

THE UNIVERSITY MILITARY SCHOOL, ITS  
FIRST PRINCIPAL AND FOUNDER  
JULIUS TUTWILER WRIGHT

By

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## CHAPTER I

### Problem

The Problem of this thesis involves the collection and organization of available data on the University Military School, its Administration, and its founder and principal, Doctor Julius Tutwiler Wright. The school is located in Mobile, Alabama, and was founded in 1893.

### Purpose of the Study

The private academies of Alabama cannot justly be ignored in the history of education in this state. Their graduates have gone out to exert influence in various professions and vocations. Their provisions for high school education have in many instances preceded a similar provision by the state. Since many of these institutions no longer exist it seems worth while that their history be preserved for future reference. The purpose of this study, therefore, is to preserve the available data relative to the University Military School for the period 1893 to 1931. The school continues to operate under conditions different from those during the years indicated.

### Sources of Data

The following sources were employed in collecting data on the University Military School:

1. Newspapers published in Mobile and found in the Mobile Press Register files in Mobile, Alabama, and the Archives of History, Montgomery, Alabama.
2. Catalogues of the University Military School.
3. References dealing with history and education in Alabama during that time.
4. Personal interviews with former teachers and students of the school.
5. University Military School year books.
6. Correspondence with former teachers and students.

### Limitations

The data on the University Military School are limited because of the inadequacy of early records. During this period the school moved its location three times. The records available at the school, Southern Room of Birmingham Library, Birmingham, Alabama, files of newspapers in the Mobile Press Register office, Mobile, Alabama and Archives of History in Montgomery, Alabama, disclosed only a limited amount of information. The school year books were published at irregular periods and school catalogues and correspondence not being pre-

served, only limited sources of information are available.

#### Historical background of Mobile

Mobile, the county seat of Mobile County, is one of the three largest cities in Alabama and its only seaport. It lies on the upper west shore of Mobile Bay, at the foot of a low range of hills which rise gradually westward to Spring Hill, a beautiful residential section outside the city limits. Mobile's history and development may be read in its streets and architecture with their fascinating blending of old and new. Straight narrow streets extend from the wharves to streets, bearing names given to them while the city was under French, Spanish and English rule. These give way to broad avenues and an occasional small park as the city spreads toward the hills.

Business and commerce have encroached on the older residential districts, and many of the old streets have been widened to care for modern traffic. New business structures and old houses, with iron lace-work balconies, stand side by side. Hiding in the shadows of tall office buildings is a beautiful square that might have been transplanted from old Spain with a fountain almost hidden by large Oak and Magnolia trees playing behind a picturesque iron fence.

Mobile's architecture is varied but landscaping clings to an earlier pattern with a great variety of flowers, trees and shrubs. Behind elaborate and ornate ironwork fences are houses that bear the imprint of Spain in their facades and flat roofs and France in sharply hipped roofs and shuttered windows. Azaleas, brought to Mobile from France range in colors from whites through many shades of pink and lavender.

When Pineda returned from his visit along the shores of the Gulf of Mexico in 1519, his sketches showed Rio del Esperitu Sancto (Mobile Bay and River) on the map which he drew in 1520.<sup>1</sup> The first written record of Mobile Bay was that of de Narvaez, Spanish explorer, who landed on its shores in 1528.<sup>2</sup> Not until 1559, however, was any attempt made to colonize the area. In that year Tristan De Luna, sent by the Viceroy of Mexico, established a Spanish settlement here, but it was abandoned two years later and the colonist returned to Mexico.

Almost a century and a half passed before the settlers came again to the shores of Mobile Bay. Pierrri le Moyne, Sieur d'Iberville, was sent by Louis XIV to estab-

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1. Michael Kenny, Catholic Culture in Alabama, p. 17

2. Ibid., p. 8.

lish a colony on the Gulf in 1699.<sup>1</sup> Though Iberville discovered Massacre,<sup>2</sup> now Dauphin Island, twenty-five miles south of Mobile, the expedition continued to the flat beaches of Biloxi where a stockade and cabins were built. A colony was also established on Dauphin Island, and three years later, Pierri's brother, Jean Baptiste Le Moyne, sieur de Bienville, was appointed as Governor. He moved the government to Fort Louis de la Mobile, which had been built at Twenty-seven Mile Bluff on Mobile River.<sup>3</sup>

The first year was beset with hardships. Weakened by illness, the settlers did little more than build a fort and cabins; they depended on store-ships from France for food.<sup>4</sup> The colony, however, grew by immigration and the arrival of supplies, at first undependable, became more regular.

For the next six years Bienville struggled with the Indians and with the settlers, persuading the latter to become self-sustaining through farming and trapping. In 1710, floods caused the removal of the colony to the present site of Mobile, where Bienville erected Fort Conde

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1. Brewer, Willis, Alabama, Her History, Resources, War Record and Public Men, p. 388.

2. DuBose, Joe Campbell, History of Alabama, p. 19.

3. Ibid., p. 20.

4. Ibid., p. 20.

(Kon Da), later called Fort Charlotte by the British.<sup>1</sup> This was his last achievement before he was removed as Governor of Louisiana and replaced by Antoine de la Mothe Cadillac.<sup>2</sup>

As capital of Louisiana, Mobile prospered during the following years. Its agricultural future was assured when the ships "Africaine" and "Le Duc de Maine" arrived in 1721, bringing more than six hundred slaves to Mobile.

The town was almost wiped out in 1733 by a hurricane and an epidemic. The capital of Louisiana had been moved to New Orleans in 1723 and only the hardiest of the early pioneers continued their fight against nature, the Indians and occasional forays from the Spanish colony at Pensacola.<sup>3</sup>

In 1780 Bernardo de Galvez brought the Spanish Fleet into the harbor, forced the surrender of Fort Charlotte, and occupied the town.<sup>4</sup> For the following thirty-three years the flag of Spain waved over Mobile. Although Alabama as part of the Mississippi Territory, was ceded to

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1. DuBose, op. cit., p. 21.

2. Brown, William G., A History of Alabama, p. 41

3. Brewer, op. cit., p. 21.

4. DuBose, op. cit., p. 25.

the United States in 1799, Mobile remained in Spanish hands. But in 1813, United States General Wilkerson, using the War of 1812 as a pretext, ousted the Spanish commandant, Perez, and seized the town for the United States.

Mobile prospered under American rule. It was granted a town charter in 1814 and a city charter in 1819,<sup>1</sup> shortly after Alabama was admitted to the Union. Sole outlet for the rich agricultural lands of the state, Mobile now enjoyed prosperous days. But destructive fires threatened the life of the growing city in 1827 and again in 1839.<sup>2</sup> Yellow fever also spread suffering. The most disastrous epidemic was in 1853 when 764 persons perished, and in 1839, the year of the second fire, another epidemic raged. Until 1897 the dreaded "yellow jack" was a continuous threat. All who could left town, Embattled citizens of near-by towns searched every train to see that no one came from the plague-ridden area, for at that time yellow fever was thought to be transmitted from person to person.<sup>3</sup>

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1. op. cit., DuBose, p.27.

2. Erwin, Craighead, "Dropped Stitches from Mobile's Past" Mobile Daily Register, August 23, 1931, p.2.

3. First National Bank, Mobile, Alabama, Highlights of 75 Years in Mobile, p. 51.

The city's growth and its trade by sea were halted by the Union blockade during the War between the States, when Mobile flew its fifth flag, the Stars and Bars of the Confederacy.

The coming of Spring 1865 brought the end of "The War between the States." Four years of terrible conflict had sapped both the manpower and the resources of the South.

Conditions everywhere were chaotic. Government was in the hands of Federal Military authorities. "Carpet bag" adventurers were swarming southward to "prey upon a prostrate people." Business was at a standstill. Banking was paralyzed. Confederate currency was worthless, and almost the only southerners who had any money were those who had succeeded in secreting gold or cotton during the War.

The Mobile population of 41,000, however, courageously turned their backs on the past and began to plan and restore their beautiful city.

As if the shock of war and defeat were not enough, fate dealt Mobile a terrific blow on May 26, 1865. It was the "great magazine explosion" which snuffed out the lives of hundred of persons, wrecked many business

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1. Ibid., p. 1.

buildings and dwellings with a loss estimated at \$728,892.00.<sup>1</sup>

Whatever the cause, it was a terrible catastrophe for Mobile.<sup>2</sup>

In 1870 Congress appropriated \$50,000 dollars for the improvement of Mobile harbor and the ship channel through the bay. This project was the first since 1857 when work on the harbor was stopped owing to the threat of Civil War. Work was started on September 20th, but was impeded by yellow fever which took many lives, including Major Reese, of the United States Engineers office, in charge of the work.<sup>3</sup>

On December 4, 1871, a group of Mobile business men, who thought that the cotton business should be concentrated in the South instead of in New York, met in the office of Mobile's Board of Trade to inaugurate a movement which shortly thereafter resulted in the establishment of the Mobile Cotton Exchange.

The Exchange first occupied what was known in those days as the Old Arcade, between St. Michael Street and Planter's Alley. In 1886 it joined with the Chamber of Commerce, and built its own quarters at St. Francis and

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1. Ibid., p. 6.  
2. Ibid., p. 16.  
3. Ibid., p. 22.

Commerce streets.<sup>1</sup>

In 1879 the Alabama Legislature came to the aid of Mobile's distressed municipal government by passing bills placing the city under the jurisdiction of a new agency known as the Port of Mobile. The city's old charter was repealed, and a new governing body established, three Port Commissioners, and a Board of Police Commissioners.<sup>2</sup>

The principal reasons for repeal of the city's Charter and adoption of a new form of government were financial. The Municipality owed debts totaling approximately \$3,000,000 dollars mostly inherited from the days of carpet bag misrule.

Passage of the Port Government legislation was a great relief to the people of Mobile. It substantially reduced the expense of municipal government, which in turn was accompanied by a reduction of City licenses and the re-establishment of the city's credit.<sup>3</sup>

After much agitation on the part of Mobile's civic leaders over a long period of time, a project designed to afford a channel of entrance from the Gulf of Mexico to the City of Mobile of 280 feet width on top of the

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1. Ibid., p. 22.  
2. Ibid., p. 29.  
3. Ibid., p. 38.

cut, with central depth of 23 feet at mean low water, was finally passed by Congress in August 1888.

