

THE BOYD YEARS

I GOT OFF THE train on the hot afternoon of August sixth. You too have experienced August afternoons in Oklahoma. It is probable you have experienced them on trains. At any rate, after that trip my spirits were none too high."

David Ross Boyd stood by his luggage facing the southwest, overlooking a vast prairie, stretching as far as he could see. Or, as he so aptly put it, "Not a tree or shrub broke the interminable monotony of that hard-pan desert." Somewhere out there were the forty acres.

This was Boyd's first trip to Norman, and he wasn't much impressed. Not a sign of activity, just the wearisome stillness of a barren landscape.

"Later I was to find out that this prairie grass wasn't so monotonous as it seemed, for its sameness was broken at quite frequent intervals by buffalo wallows. In August, they were dry and hard, and not even prairie grass could grow on them.

"To the southwest led a trail; it couldn't possibly be called a road. I was to learn that this trail led out to Adkins Ford which was near the present bridge across the South Canadian. It was the trail followed by the thirsty cowboys who came into Norman on Saturday nights. They couldn't get liquor in the Chickasaw Nation across the river, so they made plentiful use of Norman's fifteen saloons.

"These details I couldn't know of then, though. I could only know of the actualities that I could see. Behind me was a crude little town of 1,500 people, and before me was

a stretch of prairie on which my helpers and I were to build an institution of culture. Discouraged? Not a bit. The sight was a challenge."

When the act establishing the University was approved, Boyd, a young man and possessor of a doctor's degree from Wooster University, a small Ohio college, was superintendent of schools in Arkansas City, Kansas, where he had caused quite a stir.

During his first year in Arkansas City, in 1888, thousands of adventurers and land-hungry citizens had assembled on the edge of town, awaiting the opening of the Oklahoma lands to settlement. Those were turbulent days; winter was coming, and Boyd saw in the huge crowd of poor and unemployed people a real problem and even a menace to the welfare of the permanent population of Arkansas City. All were restless and many quickly running out of funds. Accordingly, Boyd undertook to set the idle strangers to work around the city—to give the emigrants who had swarmed there employment in beautifying the town.

He suggested that the city employ the men and their teams at \$1.50 a day to grade the school grounds, improve the parks and streets, and plant much-needed trees. After talking the matter over, a few businessmen provided funds to put the able-bodied to work. Practically all wanted to work and were willing to accept low wages.

But city officials were incredulous; among other things, they feared vandalism, and anxieties arose over the pos-

sibility that children might destroy the young trees. To forestall such action, Boyd appealed to the school children and pledged each one to become a watchman and vigilante. He himself was foreman of the project, getting up each morning at dawn to organize crews of laborers, lay out the work, and give it his general supervision.

The school board, however, remained pessimistic until it became quite evident that a large number of idle men had not only provided for their families during a trying period, but, at the same time, had been of great benefit to a city in need. Streets were leveled, trees planted in parks, school grounds beautified. Arkansas City had been launched upon a program that in a few years transformed an ugly, sprawling town into an attractive little city. And it was this bit of imagination by Boyd, in addition to his ability as an educator, that prompted an observant Board of Regents to extend to him an invitation to enter the "Land of the Fair God."

Boyd had never dreamed of becoming president of the University of Oklahoma or any other university. And he even told one of his friends in Arkansas City that he didn't have any intention of taking the post. Earlier, he had been offered the position of superintendent of schools at Wichita, Kansas, which was a good-paying job, and had also been solicited to run for state superintendent of schools in Kansas, an office to which he was almost assured of election.

But his friend encouraged him: "By all means, take that president's job. Oklahoma Territory will become a state sooner or later, and no state university has ever failed. It will grow and eventually become a big institution."

He accepted the post in early summer at a salary of \$2,400, and almost immediately after arriving in Norman began a problem-filled search for faculty and students.

"I received many applications to teach. These I first answered by asking them what their motives were in coming here. Too often the reply was that the applicant wanted to do research work or to write. These I didn't even consider. What I wanted was teachers, men and women who would be willing to devote all of their energies to developing fiercely earnest young students.

"Other applications were amusing. One from a young professor in Pennsylvania asked if there were any rowdies in the classes. He was prepared to bring a six-shooter."

Boyd hoped for professors of top quality, men of learning and high intellectual attainments who could interest and inspire the students who studied under them. In the final selection, the president was quite satisfied with the men he got.

In July William N. Rice, a member of the faculty at Southwest Kansas College in Winfield, came as professor of ancient languages and literature. The following month Edwin C. DeBarr, former Michigan public school teacher and professor at Albion College, was selected as professor of chemistry and physics. A third faculty member was French S. E. Amos, who had been teaching for several years at Lampasas, Texas. He would instruct in English, history, and civics. Dr. Boyd rounded out the teaching staff by taking the title of professor of mental and moral science. He was prepared to teach arithmetic, grammar, and elementary Latin.

"Our first faculty meeting," Boyd recalled, "was held on a warm evening out of doors, and the first business we attended to was the cutting of a large watermelon. After we ate the melon, we discussed arrangement of classes."

Because the University's building was still under slow construction and would not be completed for several more months, the teaching foursome found itself faced with the problem of just where to conduct classes. They searched and discovered an unoccupied building at the west end of Main Street, known simply as the Rock Building, which Boyd rented for \$20 a month. W. N. Rice described the structure:

"In comparison with the magnificent plants of older and wealthier states, it seemed a gross exaggeration to call that stone building and its modest contents a university. Only three rooms without ornament, barely comfortable, cheaply furnished with tables for teachers' desks and chairs for the students; no libraries, laboratories, traditions."

Only the future and the hope that it would attract some sort of assemblage of people who were willing to leave mostly laborious lives in order to have their brains taxed—to trade the plow for a pencil, the barrow for a book. Fall approaching, the territorial University of Oklahoma invited its youth: "Any young man or woman who has finished the course in a good country school may enter the University and find educational work and a welcome." These were serious words, placing emphasis on "work" and "welcome." Of material things the school could offer little. The equipment it did possess was more discouraging than stimulating.

But what this raw institution did offer was the equivalent of a high school education and college work up to the sophomore year, more than enough fuel to get things started, because when school doors officially opened, a large crowd of college prospects was waiting outside to enter.

Since Indian reservations filled the bulk of the territory, the greatest number of pupils (as the students were called then) came from the seven counties surrounding Norman. That first enrollment was not an intricate process; no pink, yellow, and blue cards to be filled out, no advisors or deans to see for the approval of sections. Rather, it consisted of each student's seeing President Boyd to have his schedule arranged and then being examined by the four-man faculty to discover his ability. The entire class schedule was printed on one page.

"Recall the scene," said Rice, "on that opening morning early in September . . . Up the steps of the old stone building came the University students to enroll. All are very quiet, some painfully bashful, and not a few extremely awkward. Most of them are the unspoiled products of pioneer life, without pretension and without conventionalism. But, best of all, they are in dead earnest and feel that they are facing a great opportunity. After a short conference with President Boyd, in which they make known their attainments and deficiencies, he gives them a tentative list of subjects which it is presumed they will be able to pursue successfully.

"I am constrained to admit that the work was very elementary. Many found it necessary to take courses in reading, spelling, arithmetic, grammar, geography, physiology and history of the United States. Nearly all were

required to begin in Latin, but only the most advanced took civics, general history, algebra, composition and kindred subjects. As there was scarcely a well-organized high school in Oklahoma, it was the policy of the University to take the young people as it found them, to accommodate itself to existing conditions. We were building for a future, and, for the sake of a thereafter, it seemed better to grow up than to blow up. I am not disposed to blush as I record these humble beginnings."

The Rock Building, 12 West Main Street, never saw such activity as those first school days in 1892. Boys came to class clad in high riding boots and denim trousers, the girls dressed in gingham and wearing their hair in plaits. New shoes were a rarity to these pioneer students—even a luxury. No wonder the stairway in the stone building caused them grief. Accustomed only to one-story buildings, as they went up the stairs they scuffed their shoes.

"The large room upstairs was the center of University life," Rice continued. "At the first, it was the administration building, the assembly hall and many recitation rooms. Here, on every school day, we met in chapel with the faculty and the entire body of students usually present. Our class exercises were almost wholly recitations. As we were few, the teacher could come near enough to the student to know how he felt and how he looked at things. With all its conveniences, the old stone building helped us to keep close to one another in our sympathies.

"And this was the more important, because our social advantages in other ways were very limited. We had no receptions, literary societies were unorganized, and fraternities and sororities were unknown. Indeed, I do not recall that we had either a football or a baseball team. We were from everywhere, and we had neither customs nor traditions in common.

"The University was an infant in everything except the hopes and ambitions of its founders. Norman was to be its cradle, the old stone building its not very dainty dress. Its only possessions were a toddling present, hope for the future, but no past."

An interesting fact of the University's first days is that, of the fifty-seven students who presented themselves for

admission, not one qualified for freshman standing. Therefore, the University would begin its career as a preparatory school and would continue as such for several years. Not until 1907 would college enrollments outnumber those of the prep school.

Because there were few high schools in the territory and those that did exist had not had time to graduate any students during the three years since the run, the University found it necessary to take students direct from the grades. It didn't take long to learn that many had had very little training in the three "r's."

But, despite their lack of proper schooling, Boyd described his students as serious, sober, and eager for learning.

"The students of those first classes were older. Among them were grown men and women. You can even note in early pictures that the men had heavy mustaches. There are several reasons for this age.

"The first was that most of them had moved into the territory with their families to stake claims. Though they had been to school previously, after they reached the territory, the schools were so scarce or their labor so essential in gleaning a living from the prairies that they could not go to school. Their real desire for an education may be seen in their coming to Norman after this three-year lapse.

"It was the hardness of the prairies, the days full of labor, the necessity of facing life in the raw that matured them And it was this realization that at home, in dugouts and cabins and one-room shanties, mothers and fathers were sacrificing to aid them and dreaming that education would lift their children from the drudgery of the soil.

"Such was our institution, such our students; but rather than feel humble at our meager estate, we felt proud of it. For we had our 'hope for the future' in our new building and first campus which soon would be provided for us."

In the meantime, the Rock Building would have to do. Few of the classes were crowded anyway. And in more ways than one this was a good thing, for, as prep student and future druggist J. W. Barbour remembered, the girls wore huge flower-garden hats which often they did not



OU's first class, comprised of adolescents and adults, met in an upstairs room in Main Street's Rock Building.

remove in the classroom. "With a choice of empty chairs, we boys could avoid sitting behind one of the masterpieces of millinery."

The University ultimately enrolled 119 students for the 1892 school year. Some were young, others as old as 45, pretty evenly divided between men and women and all well acquainted with the faculty. The majority lived with their parents or relatives in Norman, and it was common for them to help with the family house or shop work after school hours. Others lived in rented houses called "boarding clubs," cooperative enterprises, each employing a cook and a housekeeper. Studying was done by candles and kerosene lamps, and many a hot September evening was spent in the almost unbearable confines of study hall. If a person furnished his own coal and coal oil, he could easily live on \$1.50 to \$2.00 per week.

Most of the young men were working students, many of them devoting part-time to punching cattle in the vicinity of the campus. Aside from some of the Norman students who lived with their parents, only the sons and daughters of wealthy cattlemen could afford to give their time exclusively to their studies.

One day, a cattleman entered the president's office with his son. Both visitors had been drinking; Boyd could smell whiskey on their breaths. The father spoke first.

"Ah aim for this heah son o' mine to get an education."

"Good!" the president replied. "But first I'd like to speak to you privately for a moment." They went out into the hall. "You and your son had a drink together before you came up, didn't you?"

"Why, yes. No hahm in that, is theah?"

"Well, I don't care to decide on that, but I must have an understanding with your son that, since he is a minor, he will not be allowed to frequent saloons."

"Oh no suh, no suh, he won't do that. He wouldn't go to take a drink with none but his pa."

"That's what I wanted you to tell me."

Another of President Boyd's first problems was the matter of open saloons in Norman. It was completely solved through the cooperation of a local saloonkeeper.

"He was an Irishman and a gentleman in spite of his calling. I went to him and told him that some of my students who were minors were getting too much. 'Now here is a list of all the students who are not minors.' There were not more than fifteen or twenty. 'You can sell to them. They are old enough to know what they're doing. But I wish you would not sell to minors, and I wish you would get all the other saloonkeepers to agree not to sell to minor students.' He agreed to do as I asked, and no officer of the law was ever more vigilant in seeing that the law was enforced."

Because a majority of students were members of Norman families, their social life was closely linked with that of the townspeople. Informal parties in homes were the chief amusements. Public dances were frowned upon; parlor dates were in vogue. Double and triple dates, candy pulls, and square dancing were all very popular. Top tune of the day was *Old Dan Tucker*, and if there were no musical instruments around, the students sang while they danced. Hymns and other religious pieces were the best-known songs and, for that reason, the most sung. Frequently, when a group of students got together, they could be

heard singing one after another, with the constant tinkle of a piano backing up their vocal attempts.

Sunday night brought church dates. To ask a young lady for this weekly affair, one sent a note by a small boy to the girl in question. The messenger waited until she could write an answer and then returned it to the sender. Usually, the girl went to church with her parents and was met by her date immediately after the services, and if the beau's father felt generous, the son could sport a horse and buggy and take his fair lady riding. Another event which furnished occasion for dates was the opera. Light operas were presented by stock companies in a two-story building on Main Street. Entertainments of this type were presented for three to six days at a time, and nearly everyone attended.

