

A HISTORY OF THE ALLEN MILITARY ACADEMY

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PREFACE

The purpose of this thesis is not only to satisfy a personal interest, but to preserve in an interesting, narrative form the facts connected with the founding and establishment of Allen Military Academy. The data have been taken from The Bryan Eagle, The Dallas Morning News, the Academy catalogs, the Academy annual publications, official records of the school, letters, and personal interviews. All data have been carefully selected and substantiated.

The material has been organized in a chronological order under the following headings: Introduction, Founders, Organization and Development, Departments, and the Allen Spirit.

Care has been taken to follow good technique in historical research. Controversial issues, gossip, and unsubstantiated reports have been eliminated. No attempt has been made to add to or detract from the educational and military significance of the institution. An attempt has been made to tell the story of Allen Military Academy and the men who have served as her directors in such a manner that both the triumphs and the adversities will be shown.

It is the wish of the writer that this history will cause the administration, faculty, students, and ex-students of

Allen Military Academy to gather and place on file other materials in order that friends of the school may come to know its story, its accomplishments, and its advantages more fully.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
PREFACE	iv
LIST OF ILLUSTRATIONS	vii
Chapter	
I. INTRODUCTION	1
II. THE FOUNDERS	7
III. ORGANIZATION AND DEVELOPMENT	20
IV. DEPARTMENTS	51
Curriculum	
Military	
Extra Activities	
V. THE ALLEN SPIRIT	103
APPENDIX	109
BIBLIOGRAPHY	128

LIST OF ILLUSTRATIONS

Illustration	Page
The Founders of Allen Academy	8
Mother Allen	14
Boys' Rooms in Bryan Hall	31
View of the Campus from the South -- Main Building and Bryan Hall	35
The School Dining Hall Prepared for the Annual Yule- tide Banquet	38
N. B. Allen	41
View Showing Sections of the Hospital	47
The Howell House	50
The Campus from the Air	53
Entrance to the Western Campus	53
Entrance to Eastern Campus	60
Staff and Colors	70
Inspection of Cadet Corps	74
Honor Rating Inspection, 1943	78
Retreat with Arms	85
Intramural Athletics	88
At the Swimming Pool	91
Allen Academy Band	95
Chapel	95

Illustration	Page
Faculty-Cadet Dance. Mothers' Day Scenes: Company Sponsors Pin Appropriate Flowers Upon Each Cadet . .	100
The Oaks of Allen	106

CHAPTER I

INTRODUCTION

Allen Academy, along with other private schools, is a survival and a development. To understand it we must know something of its past, the causes that brought it into existence, the changes it has undergone, and the personal and environmental factors that have modified it. The church school, the academy, and the country day school exhibit in varying degrees the traditions of the past and the development of the present. The private schools of all types were brought forth by a real need or by a great innovating mind. Yet, under the administration of lesser personalities hundreds of the once important private schools became stereotyped and soon passed away.

Everywhere in the United States the school arose as a distinctively local institution; and to meet local needs was its fundamental function. The federal constitution makes no mention of any form of education for the people, nor does the subject occur in the debates of the federal constitutional convention. By the terms of the tenth amendment to the federal constitution,¹ ratified in 1791, education became one of the

¹Ellwood P. Cubberley, Public School Administration, p. 3.

many unmentioned powers "reserved to the states."

Of the fourteen state constitutions framed by 1800, six made no mention whatever of schools or of education, and in a number of the others the mention was brief and indefinite.² Nothing which could be regarded as even a beginning of public education existed. In the rural districts where the greater number of the people lived, there were practically no schools of any kind; and in the towns and cities ignorance, vagrancy, and pauperism went hand in hand.

For some decades after the establishment of the American Republic, this condition and attitude continued. Most of the early schools were private undertakings unaided by any type of community or public support. Many of these schools were housed in log cabins or brush arbors built and operated by men who charged a small tuition for attendance.

Thus, it may be seen that private schools had a monopoly on education. The belief prevailed that education should be controlled by the individual or by the church.

In the Southern States, with two or three exceptions, little was accomplished until after the Civil War and the period of reconstruction were over.³

During the latter half of the nineteenth century educational activity in the United States was almost wholly due to

²Ellwood P. Cubberley and James K. Elliott, State and County School Administration, p. 5.

³Cubberley, op. cit., p. 10.

private initiative. While the academies were multiplying, many new educational influences were at work, fostered by private individuals and societies.

By 1890, some six or seven thousand private schools were established, and there was no noticeable decline until about 1900. In 1910, there were only about eighteen hundred private schools in operation in the United States.

The academies were private institutions, under the control of non-denominational boards of trustees, and conducted with no idea of pecuniary profit. They were not a heritage, but the outcome of the best thinking of the time. Thought and planning had gone into their establishment, and they showed diverse influences. However, they were distinctively American, and "as democratic as the most aggressively democratic spirit of their day could make them."⁴

Many of the private schools and academies merged into land-grant public schools, and church schools in the latter part of the nineteenth century. However, many of these private academies have met the requirements and have continued through the years.

The modern private preparatory schools still lead the way in educational progress. They may be called laboratories of educational progress and research, and experimentation in which theories of education are developed and put into practice.

⁴Porter E. Sargent, American Private Schools, p. 14.

These academies are important (1) because they alone can analyze the virtues and failings of modern education, and (2) because they can work out the solutions of the problems discovered. This is only too clear whether viewed historically in the tracing of the growth of schools or comparing public schools and private schools of the same type. The private schools have blazed the way. Wider fields of education, new methods of pedagogy, new features of school life, have been introduced by the private schools into the system of national education. The study of science, citizenship, military tactics, the utilization of athletics for mental and physical development, and national movements are but a few examples of the initiative and foresight of the private schools' beneficent work.

Americans were late in developing a spirit of militarism and becoming a military people. Washington became a firm believer in the necessity for military education, and advocated the founding of a military academy for the education of officers for the army. It was largely through his efforts that the academy at West Point was created. Although the school opened in 1802 with ten cadets, it gained little importance until about 1820. Colonel Sylvanus M. Thyer was the superintendent at the time, and to him is due more than to any other one man, that characteristic system of training, combining military, intellectual, and moral factors, which has since

been followed at West Point and other military schools.⁵

Colleges and academies were rather slow in adopting military training as a regular course in the schools. In 1910 only ten schools had required military training, but at the beginning of World War I a larger percentage of the schools introduced military training under army officers.

Allen Academy became a military academy in 1916, and was modeled after West Point. Although there were ten academies in Texas in 1942, Allen Academy was the only military academy in Texas rated by the United States Department of War as an Honor School.⁶

The romance and hardships of the pioneer days were blended in the establishment of this great academy. Its ideals and policies were shaped by the strong pioneer personalities, rather than by material considerations.

For fifty-nine years Allen Academy has served not only Texas, but also almost every state in the Union, and many countries in the world. Its many years of efficiency are the result of slow growth under adverse circumstances.⁷ Has its service been worthwhile? Is there a need for such a school? Is there still a demand for a military academy of this type?

The answers to these questions will be disclosed as the

⁵Ibid., p. 17.

⁶N. B. Allen, The Allen Academy Catalogue, 1942, p. 25.

⁷Ibid.

history of Allen Academy is traced step by step, from one development to another. The chief emphasis will be placed upon the different phases of the development of the academy and of its social and intellectual life that have helped to influence the minds of the students and mold the hearts and lives of those who have gone out from its halls into the world to serve humanity.

CHAPTER II

THE FOUNDERS

Allen Academy was founded as a country day school in 1884 by J. H. Allen. It had its beginning under a brush arbor, with "Professor John," as he was called, as the schoolmaster. This pioneer in the realm of Texas education sought even at that early time, and under the difficulty of not having a suitable building for his school, to inculcate the noble ideals into his students that later made possible the growth of the academy to its present status. After conducting his school for two years in such a manner, Allen moved into Madisonville, Texas, where he was given a two-room building in which to teach the Allen High School. This was a co-educational school and grades from one through ten were taught. The enrollment was small at first, for only the more wealthy people would pay the small tuition fee to send their children to school. In the second year in Madisonville, Allen conducted, in addition to his other work, a normal school to prepare older boys and girls for examinations leading to teacher's certificates. For eight years he labored alone at his task, working all day and most of the night in an effort

to educate the boys and girls of Central Texas.¹

In 1896 he was joined by his brother, R. C. Allen, and for two years longer the brothers continued the school at Madisonville. They conducted a school of remarkable vigor and success, and at the end of these two years it had gained such high recognition throughout the state that a committee of the most prominent men of Bryan called on the Allens with the proposition that they move the school to Bryan.²

As has been stated, the Allen High School had always been a co-educational school, and had served mainly the boys and girls in and around Madisonville. Now the question arose in the mind of the founder, if the school were to be moved to Bryan, what type of school would best suit the needs of the people of Bryan? Should it continue to be a day school or should some type of boarding school be established? Should it be conducted chiefly for the people of Bryan and the adjoining communities, or should it include students throughout Texas? Much time and thought were spent on these questions before the brothers finally decided to confer again with the citizens of Bryan. After much mature deliberation, in September, 1899, the Allen brothers formed, with a few prominent business men of Bryan, a corporation for the purpose of maintaining a preparatory school for boys, under the

¹Allen Academy, All-En Year Book, 1929, p. 10.

²Ibid.

name of Allen Academy. Six acres of land, part of which was on the old Stephen F. Austin land grant, were purchased, a two-room building was erected, and the Allen Academy was officially opened late in the year of 1899. For the first year J. H. Allen and R. O. Allen were the only teachers, but the splendid quality of their work attracted students in numbers too large for the brothers to handle and the faculty automatically increased with the enrollment.

There is nothing phenomenal about Allen Academy. Its growth has been a continuous process. There has been no erratic upheaval at any time in its history. It was established when there was a definite need for such a school, and it has stood on its own merit. It has grown because it is an institution worthy of the confidence of the people of Texas and of the high regard they have for its work. It will continue its growth and influence because it still continues the policy the founders first had -- that of character first and scholarship and physical training second.

'Tis education forms the common mind;
Just as the twig is bent the tree's inclined.³

If it is true that an educational institution is a projection of personality, then the greatness of J. H. and R. O. Allen can easily be proved; for they were the personalities behind Allen Academy.

In order to understand the character of any man, it is

³Alexander Pope, "Essay on Man," Poems of Pope, p. 221.

necessary to delve into his past and find the qualities of the generation preceding him. The Allens came from a long line of early pioneer farmers settling first in New England, then later moving to Mississippi.⁴ John Hodges Allen was born in 1857 on a Lee County, Mississippi, cotton farm. He received his education in the Verana Male Academy.⁵ His close association with the headmaster, Professor J. G. Dupree, made him resolve to become a school teacher. After he finished the academy he secured a job in the school at Tupelo, Mississippi, where he taught for two years.

