

Yea, Alabama!

*A Rare Glimpse into the
Personal Diary of the
University of Alabama*

*(Volume 2 – 1871 through 1901
Second Edition)*

Yea, Alabama!

*A Rare Glimpse into the
Personal Diary of the
University of Alabama*

*(Volume 2 – 1871 through 1901
Second Edition)*

By

David M. Battles

Cambridge
Scholars
Publishing



Yea, Alabama! A Rare Glimpse into the Personal Diary of the University of
Alabama (Volume 2 - 1871 through 1901 Second Edition)

By David M. Battles

This edition first published 2018

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Copyright © 2016 and 2018 by David M. Battles

All rights for this book reserved. No part of this book may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
electronic, mechanical, photocopying, recording or otherwise, without
the prior permission of the copyright owner.

ISBN (10): 1-5275-0904-4

ISBN (13): 978-1-5275-0904-7

**VISIT YeaAlabama.net for a complete listing of David M. Battles'
works.**

TABLE OF CONTENTS

Acknowledgements	ix
Preface	xi
Part 1: 1871–1879	
Introduction	2
Alabama and Tuscaloosa in the 1870s	
Chapter One.....	3
Overview: 1871–1874	
Chapter Two	7
1871–72: President Lupton’s First Year; Brass Buttons	
Chapter Three	16
1872–73: Musical Chairs; A Court-Martial; Law School; A Resignation	
Chapter Four	22
1873–74: Low Attendance; Army-Worms; Julia Tutwiler; Image Problems	
Chapter Five	30
1874–75: Carlos Smith Becomes President	
Chapter Six	39
1875–76: <i>Monthly</i> ; Co-Education Broached; New State Constitution	
Chapter Seven.....	43
1876–77: Shadows of the Regents; New Bath House; Request for Improvements	
Chapter Eight.....	50
1877–78: Duel; The Pastimes and the Calhounians	

Chapter Nine.....	56
1878–79: Josiah and Amelia	
Chapter Ten	68
Summary of Part 1	
Part 2: 1879–1890	
Introduction	72
Chapter Eleven	74
1879–80: President Lewis Assumes the Reins; Hiawathas	
Chapter Twelve	80
1880–81: We the Undersigned; New Library Rules	
Chapter Thirteen.....	86
1881–82: An Obscene Message; Servants’ Duties; Chair of Civil Engineering	
Chapter Fourteen	92
1882–83: Smoking and Swearing; Showalter Collection; A Campus Grieving	
Chapter Fifteen	99
1883–84: Malarial Illness; Overcrowding; Rat’s Mansion	
Chapter Sixteen	110
1884–85: New Construction; Liquor/Fraternities; First Prize Drill	
Chapter Seventeen.....	116
1885–86: Another President Dies in Office	
Chapter Eighteen	123
1886–87: Clayton Becomes Executive Officer of UA; The Three Besetting Sins of Americans; Measles and Mumps	
Chapter Nineteen	135
1887–88: Weekly Religious Services; Academics; Electricity and Plumbing	

Yea Alabama! A Rare Glimpse into the Personal Diary of the University vii
of Alabama (Volume 2 - 1871 through 1901 Second Edition)

Chapter Twenty	147
1888–89: Law Program Musings; Fireworks Accident; Gala Ball	

Chapter Twenty-One	158
1889–90: General Clayton was a “Father to every student,” Burgeoning Student Culture; Mustaches	

Chapter Twenty-Two.....	168
Summary of Part 2	

Part 3: 1890–1901: The Jones and Powers Years

Chapter Twenty-Three.....	172
1890–1891: Rumbblings Beneath the Surface	

Chapter Twenty-Four	177
1891–1892: Orchestra; Field Day; Archives	

Chapter Twenty-Five.....	191
1892–1893: Football; Cheer; Auburn	

Chapter Twenty-Six.....	207
1893–1894: Women; Athletics	

Chapter Twenty-Seven	225
1894–1895: Sports; Low Slung Victorias; Landon Garland Passes	