The Sooner lass of the nineties had a sure method of testing the affection of her suitor. She determined the depth of his feeling by the size and elaborateness of the valentine which he sent her on the good saint's day. If it was made of hearts and dainty paper lace and carried a message very tender, she was pleased. But if it was made of red celluloid, about fifteen by twenty inches in size, and stood on a wire easel, she treasured it indeed! For the sender was surely enamored of her. He paid somewhere in the neighborhood of ten dollars for her remembrance.

Walking was the principal mode of transportation for students. In the first place, it was cheap. Very few could afford bicycles; a good one cost \$150. If a man really wanted to impress his girl, he would take her on a buggy ride, "away from it all," where they could be alone. "Why, yes, I suppose there was some 'necking' going on in my school," mused Boyd, "but not any more than is naturally good for boys and girls."

THE FIRST BUILDING stood just west of what is now DeBarr Hall. Oldtimers have said that it was really very handsome. For sure, all sorts of trials and tribulations accompanied its snail-paced growth. In the first place, a Seventh Day Adventist, who only worked when he felt like it, was hired to make the excavations for the building with an ox team. There were also troubles with contractors, troubles with finances, troubles with dissensions concerning the material to be used, troubles with the workers, and innumerable delays accompanying these troubles.

So, it was a gala day, that September 6, 1893, when students abandoned the borrowed Rock Building and moved into their own home a mile to the south and west.

"The first building. Do you realize what it meant to us? Can you understand the promise which this mound of brick and mortar, upreared on the flat red sand and clay, gave us? I'm afraid you cannot. You, with your splendid campus of today, your steam-heated buildings, your clipped borders and flower beds, your steel-framed gymnasiums, will never be able to appreciate the fact that such a building meant to us comfortable quarters, classrooms which could hold our already increasing enrollment, a library which was a rarity in the territory, and always, always the opportunity for learning and more learning."

President Boyd obviously was proud of his new building. To him it was a palace compared to the stone landmark downtown, and, more important, he now had more

room—forty acres to be exact—in which to accommodate his students. The building was a good start, and it would have come earlier had it not been for delicate matters like a huge deficit discovered along the way which had to be made up before construction could be finished.

“It may be hard to get your appropriations through the legislature now, but it was worse then,” Boyd recalled. “The territorial legislature was constantly overdrawn. It was my first experience in raising money through a legislature, and the only pleasant memory I have of it is that we made up the deficit.”

The University had had to compete with a number of private schools in the area, the principal one being Highgate College, promoted by the conference of the Methodist Episcopal Church, South, which had purchased a site on the east side of Norman, erected a building, and was making a strong bid for students. It was under the management of the Rev. A. J. Worley, a popular Methodist minister, and took a number of students who might otherwise have enrolled in the University. There was a business school nearby and also a college at Noble. Guthrie had had several private institutions of learning, and Kingfisher and Oklahoma City promoted colleges of their own.

All of a sudden, with the completion of the new building in Norman, more and more people began to realize what this one-year-old institution stood for and had to offer and how nice it would be if a large majority of the young people in the territory could secure a college education.

But, even with this bit of promotion to go on, David Ross Boyd’s problems were only beginning. He soon found a new difficulty to contend with, one he referred to as the “back home” spirit among the settlers. They had come from across the nation to find a better life in Oklahoma, but their allegiance remained with Indiana and Pennsylvania and Georgia. They received home-town newspapers, and there were relatives to whom they could write. When the time came to educate their children, their first thoughts were of “back home.” A primary challenge to Boyd, then, was to divert this stream of young people into University of Oklahoma channels and away from those of home states.

“When after a year or two of being president, I was appointed on the territorial school board and used this position to preach the gospel of the University of Oklahoma and of culture all over the territory. I accepted every invitation to speak, and each speech I concluded with an invitation to come to our school. It was ‘educational work and a welcome’ which I promised them, and, if their means were limited, I aided in finding work for them to do.”

Expenses of students in those early years were unbelievably small, although they undoubtedly loomed large to sons and daughters of the pioneers. A record of average expenses is found in the second annual catalog, for 1893–94: “Board, including furnished rooms, can be had from \$2.50 to \$3.00 a week. The whole expense for the year for a student may with reasonable economy be made to range between \$140 and \$190 per year.” Pianos could be rented at 25 cents a week for one hour each day, and, with such luxuries, Norman advertised itself as a “growing city of 2,500 inhabitants.”

In addition to checking credits and personally enrolling all students seeking admission, Boyd traveled hundreds of miles each year visiting remote villages and country school-

houses to speak to the people assembled there and tell them of the University and its work. During the fourteen years he served as president of the territorial Board of Education, he made up examination questions for county teachers and for eighth grade graduates and was in general the leader of educational work in the territory.

One far-sighted move by Boyd benefited not only the University but all of Oklahoma’s institutions of higher learning. As Boyd himself related, it concerned reserving the land comprising Section 13 of each district in the territory for educational purposes.

“After the opening of the territory . . . I saw that with every piece of ground taken up by the settlers, there would be nothing left for the maintenance of what some day would be state schools. In most states, when statehood comes in, such sections are set aside.

“I talked the matter over with Governor Renfrow, and he advised me that, because of the prevalence of political red tape, the surest way of obtaining some grant was to go myself to see President Cleveland.

“I hastened to Washington. To arrange an interview with the President, I first had to see Hoke Smith, Secretary of the Interior, and when I asked for an appointment with Smith, I informed the secretary that I wasn’t looking for any office. Smith had been angry over some problem, and when he summoned me, he told his secretary ‘to bring in that fellow who doesn’t want an office.’

“After finding out my purpose in calling, Smith arranged the interview with President Cleveland. When I went in to see the President, he was standing behind a chair, had it balanced on one leg, and was twisting it around all the time I was talking with him.

“He listened to my suggestion that, under the provision, the President ‘could reserve public lands and such other lands as he deemed advisable,’ Section 13 of the Cherokee Strip be reserved for university, normal school and agricultural school purposes, and that Section 33 be used for public buildings.

“When I had finished, he told me to write up the provisions as I had suggested them to him and gave me a note to Hoke Smith saying that he approved of this move. When the proclamation for opening the strip was read by the President, it included the clause, just as I had framed it.”

Understanding of this type of leadership may come only through a close look at Boyd’s early life, for he would surely demonstrate in many ways that he was the best man suited for the job he had to do—that of building an infant university.

Boyd’s father had been actively engaged in the “Underground Railroad,” his home being a “station” on the route followed by escaping slaves on their way to Canada. As a small boy, Boyd often accompanied his father on trips to take fugitive slaves to the next station farther north. Perhaps these experiences helped to develop a deep understanding for the poor and helpless and oppressed which persons later associated with Boyd described as one of the most pronounced traits of his character.

As president of both the University and the territorial Board of Education, he was by far the most prominent man in educational work in Oklahoma. In his travels about the territory, he visited in homes of the humblest of people, sleeping in sod houses, dugouts, and log cabins. He

sat at the tables of these settlers, talked to them of their problems and the future of their children, eagerly seeking to interest them in education.

Mature persons, who had but the barest rudiments of schooling and very few educational opportunities, were urged to come to the University. For them, Boyd organized his famous "Push Class." Sometimes four or five of these men would rent a cottage and do their own housekeeping. Boyd would often visit such groups, eat their bachelor cooking, and encourage them to carry on their pursuit of an education. The purpose of the "Push Class" was to "push 'em along," so to speak, and, as long as Boyd remained at the University, so did this class.

Boyd was born on a farm in 1853 near Coshocton, Ohio, the oldest of ten children. In his father's home, family worship was held each morning, consisting of a Scripture reading, a prayer, and the singing of a psalm. He liked to recall the teachings of his childhood home and the deep religious faith that he would retain through life.

Later, as president of the University, Boyd held chapel each morning at ten. Attendance was voluntary. He tried never to push his religious convictions upon others; religion rather than creed was his ideal. At chapel, after Scripture reading and a prayer, he always made a three-minute talk, striving in each one to develop only one point. These little speeches he worked out with great detail, and an early graduate of the University has asserted that he got more from the chapel talks than from all his other college studies.

In the spring of 1893, President Boyd began a new project, one for which he is perhaps best known and for which others are most grateful to him. At first, skeptics laughed when this Kansas Yankee decided to do something about the barren countryside around him. But Boyd could not visualize a treeless university seat, and immediately began preparations for making a thousand trees grow where none had before.

"You can't grow trees on that hard pan," the inhabitants told him. "We've tried time and time again, and they all died."

"Well, what they had done," said Boyd, "was to dig up some saplings from the creek beds and stick them in

shallow holes. As soon as the dry season of the year came, the trees they had planted died."

Boyd's source of supply was a bankrupt nursery in Winfield, Kansas, where he bought an entire stock. An irate citizen of Norman began circulating a petition to the Board of Regents to fire Boyd for wasting University money on "such a useless experiment," and he got a good many signatures before discovering that, instead of University funds, Boyd was using his own money to buy the trees.

With the Kansas nursery exhausted, the president then heard of a man in Wisconsin who gathered up seeds from forests and sold them. Boyd ordered seed from him, and then planted five acres in rows behind where the administration building now stands. The next year, the seedlings came up, and Boyd began distributing them. To this work he gave close personal care, watering the trees with water purchased at 15 cents a barrel.

"The trees I planted grew because they were properly cultivated. The top soil was first tilled—oxen were used for all that work, horses were used for riding purposes—and then the holes were dug. All one summer I watered the trees I had put out to keep the drought from killing them. All the trees you see now along University Boulevard were from that first group of seedlings. We planted a row down the center for a parkway, but later these were cut down."

In addition to planting his own forty acres, Boyd also included the citizens of Norman and their properties in his plans. He offered trees to all who would plant them, on one condition: If the trees died, they must be paid for; if they lived, they were free. Not many trees died.

The Oklahoma drought brought near disaster to the first saplings, however, for during their first spring they did not leaf. With this dreary sight to look back upon, Boyd left in July for an educational conference in Denver. Following his departure a heavy rain fell, and when he returned a month later, he described the sight of the young trees, "sprouting with foliage in the August moonlight," as the happiest of his life.

Meanwhile, University enrollment also was sprouting, and of the 142 persons attending school in 1893-94 one ranked as a college student. He was Nahum E. Butcher, appropriately tagged the all-Oklahoma freshman.

"Dr. Boyd, himself, enrolled me and looked over my grades and qualifications," Butcher recalled later in an interview with Frank A. Balyeat. "And he said, 'Well, I'm going to enter you in the college department.' I didn't know when he said that that I was the first one to enter that department, but, later on, I found out that when he printed the first catalog, my name was in the college department all by itself.

"Most of my classes were with other students. I only had one class, that I remember, by myself, and that was in college algebra. Dr. Boyd taught that. He had a brother who was a professor of mathematics back in Ohio, I think at Van Wert, and his brother used to send formulas out to Dr. Boyd, I suppose purely as a matter of interest Dr. Boyd may have had for mathematical and algebraic formulas, and Dr. Boyd would show them to me. They were sometimes very intricate and sometimes, most of the time in fact, beyond my ability; but, nevertheless, I enjoyed them and I enjoyed my work in higher algebra with Dr. Boyd. He was a splendid teacher."



Dr. Boyd was the leading educator in early Oklahoma.

As a sophomore, Butcher became the University's first librarian at a salary of \$10 a month. "We had quite a little library of books, very few of which would apply to education purposes in a university because they were given to us by ministers over the state and other people who had books they wanted to give away. Then we had a few dollars to spend for the books that different professors requested for use in their class work. First year, as I remember, they allowed us \$500."

During the same year that Butcher came, the University School of Pharmacy was founded in response to requests made by pharmacists of the territory. There was a demand for pharmacists, and seven students were listed in the second catalog as studying the subject. Two years of high school work and two more in the School of Pharmacy were required to secure the degree of pharmaceutical chemist.

French Stanton Evans Amos was the baby of the teaching staff, a scant 21 years of age. But, also he was President Boyd's "right-hand man" on matters of administrative detail and policy—the problems of "selling" the University to the public and, particularly, to the legislature. In this field of endeavor, one of the most distinctive services Amos performed was the creation of the Oklahoma Historical Society, becoming its first president and custodian and tying the organization in with the University. This piece of strategy began late in 1894 when the youthful instructor organized his class in history as an historical society.

For three years Amos continued as instructor at \$900 annual salary, but was persuaded in 1895 to join in a private college venture at Vinita, Indian Territory. Had he elected to stay on the job at Norman and stand guard over his project, the Oklahoma Historical Society and its archives might still be an adjunct of the University, as is the case in many states.

By 1895, Norman's fledgling industry was acquiring new faces. James Shannon Buchanan, a product of Cumberland University in Tennessee and a hardened Democrat, was hired as a professor of history and civics after teach-

ing a year at Central Normal School in Edmond. Frederick S. Elder was graduated from Princeton with honors in French, but at the University he would teach mathematics, which, notes Boyd, "explains not only his versatility, but his sound scholarship. He was the very highest type of scholar."