In 1883 he came to Madisonville, Texas. Schools were few and it was difficult to find a position in an established school; so he set up his own school two miles from Madisonville. He met Miss Fannie Burtis soon after he came to Madisonville, and they were married some two years later. His work became her work, and with her help he was able to accomplish his early aims and dreams. It was once said that "behind every successful man is the influence of some good woman." So it was with J. H. Allen.

Mrs. Fannie Burtis Allen worked quietly in the background helping her husband to realize his ambition of building a great school.

Mrs. Allen strove to make a good home for her husband.

⁴A. W. Allen, letter to the writer, January 10, 1944.

⁵Ibid.

She was never too busy, too tired, or too ill to listen to him when he was worried or discouraged; and it was through her aid that he often solved his most difficult problems. She lightened his cares, was his best companion in prosperity, and his best, if not his only, friend in adversity. She was a most careful preserver of his health, and a kind attendant in his illnesses.⁶ She was a faithful wife, and a discreet manager of all his domestic affairs.

Four children were born to the J. H. Allens, two boys and two girls. The rearing of the children was left to Mrs. Allen, for the most part, since Allen was busy almost twenty-four hours out of every day with his school boys. She proved herself capable of accomplishing her task and mothered not only her own children but also many of the boys who came to the school. She has always been a true Christian woman and her teachings are reflected today in the lives of her children and in the lives of many of the boys who have attended Allen Academy. The good of her home and the happiness of her family came first, but the next most important thing in her life was the welfare of the academy and the happiness of the boys who came to the school each year. Dr. George W. Truitt once said, after he had visited the academy and the Allen home:

⁶J. P. Moore, in interview with the writer, 1943.

It is my opinion that God Himself could not have selected a finer, a more noble, and a more capable woman to be the wife and helpmate of a great man.⁷

Mother Allen, as she is known today, cannot take an active part in the activities of the school because of ill health; but she knows boys and still loves them. Her heart is still centered in the cadets of Allen Academy, and the influence of her high ideals and noble character is still felt among the students of the school.

Judge E. A. Berry said in his tribute to J. H. and R. O. Allen in an address at the academy banquet in 1929:

The City of Bryan owes Mississippi a debt of gratitude. She cannot repay for the gift of two of her most distinguished citizens in the persons of J. H. and R. O. Allen. They have done a great work in the building of Allen Academy and the people of Bryan honor them for it.⁸

J. H. Allen was simple and direct in manner and friendly to all. He mixed with all types of people in Central Texas. His influence was not slow to take effect, for at that time men with firm convictions for the right were much needed. He possessed a rugged culture that was truly masculine in its character, yet that masculine quality never once made him appear rough or uncouth.⁹ He had a keen, cultured, and cultivated mind; and carried within his breast a heart as brave as Caesar's and an everlasting passion for service to his fellow men. He so lived from day to day that from his earliest youth down to old age he could look into the faces of his fellow men

⁷Bryan Eagle, August 5, 1918.

⁸Allen Academy, All-En Yearbook, 1929, p. 15.

⁹Ibid.

and truthfully say, "I have never knowingly done harm to any man."

Life did not deal too kindly with Allen. He met and vanquished obstacles before which a less firm and less resolute man would have wavered and gone down in inglorious defeat. But with a courage that was matched only by his sense of right and wrong he fought his way onward and upward. Blessed with a keen discernment and a nice sense of perspective, he never failed to analyze a situation at its proper worth. Without a trace of egotism and with a genuine joy in his work and a real love for his boys, he labored at his tasks day by day.

Judge W. S. Barron, who once was a pupil of J. H. Allen, has said:

He was one of the greatest teachers of academic mathematics that ever set foot in a schoolroom. His greatest lessons, however, were not taught from the pages of any published text. He was the book from which every aspiring youth who sat at his feet was privileged to learn truths that are never found on printed pages. Every boy who left his class had his ambition aroused, his hopes exalted, his determination strengthened, and his character benefitted.¹⁰

Daniel Webster once said:

Educate your children to self-control, to the habit of holding passion and prejudice and evil tendencies subject to an upright and reasoning will, and you have done much to abolish misery from their future lives and crimes from society.¹¹

¹⁰W. S. Barron, District Judge, in interview with the writer, 1944.

¹¹New Dictionary of Thought, p. 151.

Allen believed that this could be accomplished best in a boarding school where strict rules were followed constantly from day to day, and as he taught his various courses in mathematics he taught standards of living and high ideals in life as well.

Travis Bryan expressed his admiration and love for Allen in the immortal words of Shakespeare: "His life was so gentle, and the elements so mixed in him that nature might stand up and say to all the world, 'This is a man!'"¹²

If the use of a seeming paradox may be pardoned, it may be said that the two Allen brothers were at once the apparent antithesis of each other and at the same time each was the exact counterpart of the other.¹³

R. O. Allen was possessed of a refinement equaled in but few men, but the highly polished quality of refinement did not carry with it a single suggestion of the effeminate.

After he finished college he married Miss Mattie Witt of Pulaski, Tennessee, and brought her to Texas, where he began teaching with his brother, J. H. Allen. Later the two formed a partnership and established the Allen Academy in Bryan.

From the first he took life seriously and the problems of the school boys became his problems. He was a close personal friend of the students and of the patrons, and considered

¹²Travis Bryan, "J. H. Allen," Bryan Eagle, September 9, 1928, p. 2.

¹³Allen Academy, All-En Yearbook, 1929, p. 26.

it a pleasure to be called a friend rather than a taskmaster. He so influenced the boys who came under his tutelage that his life was projected forward and lives today in men all over the world.

He specialized in the teaching of English, but he also taught many other subjects; and true to himself, he did all things well. To illustrate, an eminent physician who took high school physiology under him said that he later studied the kindred subject of anatomy under teachers in the leading medical colleges of America, but that he never saw another man who could impart as much knowledge about the theory of the human body as did R. O. Allen.¹⁴

It is believed that he could have been successful in any of many lines of endeavor. He could have been a great surgeon, for he had the necessary knowledge and could have developed the necessary skill. He could have been a great actor, for he was brilliant, polished, and at ease in any place and under any condition. He could have been a good lawyer, for he knew something about law and more important, he knew human nature and the working of the human mind. He was a good orator and an outstanding teacher. His ready smile, his hearty handclasp, his kindly sense of humor, and his genuine regard for his friends, together with his willingness to serve, made him beloved by those who came in contact with him.

¹⁴Ibid., p. 15.

Judge Berry has said of him:

It was my inestimable privilege to be the pupil and daily associate of this remarkable man for two years. I never once saw him when his collar needed changing, when his shoes needed shining, when his hair needed brushing, nor when his clothes needed pressing. Never once in my life did I hear him use a profane, an obscene, a coarse, nor even an incorrect expression. He was the nearest approach to the great discovery when the world sought a perfect mortal.¹⁵

He was a devoutly religious man. It was he who insisted that church attendance be made compulsory for the academy boys, and he and his family attended church regularly.

J. H. Allen suffered a stroke in August, 1919, which left him almost an invalid. For two years he continued his great work, often giving instruction from his bed. Many improvements were made in the school during this period. Although R. O. Allen and N. B. Allen were there to assist him, with the determination characteristic of the man, he labored on when most men would have stopped. "His energy and his perseverance, together with his desire to see his work advanced, really kept him alive after his constitution was almost gone. He was too weak to work and too strong to quit."¹⁶

He died as he had lived, in actual duty, on October 1, 1921. He was truly mourned by the people of Bryan.

R. O. Allen continued the administrative work of the academy for two years after the death of J. H. Allen. He did

¹⁵Ibid.

¹⁶Mrs. J. H. Allen, interview with the writer, 1943.

most of the work of two men, and through his great efforts much was accomplished. He contracted pneumonia on October 25, 1925, and died November 2, 1925.¹⁷

It may be said of him as Halleck said of his friend Drake:

None knew thee but to love thee,
None named thee but to praise.¹⁸

The Allen brothers were two of the earth's great noblemen. The lives of such men need no encomium. Their most enduring monument is found in the institution which they founded. Their most beautiful epitaphs are "graven deep in the hearts of men." Their resting places are marked with pillows of solid granite hewn from the "everlasting hills," but their school, "endowed by the love and appreciation of thousands of men and women in every state in the Union, and in many foreign countries, stands today as one of the great monuments erected to the cause of youthful education in the Southland."¹⁹ It is a greater monument than the eulogies of men and more lasting than any shaft of granite.

¹⁷Mrs. R. O. Allen, interview with the writer, 1943.

¹⁸Leonidas Warren Payne, The History of American Literature, p. 130.

¹⁹Allen Academy, All-En Yearbook, 1929, p. 17.

CHAPTER III

ORGANIZATION AND DEVELOPMENT

The charter of Allen Academy was written at Bryan, Texas, in September, 1899. It was properly filed in the Department of State, Austin, in October, 1899.

The charter provided for the reorganization of the Allen High School of Madisonville, Texas, into a preparatory school for boys to be located at Bryan, Texas. It provided for the purchase of a six-acre lot at twenty dollars per acre, ten city blocks east and north of the courthouse on the southwest corner of the Brodgan ranch. It further provided for a school building sixty feet wide by eighty feet long, and necessary equipment for the operation of the school.

The corporation had a capital stock of \$30,000, and its goods, chattels, lands, rights, and credits were of the estimated value of \$20,000. The charter was obtained and signed by J. H. Allen and R. O. Allen as principals, and by L. L. McInnis, J. W. Howell, M. Parker, W. Wippercht, J. L. Fountain, W. E. Saunders, J. Allen Myers, and R. S. Webb as the board of directors.¹

At a meeting of the board of directors late in September, 1899, the tuition was fixed at two hundred dollars per year,

¹Allen Academy, Catalog, 1900, p. 3.

to be made in four payments of fifty dollars each. Certain private homes, where board and room could be obtained for out-of-town boys, were selected. A sum of twelve dollars per month was charged for board and room in these homes.²

Rules and regulations were submitted to the board by J. H. Allen, and after due consideration the following statements were printed in the Bryan Eagle:

The following will be the rules and regulations of the new Allen Academy in Bryan, Texas:

No number of specified rules can cover the pupil's entire conduct; hence only underlying principles and general regulations need be stated.

In every case of discipline, the question will be, not whether some specific rule has been violated, but whether the student's conduct has been in accord with the highest sense of honor and right.

It is the policy of the school to use moral suasion and to appeal to the students' sense of honor, and to all the finer feelings of true manhood. However, when this fails, other means will be used. No student will be retained in the detrimental to the general good.

While we require no formal pledge, every student, by the very fact of his entrance into school, will subscribe to the following rules and regulations:

1. To be regular and punctual in his attendance at school and upon all the exercises of his classes.
2. Not to loiter about the streets on Saturday, Sunday, or at any time.
3. To refrain from smoking on or near the school grounds; to use no bad language, and engage in no quarreling or fighting.
4. To have about his person, room or any available place, no unlawful weapons, cards, dice, or any game of chance, and not to engage in playing any of these.
5. Not to enter saloon or place where intoxicating drinks are sold, and not to obtain for himself nor for any other student any intoxicating drink, nor to use same.

