*] reached home. Such was Alabama's dexterity in the field and at the bat, that our defeated opponents raised a hue and cry which fell like a thunderbolt on our unexpecting [*sic*] ears. Manager Bragg of the Auburn team, who made himself notorious by publishing an article against the manager of our football team through Auburn's agent, the *Advertiser*, has published through the same medium a report that two of our men were professionals. Doubtless by this means he seeks an excuse for their easy defeat. *Crimson-White*, April 15, 1902.

????? Mississippi Univ. (Ole Miss) In Tuscaloosa Won 22-0, 14-3, and 30-6

????? Central Kentucky In Tuscaloosa Won 5-3, Lost 7-8, Won 5-3

Students reveal in the 1902 *Corolla* how they communicate in the early 1900s:

<i>Slang Term:</i>	<i>Meaning:</i>
Crapper:	One who fails
Extract it:	Cease flattery
Ducking Rev:	Sleeping through reveille
Barb:	Non-fraternity man
Bugology:	Biology
Filly:	A young lady
Scrap:	A personal difficulty among students
Rat:	A new student [especially a freshman]
Bucking Rats:	Hazing new students
Cribbing:	Cheating on examination
Shoot the Goat:	Please pass the butter
Quad:	Quadrangle ⁴³
Eights:	Baked beans
Grass:	Lettuce
Saw it off:	Please stop

Turn the widow loose;

Kindly hand me the molasses⁴⁴

Analysis

In general collegiate news, R.P. Coleman was selected to represent UA at the Gulf States Intercollegiate Association oratorical competition.⁴⁵ Coleman won top honors at the contest in Oxford, Mississippi May 7, 1902. The decision was unanimous. His speech was titled, "The True Hero," a study on Jefferson Davis.⁴⁶

Wyman presented his 1902 "Report to the Trustees" at the Board's annual meeting. He accepted the resignation of Commandant Colonel Vincent M. Elmore February 17, 1902, and subsequently appointed Samuel H. Sprott as acting Commandant. Wyman reported an indefinite leave granted Professor Jacob Forney due to an extended illness. [Forney had not reported for duty as of June 1902.]⁴⁷

On the disciplinary front, Wyman reported good behavior with a few exceptions: six cadets had to be dismissed due to misconduct and two had been "required to withdraw for persistent neglect of duty." Wyman, appalled by these numbers, recalled that "when I last served as acting President of the University ...I did not have to suspend or dismiss a single student."⁴⁸

The president reported total University receipts for the year as being \$46,000 with expenditures of \$40,893.50. Part of these expenditures had been dedicated to the payment of five fellowships totaling \$622.50.⁴⁹

Wyman echoed the faculty's spring recommendation regarding a change in the academic calendar year. Wyman suggested this because the UA year was "two weeks shorter than that of a large majority of the Colleges and Universities of the United States." He did not recommend giving students a "full two weeks' vacation at Christmas" as long as "the military regimen prevails." Rather, he recommended, the Board could approve a two-week furlough for the cadets.

Wyman endorsed the faculty recommendation of requiring one-year residence at the University for all Civil and Mining Engineering students. Further, he suggested that students "who wish to enter the Engineering Department shall have first passed an approved examination in the Freshman and Sophomore English Studies."⁵⁰

Wyman brought to the attention of the Board that students working toward a Masters degree paid a ten dollar diploma fee, undergraduates paid a three dollar fee, and engineering students paid nothing. He recommended that all these students pay the same fee, which he argued, should be only three dollars per student.⁵¹ Regarding imminent repairs, Wyman suggested that the professors' housing and grounds be updated; thereafter the professors should pay for "all ordinary repairs of small cost" themselves.⁵² Regarding insurance, Wyman was disturbed to note that the buildings, books, and equipment of the University were all insured "far below the value" at which they could be insured. He suggested that the University "carry its own insurance" on private residences and purchase insurance for all other items.⁵³

Wyman reported that "the last edition of the *Printed Laws and Regulations of the University*" had been "printed in 1889, and only a few copies are circulated." All students, he argued, should have a copy of these laws. However, he also suggested that the Board might want to postpone reprinting the book until the status of the University military system had been settled.⁵⁴ Wyman also reported that the *University Bulletin* might not be printed in the near future due to the high costs of postage.⁵⁵

Wyman suggested student expenses as follows. [The first column was Wyman's recommendation; the second was the amount that the Board allowed for the 1902-1903 academic year].⁵⁶

Board and Lodging	\$93.00	\$90.00
Laundry	12.00	12.00
Fuel, Lights, Attendance	18.00	18.00
Surgeon's Fee	5.00	4.00
Hospital Fee	2.00	2.00
Gymnasium Fee	1.50	1.50
TOTAL	\$131.50	\$130.50

[Note: Out-of-state students paid an additional tuition fee of \$40.]

Wyman announced that William C. Weston of Birmingham had been secured to draw up plans for a remodeling of the auditorium in Clark Hall.⁵⁷ Also noting that the legislature, under the new Alabama Constitution, would now meet only every four years, Wyman suggested establishing a reserve fund "out of the receipts from income of endowment, coal-land leases and tuition fees, etc., several thousand dollars every year for the purpose of enlarging and improving the facilities of higher education here." He listed the following projects that needed immediate attention:

- You greatly need a plant for heating the public buildings by steam heat.
- You need a separate building for the Law Department.
- You need a fire proof [*sic*], isolated Library Building.
- You need more residences for Professors.⁵⁸

Wyman ended his 1902 "Report to the Trustees" with, "I now return to you the high trust with which you have honored me, expressing to you my heart felt [*sic*] thanks for the confidence, sympathy, and cordial support that you have accorded to me unanimously and always."⁵⁹

Next, the Trustees met to recommend persons to fulfill the vacancy of the office of president of the University. They announced that in their judgment, "The Honorable J. W. Abercrombie [a member of the Board of Trustees], though not a candidate or applicant," was "the best man for the position."⁶⁰ The Board then unanimously elected Abercrombie as president.