Chapter Twenty-Eight	238
1895–1896: Scattered Wedge; Fern Fronds	

Chapter Twenty-Nine	248
1896–1897: Bicycling; Gym Rules; Card Catalog	

Chapter Thirty	265
1897–1898: A Stabbing; Athletics Amiss; Bryan	

Chapter Thirty-One	270
1898–1899: Tutwiler Annex; Hazing	

Chapter Thirty-Two.....	275
1899–1900: First Female B.A.; 65 Yard Run	

Chapter Thirty-Three.....	280
1900–1901: Showing Class; Fireworks and Barbed Wire; Court of Inquiry	
Chapter Thirty-Four.....	307
Summary of Part 3	
Final Analysis.....	312
Appendix 1	315
A Comparison with Two Other Southern Universities	
Appendix 2	319
Thoughts on Unresolved Issues, carried over from Volume I, as noted in the Foreword	
Appendix 3	323
Thoughts on New Issues Encountered in this Volume, as noted in the Foreword	
Bibliography	327
About the Author	332

ACKNOWLEDGMENTS

I would like to express my gratitude to a number of people who have helped to make this twelve-year project a success. All the fine faculty at the University of Alabama American Studies program are to be thanked for the years of guidance and inspiration I received as a student in their department as I was completing my American Studies degrees. Hoole Special Collections, Gorgas House Museum, Bryant Museum, and the Natural Science departments at UA are thanked for allowing me to peruse their collections for hours, days, and months at a time. Clive Pyne is thanked for his creation of a thorough index.

This volume is dedicated to the memory of Margaret Gross McCain, a UA graduate and Tuscaloosa music patron who loved her University. Her support for this history series 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. Don Bell is thanked for his amazing support for this project. 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. 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 way with the University of Alabama. These persons 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 acknowledgements. 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. If the reader discerns similarity in prose or organization in this book, please note that that similarity in prose or organization is a hazard that sometimes occurs when two authors are writing on the same subject and timeline. Any similarity is unintentional, and deference is given to Mr. Sellers in any such occurrence(s).

PREFACE

This is Volume II in a multi-volume history of the University of Alabama in Tuscaloosa. The dates covered in this book are 1871 through 1901. 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 begins 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. As this series also considers the University of Alabama as something of an organic/psychological entity, Volume II encompasses the early to late adolescent years as the young institution grapples with young men (and later young women) who rebel when the noose of school governance chokes them. The story is told in the present tense so that the reader finds himself/herself observing history as it happens. Various information and analysis is presented in sections labeled Analysis.

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.

For the benefit of genealogists, some biographical information on most 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 of the

information may be inaccurate, but it is the most accurate the author could find.

Synopsis of the unresolved topics from volume I

The following are issues in this edition which are brought forward from volume I. Some of these carry-over issues are resolved in Volume II; 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 III of UA history.

African-American Issues: The University of Alabama had been involved with African American labor from its inception, utilizing African Americans to help build the University, and later to serve as caretakers of the grounds, buildings, and to see to the needs of the administration, faculty, and students. When UA became a military school in the 1860s, it became a major de facto player in the North versus South skirmish to settle the issue of the legality of slavery. The war did not treat UA well. Many buildings and the contents of the library were burned by Union troops in 1865.

In Volume II, the thorny issue of the postwar role of African Americans must be addressed by the entire South, including southern universities. How will UA's administration, faculty, and students attempt to live side by side, so to speak, with their former slaves? Will African Americans continue to play a role in UA history through 1901? Will the legislature and the UA board of regents permit male African Americans to enroll as UA students as African Americans are now full citizens in the state? How will students, i.e., the younger generation, come to view the role of African Americans in southern society? How will they come to view the role of higher education in the lives of African Americans?

University Funding: The University suffered funding crises all throughout its early history. Will the legislature step up to fund the University as the state's flagship of higher learning should be funded as it serves in its role as college educator of Alabama youth? How will UA find funding to rebuild its campus, and later, to expand its campus and to find a larger teaching staff? Will the federal government ever deign to reimburse UA in some fashion for the destruction of most of its campus by Union soldiers? How will UA be affected by the inevitable national and state financial crises through 1901?