Coming to Norman from Winfield, Kansas, was John A. Harts, "a long-haired expression student," who added a different spark of enthusiasm to the campus—hardly academic. It was a game called football. "But to my consternation," he said, "I could find no one who had ever seen a football, let alone a football game."

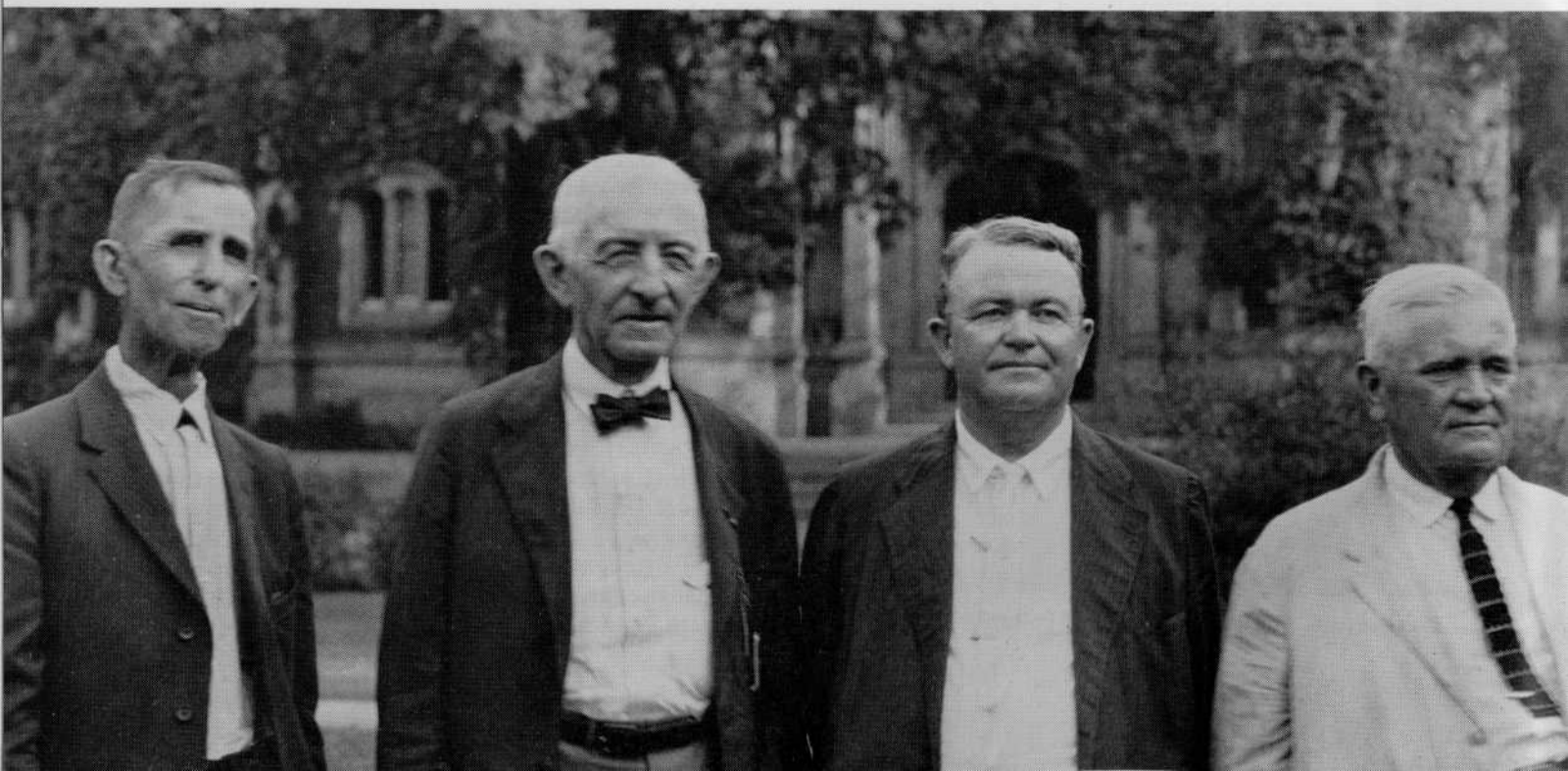
As Harold Keith later wrote: "Football was spawned in Bud Risinger's green-front barber shop on Norman's West Main Street where Harts . . . who had played the game in his home state, organized a team at the University, spiking it with Fred Perry, who drove the prancing steeds that drew the Norman fire wagon, and other non-students."

Harts acted as coach and captain of his "team," a logical choice since he was the only one around who knew anything about the game. He spent the fall drilling the men and showing each player individual assignments, as well as arousing interest in the rest of the student body.

The only game that year was scheduled on December 14, with the Oklahoma City Town Team, a group that was bigger, rougher, and vastly more experienced than the bunch of patriots the University assembled.

"This first University team ignominiously failed to score a point," it was recalled. "The contest was played in Norman right out on a prairie north of the present fine arts building. Wearing home-made uniforms, the University boys were soundly licked, 0 to 34. Harts twisted a knee and had to retire, and before it was over, the befuddled Norman boys were borrowing the Oklahoma City subs so they'd have a full lineup. A large crowd watched the game with mixed emotions and wondered what devilment the giddy Norman college boys would think up next."

The first faculty was W. N. Rice, David Ross Boyd, F. S. E. Amos and Edwin DeBarr (shown here at an OU reunion).



It may never be known just exactly where the game was played and what the final score really was. One report said that Harts got a "charley horse" a day or two before the game, relegating him to the role of referee for the contest. The field, said another source, was west of the auditorium with goals at north and south and "not even a wire to keep the crowd off the field."

"We had but one team in which I could put any dependence," said Harts. "Many problems confronted us; the most important was lack of capital. We had only one football; in fact, when we put in a substitute, we had to wait until the substitute changed clothes with the regular player, because we only had twelve suits. We laid out our own football field. . . ."

"As our first game progressed with the High School team of Oklahoma City, which had been quite well-trained for a couple of years, I saw to my consternation that the University boys were particularly anxious not to hurt any of the High School team. As I had to continue changing the team for my substitutes, the team continued to become less aggressive. In fact, the High School boys of Oklahoma City had very few obstacles in their way, and the game finished 64 to 0. . . ."

Student C. Ross Hume was more exacting. "The first season might be called prehistoric football, for it was very primitive."

Members of that first team included Jim Brown, Jasper Clapham, Ed Barrows, John Merkle, and Paul Mackey. Later in the school year, Harts and Jim Brown combined as the battery for the first baseball game played at the University on a meadow about one-half mile west of the campus. The University played a country nine, and the score at the end of six innings stood 20 to 7 in favor of the home team.

Having a team, it was necessary to have a yell, and L. W. Cole, another Winfield, Kansas, man, suggested:

*Hi-rickety-whoop-te-do;
Terra-ga-hoo hulla-baloo,
Uni, Uni, Uni, U.*

And many have claimed the honor of originating the famous Sooner

*Hi Rickety Hoop Te Do
Boomer Sooner Oklahoma U.*

although a group of students from Winfield first laid claim to it, saying that it was the outgrowth of a Sigma Nu fraternity yell.

Dr. Buchanan headed the committee that selected the first University colors, said to have been crimson and corn. The corn color varied from white to yellow until it was finally changed to white without formal action. It was the inability of local merchants to fill students' demands for corn and not careful planning that brought about the red and white, to which all loyal Sooners now pay homage.

John Harts left school in the spring of 1896, but not before he had implanted in the hearts of the student body, 300 strong, a strong love for football. In its second season, the University played two games—both with Norman High School. The first contest was played on the high school field on ground badly cut up by roads and ditches. C. Ross Hume not only played quarterback and called signals for the first game the University ever won (12-0), but afterwards he became the first cub reporter on campus,

assuming the pen name of "Criss Cross" and writing accounts of the game for the "University Notes" of *The Norman Transcript*. After that first game, the closest Criss Cross ever came to a football field was as referee or time-keeper.

The second game with Norman High School was played about three weeks later, on Thanksgiving Day, in a vacant lot west of the campus and south of what is now Boyd Street. Again the University won, this time with a team that included Elmo Richey at quarterback; H. T. Burson and Harry Ford at the halfbacks; Paul Mackey, fullback; Alfred McAtee and Ray Hume at ends; John Prickett and Harvey Short, tackles, and Frank Taylor and Gordon Hopping, guards. Ross Hume was referee and C. C. Roberts, umpire.

So, despite having no coach, the University, with two "impressive" wins, had its first all-victorious team.

In the meantime, back to academic matters. In the spring of 1896, disgruntled four-year students were mumbling about the first diplomas to be granted by the University. The degrees of pharmaceutical chemist conferred on Marshall A. Tucker and Lemuel Dorrance marked the beginning of a feud that would last for several years. As far as the "bona fide" college students were concerned, the University could give as many degrees as it wanted to Tucker and Dorrance, but the "real" students would never recognize those two and any who followed them as graduates of the University of Oklahoma.

As conflicts continued in the classroom and on the football field, Dr. Boyd was having more trouble with his trees. His saplings, which had reached a good height by now, were found to be under attack by hordes of insects. What made it worse, there were no birds in the area to fly to the rescue. And with no trees to nest in, no birds would ever come.

Once more, the president shed his academic robes and turned horticulturist. His solution was to install nesting places on campus for woodpeckers by having driftwood logs hauled up from the Canadian River.

"Look at the old man," the townspeople began to whisper, "sticking up those rotten logs out there around the college. Aren't those the actions of a madman?"

But the logs went up, the woodpeckers came, and the insects went down to defeat, in that order. One problem solved, another cropped up. The local telephone company began setting up poles, a much tastier feast for birds than Boyd's offering. Thus, as the woodpeckers became more and more a nemesis to the company, the telephone manager finally offered each boy in town a reward of 50 cents for each red head brought to him. However, when President Boyd discovered a youth bound for prosperity with two dead woodpeckers in his hand, he went to James S. Buchanan, who just happened to be a member of the city council, to see about having a new ordinance passed. Thus it was with his support that Dr. Boyd campaigned and became responsible for the first bird-protection law to be passed in Norman and probably the first in Oklahoma Territory. And the community service that Buchanan rendered, in turn, made him a favorite with Boyd.

Despite the unlikely age of 16 and her fear of Indians and gun-toters, Grace King, with her mother's permission, joined the University faculty as head of the music school.

A graduate of Emporia State Teachers College, she was invited to Norman to give a concert performance when she was offered the post.

She was best known, perhaps, for teaching students older than herself and for leading the glee club in "Dixie" at football games, but another activity which endeared her to students was her supplying music each noon hour for those who wanted to dance the newest waltz, the schottische, and the risqué two-step. Horrified town matrons, hearing of the dances held in the chapel, approached President Boyd and demanded that he stop them. He instead decreed that the dances were "wholesome amusement" and that the chapel housed the only piano on campus.

After organizing the University's first glee club, Miss King asked that it be allowed to tour the state. Request granted, the club made its first appearances, via train and stagecoach, at Enid, Kingfisher, Hennessey, Newkirk, Shawnee, and Purcell. The tour was so popular that it became an annual event.

During her second year at the University, the institution's growth made it necessary to ask the legislature, then in session, for a large appropriation. It was decided that a banquet and musical program might convince the territory's law makers of the University's merits. Careful planning brought about a dinner featuring southern cooking and decorative smilax and roses.

"The legislature attended to a man," Miss King recalled. "We began with many toasts and gave them beaten biscuits, baked ham, and roast pig. Then our musical program started, and, my, but it was grand!" At the end of the program, "Miss Grace" sang a few songs. Then came the climax. "The House speaker wanted to know if I could sing *Just One Girl*. The song at that time was considered as jazz is now, and everyone waited to see if I would do it. Well, I sang the song and received the largest applause I had ever heard. The legislators then sang the song and the appropriation was in the bag."

AS I CAME onto the campus, I stopped. This was the University? The word had always meant—well, something very different to me. A single small red brick building—ugly in its lines and with a wart atop—a short misshapen cross between a cupola and a dome—stood in a grove of tiny elms. Across the front and especially about the door, some ivy had made fine growth and was the one restful thing that met my eye."

Vernon L. Parrington, a 26-year-old Harvard product, had come to the University to organize and head the first department of English. He was a good professor, one of the best ever to grace the Norman campus.

When he first arrived, it was learned that he had played some football at Harvard. Naturally, he was drafted to coach the already popular sport. In fact, he coached, managed, officiated, transplanted the game's Eastern atmosphere to the campus, organized cheering and a dance for the visiting team after each game, and wrote colorful stories of games for *The Empire*, first official student publication, which Parrington founded in 1897.

As enrollment got larger and more men came to know the game, football progressed rapidly at the University. Said

C. Ross Hume: "The first seeds planted by Harts in the hearts of that early student body took deep root, and as we see the growth in efficiency in the team and enthusiasm of the school, we wonder what can be ahead of us. We have watched the wires, stretched along the sidelines to keep out a few, develop into the modest bleachers with hundreds . . . and realize that this has kept pace with other school activities."

Parrington's first team, captained by Christopher Columbus Roberts and starring the Merkle boys, John and Fred, avenged the sting of the University's first loss to the Oklahoma City team and also defeated Kingfisher College for an unblemished record in 1897. From 1897 to 1900, Parrington's teams won thirteen and lost two for a percentage of .818, still among the highest of any coach in the school's history.