Captain Webb appeared before the Board to ask the members to abolish the military system at the University as being in the "best interest of the University....Be it further resolved that we [petition] the legislature of Alabama at its next session to pass an act abolishing the military system of government at this institution."⁶¹

The next day, the Board authorized the new president to "make such changes in the military system of this institution as he may deem to the interest of the institution, and as may not be in conflict with the law in this respect." The ruling implied that the president could authorize changes in the system as soon as the legislature repealed the impinging law.

The following month the president, citing the governing systems of other institutions, recommended reducing the military system to department status at the University. He also suggested that the Board give him authority to establish a student honor system in place of the military system. Moreover, he requested that a well-equipped gym be built for use by the cadets to maintain the good physical condition, which had been an inherent part of the military system. The Board then appointed a committee to look into ways in which to carry out the president's recommendations.⁶²

During commencement week, the Association of the Alumni held its annual meeting in the Chemical Lecture Hall on campus June 3-5, 1902. Thomas Waverly Palmer was thanked for his work putting together the *Register of Officers and Students Through 1901*. O.L. Gray was elected president. The body discussed the possible incorporation of the Alumni Fund. The trustees of the Alumni Fund were authorized to lend money to women students hereafter on the same terms as to men. They resolved to paint and "hang in Clark Hall a portrait of the Honorable Tenement Lomax

as a slight testimonial of all that he has done on behalf of the University.” They also resolved to paint a portrait of the Honorable John T. Morgan to be hung in the hall.⁶³

Commencement was well attended. Some of the 96 graduates included Paul Cook, M.A.; John Hill Peach, B.A.; Joseph E. Shirley, B.S.; Victor Murphy, B.C.E.; and Estelle Bealle, Special Certificate. Other notable graduates included Miss Josephine Spicer Johnson, French and Spanish; August Miller Donahoo, Bachelor of Arts; Jonathan Render Thomas, Bachelor of Science; Miss Lila St. Clair McMahon, Master of Arts; Ignatius Pollak Rosenberg, Degree of Civil Engineer; and George Anderson Crenshaw, Bachelor of Law.⁶⁴ Holland M. Smith earned his LL.B.⁶⁵

The alumni added their voices to those praising the appointment of John W. Abercrombie as the president of the University. The members also discussed the upcoming fiftieth anniversary of W.S. Wyman with the University:

Whereas our brother alumnus, William Stokes Wyman, either as a professor of Latin in the University of Alabama, or as the President of the institution, has spent a career of fifty useful years to the University...marked by energy, scholarship, research, and talent...[and] is now retiring...Whereas upon the golden anniversary of his alliance with this noble institution, we the members of the Alumni Society...pay him our grateful tribute...[and] shall ever remember his scholarly attainments, his consistent Christian character and his fine impress upon the young men of Alabama.⁶⁶

Notes

¹ Wyman, “Special Report to the Board of Trustees,” Oct. 30, 1901.

² Ibid.

³ Wyman, “Report to the Trustees,” 1902, 2.

⁴ “Minutes of the Faculty,” Sept. 23, 1901, 150-51.

⁵ Ibid., Oct. 14, 1901, 160.

⁶ Ibid., Oct. 21, 1901, 162. Two students who would later figure prominently in politics were brothers John H. (II) and William Brockman Bankhead. See Jessica Lacher-Feldman, *The University of Alabama Trivia Book*, Athens, GA: Hill Street Press, 2007, 51.

⁷ *Crimson-White*, Oct. 1, 1901.

⁸ “Minutes of the Faculty,” Sept. 14, 1901, 144.

⁹ Ibid., Sept. 18, 1901, 146.

¹⁰ See University, “Letter to Co-Eds,” Sept. 14, 1901, Hoole Special Collections, University of Alabama. [Note that the long honored southern tradition of paternalism toward young women continued to be alive and well at UA.]

¹¹ *Crimson-White*, Oct. 22, 1901.

¹² “Minutes of the Faculty,” Nov. 25, 1901, 167.

¹³ Ibid., Sept. 25, 1901, 157.

¹⁴ Ibid., Sept. 23, 1901, 149.

¹⁵ Ibid., Oct. 2, 1901, 158.

¹⁶ Wyman, Report, 1901, 1.

¹⁷ See Ibid., 2.

¹⁸ All quotes and facts are from Ibid., 5.

¹⁹ All quotes and facts are from Ibid.,

²⁰ See *Alabama Media Guide* [abbreviated as AMG in this volume], Birmingham: EBSCO Media, 1992, 133. Harvey would later serve as head coach at Alabama Polytechnic Institute (Auburn) in 1902 and also the University of Mississippi from 1903 to 1904.

²¹ *Crimson-White*, Oct. 1, 1901.

²² Ibid., Oct. 8, 1901.

²³ See J.D. McQueen, Letter to Wyman, Oct. 18, 1901. Hoole Special Collections, University of Alabama.

²⁴ Ibid.,

²⁵ See Ibid., Oct. 29, 1901. Hoole Special Collections, University of Alabama.

²⁶ Ibid., Oct. 29, 1901.

²⁷ All quotes and facts are from Wyman, Report, 1901, 4.

²⁸ “Minutes of the Faculty,” Nov. 4, 1901, 165.

²⁹ Ibid., Nov. 11, 1901, 166.

³⁰ Ibid., Nov. 25, 1901, 167.

³¹ *Crimson-White*, Oct. 9, 1901.