Scars of War: The scars of the Civil War were manifold for the state University. Psychological scars would affect the entire South for decades. This would affect the building of new relations with African Americans, from the state level down to the collegiate and personal level. How will the politics of Reconstruction affect UA and in what manners and manifestations? The most obvious scar is physical: the charred campus. Will the federal or state government, especially during Reconstruction, assist the struggling University as it attempts to rise from these ashes?

Military College System: With the war behind it, UA's reason for transforming itself into a military institution has now vanished. If the administration maintains the military system style of government, will students, who are no longer preparing to become soldiers, desire to live and study under such cumbersome rules and regulations?

Board and Administrative Roles Debated: The ongoing debate over the roles of the administration and board was blindsided when the reconstructive state legislature dissolved the UA board of trustees and replaced it with a politically handpicked board of regents. How will the new board regard the remaining faculty? Will the professors' positions remain viable? What role will the UA president serve? Will he be the spokesperson for the regents? Will he be able to protect his faculty? Will the president have control over the curriculum? Will he have control over enrollment standards and academic standards?

Faculty Roles: During the years of Volume I, the surrogate parental roles of the faculty remained fairly constant through 1860. When the University became a military school, officers assisted faculty in this respect. With the role of the military lessening after 1871, what will the roles of the faculty evolve to become, and why? Will their roles as surrogate parents change, and if so, what form will this new role assume? Will student behavior change for the better or worse under either circumstance? Will the faculty continue to control student life outside the classroom and outside the campus?

Cost of Attendance: The cost of tuition throughout Volume I ranged from being expensive enough that only sons of well-to-do citizens could attend the school to occasionally providing free tuition to a select number of applicants. How will the new Reconstructive legislature approach the subject of tuition cost? How can the administration make a college education more affordable in the future, so that the school is not accused

of being a school only for the rich? How will the subsequent return to a board of trustees treat the subject?

Grounds Improvement: Grounds improvement had been dependent upon legislative funding prior to 1871. With much of the *ante-bellum* grounds, buildings and equipment destroyed by Union troops in 1865, how will the University find funding for improvements when it faces a somewhat hostile and unpredictable Reconstructive state government in the 1870s, and sometimes apathetic legislatures thereafter?

Overcrowding: Overcrowding was quite a significant issue during the Civil War years as so many young males wishing to join the army via a military education caused a backlog of applicants. After the University reopens with almost no buildings, overcrowding becomes an even more dire predicament. If African American males are allowed to attend, how much will that affect overcrowding? If women are allowed to attend, how much will their presence affect overcrowding issues? How will the legislature address this issue? Will the legislature hamstring the flagship school or will it assist in this matter?

Religion Enforced Upon Students: UA's first presidents were ministers. Religion was forced upon students who seemed to either enjoy the church and chapel services for their spiritual aspect, or for the tiny bit of student culture these services sometimes allowed. From the 1870s through 1901, however, will the administration and faculty continue to enforce religion upon students or will they find that they must seek other venues through which to influence student morality?

Library: The center of UA academics, and to a smaller extent, the center of student life, the library found itself at the point of absolute ruin after Union soldiers refused to spare its volumes from destruction. How will the library recover when future UA funding is unknown? Who can assist the library to again become the academic center that it must be?

Secret Societies or Fraternities: Faculty and administration had made their mistrust of secret societies well known throughout Volume I. They saw student participation in secret societies as thwarting the professors' roles as parental surrogates. Will their views ever bend to accept that students have rights to such societies?

Student Health: Student health was affected by measles and other diseases in Volume I. Several died from these maladies. These deaths brought the discrete groups of the UA family together in a way that other events could not. Volume II will see whether these and other diseases continue to diminish student rolls, and whether the school can continue to exhibit such camaraderie during tough times. Some of the diseases in Volume I may have been due to less than fully sanitary conditions on or near campus. Will modern sanitation projects improve student health? Will a school physician ever be funded? Will the rise of athletics spur the administration to meet these needs? Will health classes ever be made part of the curriculum?