Among the players Parrington coached was Fred Roberts, a Kansas farm boy, who many Norman old-timers believe is the greatest halfback ever produced at the University. Parrington himself is credited with developing the first authentic football team on the campus.

But Clyde Bogle might dispute the point. "I guess you could call Parrington a coach. I'm not going to argue with the history books. Make no mistake about it, he was a wonderfully fine man. . . but he smoked cigarettes. We didn't like that. The whole school was opposed to it. If we players had caught anybody on the football team smoking cigarettes we would have kicked him off."

To Bogle, a college education meant a lot more than attending classes and playing football. "When I enrolled in the University, my assets were an average mind, a sturdy body and a strong determination. In looking about for some way to work my way through school, I decided to go into the dairy business. So I started . . . with three cows, two of which I owned; the other one I borrowed. My rolling stock was a one-horse buggy. By my side on the seat was a ten-gallon milk can with a brass faucet. The delivery process consisted of driving up in front of a customer's door and ringing my hand bell. When they came out to get their milk, I would draw it from the faucet into a tin quart measure and pour it into their vessel. The price was five cents a quart, and to make change with pints we used milk tickets. My business grew steadily. . . ."

Bogle was a medium-sized youngster, tough as hickory, who could—and would—box and wrestle. And he loved the contact of football. Operating his dairy, he would rise early in the morning, milk his cows, ride in on horseback to attend classes, practice football, then gallop home again and work far into the night.

"During my years in school," said Bogle, "if there was one sport I loved more than football, it was boxing. After the Spanish-American War, boxing got to be quite a fad here. For several years under the seat of my milk wagon I carried two pairs of boxing gloves, and, after making my deliveries in the afternoon, I would find a group of boys and we would exchange ideas.

"On one occasion, I met C. C. Roberts, who was captain and pitcher of our baseball team. He had definite ideas and a lot of ability, and soon the battle was fast and furious. At the end of one round, he said, 'You are going pretty strong, aren't you, Bogle?' I replied, 'That's what I was thinking about you.' Then we slowed down some and took

it moderate for a little while, but soon we were going again like wild fire, and he broke the thumb on his right hand. There we were with the state championship game to be held at Guthrie and our pitcher with a broken thumb.

"For my activity President Boyd called me up on the carpet. He asked, 'What is all this I hear about your boxing and bruising and crippling our boys?' I explained to him that they took part in the contests voluntarily, that I let them set the pace, that I never took unfair advantage of any of them and if they hurt themselves I was sorry. I said that 'many of them had tried, but I never let any of them hurt me yet!'

"During my fifteen years taking part in the sport, I believe I boxed in a thousand contests. For my vacation one summer, I traveled with a wild west show and took on all comers. To this day when I meet a young Goliath strutting down the sidewalk, something whispers to me, 'Old boy, how I would like to show you how I can turn you upside down.'"

Even in 1897, Bogle says, football equipment was not considered good protection. "If we didn't have anything else, we needed shin guards, or, at least, we thought we did. My first two years in school we didn't have head gear, and I was sure proud when it came along.

"The strategy in those days was not to open up a hole in front of a man with the ball, but to get behind him with 'a thousand pounds of force' charging toward the opponent. With four or five guys pushing him, that man with the ball had better not fall down, because he'd sure get tromped on. We didn't have any huddle; instead, after each play, the offensive team would get up and start another one. The idea was to line up and get the ball out of there so as to wear down the defense as soon as possible."

Despite arguments over his merits as a football coach, no one questioned the abilities Parrington demonstrated in the classroom. Of him, Adelaide Loomis Parker has written: "How can I tell you all it meant to us to have him for a teacher? When we went into this man's room, for an hour, at least, we lived in a different world. It was always quiet there and we could relax. There were other great teachers there . . . but somehow in Professor Parrington's room we forgot the dry sun and never-ending wind and the painful and pressing problem of how to make a living and, while we were there, we lived."

Parrington was not the only new professor to make a lasting impression on the students. Joseph F. Paxton, after graduating from the University of Missouri and Harvard, had come to teach Greek and Latin, and his classroom, near the chapel on the third floor of the one building, became the subject of much conversation.

It was said that "he was annoyed frequently by the racket in the chapel next door, because young orators shouted there and young piano aspirants ran the chromatic scale there and vocalists sang *My Rosary* world without end. The professor complained. So some waggish students retaliated, one night, by hanging a bottle of patent nerve medicine on the classroom door."

But students were not the only ones on campus who could let their hair down. In fact, President Boyd declared that there was never such wit and humor, fun and baiting and retaliation, as when Parrington, Paxton, and Elder, "our three bachelors," got together.

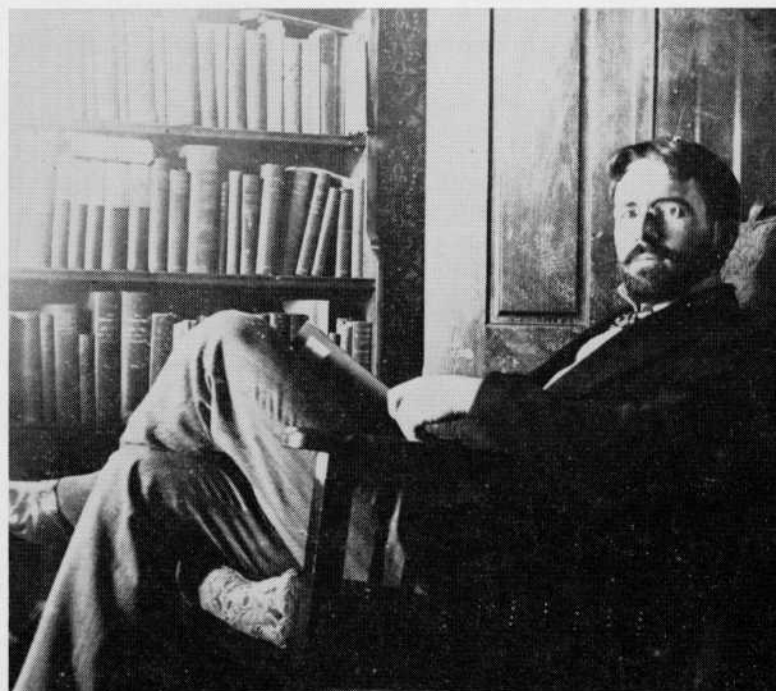
The Umpire got away to a flying start under the editorship of Parrington with an announcement of the marriage of John Barbour, 1897 graduate of the pharmacy school, to Miss Phronie Jackson at the residence of the bride. Rev. A. C. Pickens of the M. E. Church, South, performed the ceremony. The first *Umpire* staff included C. Ross Hume, associate editor; Maud Rule, literary editor; Sylvia Watson, C. C. Roberts, and Jay Ferguson, local editors, and Paul Mackey, business manager.

By this time, the old path to Adkin's Ford had been supplemented by a board walk which extended along University Boulevard. The price of good lumber was beyond the means of the University, but a nearby sawmill furnished post oak which came very cheap.

This made a walk which was crude but efficient and proved to be a wonderful resort for rabbits. Rabbits would burrow beneath the walk and spend their night eating the nearby gardens. A progressive-minded boy decided to solve the dilemma by bringing a bull snake to eat the rabbits, but this only frightened Grace King and others of the fair sex and caused them to seek another route to school.

The boardwalk continued to be advertised as "the way to college." Each morning, the familiar "plunk, plunk, plunk" told everyone within hearing distance that it was time for classes to begin. The walk, adjacent to a dusty path reserved "For Bicycles Only," began where McFarlin Church now stands, ran past the president's home in the middle of that long block on the boulevard, and turned west near the present chemistry building.

"It was an improvement to be talked about," said S. Roy Hadsell. "It was for ten years the center of University life. Every student walked on it. It was high and dry and wide, better than some of the cement walks we have today. Rabbits hid under it! Bull snakes ate the rabbits! Zoologists captured the snakes! Co-eds married the zoologists! Students could get some courting done on the board walk. In the spring . . . but why mention that!"



Harvard's Vernon Parrington joined the faculty in 1897.

Dr. Albert Heald Van Vleet became a professor of biology at the University after meeting President Boyd at a national education meeting in Washington, D.C. Van Vleet had received his Ph.D. degree from the University of Leipzig in Germany after attending Johns Hopkins University. These were enough qualifications for Boyd to consider him a fine addition to the faculty.

In 1898, Van Vleet, Boyd, and Henry E. Asp, president of the Board of Regents, drew up a bill providing for a geological survey of Oklahoma Territory, and, by their able engineering, the bill passed through the legislature, which allotted \$200 for the purpose. Van Vleet was put in charge.

He spent his first year's funds for the purchase of supplies, including a wagon and team of horses, then went about the business of trying to acquire a geological expert to direct the survey. Connected with the University was George A. Bucklin, who, upon hearing of the need for a geologist, said he knew a fellow by the name of Gould who was "daffy over rocks" and would be willing to work for his expenses.

Charles N. Gould was taking post-graduate courses at the University of Nebraska when Van Vleet suggested that he come to Norman during the Christmas holidays to talk over the proposition of conducting field work for the geological survey. The campus to which young Gould came was not a prepossessing sight—"one building," he recalled, "and what trees there were, no higher than a man's head." Gould, however, was interested in science, and the hardships of a wagon trip with only his expenses paid were not considered when compared with the opportunities of such a trip. He accepted the job.

Early the next summer, Gould returned to Norman, bringing with him two friends from Kansas. One was Roy Hadsell, who was to serve as cook on the survey. (Little did he dream that one day he would become a professor of English in the University.) The other, Paul J. White, was Gould's botanist.

In June, a lumber wagon rattled out of Norman carrying Gould, Hadsell, White, and Van Vleet. They were destined to spend the major portion of that summer—from June to late August—camping out, sleeping under the wagon, cooking their own meals, and letting their whiskers grow. They traveled north and camped on the banks of the Cimarron River north of Guthrie, then went to Orlando, Perry, Stillwater, Ingalls, back to Perry, then to Enid and into the Glass Mountains, where Gould first saw the Gypsum Hills. From there they proceeded to the Salt Plains of the Salt Fork and then into Alva. Back they came through Weatherford and out into the land of the Caddo County Buttes. Again they crossed the Canadian at Bridgeport, then through Watonga on to the Blaine County Salt Plains, back east to Kingfisher, then through El Reno and back to Norman, where Van Vleet left the party.

The rest of the group went east to Shawnee, then to Okmulgee, and on to the later famous Glen Pool oil field. Next, on to Sapulpa and Tulsa, where they were forced to ford the rising Arkansas River. They proceeded to Pawhuska, then to Winfield, Kansas, and back south to Norman. Thirty years later, Gould and Hadsell would make the same trip, this time by car, taking slightly over one week.

Gould was offered and accepted the position of teacher of geology at the salary of \$400 per year. He was seriously handicapped in his early efforts, especially since he had no books, no laboratories, no classroom, no apparatus—and no students. He soon scraped together a few of the latter and began building a geology school. Growth of the school was not very rapid, because oil men had not yet learned that geologists could be of help to them; and, although there seemed little future for him at the time, Charles T. Kirk became the first geological graduate.

The Umpire wasted no words recording the University's first full-scale commencement exercises:

"Thursday night, June 9, 1898, marked a milestone in the progress and growth of the territory; an epoch in the

The sole town-campus link was this narrow boardwalk and dusty bicycle path which passed Boyd's home (insert).



history of educational institutions of Oklahoma. For upon that night, at the University of Oklahoma, the first graduates of the regular college course received their degrees of Bachelor of Arts. They were:

CARLETON ROSS HUME, B.A.

ROY PHILSTON STOOPS, B.A.

"In honor of the occasion and as a distinctive mark of progression, the president, faculty and graduates donned caps and gowns, the garb of the Collegian the world over, thus emphasizing the fact that the University was entering the ranks of the real colleges of the land and that the first fruits were about to be given. The costumes were very becoming, especially to the lady part of the faculty. . . ."

At last! The territorial University of Oklahoma really had something to brag about. It had alumni. Two of them.

"There were just five of us who organized that first association in June, 1898; just five, and just enough to fill the various offices," said Hume. "The two graduates of the class of '98 and the three members of the class of '99 were the charter members. When we met, we found afterwards that all of us had an office."

The officers of the Alumni Association of the University of Oklahoma, as it was called, were: Lawrence W. Cole, '99, president; Roy P. Stoops, '98, vice president; C. Ross Hume, '98, secretary; Roscoe S. Helvie, '99, treasurer, and Jesse L. Hefley, '99, orator.

"Every graduate of the University was a member of the association, and every member was an officer, an ideal way to start things. . . . When the constitution was drafted and put into the first minute book, the members began the custom of securing the signature of each graduate as he left school."

Hume would add another first in 1900 when he became the first recipient of a master's degree. Other graduates that year were Beauford E. Hayden and John J. Hertz. The class of 1901 added five members, and each year thereafter the association got larger.

"Our vision of the purpose and privileges of the organization," Hume said, "was limited in seeking only graduates. We are glad that the scope was later extended to all those who have attended the University."