Following Congressional approval of the 23 foot channel in 1890, The Rivers and Harbors Act of September, extended the work up Mobile River to the mouth of Chickasabogue Creek.<sup>1</sup>

It was to this city of Mobile, rich in tradition and history, that Dr. Wright came in 1893. Perhaps he came to Mobile because he felt a city with such a background would be sympathetic to the type school he planned to found or he, possessing the spirit of a reformer, believed that there was opportunity for doing good work among the youth of Mobile. Whatever his reason he came to Mobile and built a school.

Dr. Wright's spirit and philosophy may be summed up in the words that he spoke at the presentation of a loving cup to Chancellor Kirkland at the Twenty-fifth meeting of the Association of Secondary Schools in Chattanooga, Tennessee, December 2, 1920: "The history of every worthy organization of earth is practically the same. There is some man who dreams a noble dream, who

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1. Ibid., p. 39.

imparts that dream to others, and who with others works to function."<sup>1</sup>

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1. Proceedings of the Twenty-fifth Meeting of Association of Secondary Schools and Colleges, Chattanooga, Tennessee, Dec. 2, 1920, p. 45.

## CHAPTER II

## Dr. Julius Tutwiler Wright

Dr. Julius Tutwiler Wright, born at Green Springs, Alabama, February 2, 1871, the son of Major James William Albert Wright and Margaret Tutwiler was one of the great men of Alabama.<sup>1</sup> Following in the footsteps of his father and foreparents he dedicated, early in life, his talents to the field of education. The results of his efforts will live through generations yet unborn. The imprint of his sterling character is evident in the development of education, in Alabama, for more than fifty years. While he directed his energy primarily to private education he played important roles in the public school development in the South.

Major James William Albert Wright was born in Columbus, Mississippi, graduated from Princeton University in 1856. He was associated with Dr. Tutwiler in conducting the Green Springs school for boys. Upon its close he was president of the State Normal School for girls at Livingston until 1893.<sup>2</sup> He established at Talladega the Talladega Boys School and continued active

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1. Owens, Marie Bankhead, History of Alabama and Dictionary of Alabama Biography, Vol. II, p. 1355.  
1. Owens, Marie Bankhead, Alabama and her People, Vol. II. p. 750.

until his death in August 1894.<sup>1</sup>

Dr. Wright's maternal grandfather was Dr. Henry Tutwiler, one of the first University professors and one of Alabama's foremost educators. After teaching several years at the University, desiring to carry out his own ideas of education; he established the Green Springs School for boys at Green Springs, Alabama. He was an earnest support of public schools and advocated training schools for teachers.<sup>2</sup>

Dr. Wright acquired a very liberal education attending for a time his grandfather's school at Green Springs. He later attended the Livingston Male Academy from which he was graduated in 1888. After teaching a year in the South Highland Academy of Birmingham, he went to the University of Alabama. He entered in the fall of '89 and took his A.B. degree with the class of 1891. He was a member of Phi Delta Theta fraternity and was an outstanding student at the University. He was later honored with the degrees of A.M. and LL.D. from the University and was a member of Phi Beta Kappa.<sup>3</sup>

After leaving the University, he was co-principal

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1. Ibid., p. 750.

2. Moore, A. B., History of Alabama, p. 320.

3. University of Alabama, Alumnae News, May 1931, p. 10.

of the South Highland Academy, Birmingham. In the fall of 1893 he went to Mobile and established the University Military School at 559 Conti Street.<sup>1</sup>

Dr. Wright's determination to start a private school for boys was not such an unusual venture at the time. The fact, however, that the school has lived for over fifty years is indicative of a firm foundation.

"Between 1880 and 1900 when the revenue in schools commenced there was a great deal of confusion. Many private schools under various names and auspices were started, some good and some bad. Public schools were housed in delapidated old houses, in out-of-the-way places and were objects of public contempt. Children would not as a rule attend public school whenever there was a private school available and many attended no school.

"It was easier to start a school than a grocery store. Whenever a teacher was out of a job a school would be started."<sup>2</sup>

Dr. Wright placed great emphasis on building good citizenship, particularly these factors: respect for person and property. Hazing or annoying another was punished with the greatest severity, so much so that there was practically none of it. Taking another boy's book, lunch or even his pencil, was called stealing and might be punished with expulsion. Defacing property

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1. Ibid., p. 10.

2. Dabney, Charles William, Universal Education in the South, p. 209.

such as cutting a desk, or even writing a name with pencil was considered a gross offense. A cabinet maker was called that same day, the desk scraped and revarnished, and if the culprit was known (he usually was) the bill was sent to the boy's father.

Dr. Wright's interest in building good citizens is noted in the school Catalogue in several places. The 1901 Catalogue reads:

"In this most important work parents are urged to cooperate fully and freely. The pupil, during his first year or two at school, will say or show to his parents in the sanctity of his home, what he would never in any way reveal to his teachers. In such cases, parents are urged to communicate at once with the principal. The little trouble may seem but a 'molehill' to us but it is a 'mountain' to the child. If the pupil be in error the principal can show him how and why the School Regulations are right. If not, the principal is glad of a chance to correct a mistake in the school's discipline. In either case the boy is made to feel as a good citizen toward his country and his confidence is restored."<sup>1</sup>

The School's curriculum was formal, rules and regulations stern and strict. However, Dr. Wright placed emphasis on the pupil as an individual. There are constant references made in the school catalogues to individual treatment.

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1. Catalogue 1901.

The 1901 Catalogue has the following statement:

"The Principal understands that there are"all sorts and conditions of Boys". He appreciates the error taught to the world by the Spartans of old and realizes fully that'the school exists for the good of the pupil, and not the pupil for the good of the school! The principal employs practically all of his time in and out of school, in determining and evaluating the mental, moral and physical needs, capabilities and limitations of each individual student, and in directing and supervising the work of each accordingly."<sup>1</sup>

Dr. Wright remained at the head of the University Military School until his death, March 18, 1931.

In Marie Bankhead Owen's book "Our State", Mrs. Owens has this to say of Dr. Wright: ..."he has made as much of a contribution to the education of South Alabama as his Grandfather, Dr. Henry Tutwiler made to the youth of the pioneer days"<sup>2</sup>

Dr. Wright was a man of great activity in every enterprise with which he was connected. He was president of the Mobile Rotary Club at one time. His most outstanding work in the field of education, outside of his school, was his contribution to the Southern Association of Secondary Schools and Colleges.

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1. Ibid., 1901

2. Owens, Marie Bankhead, Our State, p. 220.

The University Military School was admitted to membership in the Southern Association in 1900. For the next thirty years Dr. Wright took a very active part in all of the affairs of the Association, having served as a member of the Commission on Secondary Schools, Commission on High Institutions and its Council, the Executive Committee of the Association, and various special committees, of which perhaps the most important one was the committee appointed in 1916 to submit at the next meeting of the Association a plan for establishing a Commission to undertake the classification of high institutions of learning. He was president of the Association in 1920, having been Vice-President in 1906 and again in 1916.<sup>1</sup>

On many occasions Dr. Wright took part in discussions held at the Association meetings. At the Twenty Second Annual Meeting held in Durham, North Carolina, Dr. Wright was one of the members who entered in the discussion following Headmaster H. M. Gass who read a paper on "Military Training in Public and Private Schools".<sup>2</sup>

The force of Dr. Wright's dominant personality may

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1. Proceedings of the 36th Annual Meeting of the Association of Colleges and Secondary Schools, December 3-4, 1931, p. 53.

2. Ibid., 22nd Annual Meeting, November 17, 1916, p. 22.

be felt in his address "Character Education in Relation to Citizenship," which he delivered in Chattanooga, Tennessee, December 2-3, 1920, at the Twenty-Fifth Annual Meeting of the Southern Association.

His belief in the work of the Association is stated in his opening words...

"Our Association may justly be proud of the twenty-five years of its history. It has achieved most of the primary purposes for which it came into being. It has established worthy standards, and encouraged and prompted their honest maintenance. It has secured a closer co-operation between school and college, and a greater measure of uniformity in Academic and Collegiate systems. It has inspired its members with high intellectual ideals, and has advanced the status of Southern Education to a place of honor in the Nation."<sup>1</sup>

Dr. Wright believed firmly that character education should be a part of the regular school work.

"Our present primary aim is scholarship. But is not scholarship a by-product of intelligent development of character, plus certain aptitudes, either natural, or growing out of environment? Perhaps a chief object is vocational training. But is not successful vocational training the results of conscience and character plus service? The one hand-book of intelligent living directs us. "See ye first the Kingdom of God and his righteousness, and all other needs shall be yours over and above,"--shall come to you as a natural by-product in the attainment of the primary object. If education in school and college is

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1. Ibid., 22nd Annual Meeting, November 17, 1916, p. 22.

to fulfill the present urgent need, to effect aright the coming generation, then in both theory and practice, the training of character must become henceforth its "avowed primary object."

The concluding words of his address were:

"May I sum up what I believe may well be the Creed and Gospel of Twentieth Century Education?"

"We desire a high type American citizenship; we believe the chief elements in such citizenship is moral character; we believe that the application of religious truth is the only certain medium through which this character can be obtained; we believe the school and it's allied agencies constitute the chief agency by which we can secure and elevate this moral character in each succeeding generation; and we believe the teacher is the greatest agency in the school.

"We have in our boys and girls our future citizens. They should each possess a body healthy, clean, vigorous. They should each have a mind keen and alert, stored with useful knowledge. With both of these, they should each have a spirit that by one agency or another is kept true to the teachings of the greatest Teacher of us all. The school and every auxillary of the school, must keep in mind that now abideth body, mind, and spirit, these three; but the greatest of these is spirit."<sup>1</sup>

The restless spirit of the present age has questioned the merits of education acquired in the old academies and private schools. Many changes are being demanded,

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1. Ibid., 25th Annual Meeting, December 2-3, 1920, p. 40-53.

only the test of years will disclose the proper system of education. Regardless of these facts, it cannot be denied that, in order to establish the higher standard of excellence in our schools, they must be guarded by men whose hearts and brains and habits are such to lead them in the footsteps of such friends and counsellors of youth as was Dr. Julius Tutwiler Wright.