Literary Societies: The literary societies were immensely popular through the 1860s as they offered some respite from the rigor of classes and also served as one of the few conduits through which the students could enjoy some semblance of student culture. As student culture begins to blossom in the ensuing decades, will the literary societies survive?

Debating: Debating was a very popular exercise and teaching tool during the first decades of UA history. Some debates had been channeled through the popular literary societies, and some had been tied to commencement exercises. Little debate was carried beyond the UA campus. Will debate become a forgotten skill during the next decades, or will the skillful academic art wend its way beyond the confines of the local campus?

Alumni Involvement: Alumni had been involved with UA affairs since the 1850s. Now with the school struggling to reopen, will the alumni help to find funding for equipment and buildings and payroll as the school faces an uncertain future under a Reconstructive state government? If so, what issues might bring this assistance to the fore? How great or small a role will the alumni play in the late nineteenth century?

Student Life or Student Culture: During the years incorporated in Volume I, student life, as in a student culture, was almost nil as the administration and faculty exerted tremendous control over student lives and time both inside and outside the classroom. The two literary societies and the occasional church activity were generally the extent of any student life. What changes in society effect changes in how much liberty the UA administration and faculty allow students outside school hours?

Many national colleges had already included music, drama, and dance in their curriculum, and in doing so had given implicit approval to students to utilize these arts in creating a greater student culture on and off campus. Many colleges allowed athletics to be part of college life. Will UA, which has resisted these additions of art and athletics to its academic model, ever allow UA students to utilize these arts and athletics to inform a modern student culture? If so, will these efforts be successful? Will they lead to a better overall educational experience for the students? Will the alumni support such efforts?

At UA, school pride, an essential part of student culture, had been primarily channeled via the military system and academics such as debate. Will this continue over the next four decades or will these roles diminish to be replaced with or augmented by new manifestations of school pride, such as arts, athletics, and literary publications?

New Issues in Volume II

The following are new issues which face the University, its administration, professors, and students during the course of this second volume of history.

Upgrading of Academic Department Departments
UA Debates Joining Regional Accredited Associations
Teaching Becomes Defined as a Profession
Technology Use in Curriculum and in Campus Buildings and Projects
Role of Athletics in College
Athletic Financial Support
Education versus Sports
Student Publications
Censorship of Student Writing
Role of the YMCA in Students' Lives
Admission of Women Students
Development of Student Pride

Note: The following are 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

Yea Alabama! A Rare Glimpse into the Personal Diary of the University xvii
of Alabama (Volume 2 - 1871 through 1901 Second Edition)

Board of Trustees (and Board of Regents)

Freshman, Sophomore, Junior, Senior

Legislature and Legislator

Governor

Alumni

PART 1:
1871–1879

INTRODUCTION

According to the 1870 census, the population of the state of Alabama was close to a million: 996,992. This broke down to 521,384 white citizens, 475,510 African American citizens, and no datum on Native Americans. Rural citizens outnumbered urbanites 934,292 to 62,700. Cotton production was 429,482 bales; corn production was 16,977,948 bushels.¹

Elyton Land Company founded the city of Birmingham in Jefferson County June 1, 1871. Built on land where two railways met, this town grew to 1200 within four months, and had reached 3086 by the end of the decade. It became known as the Pittsburg of the South. Tuscaloosa, where the University of Alabama [UA] was located, had an 1870 population of 1700. Huntsville Normal and Industrial School, later Alabama A&M, was established in 1873. In 1874 statewide elections returned Democrats (Bourbon Redeemers) back to power. In 1875, a new state constitution gave Democrats great political power.

Politics were still based in Montgomery, where the government continued to be radicalized by northern politicians and opportunists. The legislature continued to appoint UA trustees, renaming the group the regents of the University of Alabama; this group was a puppet of this radicalized state government. The regents would very nearly destroy what remained of the deeply war-scarred institution.

Notes

¹ For more information see the 1870 Federal Census.

CHAPTER ONE

OVERVIEW: 1871–1874

Analysis

[Please note that much of the first part of this chapter is a repeat of the history of Volume I as these two books overlap during the year 1871.]