Hume and Hefley wrote in the beginning: "We, the Alumni of the University of Oklahoma, desiring to promote through union the interest of our Alma Mater, to create and perpetuate good fellowship among ourselves, and to renew our past pleasant relations do hereby ordain and establish the following constitution. . . ."

As enrollment grew, especially in the preparatory school, Boyd began making plans for expanding the University grounds around the building. Parrington drew and presented for consideration an oval plan for the grounds. His argument was that the favored quadrangle plan was old-fashioned and that the oval would be new and more distinctive. His proposal was adopted, and the oval, as it was, was named the Common.

Parrington also founded the English department in 1898 and continued as advisory editor of *The Umpire* and as football and baseball coach. This note on athletics appeared in the 1898-99 catalog: "Baseball has been in a flourishing condition for a number of years; football has been played in earnest two seasons, and during the past year, tennis has been taken up by most of the students."

Before being moved from the campus to the capital at Guthrie, the Oklahoma Historical Society, because of its collection of literary magazines of the day, provided the genesis for the first University library. On each of his numerous business and lecture tours over the territory, President Boyd always made a point of calling upon local editors and asking that their publications be sent to Norman.

In this way, not only could important historical records be preserved, but also the homesick student was supplied with news of his community. Credit for the collection of these files is due entirely to Boyd, while Roy Hadsell, the president's student assistant, aided in filing and preserving them.

The 1897-98 catalog reads: "A good reference library is now at the disposal of students. This library has been designated a depository of all publications issued by the United States government. About 1,100 volumes have been added during the past year. The library now consists of about 1,800 volumes, and additions will be made each year."

Some business that came to the attention of the president was not so academic—disciplinary problems, for example. Dr. Boyd had a certain manner in which he handled such affairs, so that, when they were straightened out, he was almost certain particular offenses wouldn't happen again.

One year, a certain group of male students organized a small secret organization before fraternities had become legal. The first celebration that the club had was a dance, supposedly secret. It was not so secret, however, that the ladies around town could not find out about it. A committee of the ladies went to Dr. Boyd, demanding that the boys be reprimanded, and he told them he would look into the matter. When the women had left, he called the boys into his office.

"You boys had a dance the other night, didn't you?"

"Yes sir."

"Was it a nice dance?"

"Yes sir."

"No drinking or rough stuff?"

"No sir."

"Well boys, I hope you'll continue to have nice dances like that."

As a result of this interview, members of the club became Boyd's staunch advocates. The camaraderie and obvious affection which existed between him and his students is also illustrated in his tale of a Hallowe'en prank. There was only one telephone in Norman, located on Main Street. Since Dr. Boyd often found it necessary to talk with territorial officers in Guthrie, he was accustomed to being summoned at any hour to talk over this particular phone.

One Hallowe'en night, he received such a call and started to leave town. As he got out of range of rescue forces, a group of students descended upon him and shaved off his mustache. The ring leader of the crowd was George Bucklin, Boyd's secretary. The president delighted in telling the story and explaining its cause.

"The year before, their Hallowe'en mischief was putting a donkey on the stage of the chapel. I told them afterwards to do something original, and they surely did when they shaved off my mustache."

His invariable policy, however, was not to quarrel with

his students. When they became too difficult to manage, he merely wrote their parents that they were not interested in school work. It was then up to the parents to convince their children of the importance of a college education or remove them from school.

AT THE TURN of the century, much of the campus was still virgin soil, never having been touched by a plow or sodded by the hand of an expert gardener. Each spring, a good portion of the forty acres Dad Moore once owned still burst forth in the unbridled beauty of prairie flowers. Across one corner dust blew above Norman's much-used wagon road that carried cowboys and farmers and their families to Main Street markets and saloons from the bridge southwest of the city. And low spots across the prairie disclosed "wallows" used by herds of buffalo before they were driven away by civilization.

As students from the various Indian tribes sought free educational facilities, the same as those from the counties, enrollment at the University skyrocketed to near the 400 mark. To arouse even more interest in the institution, President Boyd came up with the idea of an official seal. He conceived it from a chapel talk he made on the parable of a man sowing seeds. George Bucklin drew the design, a sketch of a sower with his bag of seeds. The Latin motto, "Civi et Reipublicae," was furnished by Professor Paxton. Translated it means "For the Citizens and For the State."

Tugs-of-war and class fights became the new fad with the students and grew into an annual event between the college men and the boys in the Preparatory School. The initial battle was won by the preps, and an anonymous witness, writing later in the 1905 yearbook, recalled that the collegians "went down in dust and defeat." But the contest didn't end there. "At chapel the next morning, the preps tied the rope they had used to the posts in front and fastened to it a tin sign with the legend 'Preps' upon it. When the college students came to chapel, there was a riot. The order was to hit a head wherever you saw it. Faculty members, in quieting the disturbance, were shorn of much of their dignity. When students began to tear the rope and tin placard to pieces for souvenirs, and to mash up the chapel seats, naturally some were wounded."

Because of the very fact they were outnumbered for several years, the college men would continue to be annoyed by the boastful attitude of their juniors. It seems that many of the fights would begin in the not-so-large confines of the chapel room, and, in the process, several pieces of furniture would be broken, faces bruised, and tempers aroused. It took the combined efforts of the faculty to quell these uprisings, and very rarely did faculty members escape attack themselves.

Another annual affair was a fight staged between the freshmen and juniors on one side and the sophomores and seniors on the other. The object was to place the flag of the winning class on top of the school building. Dividing their forces early in the day, members of the different groups would sneak around capturing and tying up opposition warriors straying about off guard.

On the first occasion, the senior-sophomore team succeeded in getting its flag at the designated place first.

Afterwards, the owners of the flag carefully guarded the only route through the building to the top. Failing to capture the flag by direct attack, the losing team tried to lasso it and pull it down from the heights. When this failed, C. C. Roberts climbed up to the roof with a shotgun, but his attempts to shoot the flag down also met with little success.

The underclassmen withdrew from the field, apparently beaten. They attacked again, however, later at night, captured the guards, and proceeded to push a hole in the ceiling and squirm up to a place where they could display their flag. But a "narrow-minded" faculty looked askance at pushing holes in the ceiling, as well as at the danger of boys coming within inches of falling off the roof, and called a halt to the fights.

The tug-of-war remained as the main test of supremacy in the Preparatory School-University rivalry, and it was later held in conjunction with a field meet managed by faculty members with assistance from Norman townspeople. The races were held on University Boulevard, and, to run a mile, contestants had to go the length of the street, circle the building and return to the starting place. To the winners went the grand prize—free dips of ice cream at a downtown drugstore.

The annual faculty burlesque show was entirely a student affair, the ideas for which were brought to the University from other campuses. A number of collegians put their wits together, then their acting talent, and produced a show that was supposed to leave the rest of the student body—and instructors—howling with laughter. Faculty members were good sports about it and even cooperated to the extent of lending a dress or hat or frock-coat to aid the cause. Of a higher caliber in the field of drama was the traditional senior class play given to help defray the expenses of graduation. The first one was held in the spring of 1901, a serious presentation of *The Rivals*. *School for Scandal* was presented the next year.

Roy Gittinger was virtually a stranger to the University in 1901. He and his wife had left Iowa a year earlier and journeyed to Moore to teach school. They were there only a short time, however, when smallpox swept through the town, and the school closed. It was this stroke of "bad luck" that sent Gittinger back to college—six miles south. Following two years of college work in Iowa, he had come to the new territory after hearing about it from his three uncles living here. He came to Oklahoma, as he once said, "to grow up with the country." And so, Roy Gittinger began life at the University. He would come to know this "outpost of education on a vanishing frontier" as few men have.

In the meantime, C. Ross Hume became the first man to receive a master's degree from the University, and Mrs. J. F. Paxton, the former Fantine Samuels, wife of the Greek professor, was the first woman to receive a degree. Professor Parrington, feeling the press of teaching duties, passed on football coaching responsibilities to Fred Roberts. Lawrence W. Cole, following graduation, was elected president of the Alumni Association and became an instructor of psychology in the University.

When the first "Department of Anatomy and Premedical Course" budget was set up, the special quarters for medical education consisted of about one-half of a wooden

structure 25 by 75 feet in size. The Forum Literary Society was established, and *The Umpire* announced that the "athletic girl at the University is no longer a curiosity" and went on at length describing the two women's basketball teams, the Pleiades and the S.I.C.'s.

The first residential house for women, the Arline Home, was established and advertised for its "home cooking, home comfort and home restrictions." Room and board was \$4.00 a week. Men parted their hair in the middle and wore wide, uncomfortable-looking collars when calling on the girls with their puffs and ruffles and high hair-dos.

One of the popular entertainments consisted of gym exhibitions in the Franing Opera House on Main Street. Programs included calisthentic drills by the young ladies, parallel bar and dumbbell drills by the boys, and tumbling and pyramid acts. Organizations functioning were the Senate, Forum and Websterian debating societies, the University Apollo Music Club, the "Y" organizations, and a geological society organized while a group of students were on a field trip and picnic in the Arbuckle Mountains. A regular gathering place for students was Joe Christoph's, three doors east of the Opera House.

In 1902, Mark McMahan, a Texan who wore a walrus mustache, took the football coaching job to help pay expenses toward enrollment in school. Team captain was Clyde Bogle, who, that same year after graduating, was elected president of the Alumni Association and immediately assessed dues of 25 cents per year.

In addition to Bogle, others graduating in 1902 were Roy Gittinger, Kate Barbour, Florence Williams, and Ruth House. Gittinger resumed teaching, this time in the Preparatory School as an instructor in history and civics. The next year, he was named principal and held that post until 1908.

It was during that period that enrollment in the prep school began to decrease. The "falling off," Gittinger tells us, came about as a natural result of the building up of high schools in the area. When he first arrived at the University, high school students were admitted only from Norman, Oklahoma City, Guthrie, and Enid. While the University and preparatory students were of about the same age, it will be remembered that the University classes, feeling their importance, were inclined to look down on the preparatory groups. The Preparatory School drew most of its students from the rural sections of the territory, while the University classes had that air of sophistication common to most sophomores and members of the student executive board. Gradually disintegrating, the Preparatory School would never be replaced.

IN 1903, a gray frame building was constructed on the east side of the campus (immediately south of where the Union Building now stands) to be used as a gymnasium. Soon, crowds as large as 300 would line its walls and crowd its small balcony. At the other end was fixed a lone basket, where players developed skill by putting one foot against the wall to gain height while shooting. This building had a colorful history. In addition to being a place where basketball players gained glory, it would carry a long list of names before being discarded nearly forty years later—

names such as Zoology Laboratory, Band Practice Building, Elementary School Building, Liberal Arts Annex and, the most noted of all, Kraettli Hall, in honor of Emil R. Kraettli, the veteran University secretary.

Frame buildings notwithstanding, a bigger and more permanent structure was also being built in 1903, a new building of Renaissance design to be known as University Hall. But as construction was nearing completion, a few yards away disaster struck.

It came on the night of January 6 after students and professors had packed up their books and gone home. The school they left, at least as far as the material aspect was concerned, burned to the ground from unknown causes. It was the lone school building which received such notorious comments from those seeing it for the first time. Following is a report of the University's first significant loss:

"The fire which completely destroyed Science Hall Tuesday night, January 6, was first seen in the southeast basement room about 11 o'clock by the night watch of the new building. The alarm was turned in, and the town was soon aroused. As the building was outside of the town limits, the fire department had no water and hence was of little service. A few buckets were found, and a heroic effort was made to put out the fire with water from the vat at the south corner of the building.

"When the fire broke through from the basement into the first floor, all hope of saving the building was given up, and all hands turned to save furniture, records and such stuff as could be carried out. George Bucklin and Walker Field went up a ladder from the front steps into the office and were able to save nearly all the valuable papers of the office, including the students' grades and credits, the voucher book, insurance papers, the University ledger and some private papers of President Boyd. While the office records were being secured, Tom Tribbey, with others, was in the chemical laboratory putting out stuff to be carried away. Many of the drawers were carried out, besides thirteen balances, and much of the smaller apparatus was saved.

"Charles Kirk did some nery work by saving three of the fine microscopes from the north windows of the biology laboratory. The windows in the history lecture room were broken and a ladder run through down which Professor Buchanan's desk was slid; all of his books and maps were also saved.

"The taxidermist opened the door under the front steps into the basement and many of the hides and mounted animals were carried out. The freshly oiled hardwood floor burned very rapidly, but much was taken out of the building for the little time there was in which to work.

"Nothing was saved from the third floor or the chapel; the library was a complete loss except for the few books which were checked out to the students.

"Just as midnight neared, the dome quivered, groaned with breaking timber, turned gracefully over and with point down, crashed through the chapel into the first floor and basement. Everything possible had been done, so all stood back, watched the floors fall and listened to the explosions in the glowing mass of debris where was once the chemical laboratory."

The fire gave those instrumental in constructing the building cause for a great deal of anxiety. Luckily for



The first administration building opened in 1893 . . .

Norman, the structure was covered to some extent by insurance, so that, with the aid of a small appropriation from the territory, the work of replacing it was started soon afterwards.

Speed in rebuilding was essential because of the fact that other localities were awakening to the desirability of possessing the University. Kingfisher, for instance, offered to reimburse Norman for the \$10,000 the town had paid in the beginning. Oklahoma City and other cities also were taking an interest in the matter, but before they could make their moves, construction on the new building got under way again. And with this, the last critical period in the career of Norman as home of the University was quickly over.