²Ibid.

6. To attend Sabbath school and preaching at one of the churches in Bryan.
7. Not to be absent from his premises at night without due permission.
8. No student will be allowed to select his boarding place without the consent and advice of the principals; and if it should be necessary, the principals will change the boarding place of students, where proper environment and influences are not given.
9. Leave of absence for boarding students to visit their homes during the session will be granted only upon the written request of parents or guardians.

A notice of the opening of the school will appear later.³

J. H. and R. O. Allen had no intention of establishing an inferior school nor offering an inferior course of study. They made strict rules, set the standards high, and held rigidly to them.

They believed that the chief defects of the public school lay in short hours, over-crowded grades, and large classes; therefore, they took only a limited number of pupils, had small classes, and organized the work so that individual instruction and real teaching were made possible. Their classifications were sufficiently flexible to allow a pupil to enter one class, or grade, in mathematics, another in English, and still another in Latin or science. Thus, no pupil was held back in his whole course because of backwardness in some particular study.

They shaped their course of study to cover the boy's

³J. H. Allen, "Allen Academy Moves to Bryan," Bryan Eagle, October 6, 1899, p. 1.

school life from the sixth grade of the common school through a thorough preparation for entrance in the best universities. They put special emphasis upon the necessity for early training to reap the best results.

They believed that the supreme aim and end of all true education is the development of strong, pure, manly character, founded upon Christian faith; and they strove to make the school distinctly Christian in spirit and influence. The idea prevailed that the period between the ages of twelve and eighteen years is the most important period in a boy's life; that a single year of schooling, or the lack of it, at this time, often makes or spoils the boy's prospects for any rich independent manhood and a useful citizenship. "It is during this period," said J. H. Allen, "that a boy's ideals are formed, his character receives bent, and his preparation for life work is begun."⁴ In view of this fact, they set the standards high and required all of their students to live in accordance with the rules and standards.

The school was divided into the junior department, which consisted of the sixth and seventh grades; and the senior department, which consisted of the four high school grades. In the junior department the following courses were offered: literature and reading, writing, spelling, geography, grammar, Texas history, and arithmetic. A most thorough course

⁴Allen Academy, Catalog, 1900, p. 10.

was offered in each subject so that the boy would be well prepared to enter the senior department upon completion of the seventh grade. The senior department was divided into the four years of high school work, and each year was divided into what was called the classical and the scientific courses as follows:

First Year

Classical

Literature
 English grammar
 United States history
 Arithmetic
 Mental arithmetic
 Elementary algebra
 Latin, beginner's book
 Easy reading

Scientific

Literature
 English grammar
 United States history
 Arithmetic
 Mental arithmetic
 Elementary algebra
 Civics

Second Year

Literature
 English grammar
 Composition
 Higher algebra to quadratics
 Plane geometry
 Latin; grammar, Viri Romae,
 Caesar, and exercises

Literature
 English grammar
 Composition
 Higher algebra to quadratics
 Plane geometry
 Physical geography
 German, French, of Spanish

Third Year

Literature
 Rhetoric
 History (Greek and Roman)
 Plane geometry, reviewed
 Latin, grammar, composition,
 Virgil (2 books), Cicero
 (4 orations)
 Greek, beginner's book
 Grammar and composition

Literature
 Rhetoric
 Algebra (finished)
 Plane geometry, reviewed
 Physiology and hygiene
 German, French, or Spanish

Fourth Year

English literature
 General history
 Solid geometry
 Latin, Virgil (4 books),
 Cicero (2 orations),
 exercises in composition
 Greek, Grammar, Anabasis, Iliad

English literature
 General history
 Solid geometry
 Trigonometry
 Physics

In addition to the above courses the principals mapped out parallel courses in reading, outside of school hours, to be done by each student. This reading, in classical literature, was a regular part of the required work, and specific questions on the readings were asked on the quarterly examinations.

The board of directors, believing that the Allen brothers were thoroughly capable of planning their courses, passed on the course of study without any changes. J. H. Allen had charge of and taught all of the courses in mathematics and science, and R. O. Allen planned and taught all of the other courses. In discussing his reading courses before the board of directors R. O. Allen said:

The undirected, indiscriminate reading of questionable literature is a pitfall to youth against which every well regulated school and home ought to provide. In no other way can this be done so successfully as by putting into the hands of the boy the best books instead of leaving him to read such as he may pick up. Young people are not averse to reading the really good books; if they read bad ones, it is generally the fault of their elders; therefore I move that we start our library by buying a few good dictionaries, a set of good encyclopedias, a few good history books, and as many of the classics as we can buy.⁵

⁵Ibid., p. 13.

This suggestion met with the approval of the board, and the following books were purchased for the library:

1. Three Webster's Dictionaries.
2. One set of Encyclopedia Britannica, 1896 edition.
3. One set of History of the World.
4. Literature:
 1. Hans Christian Andersen's Stories.
 2. Swiss Family Robinson, Wyss.
 3. Robinson Crusoe, DeFoe.
 4. Wonder Book, Hawthorne.
 5. Arabian Nights and Tales.
 6. Rob and His Friends, Brown.
 7. Sketch Book, Irving.
 8. Hiawatha, Longfellow.
 9. Wild Animals I Have Known, Thompson.
 10. Lamb's Tales from Shakespeare.
 11. Poor Richard's Almanac, Franklin.
 12. Gulliver's Travels, Swift.
 13. George Washington, Scudder.
 14. David Copperfield, Dickens.
 15. Henry Esmond, Thackeray.
 16. Ivanhoe, Scott.
 17. War of Independence, Friske.
 18. Complete Works of Shakespeare, Abbott, 8 vols.
 19. DeCoverly Papers, Addison and Steele.
 20. King's Treasuries, Ruskin.
 21. Heroes and Hero Worship, Carlyle.
 22. Fifteen Decisive Battles of the World, Creasy.
 23. Plutarch's Lives.⁶

These books, along with the ones brought from the principals' own small collections, were housed in small bookcases in corners of the schoolrooms.

The furniture from the old Madisonville school was sent to the new location by wagon and team, and in October, 1899, the following announcements were made in the Bryan Eagle⁷ and in the Madisonville Meteor⁸:

⁶Ibid.

⁷Bryan Eagle, October 10, 1899, p. 4.

⁸Madisonville Meteor, October 10, 1899, p. 8.

Allen Academy, a school for boys, will officially open its doors in Bryan, Texas, October 15, 1899. It is not a new school, but is an old school in a new location. The Academy under the name of Allen High School has been in operation in Madisonville, Texas, for thirteen years and has gained considerable fame as a school for instruction in the higher branches as well as in the rudiments of an education.

It is our purpose to give to a limited number of boys a thorough preparation for college, for technical schools, or for business, under the influence of well prepared, Christian men.

We claim the confidence and solicit the patronage of the public solely on the merit and efficiency of our work. We offer no short cut, no easy way to an education. Throughout we emphasize thoroughness in instruction, personal supervision in how to study and how to think for oneself, and careful discipline in manly actions. These are our chief aims.

On the first day of school only twenty-eight boys appeared for registration, and in view of the fact that the Allen brothers had had 250 students the year before in Madisonville, they were rather discouraged. But the enrollment steadily continued day after day until on January 12, 1900, the enrollment reached sixty-five.⁹ Most of these boys were day pupils from Bryan, but there were sixteen boys who had formerly attended the Allen High School at Madisonville.

The two principals, the only teachers, labored quietly but arduously in educating the boys under their care.

In the summer of 1902 the Allen Academy Catalog announced that three new teachers had been added to the faculty: W. M. Board, A. B., a teacher of Greek, Latin, and history; J. T. Truitt, M. A., a teacher of modern languages and English; and

⁹Bryan Eagle, January 30, 1900, p. 1.

P. M. Raysor, M. D., a physician. Three new classrooms and an auditorium were added to the building and new equipment, including laboratory and other needed facilities, was purchased.

The enrollment of 1902-1903 reached the high mark of 106 students, fifty-five of whom were boarding students. These boys came from eighteen different cities in Texas, and ten were out-of-state boys. On June 3, 1903, the school graduated six boys from the senior department and gave them diplomas with which they could obtain entrance, without examination, to the best colleges in the South.

The two highest ranking students of this class were offered scholarships, with all tuition free, to the following colleges and universities: Texas Agricultural and Mechanical College, the University of Texas, Southwestern University, and Baylor University.

In 1904-1905, to meet the demands of the growing patronage, the school building was again enlarged; a dormitory for twenty boys, and a teacher's cottage and home for twelve boys were erected. Students boarding in Bryan homes were moved into dormitories. The enrollment for the year exceeded even the great hopes of the Allen brothers; so, on January 20, 1905, at a called meeting of the board of directors, it was decided that the large twelve-room home of Dr. Raysor would be bought at \$5,000 for the purpose of having more space

for classes and more rooms for the boarding students. Twenty-four boys were given rooms on the second floor while the first floor was used for additional classrooms, a home for one professor, a kitchen, and a dining room. Thus the Allen Academy changed from principally a day school for boys in and around Bryan to a boarding school for boys throughout Texas. During this year the states represented in the student body increased to twelve and eight boys came from Mexico to enroll in the school.

The slogan in the Eastern academies at this time was, "Who makes the nines?" So, in keeping with this slogan, R. O. Allen made the announcement that medals would be given to students making an average of ninety per cent or above on all courses. Thus both the junior and senior honor societies were introduced into Allen Academy. The following students were listed on the first Academy honor roll:

Junior Department:

Rivers Allen, Sara Allen, R. Q. Astin, Louie Beard, John Bogland, Oscar Bruce, Broodus Biley, Santiago Carna, George Chance, Florencio Gonzalez, Vicente Daniala, Clarence Vick, and Homer Wallace.

Senior Department:

Roy Buchanan, George Bittle, Elbridge Cabben, R. B. Collier, S. J. Dunn, Jesse McIntosh, Jay McIntosh, George Skains, John Tiptor, and Julius Zimmerman.¹⁰

In the fall of 1905 a new wing was added to the newly bought school building, providing three extra classrooms, a science laboratory, a larger study hall, and a library.

¹⁰Allen Academy, Catalog, 1905, p. 12.

Twenty-five acres of land was bought; a new bathhouse, with hot and cold showers, was built. All of the buildings were wired for electricity; and flues and chimneys were built so that individual heaters could be placed in each of the boys' home rooms. New homes were built for the principals and the sixth and seventh grade boys were given rooms in the principals' homes.

The enrollment increased during this year to 120. Three new faculty members were added, making a total of eight teachers in the school.

There were no changes in the course of study and the classes remained small. Personal attention was given each student and those needing extra help were assigned additional supervised study periods for the courses in which the help was needed.