William Russell Smith served an abbreviated term as president of the University of Alabama from 1870 through 1871. He was followed by Commodore Matthew F. Maury in 1871, who agreed to lead the University only if his conditions of scholarship and financial viability were established. The school never really functioned even under these valiant efforts to re-establish the flagship University. Thus the University of Alabama did not open its doors in what would be considered permanent mode again after the Civil War until 1871, when Nathaniel Thomas Lupton assumed the reins of power. [It is just prior to this point that the story of the University of Alabama is re-engaged.]

Records indicate that by the very early 1870s, the University alumni offered to step in to help re-establish the University's prestige and honor. The Regents, having failed to re-establish the State University on their own, eventually accepted this intervention, writing in March 1871 to the president of the alumni, "We invite you, therefore, to meet us at Tuscaloosa, on the commencement day in June next, and let us place the University high up among the institutions of learning in our land so that, like the sun at meridian heights, she may cast her rays backward, reflecting honor on you, and forward, giving cheering light to the coming sons of Alabama."¹

During the ensuing months, the Alumni, invigorated by the letter from the Regents, began to fully reorganize their association, which had almost disintegrated since the burning of their beloved alma mater. By May 1871,

Tuscaloosa alumni sent “a circular address to the alumni throughout the state” urging attendance at the 1871 meeting of the Regents in Tuscaloosa. The association did meet in Tuscaloosa at the YMCA Hall June 13, 1871. All were enthused to be participating in the rejuvenation of the school. J.H. Foster² of Tuscaloosa was elected president.

The following day, the previous year’s address from the Board of Regents was read to the gathered alumni. The Alumni resolved, “As Alumni of the University of Alabama yet retain...an abiding interest in everything that looks to its prosperity...and are still animated with fond affection for her...and to offer them [the Regents] our counsel and lend them our influences in rebuilding the University.” They noted, “There is in this public mind all over the state, a freshly awakened interest in the actions of the Regents.”

There was other business involving the alumni, which was to ensure that radical politics did not endanger the revitalization of the school. After this, the members resolved to go “as a body and pay the respects of the society...to Prof. Samuel M. Stafford as the oldest living professor of the University of Alabama,”³ who was greatly delighted to receive his old charges at his home.

A group of the Alumni finally met with the Board of Regents June 15, who warmly received them. The Alumni thanked the Regents for re-establishing the University, but they also ominously warned the Regents that they should not attempt to staff the University with members from their Board, as such actions would inevitably “result in nothing but injury to the interests of the Institution.” The Alumni augmented this demand with an insistence that also demanded that “merit” should “be the sole test according to which the Faculty shall be chosen.”⁴ The University faculty had to be above reproach if the revived institution was to succeed in the poisonous climate of the Reconstructive South.

President [in name only] Maury issued a call from his home in Virginia for a meeting of the University faculty August 21, 1871. This meeting was held September 21, 1871 with the following professors present: W.S. Wyman,⁵ N.T. Lupton, B.F. Meek, D.S. Peck, and W.I. Vaughan. Wyman was made chairman of the executive committee. Vaughan was appointed secretary pro tem, and Lupton was elected chairman of the faculty.⁶

The “Minutes of the Faculty” appear to verify that Maury was not present at the faculty meeting.⁷ For the first few months, in fact, the Regents had managed to continually offend Commodore Maury through their intransigence in finding adequate funding for the reopening of the University, their failure to remove from the President’s Mansion a member of the legislature whom the faculty had decreed could live in the mansion, and their continual procrastination in putting into place the changes Maury insisted upon having before he would set foot on campus.⁸ He grew angry and frustrated, and finally resigned his position without ever having physically visited the campus.⁹ By November 29, 1871, Nathaniel Lupton was officially elected president.¹⁰

Notes

¹ The quote is from address of Board of Regents to University of Alabama Alumni, March 21, 1871, in the Tuscaloosa newspaper, *The Independent Monitor*.