Class work had to continue, so the Rock Building on Main Street was again called into service. The Christian Church, a former hotel, also became a temporary part of the University. Classes met in the dining room, the lobby, and even in the bar; but, since the hotel was no longer in business, Dr. Buchanan pointed out, "there was no especial advantage in going to school where men had once caroused."

For an entire decade the first building had been the University of Oklahoma. It had stood near the fine arts building and directly across the street from the Johnson House.

As Roy Hadsell said, "For ten years it was a hive of industry; a hive, because a whole university was crowded within its walls." After the fire, there was no central meeting place for study. In addition to locations downtown, a powerhouse and two frame buildings were hastily erected for recitation purposes. One of these would also go up in smoke and flames with several treasured library books being destroyed in the process. "How dreary the campus was that January!" said Hadsell.

It is interesting to note what one person called "the faculty members' refusal to look backward with tears in their eyes." To them, a university was not a building, but an atmosphere of learning in which one should continuously look forward. "What do you need to keep classes going?" asked President Boyd while the building still smoldered. "Two yards of blackboard and a box of chalk," replied Professor Elder.

The Rock Building was a bit more modern than before, especially since it had been heated by iron stoves. It did not, however, quite make up for the discomfort Zoe Stratton and LeRoy Greenfield felt while simultaneously reading *Homer* and sitting on soap boxes as the only students in Joseph Paxton's class. This was one of the notable feats to be accomplished at the University, according to Miss Stratton, since it required a great sense of balance to translate *Homer* and at the same time keep the ramshackle soap boxes from teetering over.

YOU PLAYING football again this year, Bogle?" Asked Dr. Buchanan.

"Yes, Sir," came a hesitant reply.

But, after all, Clyde Bogle had only been out of school one year, and it was not uncommon for a man to play several seasons after graduating from the University. Once, when another school became interested in a University football player and tried to tempt him into leaving Norman, he had to turn down the offer because he was no longer a student. Bogle, however, was one of only five graduates of the Class of 1902, so everyone knew of his student classification.

Now that he was out of school, he spent nearly all of his time with the dairy business he started when he was a freshman and owner of two cows. Now, he had 100 cows plus three dairies, one each in Norman, Anadarko, and Apache.

Football was his only means of entertainment, and he couldn't very well give it up just because he was no longer in school. He best recalls his last game played against a town team in Lawton. To promote the game, the University's players paraded down the main street in order to attract a crowd.

"We kept the big boys in the hotel room," said Bogle, "so Lawton would think that they could run over us." It wasn't long after the game started, however, before the Norman boys were dominating the game, running over and around the previously confident Lawton crew. But since Lawton had its own timekeeper, it was insisted that the game continue until Lawton scored a touchdown. "It

. . . and burned on a wintry January night in 1903.



was nearly dark when we finished, but we beat them four touchdowns to one. When they got their one, they were ready to quit."

This was also Mark McMahan's last game. He was succeeded as coach in 1904 by Dr. Fred Ewing of Knox College. The biggest game of the year found the University meeting the Oklahoma Aggies for the first time and winning 75 to 0. It was better remembered, though, as perhaps the most humorous game played anywhere.

It was held at old Island Park in Guthrie, and the weather was very cold. Cottonwood Creek, which ran past the playing field, was flooded and half ice. The wind, it was recalled, came sweeping down the plains that day as a "harassed Aggie punter," standing almost on his goal line, kicked the ball straight up in the air.

"The kick turned out to be a long one," wrote a reporter, "but it traveled in the wrong direction. The breeze carried it back, back, back behind the kicker and far away from the field. This was obviously a loose ball, and in those days it meant something. The rules specified that if the kicking team recovered it, then it was a touchback. If the other team got to it first, a touchdown would be scored for it.

"Both players and crowd went wild. Both scampered off the field, following the ball. When the ball landed it didn't stop. Down an incline it went and right into the waters of Cottonwood Creek. The temperature was below zero that afternoon, and the water looked mighty cold. Still, a touchdown was at stake, and members of both teams did just what you would expect. First man to reach the water's edge was an Aggie. He grabbed a stick and tried to reach the ball with it. A University player, charging with momentum, went crashing into the Aggie's backside and knocked the man into the water. Then he dived into the water after him, and both were desperately treading water toward the floating ball when it occurred to the Sooner to duck the Aggie. The Aggie, waterlogged, then headed for shore. The Sooner kept after the ball; they say he couldn't swim a stroke. Delighted spectators stood on shore cheering and laughing. The aquacade increased in size. Three other players ran into the water, and, finally, Ed Cook captured the ball, struck out for the bank and shiveringly touched it down there for a touchdown.

"The next 25 minutes were no laughing matter. Wearing a wet uniform on a wintry day can be painful. At half's end, those in such a predicament gratefully took the uniforms of substitutes who slipped into their street clothes. Somehow, the remainder of the game seemed dull."

Academically, engineering work was beginning at the University with the establishment of the School of Applied Science, and Roy Gittinger was completing a successful year as president of the Alumni Association. Three women—Elizabeth (Bessie Pearl) Bell, Florena Williams Hadsell, and Fantine Samuels Paxton—filled the other offices—this long before they were even allowed to vote. Roy P. Stoops, 50 percent of the first graduating class, succeeded Gittinger, and, with \$28.50 in the Association's treasury, he promptly began making plans to have a banquet at commencement time.

The story of the "Pride of Oklahoma" began with the appearance of Lloyd B. Curtis on campus. Curtis was an accomplished cornettist who had just finished the summer

season playing with a band in St. Louis. As a freshman at the University, he began immediately to take part in all musical activities he could find. Seeing no band on campus, Curtis offered his services to Henry B. Guelich, director of the music school. Despite Curtis' academic deficiencies, Guelich recognized his musical abilities and appointed him to the music faculty as director of bands.

Quickly, Curtis sent out a call for musicians and finally assembled sixteen men with varied musical abilities. *The Umpire* announced: "The University Band has been organized. We are looking forward to some fine music in the near future." Curtis was considered an extremely versatile man with an amazing musical knowledge. He and his little group worked hard that first year, struggling through weekly rehearsals, playing at athletic events, and generally adding zest to campus activities. In recognition of his services, President Boyd signed a pay voucher for Curtis the next spring, reimbursing him \$14 for "conducting rehearsals." The 1905 *Mistletoe* yearbook reads: "Not until this year could we boast of a band. But we have one now with real military suits trimmed with crimson and cream and all the other usual paraphernalia. And, oh, aren't we proud of them, and aren't they proud of themselves."

The University was proud of its new building program, which was designed, naturally enough, to meet an already much-crowded student population of over 400. Formal opening of University Hall came in the spring of 1903, when students and faculty members gathered at the Baptist Church and marched in class order up the broad steps of the main entrance to the new white stone building and between tall columns supporting a gable on which was inscribed the University's seal.

Atop this grand structure stood a great pine dome covered with tin. The legislature had appropriated \$90,000 for its construction, and Roy Hadsell, feeling the importance of the occasion, arranged a song commemorating the event. The theme of it was "\$90,000 on the campus," and it was sung by a quartet composed of Hadsell, G. A. Bucklin, W. L. Kendall, the first Rhodes scholar from Oklahoma, and C. C. Roberts. The faculty saw a great university growing where the lone building had stood on the prairie a few months before. They were proud, and the students came and went with a new morale and love of school.

UNIVERSITY HALL is more commonly referred to today as the University's second administration building. It faced to the north, and, shortly thereafter, it would have neighboring buildings to the east and west. The science building, or Science Hall, was completed in 1904, as was the Carnegie Library. The two structures, which flanked the main building, still stand opposite one another on the North Oval (Common).

A laboriously built-up library containing more than 15,000 volumes had been wiped out in the disastrous fire, so University officials re-established the department with 1,000 ill-assorted books in a single cramped room in the new administration building. But with the completion of the Carnegie building, this space was relieved. A year earlier, the University had received a \$30,000 donation

from the Andrew Carnegie fund for the erection of a library. Although his work in building libraries for cities had been carried on for some time, this was the first instance in which Carnegie had given money to a school.

J. H. Felgar joined the University faculty as an instructor in mechanical engineering, and S. W. Reaves became professor of mathematics (the only one) and head of the mathematics department. Both men would play an active part in developing the College of Engineering. President Boyd relinquished his self-appointed job of improving the appearance of the campus to C. W. Inglis, first head of the utilities department.

George Bucklin became the prime mover of the Alumni Association as alumni began their first relations with the athletic association, passing a resolution commending the latter group "for its clean management of athletics" and pledging themselves "to cooperate with the athletic association toward the end that professionalism shall not enter athletics in the University."

The fraternity system was introduced to the campus in 1905 with the founding of Kappa Alpha. The house was located on a plot of ground now occupied by the St. John's Episcopal Church on Asp Avenue. Charter members were George B. (Deak) Parker, Everette DeGolyer, Roscoe Walker, Walter Ferguson, and Hugh A. Carroll.

The Kappa Alphas and Deak Parker in particular were the subjects of a much talked-about incident that occurred one warm June night during the week of final examinations. Someone at the Kappa Alpha house suggested that all the brothers chip in and buy a keg of beer; everyone, that is, except Deak Parker, who had a date that night, and so was not to join in on the stag fun. After leaving his girl friend about 10:30 and standing on a corner meditating whether to join the boys whose barbershop singing he could hear down the street, Deak, supported by stern will power, decided to go to his sister's house and study for a final exam.

In the meantime, his fraternity brothers kept up a fast pace with song and clatter. Back of the Kappa Alpha house lived Kirby Prickett, the University's only janitor. Kirby kept a cow. The cow became nervous about the singing in the moonlight, which was rapidly picking up tempo. The cow finally broke tether and was never found again. A cow in 1905, it was said, was worth \$40. Its loss angered Dr. Boyd, for the president was very fond of Kirby, who was a "hard-working and efficient fellow and deservedly popular around the campus."

Two mornings later, Monroe Osborne, the president's secretary, approached Deak and said that Dr. Boyd wanted to see him pronto. Deak was pronto.

"I have called you to tell you that you are fired from the University," the president said. "You needn't come back next year."

"What for?" asked Deak, almost apologetic.

"For being in that noisy Kappa Alpha party Tuesday night."

"Which Tuesday night?"

"Last Tuesday night."

"I wasn't there."

"You've never lied to me yet. What were you doing?"

"I had a date."

"With whom?"

"Well, er-ah, I had a date with Alice."

"With whom?" the president raised his voice.

"Your daughter."

"Well," Dr. Boyd laughed. But, after thinking it over, he said, "Nevertheless, the fact that you weren't there was clearly an accident. So, on general principles, don't come back."

Although it wasn't necessary, Professor Parrington went to bat for Deak from time to time during the summer months, and, at last, Dr. Boyd dropped his pretense and officially relented. "I had two more years—relatively discreet years," said Deak.

Some four years after the Kappa Alpha beer party, Deak was working for *The Daily Oklahoman* and was assigned to cover the opening of the Morris Packing Plant, Oklahoma City's first multi-million dollar industry. As he was walking along the broad plank which topped the fencing between the pens that held the cattle—a vast expanse of animals stretched around—he walked carefully with head down, stopping just short of bumping head-on into another man who was coming from the opposite direction on the same board walk. Deak looked up. It was Kirby Prickett. And the only thing that occurred to Deak to say was: "My God! Kirby. Are you still looking for that cow?"

IT IS NOT given to anyone to comprehend all that Bennie Owen has done for the University of Oklahoma," wrote Charles H. (Chuck) Newell. "It's not likely that even Bennie realizes all he has meant to the school. . . . No man west of the Father of Waters has served any school longer in an athletic capacity than Bennie has served the Sooners. . . . Never have I injected myself into football fanning bees anywhere in the land without letting it be known that the game is known in Oklahoma. And never has some such assertion failed to provoke questions about Bennie Owen. Mostly the comments run something like this: 'That man Owen must be a whiz. How does it happen that Oklahoma got him? And how has Oklahoma been able to keep him?'

"Bennie Owen was a whiz of a football coach before he came to Norman in the fall of 1905. He had coached sensationally winning teams at Washburn and Bethany colleges after assisting Yost at Michigan the first year 'Hurry Up' startled the Middle West with a championship eleven at Ann Arbor.

"There were very few football players when he came here. Mostly the suits were old, unwashed and rotted with the sweat and blood of former battles that all too often had found the Sooners on the small end of lopsided scores.

"The contrast between the size of the new coach and the enormous confidence in him was startling. . . . In a month's time Bennie had made good beyond all question. This came about through an 18 to 12 victory over the best team the Haskell Indians ever had. It was achieved on a Monday afternoon after sixty minutes of the fiercest fighting—and I mean exactly that—that I have ever witnessed on any gridiron anywhere. Those Indians were big, fast, tough, mean and clever as the deuce about slugging op-

ponents when the referee and umpire weren't looking. After acquiring a number of black eyes and bruised jaws there was enough retaliation to put an end to that phase of play. The school went wild over the victory. Students saved the faculty the trouble of suspending classes the next day. Norman saw more shirt tails that night after the game than McCall ever had in stock at one time. And the next day was given up to wholesouled celebration by the students and faculty alike.