## CHAPTER III

## Education in Alabama before 1893

History shows that many worthy institutions have been developed through the personality of one man whose sacrificial spirit permeated every phase of the enterprise which he has fostered. This spirit is truly exemplified in the University Military School in Mobile, Alabama, whose first principal, Dr. Julius Tutwiler Wright, was able through his persistent efforts and deep conviction to build a school that has served the youth of Alabama for more than 50 years.

To properly evaluate the successful work of a man or woman in any field it becomes necessary to analyze the conditions under which they worked. Barriers or obstacles in the path of progress must be removed and are therefore a test of a person's merit and courage. To-day's modern attainment in high school education are the fulfilment of the ideals of early Americans for the development of their children. With high school education available to every child in Alabama today, and with the people having a sympathetic feeling toward secondary education and college education; with opinion that our way of life should secure its permanence through our

schools, it is difficult for us to understand the barriers to education in Alabama a half century ago.

#### Status of Secondary Education

Alabama did not have a state high school system until the year 1907<sup>1</sup>. Except in isolated instances there were no public high schools before this year. Feeble attempts had been made to establish them as branches of city school systems. Therefore, the only successful high schools were those either privately or denominationally operated.<sup>2</sup>

The private schools which flourished had as their major objectives the preparation for College and University work. Their expenses and entrance requirements were out of reach of the average boy or girl and the objectives and goals for education were some which could not be achieved by the majority. Because of the lack of a public consciousness in demanding educational opportunities for the masses and absence of financial support, only strong men with pioneering and enterprising spirit could execute the plans for a successful school in Mobile, Alabama.

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1. Weeks, Stephen B., History of Public School Education in Alabama, p. 185.
  2. Ibid., p. 184.

### Training of Teachers

A major problem in the establishment of a successful school was the lack of trained teachers. Few teachers in the state had received adequate training at the close of the century, although Normal Schools had been established at Florence, Alabama, in 1873; and at Jacksonville, Alabama, in 1883; Livingston, 1883, and Troy Normal, Troy, Alabama, in 1887.<sup>1</sup>

### The Role of Education in Mobile before 1893

The ordinance of 1787 gives the fundamental basis for the encouragement of education in Alabama. All the "rights, privileges and advantages" which were preserved by Congress for the people of the territories of Alabama and Mississippi were guaranteed to the people of the State of Alabama. The following specific statement regarding education is contained in the ordinance: "Religion, Morality and Knowledge being necessary for good Government and the happiness of mankind, schools and the means of education shall forever be encouraged."<sup>2</sup>

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1. Weeks, op. cit., p. 17.

2. Moore, A. B., History of Alabama and Her People, Vol. I, p. 995.

At about the end of the 18th century citizens of other states began to settle in Alabama. The population increased rapidly and soon the foreign population was out-numbered by the English speaking people. Schools were a necessity for these new settlers of Alabama.

John Pierce, a New Englander is given credit for the establishment of the first American school within the present boundaries of Alabama. He established his school in a Boat Yard on Lake Tenas, near the city of Mobile in 1799.<sup>1</sup> John Pierce was pictured as a typical Connecticut Yankee, a "pioneer of the mind." His type was frequently found in the Southern states during the early part of the nineteenth century. In addition to the operation of his school he ran a mercantile store.

A small log cabin housed his school and the pupils were Spanish, French, Indian and American. While seated on very crude benches Pierce taught them to read and write.<sup>2</sup>

There are no comprehensive school records available on the type school conducted by John Pierce. Attention was given to education, and undoubtedly these

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1. United States Bureau of Education, An Educational study of Alabama, p. 41.

2. Moore, A. B., op. cit., Vol. I, p. 995.

schools increased in numbers because the Legislature of the Mississippi Territory, of which Mobile was then a part, granted, in 1811, a charter to Washington Academy located at St. Stephens and in the next year, 1812, to the Green Academy in Huntsville, Alabama.<sup>1</sup>

When the territory of Alabama was organized the improvement in education became apparent. The first Territorial Legislature in January 1818, upon the recommendation of Governor Bibb, inaugurated a program for the improvement of education, the establishment and building of roads, bridges and ferries.<sup>2</sup>

On December 1st, 1819, Alabama was admitted to the Union, Mobile being a part of the state prepared to develop her educational opportunities.<sup>3</sup>

#### Types of Schools

Perhaps there were other schools in the Mobile area like the one conducted by John Pierce, but, after the Territory of Alabama was organized in 1817, educational opportunities were few.<sup>4</sup>

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1. Clark, Willis G., History of Education in Alabama, p. 27.
  2. Weeks, op. cit., p. 17.
  3. Clark, op. cit., p. 27.
  4. Brewer, op. cit., p. 41.

The first Constitution of Alabama provided for the "establishment of schools". Old newspapers of this period reveal a growing interest of the inhabitants in the moral and educational welfare of their children.<sup>1</sup>

However, for a long period education was left for the most part to the churches and to the enterprise of individuals. While many of the wealthy people on plantations and in towns had private tutors, most of the young people were educated in the different private schools.<sup>2</sup>

Press releases given below reveal the types of schools of the period:

In 1823 the Mobile Commercial Register carried the announcement of the opening of an evening school.

"Evening School. The subscriber respectfully informs the inhabitants of Mobile, and its vicinity that he has just opened an evening school for the teaching of French Language Grammatically, and for the purpose, also, of giving lessons on the German Flute.

"Terms very reasonable either by the month or quarter, Bidetrenouilleau, Dauphin Street second door below Hallett and Butler Store."<sup>3</sup>

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1. DuBose, op cit., p.197.
  2. Hamilton, P. J., Mobile of the Five Flags, p. 252.
  3. Mobile Commercial Register, Jan. 27, 1823.

Later in the same year the editor of the Mobile Commercial Register learns

"... With satisfaction that two excellent schools are to be established for the summer months at Spring Hill and Summer-ville ..; at the former place by Mr. Jordose and at the latter place by Mr. Dison engaged to teach, both of whom are considered excellent instructors. These establishments will be of essential importance to the inhabitants of the two villages. On this occasion it may not be amiss to recommend to the citizens the subject of the time preparations for removing to the healthy retreats above named."<sup>1</sup>

This era also saw the beginning of the "Female Seminary" as evidenced by a notice the next month in the same paper:

"Female Seminary, Mrs. E. Wood, will open a school for the instruction of young Ladies on Monday next.

"Terms for quarter, \$10. Spelling, Reading, and Plain Sewing, Writing, Grammar, Arithmetic, Marking, Muslin Work, and Geography, with the use of Globes and Maps in addition, History, Composition, Painting and EMBROIDERY."<sup>2</sup>

The 1830's were described by some one as the golden age in Mobile's history. Interest in education developed rapidly which is attested by the newspaper articles of the time. Therefore the description of this era is

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1. Ibid., April 3, 1823.

2. Ibid., February 5, 1823.

indeed adequate. Announcements of opening institutions became more common.

Mrs. Edwards conducted a "Female School" in 1830 at the "House formerly occupied by Doctor Lane on Lawrence street near the residence of Mrs. Vail, the good lady apparently extending her program into the season with a "Female Summer Academy", at the house of Mr. Kennedy, near the one he now occupies."<sup>1</sup>

In the same year Mrs. George announced a summer school, but in a better location in that fever-ridden age. She respectfully informed her friends and the public that she would open a "Boarding and Day School for Young Ladies at Spring Hill".<sup>2</sup> In November she transferred her activities to the city, being located at her "former" home in Saint Emanuel Street.<sup>3</sup>

The absence of Christian names and specific street addresses indicated the population of the time to be small. This was given by Brewer as an explanation for the lack of even primary schools in early days.<sup>4</sup>

The following year another "Female Seminary" appear-

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1. Ibid., June 15, 1830.

2. Ibid., June 9, 1830.

3. Ibid., November 11, 1830

4. Brewer, op. cit.

ed, the descriptive style was more ambitious:

"Mobile Female Seminary  
Mrs. D. A. Bessoc, Principal

"The Winter term of this institution will commence on Wednesday, 15th of November and will continue until Wednesday, the 2nd of May, at which time there will be a public examination of the pupils and the young ladies from the county will have Liberty to return to their homes. After this time the school will continue as long as the health of the city will admit. In addition several competent assistants in the English department, a well qualified teacher has been employed who will afford the pupils every facility in acquiring a correct knowledge of the French language.

"They will be expected to converse in French with their teachers at table, and devote a portion of their time to conversation and composition. Lessons in Spanish and Italian will be given to those who desire it.

"It is thought unnecessary to mention the branches taught in the Seminary, as it is generally known that they compose all that are taught in any similar institution in America.

"For terms of board and tuition, apply at the Seminary corner of Theater and St. Emanuel Streets."<sup>1</sup>

Contrary to the ideas of some educators of the present day, married women seemed to be preferred as teachers, as will be noted from most of the press announcements. Two ladies with the prefix "Mrs", however, adver-

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1. Mobile Commercial Register, November 6, 1831.

tised in 1833 the opening of a "Permanent School" for young ladies in a convenient room in Conception Street between Conti and Government. Miss Watson was apparently the principal and she was assisted by Miss Turner "highly accomplished and experienced teacher from New York, who would give lessons in painting in a new and elegant style, in the French language and in botany." They also stated that a few young masters would be received.<sup>1</sup> Possibly such advanced ideas were imported from the Metropolis.

Because of the prominence given to the importance of female education, it is not to be supposed that the masculine portion of Mobile's young population was growing up in ignorance. There was the "Jackson Male Academy", whose students acquitted themselves creditably at the public examination, after the fashion described in the local press:

"We, the undersigned Committee, having examined the students in this Institution, on English, Greek and Latin Language, cheerfully state that they all appeared to be well acquainted with the principles of those Languages; and that they manifested an accurate knowledge of the various books which they had studied.

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1. Ibid., November 17, 1833.