² Joshua Hill Foster, an 1842 student, was born March 17, 1819 (the year Alabama became a state) to James Foster and Mary Ellen Hill. He was a math tutor at UA in the 1840s. He served as pastor of First Baptist Church in Tuscaloosa 1853–54, and other churches 1855–80. He was president of the A.C.F. in Tuscaloosa 1869–71. He served UA as professor of Moral Philosophy 1873–15. From 1877–92 He served UA as professor of Astronomy. He then returned to the ministry and also became a planter. He married Lucy Bellig Billingslea(?) in 1843. *Register of Officers and Students*, Thomas Palmer, 1901, 71.

³ The preceding, including quotes, is from “Minutes of the Society of the Alumni of the University of Alabama,” 1870–71, no pagination. More information may be found regarding Stafford in volume I of this series.

⁴ The preceding, including quotes, is from “Minutes of the Alumni,” 1870–71.

⁵ William Stokes Wyman was a graduate of UA. He was Latin and Greek Tutor from 1852–1855. Later in 1855 he was hired as a professor. He remained with the University as a professor after the Civil War and well into the twentieth century. He served as acting and/or official president of the University of Alabama several times. Wyman was born Nov. 23, 1830 to Justus Wyman and Mary A. Stokes of Montgomery. *Register*, 96.

⁶ “Minutes of the Faculty,” 1871–72, 2. David L. Peck taught Ancient Languages, 1870–71; Mathematics, 1871–72; and Ancient Languages again, 1872–74. *Register*, 24. There is more information on Meeks and Wyman later in this volume. There is no information on W.I. Vaughan in the *Register*, so his name may have been omitted from the records or there could be an error in the source manuscript.

⁷ *Ibid.*

⁸ Professor Hodgson is the mansion occupant. Professor Griswald is allowed residence in the building “heretofore assigned to the Commandant.” See “Minutes of the Faculty,” 1871–72, 3.

⁹ See Matthew Fontaine Maury Papers, VMI Archives, Manuscript # 00103, Letter to son-in-law, S. Wellford Corbin, Aug. 9, 1871, Lexington Va. Also see Matthew Fontaine Maury Papers, VMI Archives, Manuscript # 00103, Letter to son-in-law, S. Wellford Corbin, Aug. 17, 1871.

¹⁰ “Minutes of the Board of Regents,” Nov. 29, 1871, 27. Interestingly, the “Minutes of the Alumni” record Lupton’s appointment as being June, 1870. It appears that in these minutes, the first few years of the 1870s were written some years after the actual dates, thus the minutes’ unusual error.

CHAPTER TWO

1871–72: PRESIDENT LUPTON’S FIRST YEAR; BRASS BUTTONS

Analysis

New UA President, Nathaniel Thomas Lupton, had been born December 30, 1830 in Frederick County, Virginia to Nathaniel and Elizabeth Hodgson Lupton. He attended Newark Academy college preparatory school in Delaware in the 1840s. In 1846 he enrolled in Dickinson College in Pennsylvania as a junior due to his excellent education at Newark Academy. A member of the prestigious Belles Lettres Society, he graduated in 1849.

After serving as a science instructor at two southern female academies, Lupton was appointed president of Petersburg College in Virginia in 1854. This was also the year that he married Ella Virginia Allemong[?] of Virginia, with whom he fathered three children. Two years later, Lupton returned to his love of teaching science, primarily chemistry, at Randolph-Macon College and then at Southern University in Greensboro, Alabama, south of Tuscaloosa. Lupton had a one-year hiatus between those two positions. During this time, 1858, Lupton worked with Robert Bunsen at the University of Heidelberg.

Lupton began his tenure at Southern in 1859; however, he left the university for a while to serve his Confederacy in the field of ammunitions in Selma, Alabama. After the war, Lupton elected to remain with Southern as a science instructor until 1871, when he answered the University of Alabama’s call to head the state’s flagship institution.¹

End Analysis

What Lupton finds is a campus that has been almost totally destroyed by the Union army in 1865. The state has managed to find the funds to construct only one large building.² It is named the Centre Building.³ Students often refer to it as the barracks because its second and third stories are utilized as a dormitory. When the University reopens, classes held in the main section of the building include Latin, English, mathematics, and modern languages. This section also houses the literary societies, the dining hall, and the offices of the quartermaster, and surgeon.⁴ There are 107 students when UA reopens.