For the next few years little change in the academy was made. The best of instructors had been employed; all except two had master's degrees from high ranking universities; and all were selected for their abilities to teach the subjects assigned them. Although the enrollment showed some increase each year over the previous year, it was not until 1914, when the academy was celebrating its fifteenth year in Bryan, that new faculty members were again added to the teaching staff.

In the summer of 1914 a new school building was erected at a cost of \$50,000. The lower floor of the old Raysor home, which had been used for a school building, was converted

into a hospital. Bryan Hall, a three-story, steam-heated building, had been completed in February, 1914, and with the additional rooms the school could safely house 130 boarding students.

R. T. Miller, president of Texas Agricultural and Mechanical College, said in a letter to the Bryan Eagle, in September, 1914:

The Allen Academy of Bryan is one of the best equipped schools in Texas. The faculty are men of high educational rank and of the best intellectual and moral standing. They are all conscientious instructors in their fields of work and students who have come to A. and M. from Allen are among our highest ranking students. The new administration building, new dormitory, and the new dining hall would be a credit to any school and they are certainly an addition to the city of Bryan. I most heartily recommend Allen Academy as a preparatory school in the broadest sense of the word. Send your boy to Allen Academy and he will be well prepared to enter A. and M. College, the State University, or any other college in the land.¹¹

In the fall of 1915 the school was reorganized and the curriculum was simplified to meet the requirements of the State Department of Education. Greek was dropped from the curriculum, entirely. It was announced that no student would be admitted to the senior department until he had completed satisfactorily a test over the principles of the courses offered in the junior department. For graduation from the senior department or the high school a student was required to have earned sixteen credits as follows:

¹¹Bryan Eagle, September 3, 1914, p. 1.

English	4 credits
History	4 credits
Mathematics	4 credits
Science	2 credits
Foreign language	2 credits

Every student in both the junior and senior departments was required to take, and successfully pass, spelling, letter writing, and public speaking.

In June, 1915, the academy submitted to the State Department of Education selected papers from each high school class representing the three different types of work -- the highest level of work, the middle level, and those making only a passing grade. The papers were checked by the State Department of Education and the school was granted sixteen affiliated credits.

In August of 1915 J. H. and R. O. Allen made a trip to Washington, D. C., to confer with the personnel of the War Department.¹² The countries in Europe were at war and although the United States had not yet entered the war, there was a general demand for military training throughout the nation. Many of the academies and colleges had already introduced military training, so the Allens believed that Allen Academy should also offer military training. Plans were submitted and in September the army sent Major W. G. Martin to

¹²Ibid., September 15, 1915, p. 1.

Allen Academy as teacher of military science and tactics. The War Department furnished the school with rifles, ammunition, and other equipment necessary for drill, target practice, and simple maneuvers. Since the War Department did not supply uniforms, each boy was required to buy two pairs of khaki trousers, two khaki shirts, one military hat, one belt, one pair of leggings, and one black tie, at the total cost of about sixteen dollars. This uniform was business-like and comfortable, and its low cost affected a great saving in the boys' clothing accounts.

On December 1, each boy was required to purchase a woolen uniform, through a local dealer, at a cost of about twenty dollars. Each boy was also required to buy one pair of regular military shoes.

The first year each of the 130 boys enrolled in the school was required to take military science and tactics, but they were divided into groups according to grade and age. Although the cadets under fourteen years of age could not meet all requirements to receive credit on military science, because of War Department regulations, they received all the instruction, used the equipment, and drilled as did the older boys.

The academy did not have a rifle range at the school but through the courtesy of the Agricultural and Mechanical College, the college rifle ranges were used by the academy in target practice.

In 1917 when the United States entered the World War, the applications for entrance into the academy became so numerous that it was necessary to form a waiting list. The school could accommodate only about 160 boarding students, and as the principals received applications from over 200 students, they decided to enlarge the plant by building another dormitory. South Dormitory, a modern eighteen-room building, was completed November 1, 1917, and fifty students on the waiting list were notified that the academy could enroll them.¹³ Thirty-four boys enrolled in the academy on November 12, 1917. Two new teachers were added to the faculty: Thomas J. McCollough and Edwin A. Moers.

In order to provide suitable and sufficient officer material to meet the grave emergencies, the Reserve Officers' Training Corps was created by the National Defense Act of June 3, 1916. This provided that the students physically fit and fourteen years of age or over, receiving military instruction in certain educational institutions designated by the War Department, may be organized into a Reserve Officers' Training Corps. It provided also that the government should assist in the military training by furnishing the necessary instructors from the regular army, together with the requisite equipment.¹⁴

¹³Bryan Eagle, November 1, 1917, p. 1.

¹⁴United States Department of War, Act of June 3, 1916, section 40.

After the War Department's inspection of 1917, Allen Academy applied for and received authority to organize a Reserve Officers' Training Corps unit. (Each year since 1917 the War Department has sent inspectors to inspect the school and at every inspection except one the school has received a high rating.)

In the spring of 1917, at the suggestion of Texas Agricultural and Mechanical College, it was decided to add one year of college work to the course of study.

For the school year of 1917-1918 the academy opened its doors to the largest enrollment that it had ever had and the second week of school J. H. Allen purchased two houses and moved them to the campus. They were the Reed house, a ten-room dwelling, and the McCullough house, a twelve-room dwelling.¹⁵ These houses provided enough rooms to accommodate the added number in enrollment.

Miss Sara Allen, the daughter of J. H. Allen, came to the school as assistant English teacher, and N. B. Allen, his son, who had just received his bachelor's degree from Southwestern University, became an instructor in the mathematics department. Anton Ernest was elected as music teacher and band director. This brought the teaching staff to fourteen members.

The curriculum was again revised; the science department

¹⁵Allen Academy, Catalog, 1919, p. 15.

was enlarged by adding courses in general science and chemistry; and the course in general history was changed to medieval and modern history. It was decided that a few subjects, well taught, would give better results than a multiplicity of subjects with many electives; so, one of the courses in Latin and the courses in German were dropped from the schedule. The Southern Association of Secondary Schools and Colleges sent a supervisor to the school in 1918 and after a rigid inspection, the Allen Academy became a member of the Southern Association.

In the fall of 1918 the administration building burned. A new administration building was erected at a cost of \$50,000. It was completed early in the year of 1919. Other buildings built during the year were the new homes for the principals.

The faculty was enlarged by adding three new teachers and a headmaster.¹⁶ The Allen brothers were growing older, and they felt that, since the enrollment was so large, they could best retain the academic standing of the school by employing a headmaster to take charge of the academic department of the academy. Therefore they elected Major W. G. Martin as headmaster of the school. Very few changes were made in the course of study and the same standards of efficiency were upheld. The high enrollment continued and the extra space in the new administration building provided enough classroom

¹⁶Ibid., p. 16.

space for the increase in the enrollment.

In August, 1919, as has been stated, J. H. Allen suffered a stroke which left him an invalid. It was then that the brothers decided to procure a commandant to take charge of the discipline. C. R. Miller was elected as the first commandant. Allen continued to teach, but much of the time he was confined to his bed.

Late in 1919, fifteen little two-room bungalows were built as an experiment. They were constructed chiefly with a view for sensible open-air living. They were built of wood throughout, but on three sides, four feet above the floor, there were three-foot openings running the entire length of the walls. These openings were covered by wire screening and were provided with heavy canvas curtains of tent cloth which could be closed down tightly when necessary. They appealed to the boys who liked plenty of fresh air.

A new dining hall or mess hall was built to accommodate 300 people so that all of the 200 students and the faculty and their families could take their meals there.

At the beginning of the school year for 1919-1920 the buildings consisted of (1) the administration building, embracing sixteen classrooms, the superintendent's office, offices for the secretaries, headmaster's office, business manager's office, commandant's office, military office, science laboratory, library, and the study hall and auditorium; (2) Bryan Hall, a three-story building consisting of thirty-

four rooms and the armory; (3) South Dormitory containing eighteen rooms; (4) the Raysor house containing twelve rooms for boys and the hospital; (4) the Reed house containing ten rooms; (6) the McCullough house containing twelve rooms; (7) the principals' homes containing twelve rooms; (8) the fifteen little bungalows; and (9) the school dining hall.

During the reconstruction period after the close of the war the enrollment of the academy decreased; for in the fall of 1920 the school enrolled only 164 students.

Only a few changes were made during the next year. J. H. Allen was confined to his bed a great part of the time and although his brother, R. O. Allen, and his son, N. B. Allen, were thoroughly capable, his sunny smile and words of encouragement were sorely missed. Many of the students visited him in his sick room for help in the various mathematics courses. On September 25, 1921, as has been stated, he suffered another stroke and died October 1, 1921.¹⁷

In 1921 the academy was designated as an honor military school by the War Department. This was quite an accomplishment since there were only twenty-three honor military schools in the United States.

R. O. Allen contracted pneumonia in October, 1925, and died November 2, 1925.¹⁸ This left the operation of the school entirely on the shoulders of N. B. Allen. However,

¹⁷Bryan Eagle, October 2, 1921, pp. 1, 3.

¹⁸Ibid., November 3, 1925, p. 1.

in the next few years he proved his worth. He became known throughout the country as an excellent school man. Under his administration the West Point and Annapolis courses were organized. This enables students to take courses leading to appointments to the United States Military Academy at West Point by the War Department, and to the United States Naval Academy at Annapolis by the Navy Department. Cadets in the senior class or in college who have done excellent work in scholarship and who show qualities of leadership are eligible for these distinctions. In 1926 the school became a member of the Association of Essentially Military Schools and Colleges. It is one of the few Southern schools with membership in this association. Although athletics had been introduced into the school years before, it was N. B. Allen and his athletic directors who modernized the athletic department in the academy.

In 1926 the academy alumni and ex-students contributed almost enough funds to erect the John H. Allen Gymnasium and indoor drill hall. It was designed by a former Allen cadet. It was one of the first indoor gymnasiums built in Central Texas.

In 1927 the college courses became an extension of Texas Agricultural and Mechanical College. This simply means that all college courses are planned in cooperation with and under the supervision of the heads of the departments of the Agricultural and Mechanical College. Since the Agricultural and

Mechanical College has sent the academy many students whom the college thought were weak in the different freshman courses since the cooperative plan was established, both schools have long worked together in building up a well-rounded educational program. This cooperation between the two schools benefits many students throughout the country, for it enables boys, both American and foreign born, to obtain a college education. For the small classes, the regular supervised study, and the regular hours of the academy prepare these boys for the larger classes and unsupervised study of the college. Throughout the years, these boys have registered in Allen Academy, remained one or two years, then made excellent students in the Agricultural and Mechanical College. Many have graduated with high honors.¹⁹

The enrollment for 1927-1928 was the largest up to that date. There were 268 students enrolled the first quarter and at the beginning of the third quarter, which is about the time most high schools and colleges begin the second semester, the enrollment reached 312 students.²⁰

The following buildings were built during the year: the Ernst House, which is the home of the band director and the band boys; Allen Hall, which is the home for one teacher and his family and twelve cadets; and Olive Hall I, which is the home for two teachers and thirty-two boys.