"It is due to Mr. Alston, the Principal of the Academy, to say that it was evident from the examination that he had assiduously devoted himself to the instruction of those who had been committed to his care, and to declare our sense of his high qualifications for the situation which he occupies.

Signed:

William Crawford  
 James H. Fitts  
 Jas. P. Portis  
 Saml. T. Barnes  
 John B. Creagh  
 Isham Kimball  
 Committee"<sup>1</sup>

The fact that ancient languages were taught indicates that the "classical and English School" was for the male youth of the city. Such subjects as Latin and Greek were considered utterly unfitted for the gentler sex. The subscriber, one E. Adams, stated he would open a school for the instruction of the youth in Ancient Languages, and also the ordinary branches of an English education, further that he had taken a pleasant room on St. Joachim Street in the house formerly belonging to Madam Le lande, facing the public square and two doors south of Conti. His terms were "as usual", and as references he gave Henry Bright, Esq., and Dr. Roberts.<sup>2</sup>

One of the most famous boys' schools was known as

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1. Ibid., July 27, 1831.

2. Ibid., November 9, 1831.

the "Old Blue College", located on Government Street. Founded in the thirties by Dr. Norman Pinney, formerly rector of Christ Church it was named the "Collegiate Institute". Many young men of Mobile received their education at the "Old Blue College", under Dr. Pinney and later under the great teacher Amos Towle.<sup>1</sup>

The sex of pupils solicited for the "Mobile Academy" was not mentioned when Rev. H. W. Shaw in June, 1830, respectfully informed his friends and public generally that the next quarter of the school under his direction would commence at the house adjoining his dwelling in Summer-ville where twenty or thirty students could be accomodated.<sup>2</sup>

Three years later the "Mobile Academy" was responsible for an innovation in school practices in Mobile. An address was to be delivered to the student body at the Government Street church, and "after the manner of our sister cities of the North", it was to be preceded by a public procession of the Academy, of the infant school, and such others as cared to unite with them.<sup>3</sup>

The education of little children was not overlooked

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1. Hamilton, op. cit., pp. 252-253.

2. Mobile Commercial Register, June 5, 1830.

3. Ibid., April 30, 1833.

for the Infant School, organized by Supt. Mrs E. W. Randall in the basement story of the Government Street Church admitted children from eighteen months to eight years of age. The instructions included geography, grammar, arithmetic, and important scripture lessons -- also the use of maps.<sup>1</sup>

Mrs. Randall was evidently successful, for in 1833 the parents, guardians, and others interested were informed that board of school commissioners had taken over the infant school and had retained Mrs. Randall as principal.<sup>2</sup>

Another infant school to be taught by Mrs. H. T. Cox, was advertised as located in Mobile Street near St. Emanuel, where she would receive a few children, either as Day Scholars, or Boarders on moderate terms.<sup>3</sup>

An educational institution of note was Spring Hill College. The college was founded in 1830 about five miles from the city of Mobile.<sup>4</sup> In 1836 it was chartered by the Legislature of Alabama with all rights and privileges of a University and empowered to confer academic

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1. Ibid., December 12, 1831.

2. Ibid., March 4, 1833.

3. Kenny, op. cit., pp. 40-41.

4. Mobile Commercial Register, January 29, 1831.

honors.<sup>1</sup>

In 1833 the Convent of Visitation was founded. A group of Nuns under the leadership of Bishop Fortier founded the academy on January 29.<sup>2</sup> The institution is to this day an accredited high school in Mobile.

On the first Monday in November, 1852, the first organized public school in the State of Alabama, was opened in Barton Academy, Mobile. Four hundred pupils presented themselves for admission. On February 1, 1853, the attendance totaled 854, or more than double the pupils at the opening.<sup>3</sup>

In 1859 the Medical College of Alabama went into operation in Mobile. Its charter created it a department of the State University, which prior to that time had not added any professional school to its organization.<sup>4</sup>

For the first session 111 pupils were enrolled; for the second term 1860-61 the number was increased to 120.

The second session was scarcely over when the Civil War broke out. The college doors were closed and did not reopen until 1868.<sup>5</sup>

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1. Clark, Willis, op. cit., p. 185.
  2. Mobile Commercial Register, January 29, 1931.
  3. Clark, Willis, op. cit., p. 224.
  4. Ibid., p. 147.
  5. Ibid., p. 149.

Before the Civil War well conducted private schools and academies abounded in the State. During the war most of them collapsed but afterwards some of those that had closed their doors were revived and new ones were founded.<sup>1</sup>

Between 1880 and 1900 many private and denomination-al high schools, academies, and institutes were chartered by the state. They represent an earnest effort to establish among the people the schools that could furnish them with such education as they could absorb.<sup>2</sup>

Among the schools organized in Mobile during that period were; the Young Ladies Seminary established by Miss May Bagby, The Home and Day School, Miss Hunter's School, Mrs. Roberts' School, Towles Institute, Miss Naomi Baker, Mrs. Bellam, Mrs. Woodcock, Miss Wintaki and R. M. Cary's Seminary.<sup>3</sup>

Many of these schools ran for only short periods of time and then consolidated with other schools or closed. Brief as their existence might have been, they contributed greatly to the social and educational development of the time.

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1. Moore, A. B., op. cit., p. 547.

2. Ibid., p. 48.

3. Mobile Commercial Register, September 3, 1895.

## CHAPTER IV

The Founding of the University  
Military School

Immediately upon graduation at the University of Alabama Dr. Wright became a Co-Principal of South Highland Academy in Birmingham. After 2 years in this capacity he opened, in 1893, the University Military School in Mobile at the Southeast corner of Conti and Warren streets. The Daily Register, October 1, 1893, gave the following announcement:

"University Military School. A select private school for twenty-five boys and young men. Patronage from none but the best families of the city. The undersigned is a teacher by heredity and choice, and several years experience have taught him the superior advantages of select private work. The school being limited in number, each pupil will be given special attention and carefully dealt with according to his individual character, disposition and temperament. Every effort will be made to inspire pupils with pride and interest in their work and to teach them, especially to study and think for themselves. The discipline will be mild, but firm, appealing to the nobler and manlier instincts of the boy's nature. If a pupil's character or habits are such as to vitiate the morals of the school, he will be promptly dismissed. Thorough training will be given for business life, or special preparation for any particular University or College. Session opens Mon. Oct. 2, For prospects and further particulars apply at the office.

Julius Tutwiler Wright  
Principal."

The school was the original idea of Dr. Wright and was operated strictly on a tuition basis. There were no trustees nor endowment at any time from 1893 through 1931 at which time he died.

From an humble beginning with five students and one teacher, Dr. Wright himself, the school became popular throughout Mobile with the best families in the area.

His profound interest in Private school work enabled him to withstand the many difficulties during the early years of the school. In the catalogue of the session of 1900 is found for the first time a comprehensive statement by Dr. Wright as to the purpose and character of the institution:

"Learning, intellect, character, the greatest of these is character. Without it the others may be but spirits of evil, with it angles of light and leadership. Therefore, the primary purpose of this school is to produce character of the highest possible order. Every influence which can in any way conduce to this end is carefully fostered.

"Regular and thorough military athletic exercise makes the student straight of figure, strong of body, and lithe of limb, and imparts to them than manly vigor which almost invariably tends to cleanness of physical life.

The modified military discipline of the school, imparts to their young manhood that dignity of character and that sustained self-respect which are ever borne by order, promptness, courtesy and voluntary submission to authority.

"But these two essential factors - physical vigor and manly self-control are but prerequisites to the primary purpose of the school work. At every turn of the boy's school life there are held up to him the highest ideals of right living.

"The chief determining factor in the development of character is the influence of association, and parents who place their sons in this institution are guaranteed against evil influence as far as the vigilance of the school is able to protect them."<sup>1</sup>

#### Expenses of Matriculation

The dominant purpose of the school was to provide educational facilities for the children of parents who wanted them to be molded in learning and character. Sons of ministers, upon proper application, were awarded a scholarship which took care of all tuitional fees. Also other worthy individuals were awarded scholarships that exempted them from tuitional fees.<sup>2</sup>

The school session was divided into two terms of four months each. The first term began on the opening day of school; the second, on the first day of February.

From a study of the 1901, 1905, 1906 and 1929 catalogues, the rates of tuition show some variation.

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1. Catalogue, 1900, p. 20.

2. Ibid., 1901, p. 18, 1905, p. 18, 1906, p. 20, 1929, p. 30.

The tuition of 1901 for the different classes reads:

"6th class \$100 per year  
 5th class \$110 per year  
 4th class \$120 per year  
 3rd class \$130 per year  
 2nd class \$140 per year  
 1st class \$150 per year."<sup>1</sup>

In 1905 and 1906 the tuition rates were:

8th class \$100 per year  
 7th class \$110 per year  
 6th class \$120 per year  
 5th class \$130 per year  
 4th class \$140 per year  
 3rd class \$150 per year  
 2nd class \$160 per year."<sup>2</sup>

In 1929 the tuition rates were:

"Primary Department  
     Grades 1 to 3 .....\$70.59  
 Intermediate Department  
     Grades 4 to 6 .....105.88  
 Junior and Senior High School.....141.18."<sup>3</sup>

Catalogues for 1930 and 1931 could not be located but it is assumed from conversation with former students that the tuition rates did not change during these two years.

The catalogue also stated:

"15 per cent discount is allowed from these rates for payment in full within sixty days. But if any part of the tuition remains unpaid at the end of sixty days, no discount is allowed. An additional discount of 10 per cent is allowed for two or more boys from the same family.

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1. Catalogue, 1901.
  2. Ibid., 1905-1906.
  3. Ibid., 1929.

"It must be understood that pupils are entered for a full year, and tuition is charged for the entire session. No deduction is made for absence; and in case of removal of a pupil by a patron before the close of the school year, payment for the full year will be required.

"Notes are not accepted by the school in payment of tuition.

"If the tuition of any pupil be not paid within the first sixty days of any term, such pupil will not be retained, unless his tuition for the new term shall have been paid in advance before the beginning of the term.

"If a pupil be expelled during the first term, the balance of the first term tuition will not be refunded, but no payment will be required for the second term. If a pupil be expelled during the second term, the full year's tuition will be required. It is not just for the School to incur financial loss through the delinquencies of pupils.