Salaries are set at \$5000 for the president and \$2500 for each professor. The president's duties are enumerated to include governance and management of the University, direction of studies, and the hiring of cadets as assistant instructors as needed. The president is also required to teach some classes and give an annual lecture.⁵ The University will retain the military style of government that had been adopted in the 1860s.

Four academic departments are set. These are a preparatory division for remedial teaching, science/literature/art, professional education, and a normal department for the training of teachers to fill positions in the embryonic Alabama public school system.⁶ The following degrees are authorized:

Bachelor of Arts: A four year degree that includes studies in ancient and modern languages, math, natural science, and mental/moral philosophy;

Bachelor of Philosophy: A three year degree in the same departments, but not including a year of Greek;

Bachelor of Science: A three year degree in the natural sciences, modern languages, and math;

Civil Engineering Degree; and an

A.M. Degree: An advanced one year degree in languages, math, and science.⁷

Mindful of the history of student behavioral problems at the University during the 1830s, 1840s, and 1850s, the Board of Regents,⁸ with the approval of the Faculty, move to require all incoming students to sign the following pledge:

Having become a member of the University of Alabama, I do hereby acknowledge my obligation to obey all its Rules and Regulations....I further pledge myself on honor that I will not keep, or have in my possession, or carry a pistol, bowie-knife, sword-cane or any other deadly

weapon so long as I am a student of the University...without the consent of the President or Faculty.⁹

Cadet punishments for the breaking of rules include privation of recreation, extra tours of duty, reprimand, arrest and/or confinement in room, suspension, and expulsion. These rules include the following, quoted from *Rules and Regulations of the University of the State of Alabama, 1871–1873*:

No cadet shall drink or bring or cause to be brought within the cadet's limits...wine...or any spirituous or intoxicating liquors or fruit;

No cadet shall, without permission, go to any inn, public house, or place where [alcohol]...is sold;

Any cadet found drunk...shall be dismissed;

No cadet shall cook or prepare food in either barracks, or camp, nor have cooked provisions in his room, nor give an entertainment without permission;

No cadet will be allowed to keep a waiter, horse, or dog;¹⁰

No cadet shall use any reproachful or provoking language or gestures to one another;

Any cadet who shall wantonly abuse the person of another cadet by playing unjustifiable tricks upon him, shall be dismissed;

Any cadet who shall manifest an insubordinate or refractory spirit...shall be forthwith sent to his home.¹¹

In keeping with a strict military form of government, virtually every part of the cadet's conduct is prescribed by the Board of Regents as follows:

Every cadet, on rising in the morning, shall neatly fold his comforts, blankets and sheets and place them with his pillow in a pile on top of the mattress, which must be neatly rolled in the wrapper and strapped. He shall hang up his extra clothing, put such articles in the clothes bag...and arrange all his effects in the prescribed order;

Cadets shall walk the halls and galleries of [the] barracks, and pass up and down stairs in study hours with as little noise as possible; running,

loud-talking, scuffling, or unnecessary noise in the barracks are strictly prohibited at all time;

Every cadet leaving his room on a necessary occasion or for water...shall report his departure and return to every sentinel he passes;

No cadet shall post any placard or notice upon any of the public buildings, or affix to the walls of his room any map, picture, or piece of writing, or drive a nail in the walls or timbers of the barracks without permission;

No cadet shall throw stones or missiles of any description in the vicinity of the barracks or other buildings;

No cadet shall leave his classroom without the permission of his instructor, nor shall request such permission except in case of urgent necessity;

Anyone who remains out [of the classroom] more than fifteen minutes shall be reported by the section marcher to the Commandant of cadets;

Every cadet on entering the University shall indicate the church which he desires to attend through the year;

Cadets...will be marched to the church of their selection every Sunday morning.