¹⁹A. and M. College Yearbook, 1928, p. 25.

²⁰Allen Academy, Catalog, 1929, p. 175.

In 1929-1930 N. B. Allen purchased a one-hundred-fifty acre plot just northeast of the campus, part of which is used as a recreation center. It contains a swimming pool, thirty-five feet by 110 feet; a fourteen-acre lake, stocked with bass and perch; a nine-hole golf course; barbecue pits; and tables for picnics. Seventy-five acres of this plot of land are used for gardens, poultry farms, dairy barns, and pastures for cattle, hogs, sheep, and a goat pasture. Also there is a shrub nursery. From this farm the school raises much of its meat and vegetables to be used in the school mess hall. The milk comes from the dairy farm and many of the eggs come from the poultry farms.

Late in 1930 N. B. Allen bought from Mrs. R. C. Allen the part of the school owned by her late husband.²¹ This gave N. B. Allen the controlling interest in the academy, since his father, J. H. Allen, had left his half of the academy to his wife, his two daughters, and his son, N. B. Allen.

There was little or no change in the curriculum except in the military department. The War Department sent staff sergeant C. B. Jones as assistant to Captain George Griner, military instructor. This lightened the teaching load from Captain Griner and made it possible to add more military tactics to the course of study.

From 1930 to 1936 there was a decrease in the enrollment with an average of only 150 students.

²¹Records of the Brazos County Court, 1930.

In the spring of 1930, at the suggestion of the State Supervisor of Education, Allen purchased two thousand books for the library. This order consisted totally of books selected from the ten Dewey Decimal Classifications and from classical and modern fiction. Until this time the school had had only a part-time librarian who found, that with his other duties, it was most difficult to keep the library functioning smoothly. But in 1931 a full-time librarian, Mrs. E. C. Cole, was appointed, and the library was reorganized.

In the spring of 1936 the second floor of Raysor Hall burned and the hospital was moved to the McCullough House. The Raysor House was rebuilt into a dormitory with rooms for eighteen boys and apartments for two teachers.

Due to the large enrollment the dining hall was again enlarged in 1938. The enrollment for the year was over 300 students. New officers and new classrooms had to be added to the administration building. Three teachers were added to the faculty, making a teaching staff of nineteen teachers.

There were only a few other changes during the next two years; the enrollment remained about 300 students per year. In 1940 Allen bought 114 acres of land, making a total of 303 acres in the campus, farms, and gardens.

In the summer of 1942 Allen Academy was designated by the War Department as a civilian glider pilot school, and Allen purchased an airport, eight planes, and a plot of ground

for storing and landing the planes. This glider school lasted only one year, but it enabled the academy to give its cadets both pre-flight and flight training in aviation. This training is open to cadets sixteen years of age and older. In cooperation with the federal government the school is working toward furnishing the very finest type of young men, with previous training in the handling of the lighter machines, for the air corps of the army and navy. All training is given under the government's Civilian Aeronautics Administration.

In the fall of 1942 Olive Hall II was constructed at the cost of \$20,000. It is a two-story building containing apartments for two teachers and thirty-six boys. Allen Hall II, a building owned by Mrs. R. O. Allen, was purchased. It furnishes rooms for one single teacher and sixteen boys. Another wing, at about this time, was added to the dining hall to take care of the glider pilots and of an increase in the enrollment of the student body. Allen also rented two houses on Ursuline Avenue. These furnished quarters for the glider students.

In the summer of 1943 Allen bought the Howell estate, a beautiful fifty-acre plot with one beautiful twenty-four-room brick building, one six-room brick building, and one eight-room brick building. This part of the campus furnishes accommodations for three teachers and one hundred students. It cost \$100,000.

When the enrollment for 1943-1944 was completed, it was

found that there was still not enough rooms for the five hundred students who had enrolled; so two other residences on Ursuline Avenue were purchased at a cost of \$10,000. Each of these buildings furnishes rooms for two teachers and twelve students.

In January, 1944, two new buildings were added for classrooms. One two-room building was built for the academic courses and a new military building was erected.

So in January, 1944, Allen Military Academy had a campus of over three hundred acres of land on which was located thirty-four buildings, an air field, a recreation park, a lake covering almost fourteen acres, a drill field, four football fields, three baseball diamonds, target ranges, four tennis courts, a quarter-mile cinder track, a nine-hole golf course, a two-hundred-yard obstacle course, ten volleyball courts, and a large swimming pool.

"From little acorns grow mighty oaks" could never have been better demonstrated than in the physical development of Allen Academy.

CHAPTER IV

DEPARTMENTS

All departments of any school should be based upon the aims and purposes of that particular school. Just so, it is with Allen Academy, and to understand the different departments it is well to understand the aims and purposes of the school.

The founders stated the purpose of organizing the academy as, "To teach the great and real business of living." In this modern day and modern life, the aim of the modern academy is essentially that of the older one: to intensify and broaden the capacities of the boys who attend the school, so that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to their fellow men and to society as a whole.

Allen has always believed in a type of education, a well-rounded education, which makes boys resourceful, self-reliant, and independent. While offering a degree of necessary intellectual and moral discipline, it is motivated in its aims by a belief that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that

boys, as all people, differ markedly from one another, the academy makes every effort to adapt its activities in each department to the individual student according to his special needs and aptitudes.

Allen Academy is dedicated to sound scholarship. It endeavors, first of all, to stimulate in its students a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought, and in the extra-curricular activities Allen tries to cultivate the imaginations and emotions of her boys.

Each Allen boy mingles socially with other boys from all sections of the United States and from many foreign countries; some rich and some working for their education, but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly cooperation, as a general rule. Through their intimate contacts with a cross section of American youth and youth from other countries, and associations with the faculty and people at the churches in Bryan, Allen students may acquire social poise and confidence. Through participation in the school's extra-curricular activities and military activities, they may develop initiative, obedience to commands, and the power of leadership.

From its inception Allen Academy has had as a primary aim the development of character. Today, as always, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, in all departments, is a vital force in the academy.

Allen Academy is a liberal modern school with an ancient tradition. Its roots are imbedded deep in the past, from which it draws nourishment. However, its spirit is that of the present, and it is always looking toward the future. It does not easily embrace untested theories of education, but it is always on the alert to utilize better methods for training boys for service and leadership in war time and peace time, in modern American life.

Curriculum

The curriculum of Allen Academy, revised a number of times to meet the growing needs of the student body and to meet the suggestions of the State Department of Education and of the Southern Association of Secondary Schools and Colleges, provides instruction in several fields for every boy. It takes into consideration the aims, tastes, ambitions, and abilities of the individual boy without omitting those contacts which will be essential for sympathetic and intelligent reactions to the demands of the life about him. The courses are planned for boys who will enter college and scientific

school, and instruction is given in all subjects required for entrance to higher institutions. Classroom groups are small enough, about fifteen students, to permit individual attention. Students are placed in sections fitted to their attainments and abilities.

The work of the academy is organized on a standard four-year basis, but provision is made for preparatory work. This corresponds to the seventh and eighth grades of the public school system. It is essential to have the proper foundation for college by giving a thorough high school course, and it is just as necessary that the proper foundation be laid for a successful high school career.

In the seventh and eighth grades each boy must take English grammar, arithmetic, history, geography, reading, letter writing, junior science, health, spelling, and military science. Special attention is paid to these beginning students in the academy and they are taught by the same instructors who teach the more advanced students. Since most of the instructors have master's degrees and have specialized in the courses which they teach, it is reasonable to believe that they receive better instruction than if they were in the public school system. All of the periods are forty-five minutes in length except reading, spelling, and letter writing, which are thirty minutes each. Much time is spent in teaching these younger boys how to study and in developing

in them a desire to learn. These boys have full use of the library, just as do the other boys in the school; and in most cases they develop a real liking for reading. The English department requires that each student read one non-fiction book and one fiction book during each nine-weeks' period. Students are required to make simple reports, either orally or in writing on each of the required books. This not only develops the reading habit but also entails a certain amount of accuracy in reproducing certain facts in a simple, correct form.

The school term is divided into four quarters of nine weeks each. The student is given weekly tests in each course to determine whether or not he is learning and retaining a creditable amount of subject matter presented to him. If he makes no failing grades for the week, he is allowed to study in his room, but if he makes below seventy per cent in any course he must report to the night study hall for two and one-half hours each night for the next week. (This applies to all students in the school.) At the end of each nine-weeks' period an examination is given on each course. A report is sent to the parents or guardians including test grades and quarterly grades on the courses. (This rule, as the preceding, also applies to all students in the school.) After having attended Allen Academy for one or more semesters the younger cadets who make an average of ninety per cent or above on all courses are eligible to be admitted to the Allen

Chapter of the Junior National Honor Society. No honor conferred by the school excels that represented by the honor societies; for in addition to scholarship it includes character, leadership, and service.

In the high school division all students are required to take four years of English. The first-term students in the first year of high school take a thorough course in composition and grammar. This course includes, mainly, a thorough drill in the use of the dictionary and word study, the parts of speech, case, the parts of the sentence, kinds of sentences, and the development of sentences into the whole composition. Weekly compositions of students' experiences and on literature are required. The exercises and compositions are graded and criticized by the teacher and are corrected by the students. In the second semester the first-year students study the selections in Literature and Life, Book I, by Greenlaw and Miles. Character study embraces a large part of the literature in these classes. One class in grammar and composition is repeated the second semester.

In the second year of high school, classes in both grammar and composition and literature are given each semester to enable those students who have made a low average on one of the courses to repeat it the following semester. In grammar and composition a thorough review is given in the mechanics of writing and in the actual writing of compositions and themes. Oral composition is stressed during this course, for

it is believed that one should, as well as knowing subject matter and how to write it correctly, know how to present it orally in a correct and interesting manner before the class. The literature studied in the second-year English classes is that to be found in Literature and Life, Book II. The instructor may substitute other pieces of literature for those included in the text. This is left entirely up to the discretion of the instructor. Each student is required to read, outside of class, at least one fiction book and one non-fiction book during each nine-weeks' period. Tanner's Composition and Rhetoric is used as a basic text for the third-year courses in grammar and composition. Much time is spent in the rewriting of paragraphs and compositions with a view to gaining flexibility and fluency of written expression. The third-year literature classes study An Outline of American Literature by Payne and Selections from American Literature by Payne. Much library reference work is given. The chief aim in the course is to gain some knowledge of the lives and works of the American writers, and to gain a more thorough appreciation for good literature.

The fourth-year English course comprises a thorough drill on all phases of grammar and composition, and a study of English literature. Tanner's Composition and Rhetoric and Literature and Life, Book IV, by Greenlaw and Miles, are used as textbooks. This is a survey of English literature with

some intensive study of special selections from the English writers. The outside reading is somewhat longer for English IV than for the other high school English courses. Each student must read and make written reports on six books of fiction, four non-fiction books, one Shakespearean drama and one other drama, and two hundred lines of English poetry during the year.