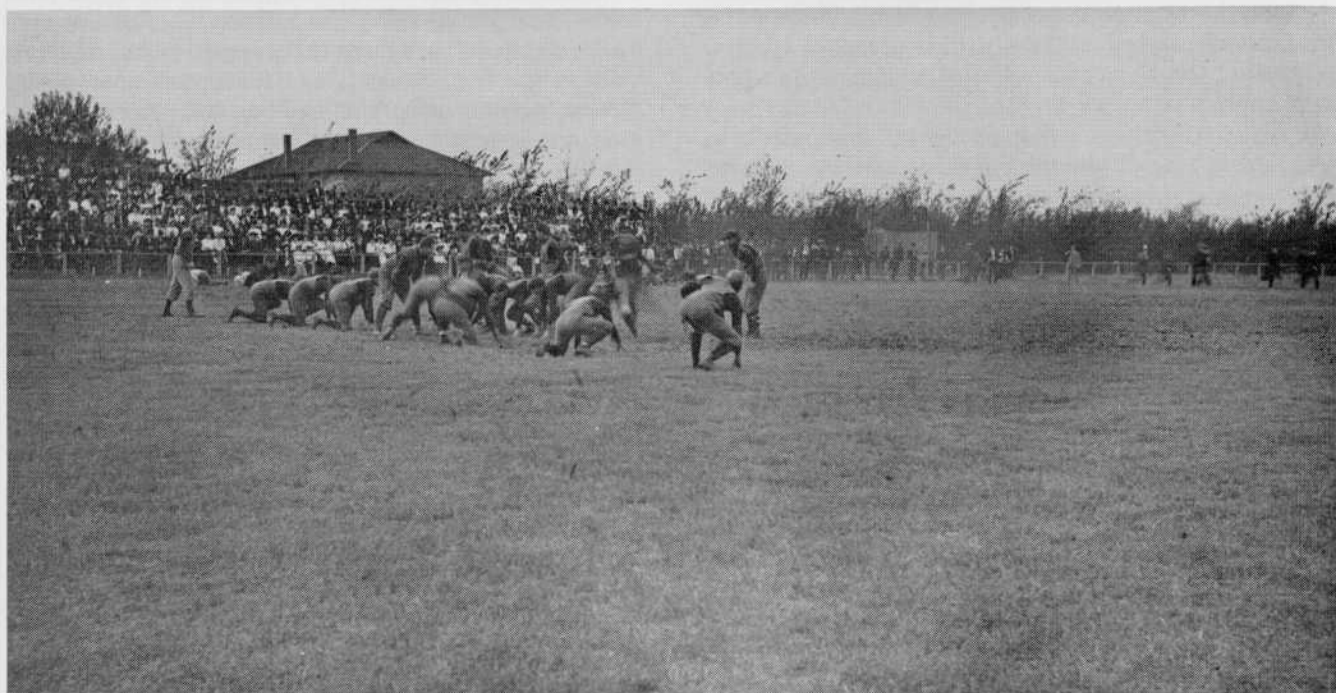
"The team was too badly bruised up to do more than take a sound licking from a giant Kansas team the following Saturday at Lawrence. But for the first time in the history of the school a real crowd of fans had gone outside the territory with a Sooner football team.

"In four weeks he had shown the school a winning team, and Oklahoma's first victory over the Texas Longhorns had put football and school spirit permanently on a higher plane than it had occupied before.

"Bennie not only made good football teams. He made men of players and students alike. He did this by example, not by preaching. As a college reporter that first fall of Bennie's presence in Norman, I dogged his footsteps night after night as he followed his players up and down Boyd Field. I listened to his talks before games. I never heard him use profanity on or off the field. I never heard him abuse a player for boneheaded playing. And yet he seldom failed to make his men feel their failures and learn valuable lessons from them.

"'Murder! Murder! Murder!' was his favorite and most repeated exclamation when a pet play failed to work or a player missed a wide open tackle. When players lagged, Bennie often injected himself into the scrimmage. Then the fur flew. It seemed every man of the opposition became animated with the desire to stop Bennie and even undress him in the bargain. They used to throw him pretty hard and pile up on him. But all he did was grin.

Bennie Owen (right) became football coach in 1905. Games were played on Boyd Field (below) until 1923.



"Bennie capped his first season with a triumph over his former team, the Terrible Swedes from Bethany College. There were many students that rainy Thanksgiving night in Oklahoma City who wanted to make much of what is now called 'whoopie.' Saloons were as open, as warm and almost as well-lighted as modern picture palaces. Most of us had some extra change in our pockets as a result of the game. Everyone wanted Bennie to join a rollicking parade that proposed to tour brass-railed emporiums. But Bennie knew better than to get out of character that way. His refusal didn't offend. It simply increased the respect of the student body for their new coach. 'Boys, I feel just great the way I am about this victory this afternoon,' said Bennie surrounded in the old Lee lobby. 'I don't drink. You don't want me with you. I don't blame you for feeling as you do. If you must celebrate, try to remember that your conduct tonight will reflect on your school just as the team's conduct reflected on it this afternoon.' The celebration didn't last as long as it might have. There was much yelling. Sooner yells were given on the streets, and many other college yells were roared out stumblingly from before the long mirrors behind the mahogany bars. None missed the midnight Santa Fe to Norman because of the celebration. Yet all were very, very happy."

Benjamin Gilbert Owen would be the University's football coach for 22 years, longer than any man before or after him. The soft-spoken little Irishman had played quarterback under Fielding H. Yost at Kansas in 1899.

The University could vouch for his coaching ability. In 1903 and 1904, his Bethany Swedes met and expertly defeated two Sooner teams, 12 to 10 and 36 to 9. Owen had earlier been called to Michigan, where he helped Yost develop the famous point-a-minute Michigan team built around the great Willie Heston.

When Owen was hired by the University, for the first two years, because of a reduced financial budget, he came to Norman only in the autumn, returning after football season to manage a restaurant in Arkansas City. He accepted I.O.U.'s on his football salary from an impoverished Oklahoma athletic association which still owed the two previous coaches portions of their promised salaries. Eventually, the University adjusted its finances so that Owen could stay on full-time.

It was an attractive schedule, including Bennie's desire to meet Kansas coupled with the University's desire to acquire his services, that brought the little man to the campus. At first, he met far more obstacles than he had anticipated, mostly the result of a lack of playing talent and an "attractive" schedule that took his club all over the midlands. He would struggle six years before defeating mighty Kansas, although he downed Texas, 2 to 0, the first season. He had financial worries other than salary, too. Trips were long and gate receipts light. To help the situation, Owen had to book as many as three games on one trek, and his small, light squads would be simply too exhausted to handle it. In 1905, his team played three games in five days at Lawrence, Kansas City, and Topeka.

Guy Y. Williams graduated from the University in 1906, and, as he explains, "became something in the nature of a general handy man in the department of chemistry." And, in addition to developing that department into one of the major divisions of the school, he was particularly inter-

ested in military training, Sooner athletics, and alumni affairs. His "salty personality" and skill as a gymnast and acrobat would later become campus traditions.

This was the age of the bicycle, and the new cement sidewalk that had replaced the boardwalk along University Boulevard was rapidly becoming a haven for cyclists who, in turn, were forcing pedestrians to find other routes to class. A popular recreation spot was the city park, where the Y.M.C.A. held its track meet for girls. Events included the 200-yard dash for fat girls, the 200-yard dash for lean girls, 200-yard walk for lean girls, the three-legged race, and the shoe race (oxfords only).

The year 1907 was a period of adjustment for everyone in the territory. Following a long session of the Oklahoma Constitutional Convention, of which Professor J. S. Buchanan was a member, President Theodore Roosevelt issued a proclamation on November 16 announcing the admission of Oklahoma as the 46th state of the Union. In honor of the new state and what had automatically become the state university, President Boyd decided to have a new coat of tar put on the roof of University Hall. But, for the president and others at the University, there would be little to rejoice about in the short days ahead.

THOSE WERE cold December days when workmen began tarring the roof. It was so cold in fact that a coal-oil stove had to be brought into the tower to heat the tar. While one man worked on the roof spreading a bucket of tar, another was heating more tar over a stove within the tower. The bucket boiled over, and fire began to spread.

Professor Lewis Salter recalled that the school's second major fire came at the start of Christmas vacation.

"I remember students waiting for the Santa Fe; the northbound train was in town, and most of the students who were going home looked out, saw the smoke, and then hurried off in the direction of the campus."

As the fire progressed, it dropped down to the third floor (there was an open space under the dome on each floor), then it dropped down to the second floor, and eventually to the first. Students and townspeople had plenty of time to enter the burning building and carry out books and loose materials from the classrooms and physics laboratory.

"Many things that were thrown out of second floor windows were completely destroyed when they hit the ground, so nothing of great consequence was saved, except for the records. For example, the static electricity machines from the physics department were rescued—and then dropped out of a window. Of course, they were smashed. Those were moments of excitement, so a lot of foolish things were done."

By the time the fire department could reach the campus, the University had paid its second sacrifice to the fire god. Many of the school's books and records were destroyed once again. There was little the fire department could do anyway because the water pressure was insufficient; there were no hydrants within a reasonable distance of the building. One of the hoses in the hall of the building was carried to the tower, but the base was on a higher level than the school waterworks, and this effort, too, was futile.



The second ad building, completed soon after the first one burned, met a similar end (insert) in December, 1907.

For a third time, the University called upon the services of the Rock Building. The upstairs became a recital hall for the music school. The institution still had Science Hall and Carnegie Library in which to crowd classes, and also available for duty were the engineering building, the gymnasium, and a group of frame structures on the southwest part of the campus called Park Row.

"Those of us who were on the campus then remember how crude things were," said Robert B. Keenan. "After the fire, wooden shacks were built to house classes temporarily. When the wintry winds began to blow, it was an advantage to attend class early and grab a seat near the radiator. I had the misfortune to attend classes there until I went over to the law school which was holding forth in the basement of the Carnegie Library. After a heavy rain, we had to wade into class."

But Science Hall received the brunt of overcrowded conditions. Classes were stuffed into the basement, both floors, and even the attic. "We should have been arrested for holding classes in that attic," said Dr. Buchanan. "It was poorly lighted and ventilated, and there was no fire escape leading from it."

Beta Theta Pi social fraternity was installed on the campus in 1907, formed through the efforts of President Boyd, Dr. Buchanan, and Dr. Felgar, all charter members, and Dr. Roy P. Stoops was named acting dean of the School of Medicine, which embraced the departments of anatomy, chemistry, forensic medicine, pathology, and physiology. The only full-time professor was E. Marsh Williams, head of the department of pathology.

Jerome Dowd literally started things when he arrived on campus. He began his University career by teaching the first journalism course, the first anthropology course, the first instruction in social work, courses in commerce and industry and sociology, and studying and writing books on problems of the Negro.

When the state constitution was being formed, Dr. Charles Gould had strong friends among members of the constitutional convention, especially Dr. Buchanan. With the aid of Uncle Buck, a provision for a state geological society was incorporated, Oklahoma being the only state to have such a provision in her constitution.

Gould would be influential in another way. It all started when a group of male students overheard him to say, "What this school needs is something to wake it up. There isn't enough school spirit around here." With this as a guide line, students R. W. Hutto, Fred Tarman, Ben Belt, Frank Herald, and Courtland Fuqua met and organized the Deep Dark Mystery Club.

This peculiar organization was suggested by an equally peculiar prank pulled at the University of Nebraska and began at Norman simply for the amusement of its members. It developed, however, into a sort of "reform" order in which members and activities were kept secret. The black mask was the symbol of the club, and the great strength of the organization was due not only to the number in it, but to the fact that virtually all of the prominent men students belonged.

Meetings were held at the stroke of midnight in a designated grove of trees where their disciplinary deeds were carefully planned. However, after considerable unfavorable publicity and litigation, D.D.M.C. was to meet a violent death in the 1920's.

There were thirteen in the original group, consisting of "guys we can trust with guts enough to do something." Under the light of a full moon and armed with picks and shovels, the men went out on the Common where the '06 stone was dug up and buried again—this time in a grave. Guy Y. Williams, John Darling, and Tom B. Matthews, among others of the 1906 class, were incensed with rage. Almost every student was called into President Boyd's office in order to gather evidence for punishing the culprits.

None was uncovered, but D.D.M.C. members were really frightened when they heard Boyd censure the organization in chapel meeting.

“. . . and as for those who committed this dastardly act, I'll deal with them personally," he said.

But he never found them. As Hutto said later, "We didn't want this thing to die down, so we thought of something to do each year."

For the most part, 1907 was a rough year. Bennie Owen lost his right arm in a hunting accident; and—with the coming of statehood—came the beginning of the end for David Ross Boyd and a contingent of his finest professors.

Boyd's splendid work in molding a live educational community out of a barren landscape was suddenly being interrupted by the nemesis of all state schools—politics. The actuality of statehood followed by the election of Charles N. Haskell as the state's first governor resulted in an almost complete upheaval of the University faculty.

Boyd was classed as an "aristocrat, not democratic enough" by Haskell, and was summarily discharged of his duties. Joseph H. Brandt analyzed it succinctly years later: "His (Boyd's) Republicanism wasn't palatable to the staunch New Democracy." Asked to leave also were several others.