A copy of these regulations will be deposited in each room of the barracks.¹²

The new *Rules and Regulations of the University of the State of Alabama* require incoming cadets to bring and to wear only the following: two pairs of high quarter shoes, two pairs of white Berlin gloves,¹³ seven pairs of socks, four pocket handkerchiefs, six towels, one clothing bag made of ticking,¹⁴ one clothes brush, one hair brush, and one comforter for their bed. In addition, they are required to purchase or bring with them: one light gray cloth coatee¹⁵ with three rows of eight gilt buttons in front, one coat of gray cloth, two pairs of gray pantaloons with a black stripe down the outer seam, six pairs of plain white pantaloons, one dress and one forage cap.¹⁶ Cadets are not allowed to sell or dispose of clothing, books, and other personal items without permission of their superiors.¹⁷

However, students are not the only UA denizens to find themselves under intense scrutiny. "Upon application of a majority of the Faculty, it

shall be competent for any two or more of the Board of Regents to arrest the President for unofficerlike [*sic*] conduct.”¹⁸

Analysis

Later during the 1871–72 academic year, Nathaniel Lupton, having taken stock of his new ward, made the following pleas to the Board of Regents and State Board of Education:

As an essential and crowning feature of our public school, system, the University ought and doubtless will receive your fostering care. An appropriation of at least \$5000 for improvements on buildings and grounds, and \$1000 for repairing laboratories and restoring the Library and Museum is respectfully suggested, in order to meet the necessities of our condition and to present to our young men the benefits of an institution as fully equipped for instruction in practical science and literature as any in the South.¹⁹

Lupton continued:

If an additional twelve thousand five hundred dollars per annum could be appropriated to the University from the same fund, its halls might be thrown open to all applicants *free of tuition* [emphasis in the original]. This has already been done in several States with the happiest results, and it needs only your consent to have it done in Alabama.²⁰ [This, said the president,] will help to bring our University to financial stability, which in turn will ensure academic excellence.

Lupton added:

Notwithstanding these discouragements, we have opened with sixty-seven cadets, and every department of the University is in successful operation.²¹ [Forty more students enrolled during the year, making a total enrollment of 107 for the first full academic year after the war. Lupton wrote,] As stated in a previous communication, the corps of instruction is complete, and professors and students have entered earnestly and harmoniously upon the discharge of their duties. Those who have already matriculated represent all portions of the State, and we are confident, that as fine a body of young men [as we have ever had] ...will greet your honorable Board and the Alumni at their accustomed gathering on our Commencement occasion.²²

In 1862, Congress had passed a resolution authorizing agricultural colleges in states that wanted them. All during 1871, Lupton lobbied furiously to have Alabama’s agricultural college located in Tuscaloosa as

part of the University of Alabama, as much for the money it would bring to the cash-strapped University as for the prestige.

Lupton concluded his first report to the Regents with one more reference regarding the imminent Agricultural Fund being pushed by the U.S. government:

It is useless perhaps for me to urge upon your honorable body the importance of taking the necessary steps to secure at once for the University, the Agricultural Fund...for the establishment of one or more Agricultural College. [in each state. Our University,] with its able Faculty, magnificent buildings, ample grounds and Military Department, meets all the requirements of the Congressional grant, leaving the interest of the fund free for the employment of additional professors in the schools of Practical and Agricultural Mechanics, and Practical and Agricultural Chemistry.²³

In academics, a new grading system was instituted as follows:

90–100:Excellent

75–89: Very Good

60–74: Good

Under 60: Deficient²⁴

End Analysis

Professor Wyman is appointed historian of the University. His duty is to “collect and arrange all documents and facts which refer to the past history of the University, and to collect and preserve all current facts and publications connected with the University.”²⁵ The devastation of the war upon the University archives makes this project vitally important in the minds of the alumni, administration, and historians.

By March 8, 1872, it is apparent that the rules and regulations put upon the cadets are not being followed to the letter. Commandant Johnston asks the President and Faculty to establish a quarter guard “for the better police of the Barracks.” The administration agrees and allows the Commandant a daily detail of two cadets to serve as the Quarter Guard. These students are “excused from Academic duties” those days.²⁶ [How cadets feel about policing their brethren or being policed by their fellow cadets is not recorded.]