The college English courses are based on the freshman courses given at Texas Agricultural and Mechanical College. They are general courses made up of the mechanics of English, selections from American literature, and selections from English literature. There is much writing of paragraphs and whole compositions throughout the year. The students in this group are required to familiarize themselves with two hundred of the common quotations in American and English literature. The West Point and Annapolis English courses are rigid reviews of all phases of grammar and composition, and include a thorough knowledge of the different types of literature, the different periods in American and English literature in which given selections were written, and identification of quotations, authors, and characters in literature. The work is based mainly upon the materials covered in the West Point and Annapolis English examinations in the last twenty years.

The courses in history embrace Texas and United States history for the grades, and ancient, medieval, and modern

English and American history for high school courses.

Texas history and United States history are taught by one of the best history teachers in the school. Much reference work from encyclopedias, books written about Texas history and settlers of Texas, and present-day articles from current periodicals are used in these courses. Map books or work books are used in the ancient and medieval courses. The news week maps are used in all of the courses. The nationally popular National Geographic Magazine, Time, Current History, News-week Magazine, and many other periodicals and current events have been found helpful in this war period. The course in American history assimilates also a study of civics. Beginning with the organization of the local town council, the study leads up through the national government. By constant reference to present conditions, and by concrete examples, well discussed, this phase of the work is made practical and interesting. Valuable drill is offered in the collecting of data, and in the preparation of reports or assigned topics. The preparation of special themes and systematic reading stimulate interest and encourage the pupil to do further research work. The West Point and Annapolis history course might be termed general, since it includes something of the histories of all of the major nations; but it is specific in that every page, every date, every person, every event, every period, and every movement included in the book or class

discussion is important, and may appear in one of the tests for the appointment.

The mathematics courses include arithmetic, advanced business arithmetic, algebra (two years), plane and solid geometry, plane trigonometry, college algebra, analytics, and calculus. In each of these courses thoroughness is required. The mere solving of problems is not the end sought; but from the lowest class in arithmetic to the highest class in calculus, great stress is placed on logical thinking and mastery of principles. The high school division requires only three years of mathematics for graduation; however, students are urged to take four years of mathematics if they plan to enter college or technical school, or if they plan to take the West Point or Annapolis examinations.

The Allen Academy has well equipped laboratories for work in science. Three science courses are offered -- general science, physics, and chemistry. In general science sixty to eighty experiments are performed and carefully recorded in notebooks. The object of the course is to familiarize the student with the more common phenomena of everyday life, to give an understanding of the principles underlying them, and to afford an introduction to the scientific methods of investigation. In physics from forty-five to fifty experiments are performed by the students in the laboratories each year. Special attention is given to the solving of

practical problems. The spirit of independent investigation is encouraged. Emphasis is placed on individual work. Inspection trips are made to the physics laboratories at the Agricultural and Mechanical College and to the various industrial plants in Bryan. The chemistry course deals with the leading facts, laws, theories, and applications of modern chemistry. The students perform about fifty experiments as given in the High School Chemistry by Masters and Floyd. The manual, written to accompany the text, is used. Fundamental principles and the experimental basis of the science are emphasized. The whole science department is unusually strong and much commendation has been received by the various colleges and by the authorities at West Point. In 1942 Major General Ernest Hinds, Commander of the Eighth Corps Area, United States Army, said:

We commend the good work done at Allen Military Academy. The student body has a splendid attitude toward the school program and are especially well grounded in mathematics and in the sciences. Your boys have a good foundation in these courses for further academic study as well as splendid training in Military Science.¹

The language department is one of the largest departments in the academic school. Two years of elementary Spanish, three years of high school Spanish, and one year of college Spanish are taught each year. Four years of Latin and two years of French are taught. Greek and German were dropped from the

¹Major General Ernest Hinds, in letter to N. B. Allen, 1942.

curriculum some years ago. The first year of Latin is devoted to the study of Penick and Proctor's First Latin Book. The students are carefully drilled in the declensions and conjugations of verbs and special attention is given to the acquisition of correct pronunciation. Frequent written exercises in simple prose are required. The first quarter spent in second-year Latin is used as a thorough review over the work done the previous year. The second year brings a study of Caesar's Gallic Wars in the second quarter -- three or four books, according to the ability of the class. In the third quarter the students are thoroughly drilled in noun constructions and the uses of the subjunctive mood. Weekly exercises in Latin composition are required throughout the year, but more stress is put upon these compositions in the last quarter of the second year. The four Catalines, the "Pro Archia," the "De Imperio Cm. Pompeii," and one other oration are the basis of work for the third year of Latin. In the fourth year six books of Virgil are read. Careful drill is given in the dactylic hexameter, both orally and written. Prose compositions based on Caesar and Cicero are required and a study is made of the classical myths. The modern language courses in French and Spanish are arranged to meet the entrance requirements of the leading colleges, and at the same time to give a practical working knowledge of the languages. The grammar school boys are given a simple course

in the pronunciation of Spanish words, a few grammatical forms, and simple conversation. The first and second years of high school, students are taught Spanish grammar, regular and irregular verbs, the reading of some Spanish literature, and the writing of some short compositions. In the third year much conversation, writing, and reading is done. Special attention is given to letter writing, newspaper and magazine writing and reading, and dictation in Spanish. Many tests on translations are given during the third year. Only two years of French are given, the aims of which are to give to the students a reasonable understanding of the French language. Correct pronunciation, the essentials of French grammar, and the more important idiomatic expressions are stressed.

There are two courses offered in public speaking, one course for the younger boys, the junior division, and a course for the senior division and college boys. These courses are very popular in the school. They are taught how to speak in public, how to argue without rancor, and to take part in ordinary social conversation and discussions of events. It is they who conduct the Y. M. C. A. exercises, make the "pep" speeches, and present ideas and ideals to the other students. They engage in the school debates and declamation contests each spring. The cadet officers are required to take the senior public speaking course.

The mechanical drawing course teaches the care and use of drawing instruments, construction of plane and space

curves, orthographic and axonometric projections, technical sketching, dimensioning drawings, lettering, principles and practices in working drawings, and standards and legends to follow. It is a very popular course and the classes are always filled to capacity.

In 1942 the academy introduced another group of courses which were called pre-induction courses. They were introduced for the special benefit of cadets who were to enter the regular armed forces. They are special war mathematics, special physics, civilian aviation, pre-aviation ground school work, and a short study in preparation for examinations for each of the army and navy specialized training courses. At the close of 1943 there were thirty boys enrolled in the aviation school. Many had soloed a number of times and had made their cross-country flights. Although they are too young to receive their civilian pilot's licenses, they receive all the training and are eligible to try for the licenses at a later date.

The Allen library is housed in one of the largest and most attractive rooms of the administration building. It is a well ventilated, well lighted, well heated, and comfortable room with a seating capacity of forty students. It is equipped with a card catalog, a charging desk, five reading tables, a bulletin board, a vertical file, a newspaper rack, a magazine stand, a dictionary stand, a work table on which the

book-binding tools are kept and used, a display case, complete shelving space for 4,500 bound volumes, and a case which will hold about one thousand unbound bulletins.

In 1944 the library contains over 4,300 bound volumes and about five hundred bulletins. There are twenty-two sets of encyclopedias including the latest editions of the Encyclopedia Britannica, the Americana, Encyclopedia Britannica Junior, Compton's Pictured Encyclopedia, Collier's Encyclopedia, National Encyclopedia, World Book, Concise Encyclopedia, and New International Encyclopedia. The library has twenty dictionaries including the 1943 Webster's New International Unabridged Dictionary and the 1943 New Century Dictionary. The cyclopedias include a New Biographical Dictionary, Bartlett's Familiar Quotations, Cyclopedia of Dates, Cyclopedia of American History, Digest of Books, Science for Every Day, World Atlas, gazetteers, and many other sets representing the various classes of the Dewey Decimal System.

The open stack method of shelving is used and the library is carefully catalogued according to the Dewey Decimal System. A full-time librarian is on duty at all times, and adequate supervision is maintained.

For the card catalog the dictionary catalog method is used, and the author cards, the title cards, and the subject cards are filed together, letter by letter according to the top line. The shelf cards are filed numerically by classification number and alphabetically by author. This enables the

librarian to locate the books on the shelf quickly when taking inventory and enables the student to find the book he wishes to read.

At the first of each school year a special library orientation course is given to two groups of students which aid in adjusting them to the available library facilities. In recognition of the growing need to serve more effectively those cadets who are not interested in reading and those whose reading interests need broadening, Allen has inaugurated a definite free reading program as a part of the library service. The librarian keeps an individual reading record of each cadet, analyzes his interests, and directs his reading, making every effort to assist him in finding the available material that will meet his particular interests and needs.

Twenty-five periodicals and ten daily newspapers are provided for the library. This enables the students to keep track of the latest news and the latest developments on the war front. The best of these magazines are bound and placed in the library for permanent use.

The library, as used today, is a definite part of every curriculum, and in Allen Academy every course is supplemented by materials found in the library.

Military

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all . . .

Today Allen Academy has more than five thousand young men in the various branches of the service who received military training in the school. During the years 1942 to 1944, more than one hundred cadets were assigned to officers' candidate school training or were assigned to specialized training courses for the army, navy, or army or navy air corps. Several entered training for the marines. About twenty students, who had attended summer camps, entered the army as second lieutenants. Two hundred cadets entered active service, more than one hundred were enlisted for higher training in aviation fields, four entered Annapolis, and six received appointments to West Point.

Just prior to the United States' entrance into World War I, military training was introduced into Allen Academy. At that time the school did not at all foresee how rapidly public opinion was to crystallize in favor of military training. During the spring of 1917 the academy applied for and received the right to establish a Junior Reserve Officers' Training Corps, under Section 40 of the Act of June 3, 1916:

The Reserve Officers' Training Corps -- The president is hereby authorized to establish and maintain in civil educational institutions a Reserve Officers' Training Corps, which shall consist of a senior division organized at universities and colleges requiring four years of collegiate study for a degree; and a junior division organized at those essentially military schools which do not confer an academic degree but which as a result of annual inspection of such institutions by the War Department are designated by the

Secretary of War as qualified for such units. . . . These divisions shall consist of units of the several arms of corps in such number and of such strength as the President may prescribe.

Although Allen Academy established a Reserve Officers' Training Corps in the fall of 1917, it did not receive full recognition until the spring inspection by the War Department, 1919.

All cadets, without exception, are enrolled in the military department, and all receive military instruction throughout their entire course in the school. It has been found that the military system, properly administered, produces the following results: (1) It carries every boy into the open air daily for thorough physical drill, resulting in better health, stronger bodies, and clearer minds; (2) it develops a spirit of ready obedience to proper authority, a spirit of manly observance of established regulations -- a thing of importance for every boy to learn; (3) it includes habits of gentlemanly conduct, order, neatness, and promptness; (4) it instills in the boy a regard for duty and a regard for law -- those cardinal qualities which make for a good citizenship; and (5) it teaches boys the military knowledge which is so important to those boys who enter the armed services during this war.