"Patrons are reminded that entrance of their sons constitutes a business contract, terms of which are laid down in the catalogues, they will be expected to conform as scrupulously to requirement of the School as they would to those of any other business agreement."<sup>1</sup>

Other expenses of the students were for uniforms and books. The uniforms were tailored by the Rosenfeld Tailoring Company of Mobile. Later, in the 1920's the uniforms were tailored by Jacob Reed & Sons, Philadelphia, Pennsylvania. "The uniforms are made of the best grade of all-wool gray cloth, similar to that used in the United States Military Academy at West Point."

It is interesting to note, from the figures given below, that the uniform cost was less than \$30.00 in 1900-1905 and more than \$46.00 in 1931.

1900-1905		1929	
Uniform with long trousers	\$15.00	Cadet blouse	\$22.50
Uniform with short trousers	\$12.00	Long trousers	\$14.00
Cap	\$ 2.50	Insignia	\$ 3.00
		Cap cord and wreath	\$ 4.50
		Blouse belt	\$ 2.50

1931		1929 For Seniors	
Cadet blouse long trousers	\$24.50	Officers breeches	\$16.50
Insignia	\$ 4.00	Sam Brown belt and shoulder strap,	\$5.00
Cap, cord and wreath	\$ 5.25	Cap	\$2.50
Blouse belt	\$1.50	Leather puttees	\$9.00

1931  
For Seniors

Officers' breeches	\$11.00
Sam Brown belt and shoulder strap	\$ 4.85
Cap	\$ 4.75

The catalogue gives an approximate cost of text books for the different classes. It also stated that the school makes no effort to secure "cheap" books, but a careful and studied selection is made, and only the most approved and thorough texts are employed.

The approximate cost of text books for the various departments through the years were:<sup>1</sup>

	1901	1905	1929
"Primary Department	---	\$4.00	\$4.00
Intermediate Department	4.00	6.00	9.00
Junior High School	6.00	7.50	12.00
Senior High School	8.00	9.00	15.00

The University military School has never provided dormitory for boarding students. The relative few boys from out of town have obtained room and board in homes approved by the school. Dr. Wright expresses his attitude toward dormitory system in catalogue of session 1900-1901:

"The principal has long since learned to dread the influences of a general dormitory. In an ordinary boarding school, he has often known a single boy of corrupt tendencies, before he could be discovered and expelled, to work untold injury upon his fellows. He is firmly convinced that this is an evil that is altogether too common, and altogether too little realized

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1. Ibid, 1901 - 1905 - 1929, p. 24

by parents. To avoid this danger, the principal has spent twenty years working out a boarding system which he can now recommend. Pupils are placed in good homes near the school, not more than four students in each home. These homes are presided over by Christian Matrons who devote to these students the same conscientious care that they bestow on their own sons, and who co-operate closely and constantly with the principal in every matter concerning the welfare of the boys. In this way, the pupil secures those protecting and elevating home influences which the ordinary boarding school cannot offer. The usual charge for such board is forty to forty-five dollars per month."<sup>1</sup>

#### Rules and Regulations for the Students

Dr. Wright had positive ideas relative to rules and regulations which should govern the students in the University Military School.

"No pupil will be received if the Principal knows that he uses tobacco in any form, associates with objectionable companions, is excessively untractable in disposition or unruly in temper, or unduly rude or boisterous in his manner, is foolishly indulged and pampered by his parents, or is possessed of any traits or habits that would disturb or vitiate the school. If such a boy is received through mistake he will be dismissed as soon as the error is discovered."<sup>2</sup>

The school did not consider a student's request for admission until the application was correctly completed, signed and returned to the principal. The students'

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1. Ibid., 1900-1901, p. 24.  
2. Ibid., 1929, p. 7.

parents were notified if the application was accepted. If the application was made before the opening of the school term it was explained in concise terms that the pupil was "engaged" for the entire school session.<sup>1</sup>

Before a student was admitted or re-admitted to the Junior or Senior High School he agreed to take the following Matriculation Pledge. This pledge was taken with the understanding that if the parents objected they were wasting their time in making application

#### Matriculation Pledge

"In becoming or remaining a student of the University Military School, I hereby pledge:

1. That I am not a member of any High School Fraternity, and that I will not become a member of any High School Fraternity during term-time or vacation time, so long as I remain or expect to remain a student of the University Military School.
2. That for my own welfare, and for the sake of my influence upon others, I will refrain from the use of tobacco during term-time or vacation time, so long as I remain or expect to remain a student of the University Military School.<sup>2</sup>

Pupils who wish to enter the lower grades of the University Military School from other schools had to pre-

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1. Catalogue, 1929, p. 7.

2. Ibid., 1929.

sent certificates of honorable dismissal. He did not have to take an entrance examination but went into the grade following the one he had successfully completed.

To enter the four higher classes, however, pupils had to stand written examinations on the following subjects:

For Junior II - Arithmetic, Elementary Algebra through fractions, Latin, Grammar and Word forms, English Grammar and Parsing and U. S. History.

For Senior I - All the subjects for Junior III; also all Elementary Algebra, the ready analysis of English sentences; easy Latin reading (with facility in parsing and syntax), Greek History and Map drawing, and the first three books of plane Geometry, with facility in original work.

For Senior II - All foregoing subjects; also one year of Elementary Spanish, four Books of Caesar, Latin composition based on Caesar, Advanced Algebra to Quadratics, all of plane Geometry (with special reference to original problems and construction), and reasonable facility in written English.

For Senior III - All foregoing subjects; also the subjects studied by Senior II, as laid down in the "Course of Study."<sup>1</sup>

Dr. Wright urged parents:

" that it is folly to attempt to enter students in classes too far advanced for age, maturity, and advancement, even in the case of the faithful student such experiments have always proved a failure."<sup>2</sup>

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1. Catalogue, 1929.  
2. Ibid., 1929.

The discipline was considered by Dr. Wright to be mental, moral, and physical, the most important feature of the school. The whole purpose of the school was ... "to eliminate the habits of indifference and general self-indulgence, and to replace these with obedience, industry, courtesy, punctuality, self-respect and self-control."<sup>1</sup>

To Dr. Wright the cultivation of character meant the cultivation of habit which was achieved by the constant repetition of certain acts until these acts became a part of a person. So the school insisted that pupils do daily what was right and refrain from what was wrong, "until the performance of right and the avoidance of wrong became habitual."<sup>2</sup>

To this end, the discipline was kind, but firm. Every means was employed to induce the student to be manly because of his own self-respect. The first violation of a rule brought an earnest talk from the principal. If the principal became convince, after careful study of the student, that such an appeal was insufficient, he reserved the right to administer what form of punishment as he saw fit.

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1. Ibid., 1905, p. 8.

2. Ibid., 1905, p. 8.

The parents understood that they

"... must leave the question of the necessity and the nature of the punishment entirely to the judgment and experience of the principle, and those who are unwilling to do this must not send their sons."<sup>1</sup>

Parents were told that criticism of the discipline of the school should be made to the principal without the pupil's knowledge. If the pupil understood the parent was endeavoring to protect him from authority the influence of the school over the pupil would be destroyed.

In the catalogue under the section "Lesson Discipline" we read: "It is the chief purpose of the department to train the student by constant practice to a ready and varied use of his intellect."<sup>2</sup>

Although the school maintained a very high standard of scholarship, mere knowledge was subordinated to the "acquirement of good mental habits of attention, application, concentration and systematic thought."<sup>3</sup> It was insisted that the pupil do his "own work", and do it "neatly, accurately and thoroughly." The use of answer books or translations, the copying or substitu-

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1. Ibid., 1905, p. 10.

2. Ibid., 1905, p. 11.

3. Ibid., 1905, p. 11.

ting the work of others was accounted "Dishonest Work", and was disciplined as such. Before dismissing a student for such an act, every effort was made by the school to help the boy. For the first act he must confess in person to his parents, and his privileges were taken from him, and both he and his parents were warned that for a second act of dishonesty he would be expelled from school. If he repeated such an act, his expulsion was published before the "battalion", and his name was stricken from the roll of the school.

"Every student, according to his age and class, should study from two to four hours at home each afternoon or evening. Parents should see that this is done; and if their sons do not devote this time to home study, they should communicate the fact at once to the Principal. Students should begin to study early - at least by six o'clock in the winter, and seven in spring and fall, but never later than seven."<sup>1</sup>

When a student had not recited satisfactorily at the regular class period, he was marked "deficient". Pupils who were not present at a recitation or who had written excuses for non-preparation of a lesson were marked "absent" and "excused". On Friday, the regular school was dismissed at twelve forty-five o'clock, a

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1. Ibid., 1929.

recess was given for rest and recreation, and after this all pupils with "deficient", "absent", or "excused" lessons returned to school to prepare and recite these lessons. No time limit was set but the pupil was not released until the lesson was satisfactorily recited. Pupils who failed to complete these lessons on Friday afternoon returned on Saturday of the same week and cancelled delinquencies. "There is no departure from this rule, and parents unwilling to conform to it must not send their sons."<sup>1</sup>

The teachers spared no pains to do this afternoon and Saturday work as thoroughly as possible. By this method comparatively "poor students" were kept well abreast of their fellows; while capable and studious pupils who had been absent as much as three months in a year had been known to catch up with all their classes by the end of the session.<sup>2</sup>

Pupils who did not complete all delinquent lessons and deportment for the current week by one o'clock Saturday were required to come at seven-thirty each morning of the succeeding week. Those who repeated such action three times during any one session were dismissed or

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1. Ibid., 1929, p. 12.

2. Ibid., 1929, p. 13.

or dropped to a lower class. "This, however, is a discipline likely to be incurred only by a most arrant idler."<sup>1</sup>

Students who failed on examinations remained during the June session of the school and made them up. This was an absolute requirement of the school, and students who failed to make up delinquent examinations in June were not promoted to the higher classes.

No student was promoted to a higher class, who had not made up all delinquent examinations and recitations; but no pupil was allowed to remain in the same class more than two sessions, except in the case of ill health.