And with the firings came hirings, both from a totally new Board of Regents appointed by the new governor Haskell. The lead front-page story of a local newspaper gave its account of what happened, beginning with a bold red-letter headline "BOYD IS DEPOSED" over and above black subheads: "Oklahoma state university's faculty has been chosen. Dr. Boyd is ousted. Dr. A. Grant Evans takes his place.

"Professedly not filled with malice toward the board of university regents for deposing him from the head of the institution, Dr. David R. Boyd declares that the action of that body in failing to appoint other members of the faculty is describable only by adjectives that are not fit to print.

"I do not know the other men," he declared, "but those relieved of their positions are thorough, scholarly and capable and do not deserve to be peremptorily dismissed because of outrageous charges—charges that were so entirely false and improper as to be nothing short of damnable.

"Politics is all that removed me," continued the erstwhile president. "I do not believe that anyone has attempted to impugn my character. Certainly the others were not removed for similar charges."

"The board of regents met in Oklahoma City yesterday and named the university faculty. Dr. A. Grant Evans of Tulsa unanimously was chosen as head of the school in place of Dr. Boyd, whose reappointment was not considered at the meeting. Other members of the old faculty not reappointed include Vernon L. Parrington, chair of English; L. W. Cole, psychology; E. M. Williams, pathology and neurology; C. M. Janskey, physics and electrical engineering; H. D. Guelich, music.

"Among those of the new faculty are several from Oklahoma City; George C. Jones, president of Oklahoma college for young ladies; Miss Lucile Dora, of the high school faculty; J. H. Sawtell, chair of history, Epworth university, M. A. Floyd, principal of Emerson school.

"The committee appointed to attend to plans and specifications for a new university building include Governor C. N. Haskell, chairman; Lee Cruce, Ardmore; Judge Clifton J. Pratt; Dr. N. L. Linebaugh, Oklahoma City; Dr. J. Matt Gordon, Weatherford, former senator, and J. P. Hickham, Perkins."

It was late in the spring, and Boyd quickly sent out letters to every university in the country explaining the political situation and recommending his faculty members. By August, every one was placed satisfactorily, and many went on to greater careers. Professor Parrington, for example, traveled to the University of Washington in Seattle, where he established himself as one of the leading literary scholars of the nation and was awarded the Pulitzer Prize in 1927 for his monumental *Main Currents of American Thought*.

Dr. Boyd went to New York where he became head of educational work for the Presbyterian Board of Home Missions. In 1912, he was named president of the University of New Mexico, where he remained until 1919. He then retired to Glendale, California, with Mrs. Boyd and their daughter, Alice.

Years later Deak Parker wrote his interpretation of the sudden disruption of things in Norman. About Parrington's dismissal, he said: "He was fired for smoking cigarettes. Quite a thrilling story in itself. Charles N. Haskell, though never noted for ecclesiastical leanings personally, knew how to organize. Norman in those days was practically the capital of the Bible Belt. So he organized the Fundamentalists. A big scandal was generated. Card-playing, dancing and cigarette smoking were definitely sins against the Holy Ghost, even though the Kappa Alphas by that time had landed. So a big hearing was held, and Parrington was given the heave-ho. Along with him in protest went faculty members, who, like Parrington, had gone west—young men, including Wilbur Ray Humphreys, later to become dean of fine arts at the University of Michigan, and graduates from Johns Hopkins, Harvard, Columbia and Michigan. [Parrington's Pulitzer Prize winning book, *Main Currents of American Thought*, is a "classical must" for reference in every school and public library "in our land," and Parrington Hall on the Washington University campus stands as a "fitting" memorial.]

"Although stern and rock-bound was the coast of David R. Boyd, he went out in what Professor Parrington himself described, in his only comment on the affair, as a political cyclone. Mixed into the story were Theodore Roosevelt, Dr. Lyman Abbott and other national names, lined up, anti-Haskell, and on the side of academic freedom.

"The most dramatic feature of the plot was a letter published by Dr. Abbott in his *Outlook*—a letter from the theocratic front penned by a preacher named Morgan to a Reverend Linebaugh who seemed to be the spearhead of the Southern Baptist, Southern Methodist, Democratic axis. Dr. Abbott considerably left blank the names, but, as an example of the way tempers and mores were running at the moment, I will read from the good pastor's epistle.

April 25, 1908
Norman, Oklahoma

Dear Brother:
The following are the names of the University professors

who dance, play cards and who are immoral in their lives. . . . Miss . . . and Miss . . . Miss . . . is an infidel I am informed. I suppose you know . . . and his wife. They lead all the dancing crowd. There are a number that I have been unable to find out about. A number of those who dance are immoral and cigarette fiends. If I can find out anything further, I will let you know.

Now there are some good men on the faculty. . . . is a good man. He is a member of the Christian Church, and, I am informed, is a Christian gentleman. . . . is superintendent of the Baptist Sunday School and is well qualified for the position he holds. I had a talk with him this morning and don't think you will make a mistake in retaining him in his present position. . . . is one of the best qualified men in the University, and I would like to see you oust . . . and, if possible, put . . . in his place. Miss . . . is the assistant in music. She is one of the finest Christian girls I have met, is a member of our church and our organist. I don't know what she will apply for, but I wish you would use your influence to get her put as high as possible. She is well qualified, and I would like to see her get the place of Miss . . . , at least.

I asked Professor . . . , principal of the . . . School, to write me. If there is a chance to get him in, do so. He is a strong Southern Methodist and would be a great help to us here. Miss . . . asked me to write you. I guess you know her. She lived at . . . quite a while, is a member of the . . . and a good, deserving girl. She has a B.A. from the . . . Female College.

Do your best to get as many strong Methodists on the faculty as possible. Have you heard anything further about the assistant secretary under . . . ? Write me a long letter and tell me what you think of things.

With best wishes ever, your friend (etc.).

"Many things went on at the University before and after the historic firings that were not in tune with the thinking of the Rev. Linebaughs and Rev. Morgans. And then it's not too difficult to imagine what might have happened to

"Our especial advantage at the University was direct contact with heads of departments. If you studied psychology, you did all your work under Professor Cole and were better off for the discipline of his tough and honest mind. If it was math, Professor Elder was your immediate contact; economics, Dr. Barnett, and if you studied harmony against the day when you might become secretary of the treasury, it was under none other than Dean Holmberg himself.

"Thus it was in chemistry under Dr. DeBarr; geology, Dr. Gould; Greek, Professor Paxton; biology, Dr. Van Vleet; Latin, Dr. Sturgis; engineering, Dean Felgar. The only spot where a department had expanded to the dignity of an assistant was in history, where Professor Gittinger had arrived to aid Dean Buchanan.

"Professor Vernon L. Parrington . . . He more than any other man except my father was the controlling influence in my life. My first meeting with Professor Parrington was one of the few events that do not dim. I appeared before him as per instructions in the catalog to consider the mat-

ter of curriculum. Since he was head of the English department, it was not unusual that he should mention English as one of the courses that an aspiring young seeker of knowledge should look into. Recalling the recent range of my high school studies, and remembering that high school English had seemed to cover everything from Chaucer to William Dean Howells, I replied, in my modest way, to his suggestion that I might take some English, with the remark that I had had English.

"In which case," Professor Parrington replied, "will you please describe for me the elements that particularly characterize the prose style of Dryden and, after having done so, differentiate for me his style from styles of his contemporaries." Whereupon I yielded and admitted that there might be, after all, certain things in the study of English that I had not mastered.

"Unity was the watchword that was stressed in the first English class I had under Parrington. Unity, coherence and mass. But the greatest of these was unity. It was merely a term to me then, a technical, collegiate term. And it was only as I sat before him in the years that followed that I began to realize the full scope of the emphasis he put on unity. Economics, history, the languages, social science, architecture, all were collected in that ordered mind of his into one creed expressed in a quotation from Keats which he so often employed—"Beauty is truth; truth, beauty; that is all ye know on earth, and all ye need to know."

"He was in every phase of his interest primarily a lover of beauty. A course in literature under him was a course in the history of the time quite as much as it was of the written word. That explains why he could turn our frivolous minds from poker to poetry."

NO STORY of the development of the University would be complete without a tribute to the men in and outside official positions who aided in its advancement. Dr. Boyd often spoke of these "friends of the University" who helped both materially and spiritually with its growth. He mentioned many, among them, S. K. McCall, D. L. Larsh, and J. D. Maguire, all of Norman, and Jasper Sipes of Oklahoma City. These men, he said, "served with constant loyalty and many hours of personal services to weather the political and economic storms which often threatened to engulf the youthful institution."

State educational establishments were open to many and vicious attacks in the political arenas of the "tempestuous" young state, and "the decision to continue or to abolish them was often made on the well chosen words of these wise and solicitous men." It was to them that Dr. Boyd often turned.

"All the educational officials worked together," he said. "We had the common cause of culture and advancement of the territory and state, and we fought side by side to maintain our cause." Boyd added that the leaders of this movement were S. N. Hopkins, one-time state superintendent of schools, and Edmund D. Murdaugh, former president of Oklahoma A & M College and Central State Teachers College.

One of the persistent problems which the University of Oklahoma faculty had to face was enrollment. Education was considered a luxury, unattainable by a majority of the pioneers. To overcome this feeling, President Boyd spoke at all possible teachers' institutes and parents' assemblies. After each meeting, he would ask the students and their parents not to decide that a university education was impossible until they had talked with him. He always suggested that they at least try one term, and he would even aid them in finding work when they arrived in Norman.

Many letters were mailed to prospective students by Norman merchants, and Dr. Boyd and his assistants sent out hundreds each year. As a member of the Territorial Board of Education, he not only aided in giving eighth grade examinations throughout the territory, he wrote congratulatory letters to those who passed and letters of encouragement to those who failed the exams. Even parents received renewed confidence.

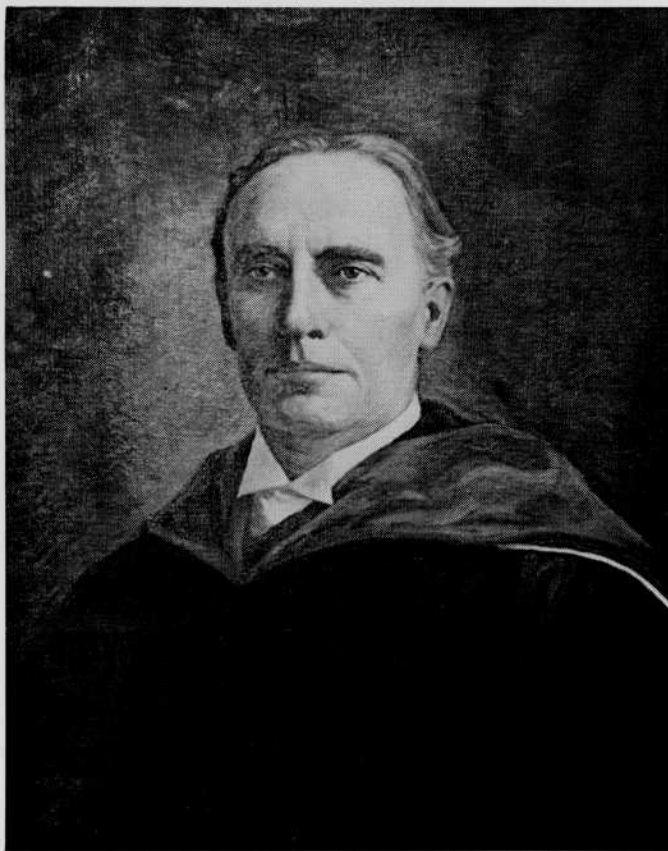
"Thank you for that letter to George," would read a return note to Boyd. "It encouraged him when he needed it

most. If it hadn't been for your letter, he would never have gone to school again."

"In a very peculiar sense," said Deak Parker, "David R. Boyd had made the University of Oklahoma. It would not be too much of an exaggeration to say that he made it with his bare hands.

"As he changed the landscape, so did Dr. Boyd dominate the building of the University in all its branches. From the beginning, he was the controlling force in its creation. Every faculty member, every student, every custom, every stick and stone on the campus, was there because of him. Such driving energy, such abundant vitality, such singleness of purpose, such executive genius, are rare on this planet.

"Dr. Boyd was the University, and the University was Dr. Boyd. It always will be. Whatever shall be the place in the immortality of the hereafter that his great, white Presbyterian soul shall occupy, Dr. Boyd has already achieved immortality here. As long as an elm stands, as long as there is one stone on top of another in these buildings, Dr. Boyd is here. He will never be forgotten, nor his work undone."



THE EVANS YEARS

THERE IS, perhaps, more than passing significance in the fact that David Ross Boyd committed himself to the building of good character and good citizenship as well as scholarship in his students. He and the three other original faculty members more than once took money out of their own pockets to help pay the way for a struggling University. As French S. E. Amos said of the toddling campus: "Like a young couple just starting in housekeeping, it needed everything all at once."

It was these four men and other pioneer educators at Norman who inspired those close to it to keep the educational center out of politics and free from other "influences," to give it enough financial support to provide good men and adequate equipment to work with, to make education practical enough that the student would be able to get along in the world after graduation, and to do everything possible to develop scholarship and character in students. Boyd was a man of high ideals, and he liked close