In military science and the first course in tactics no prerequisite is needed. The course embraces a study of the National Defense Act, the mission of the Reserve Officers'

Training Corps in the military system, and the relation of courtesy, discipline, and the inculcation of respect to the constituted authorities. It teaches personal hygiene, first aid, prevention of diseases, and camp sanitation. It instructs in command and leadership, including the duties of a private in the squad, platoon, company, and whole corps. These boys learn the manual of arms, nomenclature and care of the rifle and equipment, and many other useful items of information. Instruction is given in extended order, tent pitching, and different kinds of military ceremonies. Practical instruction is given in physical drill including calisthenics, group games, and quickening exercises. Training in scouting, patrolling, participation in tactical exercises of the unit of which the cadet is a member, inspection of quarters when on duty as an orderly, and personal appearance are some of the important phases of the course.

For military science and tactics II a prerequisite of military science and tactics I is required. In addition to a thorough review of the first course, instructions to qualify cadets to perform the duties of squad leader in close and extended order drill and the ceremony are given. The continuation of calisthenics, group games, physical drill, marksmanship with theoretical and practical instruction in musketry on sand tables, relief maps, landscape targets, and actual terrain are given. The study of the characteristics of infantry weapons, attention to the conduct of a patrol and the

duties of a patrol leader and of scouts are studied in tactical exercises.

Military science and tactics III has as a prerequisite, military science and tactics I and II. This course includes the study of the organizations of the United States Army from a tactical and territorial viewpoint; a study of military history, with brief lectures on selected battles; a review of the previous drill and command courses; the principles of leadership and command; additional theoretical and practical instruction to qualify the cadet to perform the duties of a sergeant in all grades; the reading of military maps; rifle marksmanship; machine guns, with the 37 mm. guns and 81 mm. mortar, with the preparation of the cadets for firing these at camp. A more advanced study is made of combat principles including the estimate of the situation, the conduct of marches, development of combat, offensive and defensive combat, security measurements with combat principles of the rifle platoon, machine gun platoon, and howitzer company; and a study of field fortifications with principles of participation in tactical exercises.

Military science and tactics IV has as a prerequisite military science and tactics III. This course carries the cadet into the study of military law, company administration, company supply, aerial photography, the principles governing leadership and their applications to command and instructional

methods, combat training to qualify a cadet to perform the duties of lieutenant of a rifle company in security or in combat, and to perform the same duties in a heavy weapon company. A study is made of anti-aircraft and anti-tank defense, of methods of securing and disseminating military information and of methods of communication. Special attention is given to defense against chemical warfare and participation in combat exercises as unit commander.

All cadets are required to become proficient in the practical military work so far as this applies to minor tactics. Members of the upper classes are required to become proficient and to stand examinations in the whole course of study for the Junior Reserve Officers' Training Corps. When a cadet has completed the prescribed course and has attended, at the expense of the government, the Officers' Training Camp at Fort Benning, Georgia, and has successfully met all requirements, he receives a commission as second lieutenant in the United States Army. From twenty to forty cadets qualify annually and receive either commissions or certificates of eligibility to Officers' Training School.

The War Department inspects all recognized military schools annually and rates them according to merit. The very best are designated as "honor schools." Allen Academy has been the only school in Texas to undergo the honor rating inspection by staff officers from the War Department, and the

Allen Cadet Corps is the only cadet corps in Texas, and one of the few cadet corps in the South, to receive the distinction of being given the honor military rating for twenty-three years. Every inspection by the War Department, except one, has elicited from the inspectors the highest praise for the school for its efficiency, equipment, and "Esprit de Corps."

There are a certain number of vacancies at the United States Military Academy at West Point, New York, and at the United States Naval Academy at Annapolis, Maryland, to be filled by recommended graduates of "honor military schools." As vacancies occur, from graduation or in other ways, the honor schools are called on to fill them. The appointments may be made from the two upper classes and are given to the candidates who show the greatest capacity for scholarship and military leadership. Normally an appointment falls to Allen every first or second year. Each time an appointment is made, two other honor graduates are listed as first and second alternates, and may receive the appointment in case the principal for any reason is unable to qualify or accept. Allen cadets may also receive appointments coming from their congressmen or senators and can qualify by passing an examination given expressly for that purpose. The academy may also appoint three cadets each year to take a competitive examination with similar appointees from other honor schools for twenty vacancies at the United States Naval Academy. A

special course is given to all students wishing to enter into either the United States Military Academy, the United States Naval Academy, or the United States Coast Guard Academy. For such students a special class is maintained with a special schedule, and special textbooks recommended by these government academies are used.

The military band is one of the outstanding features of the military department. The band boys form Company "B," which furnishes music for parades, reviews, and all other military exercises. In 1943-1944 the cadet band was composed of eighty-six pieces. This is somewhat above the average number of pieces in the band for ordinary years. The band is a means of a great deal of pleasure to the cadets, as well as an absolute necessity in forwarding the interests of the military exercises of the school. An experienced bandmaster is employed, and no extra charge is made for instruction in band music. In addition to the military value of the band it is also valuable to the student as an extra-curricular activity.

For the purpose of discipline and practical military instruction the battalion is divided into four companies. At the first of each year the boys in the school are grouped into three long lines. All boys who play band instruments are called out first and put into a separate group, which forms the Band Company, or Company "B." The colonel then arranges the boys in each of the lines according to size. He designates

which line of boys is to be Company "A," which is to be Company "C," and which is to be Company "D." When these designations have been completed, each of the companies is divided into three platoons, the larger boys forming two platoons and the smaller boys forming one platoon in each company. Each platoon is then divided into three squads.

The colonel, who is professor of military science and tactics, selects all cadet officers, both commissioned and non-commissioned. The cadet officers are chosen from those cadets who have been most exemplary in conduct, most soldierly in bearing, and most diligent in academic work. The non-commissioned officers are usually chosen among third-year men. The opportunity for promotion creates that "Esprit de Corps" and general sentiment that condemns at once any act on the part of one of the members calculated to reflect discredit upon the command at large. Feeling that he has the confidence and support of the superintendent, headmaster, military personnel, and faculty of the academy, and having been placed on his honor to discharge the duties of his position properly, a cadet officer becomes an efficient aid to the maintenance of discipline. He feels his responsibility and grows self-reliant and manly.

In the academy as in the regular army, the non-commissioned officers consist of corporals, sergeants, staff sergeants, and first sergeants. The commissioned officers consist of the battalion commander, usually a major; the adjutant,

usually a first lieutenant; four commanders, usually captains; and eleven platoon leaders, usually first lieutenants and second lieutenants. The band appoints one of its platoon leaders to be the drum major. The commissioned officers are members of the officers' club and have some special privileges which the non-commissioned officers and other cadets do not have. These officers also have greater responsibilities than do the other cadets. The extra duties entail being officers of the day, checking quarters of all cadets to see that they are up to standard, receiving and carrying out orders of the military staff, the superintendent of the academy, and the headmaster; and generally handling the discipline of the cadet corps for the day. The officer of the day is assisted by six orderlies who run errands and carry out other orders for the day. Every commissioned officer among the cadets must act as officer of the day, except the battalion commander. Every non-commissioned officer and private must act as an orderly for a day. The commandant, who is a commissioned officer in the army and who acts as disciplinarian of the school, chooses both the officer of the day and the orderlies. He arranges the names of the officers into an alphabetical list. He chooses the first name on the commissioned officers' list to be officer of the day and the first six names on the other list to be orderlies for the first day, and so on until every boy has acted as officer of the day or orderly. When the lists are exhausted,

the process of selection is started all over again. This process of selection is continued throughout the year.

Neatness of person and quarters is attained by frequent and strict inspections. The personal appearance of cadets is inspected at morning breakfast call, at morning school formation, at drill call, at lunch formation, at afternoon school formation, and at the supper formation, by officer cadets or by an army officer. The cadets' clothes must be brushed and free from spots, their linen clean, their shoes polished, their brass shined, their hair combed, their person clean, and in every way they must present a neat and soldierly appearance. Quarters are also inspected at morning and at night by the faculty members in charge of the area, and a rigid inspection is made each Monday by the military personnel.

Since 1940 the army has furnished the school with the following officers:

1. A United States colonel of the infantry who is professor of military science and tactics.
2. A lieutenant for office work in the military office.
3. A first lieutenant who acts as assistant to the lieutenant.
4. A first sergeant who acts as supply sergeant and instructor.
5. A staff sergeant who acts as unit clerk and instructor.

The academy appoints two retired army officers, a captain, who acts as commandant, and a lieutenant, who is assistant to the commandant. These commandants are charged with, and are responsible for, the discipline of the academy except for purely military cases, in which cases the military department has full charge and exacts punishments as it sees fit.

Discipline is maintained both by instruction and example, and through a system of rewards and punishments. Rewards are made through promotions, the granting of special privileges, and the awarding of medals or trophies. Punishment is assigned in form of demerits, which must be walked off at one demerit per hour, demotion, withdrawal of privileges, and dismissal from the academy.

The government of a well-established school increases in efficiency and becomes more productive of good when it is supplemented and reinforced by the maintenance of honorable traditions. In the course of time these unwritten laws, representing, better than any formal regulations, the true spirit and true regard for discipline, and commanding the ready and unquestioned support and obedience of every cadet, have formed into an honor code of the academy. The loyal cadets year after year assist in the maintenance and enforcement of this unwritten honor code to which every student in the academy must conform. Among other offenses, the cadet

code prohibits lying, cheating, drinking, stealing, and the physical hazing of new cadets. Upon matriculation all cadets are required to sign an agreement pledging their word of honor to refrain, as long as they are students in the academy, from breaking general rules and regulations of the school, and to uphold the honor of the school at all times.

Extra Activities

In many schools extra activities or extra-curricular activities mean those activities in which students participate outside the regular academic program; but in Allen Academy the curriculum comprises nearly all the experiences which the boys have. Therefore there can be no rigid dividing line, educationally, for the purpose of distinguishing the usual classroom activities from the other activities of the school. The latter, which for convenience shall be termed extra activities, permit some more freedom and are more largely initiated and directed by the students themselves. Jordon² states that extra-curricular activities are those voluntary tasks which are carried on by students in addition to the regular classroom requirements, either after regular school hours, or at a time specially designated for such purposes, and may be in effect semi-curricular. This is believed to be the best definition for the activities to be discussed

²R. H. Jordon, Extra-Classroom Activities in Elementary and Secondary Schools, pp. 1-3.

here. All these activities may be divided into athletics, military, and literary activities. The Allen motto is "Something for everyone." The problem of outdoor exercises and games is very much simplified for the Allen cadets by the excellence of the climate. There are only a few days in the year when the cadets cannot practice some branch of athletics out of doors. It is this natural advantage, together with the system in force, that produces a hardy youth -- strong in mind, in body, and in spirit. It furnishes an abundant opportunity for the development of a tolerance in "seeing the other fellow's side of the question."