Deportment was an important factor in the conduct of the school. The catalogue under the section "Deportment Discipline" reads:

"This has for its aim the cultivation of neatness, orderliness, punctuality, courtesy, obedience, truthfulness, purity, and self-control - in short of "character". "School Demerits" are given for disorder in school or class room, such as trifling, talking, idling, parring notes, or in any way wasting time or creating disorder."<sup>2</sup>

Parents were urged to read the weekly report of their boys with care, and to co-operate closely with the

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1. Ibid., p. 12.

2. Ibid., p. 13.

school in this matter of their school deportment. Most of the school demerits were given for idling during study-periods, or for talking or inattention during recitations.<sup>1</sup>

"Military Demerits" were given for failure to be neat, orderly, obedient, and self-controlled, or for any other non-conformity to the military discipline. The pupil was allowed twenty such demerits a week without penalty; but for more than twenty he was given extra drill work.<sup>2</sup>

Pupils who showed continued carelessness in their deportment, who persisted in dishonest work, who associated with boys of objectionable character, who practiced falsehood or deception, who were vulgar or profane or who used tobacco or liquor in any form at any time or place, were dismissed.<sup>3</sup>

A student's deportment was regularly graded for term and session, and this grade formed an essential part of his record.<sup>4</sup>

For an average of three demerits a week, the

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1. Ibid., 1905, p. 13.
  2. Ibid., 1905, p. 13.
  3. Ibid., 1905, p. 13.
  4. Ibid., 1905, p. 13.

student's deportment was graded at 90 per cent; six a week gave him 80 per cent; nine a week, 70; twelve a week, 60; thirty a week, 0. In all honors and offices of the school, this deportment grade counted one-third, and the average lesson grade two-thirds.

"The school wishes its students to realize that intellectual gifts and mental acquirements are of little value, unless accompanied by personal dignity and self-control."<sup>1</sup>

#### Pertinent suggestions to Parents

Dr. Wright in writing his rules and regulations also included a pertinent section to the parents of his prospective students. He called upon them to be cooperative in the following manner:

"Parents who have the education of their boys at heart, must themselves display an active and constant interest in their work. The training of a human character is a matter of such magnitude as to demand the best and most constant efforts of both parents and teacher. Without this home cooperation, the school is likely to produce but poor results. The parent who is not actively interested in his son's school work will almost invariably have a son who is not interested in his own work."<sup>2</sup>

In calling attention to absences from school, the wording of the rules are rather blunt, leaving a parent no excuse for allowing his boy to remain out of school.

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1. Ibid., 1905, p. 13.

2. Ibid., 1929, p. 18.

Parents were warned:

"Unavoidable absence is not counted against pupils. But avoidable absence, without permission from the school, involves maximum penalties, and its repetition will mean dismissal.

"See to it that your son never misses a day, save for reasons truly unavoidable. Moreover, if you permit your boy to stay at home for any minor cause, you are cultivating in him habits of self-indulgence which may seriously mar his career."<sup>1</sup>

This particular section of the rule on regularity of attendance takes up absences by sickness, truancy, and effect the latter has upon the student body when the truant has been seen on the streets of Mobile. This part of the regulation concluded with this statement: "If you do not make your son attend school regular, then you have only yourself to blame for his failure to do well."<sup>2</sup>

The parent received weekly report cards which were self-explanatory. These were for the purpose of keeping the student's family informed regarding the previous weeks work. At the close of school a report card carefully prepared from marks made daily were mailed to the student's parent. The catalogues also called to the attention of the parent that the school had no secret

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1. Ibid., p. 18.

2. Ibid., p. 18.

marking system and that all written work was corrected and returned to the students.

Dr. Wright insisted that the boys report card be read. If it was a good report card to give the boy some words of praise, but if it was a bad one to censor him and urge him to do better. The point was for the parent to stimulate pride in their son's school work. He had this to say about a very poor report:

"The Principal has observed radical improvement in student after sending a poor report card home. Later learning that the parent had inflicted upon the boy some species of punishment, with a promise of its recurrence in case of another poor report; or offered some reward for improvement in his work."<sup>1</sup>

The school insisted on home study and called this to the attention of the parent and the student frequently. It has been known for Dr. Wright to spend the entire opening session talking on the need of home study. He frequently called upon parents in their offices to see that their sons took their books home to study. When this was not carried out to his satisfaction the boy had to return to the school study hall at night and study.

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1. Ibid., p. 19.

## CHAPTER V

## The Development of the School

"Unless Americans shall continue to live in something more than the present, to be moved by something more than material gains, they will go down, as other peoples have gone down, before some nation possessed of a greater moral force. The will to endure is not the creation of a moment, it is the result of long training. That will has been our own possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power.

"The great and unfailing source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature, and her science, will seek to perpetuate them by perpetuating the education which produced them."<sup>1</sup>

Calvin Coolidge.

Dr. Wright must have believed fervently in the above quotation as it had a very prominent place on the first page of his 1929 catalogue. He must have been living in "more than the present" in October, 1893, when he moved to Mobile to remodel a small brick building on Conti Street and opened a school of five students, taught by himself.<sup>2</sup> From this modest beginning grew the University Military School. Sometime between 1901 and 1905 as the student body grew, a new location was secured on

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1. Ibid., 1929, p. 7

2. Ibid., 1908, p. 16

On Dauphin at Ann Street. Here the school had a spacious campus and drill ground with dressing and bathroom facilities, an Armory with ample military and athletic equipment. The school building was a large dwelling house facing Dauphin Street, the large roomy study hall was behind the main building. The class rooms were comfortable and the laboratories, library, and office were adequate in every respect.

By 1908 the student body had grown to one hundred and twenty students and the faculty had seven qualified instructors. This bore eloquent tribute to the fifteen years of steady material progress.

It was not the mere material progress that constituted the pride and glory of the University Military School. It was rather the things that truly count in life - high standards of character and scholarship. Without these qualities a student did not remain long with the group. The strong personnel of the student body, strengthened from year to year by the school tradition, the school loyalty engendered by such a spirit, the affiliation with all great universities of the country, and the endorsement of the preparation and training by twenty-three universities that the graduates had attended; the remarkable records of the graduates both in col-

lege and in after-life, - these are the achievements by which the school wanted to be measured.

The State of Alabama, Department of Education, High School Accrediment and the Southern Association of Colleges and Secondary Schools preliminary reports show that the enrollment from 1920-1931 varied from year to year. The year of 1923 saw the highest enrollment with 162 pupils. In 1928 there were 130 pupils enrolled. The enrollment dropped off still more in 1929 as the records show only 82 attending the school. An all time low was reached in 1930 with only 77 pupils registered for the year.

#### Recognition by Colleges and Universities

During the first two years of the school, 1893-94 and 1894-95, there were no graduates.<sup>1</sup> In the next two sessions there were six graduates, three of whom attended college. Dr. Wright, realizing the necessity for the broadening of his school's educational field, visited Princeton University in 1897, on his way abroad, and secured affiliation with that University. In the years following, the school affiliated with Yale, Cornell, the University of Pennsylvania, Michigan, Virginia, Missouri,

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1. School Annual, 1908, p. 7.

Alabama, and twenty-one other prominent universities and colleges.<sup>1</sup> Nine of these, including the Universities of Pennsylvania and Virginia, after several of the school's graduates had attended these institutions, they conferred annual scholarships of from \$200 to \$600<sup>2</sup> on members of the various graduating classes.

The Mobile Press Register of May 19, 1901, carried the following interesting statement:

"Prof. J. T. Wright, Principal of U. M. S. was yesterday notified that the trustees of the U. of Penn. had conferred upon his school an annual scholarship of one hundred and 50 dollars. Dr. J. H. Penniman, dean of the university, upon his recent visit to Mobile, had investigated the work of the school, and had made the statement that it impressed him more favorably than that of any other prep. school he had seen while South; but the conferment of the scholarship came as a complete surprise to Prof. Wright, and so liberal and spontaneous a gift from so ancient and distinguished an institution is a high tribute to the superiority of his work. The scholarship is in no way qualified, but the method of its bestowal is left to Prof. Wright's own decision. It will enable the receiver to attend one of the greater and wealthier institutions in the country for less outlay than cost of attending a smaller Southern College. This is the 4th scholarship awarded to Prof. Wright within 2 years. His annual scholarship in Wash. and Lee U. and U. of Tenn., remit all dues whatever. In addition to this, Prof. Wright has secured the privilege of

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1. Ibid., p. 17.

holding at his school the entrance examinations of Yale, Princeton, the U. of Penn., and other prominent universities, and of admitting by his certificate and without examination to the State College, the U. of Tenn., Wash. and Lee, the U. of Missouri and other institutions that admit students in this manner. The fact that Prof. Wright's school is one of the few Southern high schools whose course is sufficiently advanced and thorough to serve his affiliation with the foremost universities in the country, reflects no small credit upon the educational status of the city of Mobile."<sup>1</sup>

The graduating classes continued to increase in size after the first few years, some ninety students graduating during the period of 1895 to 1907. The class of 1908 had the largest graduating class in the history of the school up to that time with the grand total of fourteen.<sup>2</sup> The class of 1910 had only ten graduates<sup>3</sup> and the class of 1919 had twelve.<sup>4</sup>

The Alabama High School Accreditation Reports and the Southern Association of Colleges and Secondary Schools Reports for 1920 through 1931 shows the enrollment to fluctuate greatly during this period of the school's history. The reports, however, had these interesting figures on the number of students graduating and attending college, which was indeed encouraging.

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1. Mobile Register, May 19, 1901.

2. The Cadet, 1908, p. 18.

3. School Annual, 1910.

4. Ibid., 1910.

<u>Year</u>	<u>No. Graduating</u>	<u>No. Attending College</u>
1920	Report missing	
1921	17	16
1922	15	15
1923	21	14
1924	Report missing	
1925	Report missing	
1926	25	15
1927	21	16
1928	18	12
1929	25	12
1930	<u>22</u>	<u>16</u>
Total	164	116 <sup>1</sup>

With three reports which were not located in the files of the State Department of Education, Montgomery, Alabama, it can easily be seen from the eight other yearly reports that 164 students graduated and 116 of them were encouraged to continue education.

#### Achievement of Graduates

The school received written endorsement of its preparation and the character of its graduates from many of the great universities attended by University Military School students. A number of universities included were: Yale, Princeton, Cornell, Pennsylvania, Michigan and Missouri.<sup>2</sup>

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1. High School Accrediment (The State of Alabama, Department of Education) and The Southern Association of Colleges and Secondary School reports, 1921 to 1931.
  2. The Cadet, 1908, p. 17.

One of the earliest graduates, Dr. Miller Reese Hutchinson, became a distinguished inventor, devising an electrical instrument making the deaf to hear, and other electrical appliances, which diminished partial deafness. Before the death of Queen Victoria, he treated the Crown Princess Alexandria with great success, and upon the Coronation of Edward VII, he was awarded a medal by that Monarch as "a benefactor of mankind." Dr. Hutchinson was also associated with Thos. A. Edison, the noted American inventor. Another of the earlier graduates, Dr. William Bacon Pettus, has been attached to the College of Chinese Studies, Peiking, China, since 1916. Dr. Pettus became president of this college in 1916, and was honored with the presidency of California College in China in 1930. He is a writer of note and has also become known for his lectures on Chinese Porcelains. Still another graduate, Dr. Watson Davis, won distinguished honors at Princeton, studied for several years in Europe and was later appointed to the faculty at the university. He has also gained recognition as a writer. Dr. Adrian Taylor, another of Dr. Wright's distinguished graduates, did outstanding medical missionary work in China for years and is now head of a hospital in Clifton Springs, New York. Mr. D. R. Dunlap, a graduate

of the class of 1896, is now and has been for years President and Chairman of Board of Directors of the Alabama Dry Docks and Shipbuilding Company, Mobile, Alabama. He is also a director of the Merchants National Bank in Mobile. Mr. Francis Harrison Inge, a graduate of the class of 1918 received his A.B. degree from the University of Alabama in 1922, and his LL.D. degree in 1924. Mr. Inge was appointed United States District Attorney for the Southern District of Alabama in 1935, and was re-appointed to this same high position in 1939. He is also a Director of the First National Bank in Mobile.

The list of outstanding graduates who have attained honors in college and the business world is too long to list separately. Perhaps it will be sufficient to say these graduates have received equal fame and pleasure from their chosen fields of endeavor. These fields include: Ministry, Law, Medicine, Civil Engineering, Electrical Engineering, Missionaries to China, while others have become prominent in the business and civic affairs of historic old Mobile.<sup>1</sup>

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1. The Cadet, 1908, p. 17.

### Growth of Faculty

The faculty grew from one teacher in 1893, which was Dr. Wright himself, to five in 1930. A complete record of faculty members and their training is not available, but from catalogues, year books and records in the State Department of Education, Montgomery, Alabama, all teachers employed were well trained and qualified for their teaching positions.

Dr. Wright as principal held a Bachelor of Arts, Master of Arts and a Doctor of Law degree from the University of Alabama. While the majority of the faculty members during this period were graduates of Southern Colleges and Universities holding Bachelor of Arts and Bachelor of Science degrees.

In an attempt to encourage teachers to travel or seek further college training the school offered to pay one half of any expenses the teacher might incur.<sup>1</sup>

The Alabama High School Accreditation reports for 1921-1930 showed the salary schedule at the University Military School for 1920 to 1930 was higher than the present reported salary scale for public high school teachers. The reports did not indicate how many years

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1. Alabama High School Accreditation Reports, 1921-1923.  
2. Ibid., 1921-1930.

service each teacher had.

#### Honors and Awards

The school had at various times given the following Memorial Scholarships:<sup>1</sup>

The William Henry Sledge

The Hugh McCaw Davis

The william Henry Damrich

The Gregory Little Smith, Jr.

The William James Powell

The William Sikes Tucker

The John Walker Oliver, Jr.

The Claude A. Grayson, Jr.

The only condition attached to these scholarships were that the appointees shall be financially unable to attend the school without benefit of the scholarship, and that, in record and character, they shall be worthy of the name whose honor the scholarship has been established.

The Adam Glass Memorial Medal was another award, given by Miss Lillie Glass in memory of her father, the late Mr. Adam Glass, to the member of the Junior Department who is voted best All-Round boy by members of the faculty.<sup>2</sup>

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1. Catalogue, 1929. pp. 28 .

Ibid., 1930, p. 3.

### Increase in Equipment for Instruction

The Mobile Daily Register dated September 5, 1894, carried an announcement of the school opening for the second term with this to say about new equipment:

"For the coming session the principal has added to his school appliances a good set of Chemical and Physical apparatus, a 4" astronomical telescope, a small Geological cabinet and a nucleus of a good Juvenile Historical Library."<sup>1</sup>

It can be concluded from this newspaper announcement that very little instructional equipment was available during the first term. However, with the gradual increase in the student body and tuition it can be assumed that the equipment was constantly undergoing a change for better instruction. The reason for assuming this to be true is that the school became a member of the Southern Association of Colleges and Secondary Schools in 1900. After becoming a member of this association new equipment was added each year to the Science, History, Mathematics and the Library.<sup>2</sup> According to the reports of this period the school spent between \$250 and \$300 each year for new books.<sup>3</sup> While a similar amount

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1. Mobile Daily Register, September 5, 1894.
  2. High School Accreditation (The State Department of Education) and the Southern Association of Colleges and Secondary School reports, 1921 to 1931.
  3. Ibid., 1921-1931.

was expended on the other departments of the school.

The 1921, '28, '30 reports listed the following volumes in the Library and state that the books were card indexed or catalogued but did not have a prepared shelf list.<sup>1</sup>

1921		1928	
Dictionaries	22	General volumes	202
Encyclopedias	2 sets	English	308
General reference	8	History	141
Science	63	Science	91
Standard fiction	102	Other subjects	78
General literature	92	Fiction	157
Geography and travel	68		
History	102		
Total	<u>643</u>		<u>977</u>

1930	
General volumes	215
English	318
History	200
Science	110
Other subjects	125
Fiction	<u>275</u>
Total	<u>1258</u>

The number of magazines in the library varied from ten to twenty each year. While the maps and charts for the use of the history and Latin classes were valued at \$350 according to the 1929 report.<sup>2</sup>

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1. Ibid., 1921-1928-1930.

2. Ibid., 1929.

### Daily Routine

The fact that both students and faculty members were busily engaged throughout the day is indicated by the schedule which follows:

- 8:00 Room Call. Every instructor at his desk for half an hour before school opens to answer questions or explain difficulties developed by students in their home study of the evening previous.
- 8:30 Devotional Exercises. Talks from the Principal.
- 9:00-11:40 Recitations
- 11:40-12:15 Military drill
- 12:15-12:45 Recess
- 12:45 Assembly
- 12:50-3:30 Recitations and athletic work.
- 3:30-5:15 Confinement for school demerits of the day, the military demerits of the week previous, or any other disciplinary delinquency.<sup>1</sup>

### School Calendar

The following school calendar found on page 6 of the 1908 school year book, The Cadet, has been in force for years with only minor changes:

- Entrance Examination - Thursday and Friday before the first Monday in October.
- School opens - The first Monday in October.
- Holidays - Thanksgiving, Thursday and Friday, Christmas, one week, Mardi Gras, Monday, Tuesday, Wednesday.
- Field Day - The third Tuesday in May.
- Commencement Drill - The last Thursday in May.
- Commencement - The last Friday in May.

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1. The Cadet, 1908, p. 4.

Also special teaching, and re-examination for those who failed on the examinations of the preceding term.<sup>1</sup>

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1. The Cadet, 1908, p. 6.

## CHAPTER VI

## Military Work and Course of Study

The principal was a firm believer in Military discipline so he titled a section of his catalogue "Military Discipline". Although the school has always had a military department it was only because Dr. Wright believed that this form of discipline was the best type known to man. "Military discipline, being the most perfect discipline known to man, conduces most perfectly to the making of sterling, self-controlled manhood."<sup>1</sup>

However, the school placed no special emphasis on its military drills, and ran no "catch-penny" advertisements in the newspapers to attract students. Only forty minutes a day was allowed for drill work and there was no additional time granted for preparing special or competitive drills, thus allowing more time for instructional purposes for which the student came to school to receive. Dr. Wright did believe that the spirit which pervaded the entire daily discipline of the school in its every phase, was the military discipline. That is best explained in the following quotation: "The securing of

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this spirit affords an invaluable and indispensable accessory to the educational work of the school."<sup>1</sup>

Two common errors in thought are advanced by many concerning the school system of discipline termed "military". First, that it requires too much time that could be used to better advantage in other forms of exercise. Second, that the value derived is entirely gymnastic and physical. The points which are commonly overlooked are the values of the military system in its mental and moral development of the students.<sup>2</sup> This point was made clear at the outbreak of World War 1 when the President of Cornell University declared:

"Even if we could be sure we should never engage in another war or need another soldier, he would nevertheless advocate the introduction of military training into every school and college in our land, for its educational value alone."<sup>3</sup>

Every young man needs to learn certain fundamental life lessons, among which are, "obedience, order, courtesy, self-control and punctuality".<sup>4</sup> Therefore the idea of military discipline is to train and develop these virtues. As the student advances in rank to teach him

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1. Catalogue, 1929, p. 6.

2. Catalogue, 1905, p. 7.

3. Ibid., p.7

4. Ibid., p. 7.

two other equally important lessons - "the faithful discharge of responsibility and the judicious exercise of authority."<sup>1</sup> Thus the military organization in school will lead to an orderly routine and a cheerful, manly

"acquiescence in the carrying out the duties of the school. The production of soldiers is not the purpose of the school, but the military phase will always be subordinated to its proper place as an auxiliary to character training."<sup>2</sup>

So in teaching students to submit themselves voluntarily to discipline Dr. Wright was trying to lay the foundation for good citizenship and the respect and obedience to the laws of his country.<sup>3</sup>

Dr. Wright expected the military work through gradual and systematic training to be of immense practical value to young men attending his school. He believed that straight, square shoulders, manly carriage, and ease of bearing that military training gives to be the equipment of life a young man could hardly afford to be without.<sup>4</sup>

As in all military organizations the students were organized into companies with Cadet Officers in command.

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1. Ibid., 1905, pp. 7-8.

2. Ibid., 1905, pp. 7-8.

3. Ibid., 1905, pp. 7-8.

4. Ibid., 1929, p. 9.

The officers were appointed according to their class standing of the preceding year. Commissioned Cadet officers and Ranking Non-Commissioned officers were appointed from the graduating class of the Senior III class. While the Non-Commissioned officers were made up of members of the Junior and Sophomore classes, the Senior II and Senior I classes. These appointments were also based on the standing of the cadets of the preceding year. Students who entered the school for the first time or with only one year military training seldom became a Commissioned officer. The cadet Officers were also instructed in military science and tactics, and they in turn imparted this knowledge to the students or cadets in the lower classes.<sup>1</sup>

Dr. Wright was careful regarding the welfare of students who were sickly or physically incapacitated by immediately excusing them from military drill.

Each year at the close of the session, a competitive military drill was held between the companies. The public was invited to this drill and the competition was very keen. A medal was awarded to the Captain of the best drilled company. There was also an individual Cadet Com-

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1. Ibid., 1929, p. 9.

petitive drill and the winner of this contest was awarded a medal inscribed "Best Drill Cadet". This yearly drill motivates the spirit throughout the entire student body as each boy no doubt possessed the feeling that surely this time he would be the winner of the competitive drill.

#### Course of Study Offered

Dr. Wright gives a very elaborate and detailed description in his school catalogues of the aims and purposes of the course of study offered to the student of the University Military School.

When Dr. Wright first organized the school there was no primary department. Later, however, the school course was increased to eleven years, then finally to twelve. With the normal pupil entering the school the work could be completed in twelve years. Dr. Wright had worked out a system whereby a pupil who was not as normally healthy as the average might come to school and take a modified course. Whereas a full year's course comprised an average of four regular recitations per day, this student was permitted to take only two or three. During the next year the student might review these subjects and then add other subjects to his regu-

lar class work.

Dr. Wright felt the Junior High School was the foundation and beginning of the more advanced High School subjects. Therefore he advised students who had difficulties with either of these two classes to devote two years to its completion.

To Dr. Wright the aim of teaching English was not only to teach students the correct use of their own language -

"but also to cultivate the imagination, to stimulate refined thought and feelings, to instill into pupils an appreciation of the strength and beauty of our literature, and to make of them thoughtful and intelligent readers."<sup>1</sup>

Spelling, written English, English Grammar and reading of the best English prose and poetry comprised the course in English. Formal class work in Spelling and Dictation extended through the first seven classes, and in the upper classes Spelling was taught and emphasized by means of written work in English. Much care was given to the work of "Writing English" and suggestions made to them as to what they should write and how. After the theme was handed in, the instructor marked all errors, and indicated how they should be corrected. The

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1. Catalogue, 1905, p. 17.

pupil corrected or rewrote his theme and returned to the instructor. "Four years of such careful training tended to make the student a writer of clear, correct, forceable English,"<sup>1</sup> was Dr. Wright's comment.

English Grammar was taught in the sixth grade and throughout the Junior High School. Thorough and constant drills were given in word-forms, and a careful study made of syntax and sentence structure.

The last four classes studied the Standard College Entrance Requirements in English and American Literature. Original themes were written and parallel readings assigned.

History was studied throughout the entire course. The range of World History was twice covered in the Intermediate and Junior High School department, with a more elementary text and teaching; and in the Senior High School with advanced text books. The Historical work was based on the recommendations of the American Historical Association.<sup>2</sup>

Dr. Wright thought from the study of History the pupil was taught:

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1. Ibid., 1905, p. 17.

2. Ibid., 1929, p. 17.

"To draw those great lessons of right and wrong, of character and conduct, of causes and effect, of retribution and justice, of personal and National integrity, for the teaching of which this subject affords so valuable a medium."<sup>1</sup>

No student was ever exempted from the study of Latin. Dr. Wright believed no man could truly "master" English without studying Latin. "Moreover the study of this language, if properly conducted, affords the most mental training in the Modern school curriculum."<sup>2</sup>

Dr. Wright included Mathematics in the Course of Study because he thought there was great value in this subject. "The great value of this subject in the training of abstract thought and the cultivation of the higher reasoning powers, is recognized throughout the course."<sup>3</sup>

Spanish was begun after two years of training in Latin, and a student continued to study this subject for three years. A knowledge of Spanish was taught practically and with much attention to writing and conversation.

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1. Ibid., 1929, p. 17.

2. Ibid., 1929, p. 17.

3. Ibid., 1929, p. 17.

Physics and General Science were taught with the aid of text-books, lectures, experiments and laboratory experiments. The students were carefully supervised in their work, and were taught to observe accurately and deduce logically.

"In all studies, the public mind will be directed to the perception of reasons and relations, so as to cultivate those habits of accurate observations and logical reflection, which are the ultimate aim of all true mental education."<sup>1</sup>

### Outline of Courses

1898 to 1905 Catalogues

6th Class		5th Class		4th Class	
<u>Jr. I</u>		<u>Jr. II</u>		<u>Jr. III</u>	
English	5	English	4	English	3
Geography	5	Latin	5	Greek History	2
Spelling	5	Arithmetic	3	Latin	5
Arithmetic	5	Algebra	3	Algebra	4
Reading aloud	5	Geography	3	Arithmetic	4
Penmanship	5	Spelling	2	Spelling	2
		Penmanship	2	Penmanship	2
3rd Class		2nd Class		1st Class	
<u>Sr. I</u>		<u>Sr. II</u>		<u>Sr. III</u>	
<u>English</u>	3	<u>Required</u>		<u>Required</u>	
Roman History	2	English	3	English	3
Latin	5	English History	2	Latin	5
Algebra	3	Latin	5	Trigonometry	
Geography	5	Geography	5	(half year)	5
Arithmetic	2	<u>Elective</u>		Algebra and	
Penmanship	2	Greek	5	Geography	5
		or		<u>Elective</u>	
		German	5	Greek	7
				or	
				German	5
				Chemistry	2
				Laboratory	4 hrs

1905 to 1931

## Intermediate Department

## 9th Class

Reading and memorizing	
poetry	3
Reading prose	3
Spelling	4
Geography	4
Arithmetic	4
Penmanship	4
Military drill and	
physical training	4
Physiology	2

## 8th Class

Reading and memorizing	
poetry	3
Reading prose	2
Spelling	5
Geography	5
Arithmetic	5
Penmanship	2
Military drill and	
physical training	4
Physiology	2

## 7th Class

## 6th Grade

Reading and memorizing	
poetry	2
Reading prose	2
Spelling	2
English grammar and	
composition	3
Geography	4
History	3
Arithmetic	4
Penmanship	4
Military drill and	
physical training	4
Physiology	2

## 6th Class

## Jr. I

History	5
Memorizing poetry	2
Spelling	2
English grammar	
(parsing and syntax)	2
English Literature	2
Mathematics	5
Introduction to	
general science	2
Military drill and	
physical training	4

5th Class Jr. II		4th Class Jr. III	
Civics	4*	Rhetoric and composition	2*
Memorizing poetry and prose	2	English Literature	2
Spelling and dictation	2	Latin (grammar and reading)	5
English grammar (analysis and composition)	3	Ancient History	4
English Literature	2	Plane Geometry	5
Latin, word forms and syntax	5	General science	7
Military drill and Physical training	4	Military drill and physical training	4
Elementary Algebra	4		
3rd Class Sr. I		2nd Class Sr. II	
Rhetoric and composition	3*	English Literature and theme writing	4*
English Literature	2	Physics	7
Medieval and modern history	4	Latin, Cicero and composition	5
Latin, Caesar and composition	5	Spanish, reading, composition, conversation	4
Advanced Algebra	5	Solid geometry	3
Spanish exercise and conversation	3	Military science	1
Military and physical training	4	Military drill and physical training	4
1st Class Sr. III			
English literature and theme-writing	4*		
Latin, Virgil, scansion, prosody, composition	5		
Spanish, advanced reading and composition	4		
Review of Algebra and geometry	3		
U.S. History and civics	5		
Public speaking	2		
Military drill and physical training	1		

A man prominent in the affairs of to-day who graduated at University Military School forty years ago recently wrote:

"In my library I have two books given me by Mrs. Wright after Dr. Wright's death. They are his personal copies of the American Revised Bible and the famous essays of Boreham, in his Bunch of Everlastings, on Bible texts which meant most in building the characters of such great historical figures as Martin Luther, Sir Walter Scott, Oliver Cromwell, and others. Pencil scoring by Dr. Wright keys the thoughts which appealed to him; and I can picture him a bit after four o'clock in the morning -- for that is when he started his work for the day -- giving first thought to the preparation of his daily character-building talk, with the Bible and such books as Boreham's before him. Can we wonder that through the years the graduates of such a school have been preponderantly men this community and other communities have found could be trusted to deal squarely, to show above the average intelligence, and to leave footprints in keeping with the training in a school such as U. M. S.?"

"Looking back over forty years of life since my graduation, I can put my finger on many crucial decisions, vitally effecting my course of action, which were definitely influenced by U. M. S. training during my formative years. Other graduates cannot but say the same, I know. A U. M. S. graduate leaves that school with a "good name", and if he is loyal to its training and tradition, he holds to that above all else. Today, as in 1903, and as has been true through its fifty successful years, there are few who sell their U. M. S. birthright for a mess of pottage."<sup>1</sup>

In the above words the life and influence of Dr. Wright and his school are well portrayed.

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1. Wallace Parham in The Cadet, 1943.

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Thesis Approval Form

University of Alabama

Candidates Name: Mr. EDMUND MARVIN SMITH

Thesis Title: THE UNIVERSITY MILITARY SCHOOL,  
ITS FIRST PRINCIPAL AND FOUNDER,  
JULIUS TUTWILER WRIGHT

Approved by:

Professor in Charge: 

~~Head of Department:~~ 

Dean of Graduate School: 

Librarian: 

Date: August 19, 1946