The first duty of a boys' training school is the provision of facilities to promote the proper physical development of every boy in it. Allen states in his catalog for 1943 and 1944 that: "A man with a strong mind and a puny body is but little better than a man with a puny mind and a strong body; either is but half a man."³

The athletic system fostered in Allen Academy aims to give attention to every individual boy. It was not originally intended merely for the purpose of creating teams wherein only the best athletes may compete, but rather one wherein each individual receives attention. Although teams are organized which compete with outside schools and with each other in all branches of sports, careful attention is given

³Allan Academy, Catalog, 1943-1944, p. 156.

each year by competent instructors to the development of the individual along the lines which seem best suited to the strength, health, and aptitudes of the particular boy in question. It is an established fact that the boys with the best bodies make the best students both in academic and military courses, and moreover, that they develop the broadest capacities and continue the development longest when they become men.

Groups in many forms of athletics are organized in season, and regular periods of work are assigned. All cadets are required to take such physical training and practice as may be prescribed, after duly considering their physical conditions, aptitudes, and tastes. Allen cadets who are not on regular school teams get almost as much, if not fully as much, benefit and pleasure out of athletics as do those who are on the regular school teams. Games and contests are conducted in athletics suitable for cadets of any size or age.

The gymnasium is a steel and wood structure seventy-five feet by 150 feet and has a seating capacity of about 500 people. Basketball, volleyball, and boxing are the chief sports conducted in the gymnasium, but it serves as an indoor drill hall and as the center for all the athletic and social life of the school.

Football is one of the most popular games at Allen. Every fall eight or ten teams are organized, each composed of boys of like size and skill. The varsity team is made up

principally of high school seniors and college students who have been good football players in home-town high schools. Year after year the varsity football teams at Allen have won many games, and are at present undefeated by academy teams. The varsity teams have a record of winning over other academies in twenty-six states, having won three Southwestern championships, and an enviable record in the national athletic contests. The finest results, however, are obtained in the intra-mural and company contests. Each year the most enjoyable games are the final games to determine the company championship of the cadet corps. No varsity player is permitted to play in these games.

The interest manifested in basketball is scarcely less than that shown in football. During the season a large squad is in training and games are scheduled with the various schools of Central Texas. No school sport evokes a keener interest or affords more enjoyment. The inter-mural league permits every cadet to enter these basketball contests and even the faculty members have strong teams competing for the school championship.

When the big league baseball teams are training in their Southern quarters and college teams are practicing in indoor cages, the Allen cadets are well advanced in their baseball season. Organized practice usually begins late in February. This is a popular sport at Allen and the school is always represented by a strong team. Most of the juniors play soft

ball instead of baseball, and intra-mural games are staged throughout the spring months.

Allen Academy built the first cinder track in Texas, and track is encouraged at all times for all students. Large squads train each spring for all kinds of field and track events such as running, jumping, hurdling, weight-throwing, pole vaulting, javelin throwing, and other field events. Intra-mural and company competition is always keen and during what is known as "field day" all events are enthusiastically entered into by all cadets. Personal and company prizes are awarded the winners for these field sports.

Closely connected with other field events at Allen is swimming. The contests in swimming are some of the most interesting contests held on field day. This branch of athletics benefits more boys, probably, than any other. All cadets who are unable to swim are organized into small classes for instruction. The more common strokes are taught to beginners, and drill in life saving is given. Guards from the cadet corps, boys who are good swimmers, are chosen to instruct these small classes. Those able to swim need no coaxing, as is evidenced by the number who are seen swimming day after day, through the fall and spring months. It is impossible to have swimming through the winter months, since the academy has only an outdoor pool.

Four large courts are provided for tennis and the Bryan City Park has several courts which the cadets are permitted

to use. In the spring elimination contests are held, and the winners are presented with medals. These winners also gain points for company competition.

In addition to the sports discussed above, there are many others indulged in. Each has its adherents, and no matter how small the number, each is properly supervised and encouraged. Volleyball, golfing, boxing, fishing, hunting, and rowing are favorite sports with a large number of students.

Allen Academy has an excellent boxing coach and each year has a large class in boxing. The academy boxers have won the Golden Glove championship several times. Training in boxing is given any cadet in the academy, regardless of age or size.

In 1942 the academy built an obstacle course and each afternoon a large group of boys, under competent supervision, may be seen practicing on this course. It is not only a good athletic contest, but it also prepares boys for future training in the United States Army. And so the Allen slogan, "Something for everyone," is carried out to the letter.

Not only does the school train athletes in all types of sports, but it also gives training in many varieties of literary events. Today, more than ever, men must learn how to speak before an audience. Public life requires it; business life demands it; and society expects it.

Bacon said:

Reading maketh a full man; conference, a ready man; histories make men wise; poets, witty; mathematics, subtle; natural philosophy, deep; moral philosophy, grave; logic and rhetoric, able to contend; and public speaking, able to express all knowledge in a worth-while manner.⁴

So young men must know how to speak in public and to take part in public and social discussions.

Regular classes in public speaking are taught in the school, but it is impossible to enroll all students in these classes; so the speech department is supplemented by debating, extemporaneous speaking, declamation contests, dramatics, and actual practice in conducting the young men's clubs and social groups, including the Young Men's Christian Association meetings and chapel. The military organizations and their clubs also furnish practice in public speaking.

Every Sunday night the entire cadet corps and the faculty and their families meet in the auditorium for what is known as the Y. M. C. A. The meeting is conducted entirely by the cadets. It is in the form of a religious meeting. One of the cadets, usually an officer, acts as master of ceremonies. The "Doxology" is led by another cadet, after which a student offers the evening prayer. The thought of the day is given in the form of a Scripture reading or some other worthwhile thought and is presented by a cadet. Then a group of songs are led by a student who has been selected to act as

⁴Francis Bacon, Essays, p. 21.

song leader. The speaker of the night, usually from Bryan or the Agricultural and Mechanical College, but sometimes an out-of-town visitor, is introduced by the master of ceremonies. The closing prayer is given by still another cadet. Thus it may be seen that at least five cadets are given a chance to appear before the student body each Sunday night. Different students are selected for each meeting, so that in the course of a year almost all of the students are given a chance to participate in the Y. M. C. A. meetings. This not only teaches students to speak in public but it also teaches them to speak and conduct meetings before their fellow students.

The chapel meetings are conducted in a way similar to the Y. M. C. A. meetings and students are often allowed to make "pep" talks, speeches, to present ideas, and make announcements.

Each spring a series of declamation contests is held for those students who wish to participate in this form of public speaking. For convenience the contest is divided into four divisions: sub-junior, junior, senior, and foreign students. The declamations are selected under the direction of the librarian and coaches for the different students are selected from the faculty members. Some one hundred boys usually enter the contests and much interest is shown both by the students and by the faculty members. Elimination contests are held and from five to ten students are selected from each division to speak in the final contests. Medals or

loving cups are given to the final winners in each group.

Debating as a school activity is receiving more and more attention. In order to encourage this form of public speaking, inter-company debates are held. The winners of these debates are given points for their company competition.

As a means of teaching poise and self-confidence, plays are given before the student body and in the theaters in nearby towns. Throughout the years the Allen Players have been invited to participate in the tournaments held by the Little Theater of Texas.

The Allen Academy band is not only essential to the military department, but it is also of much benefit and pleasure to the entire student body and faculty. While few small schools can maintain a band of full instrumentations, the academy has developed one of the best balanced musical organizations in the state. The academy bands have been very successful in contests in the Central and East Texas Band Association. By virtue of its high score in the eastern division of the Texas Band Association it has been designated for five times in the past ten years as the official band for the East Texas Chamber of Commerce.

Each year the band is called upon to play for the various clubs of Bryan and other organizations of the state. It has been the official Lions' Club band of Central Texas for a number of years and was voted first place at the International Convention at Miami, Florida, in 1927. In 1933 the Allen band

was designated by the Rotary Clubs of the East Texas district to represent them on a summer tour which carried it over more than four thousand miles of Texas. Special entertainments were given in some one hundred towns and cities of Texas. Since 1930, this band has been on the opening program of the Fat Stock Show at Houston each year. In 1940 the band was selected for one of the Good Will Tours to Mexico. Since the outbreak of the war, only trips to Houston, Austin, Waco, and nearby cities have been made.

In addition to the Allen Academy band, the school maintains a very popular orchestra. This orchestra plays for all Allen Academy dances and for numerous other dances and special entertainments. In 1935 the Allen orchestra was given a trip to England, France, Italy, Belgium, and other countries of Europe. The tour, with all expenses paid, was won in a contest conducted by one of the large steamship companies of New York City. It was an eight-weeks' trip, and the cadets furnished the musical entertainment on board the liners and in the different countries visited. As in the case of the Allen band, the orchestra has cancelled all long trips until after the close of the war.

The All-En is the school annual. It gets its name from the report taken after taps each night. The officer of the day comes to each room to check the cadets and if all cadets are accounted for, he receives the report, "All in." When the first annual was published in 1920, it was suggested

that it be called All-En. The chief aim of the annual is to provide the means of recording the affectionate touch of loyal comrades, the true fellowship, the delightful experiences, and happy memories of days gone by. "Memories of the past serve as jeweled footsteps for the future."⁴

It was with this hope in mind that the senior class published the Allen Academy annual, All-En, during the past years.

The Full Pack is the school paper, published regularly each month. It is the news record of the month, and its personal elements give spice and interest to the daily activities of the school. The editing, selection of items, proof reading, and business management are done by the cadets themselves, assisted only by suggestions and criticisms from the faculty adviser. This voluntary work on the school paper gives helpful, practical training. Some of the news items and stories are prepared in English classes, but the greater part of the work of supplying copy for the paper is done outside of class.

During the past ten years The Full Pack has won places in the National Scholastic Press Association contests. These included competition among junior colleges, high schools, and academies on such items as news writing, feature-story writing, editorial writing, special columns, cartooning, and special editions, in addition to the school newspaper as a whole.

⁵New Dictionary of Thoughts, p. 385.

It is now universally recognized that singing is one of the most important morale builders in any group of young men. The saying that "a singing corps is a good corps" has a most practical significance at Allen, as proved by experience. Singing is stressed, and boys are encouraged to sing with the glee club and in other musical organizations on the campus; for no matter how vital the other activities may be, the fact remains that the spirit of congeniality and fellowship which is the foundation of every organization finds its best and most natural expression in the common bond of vocal music. The Allen cadets sing well, and although they have never won any great honors in this line of endeavor, they do have a good glee club and a school quartet each year.

The Allen chapters of the National Honor Society of Secondary Schools were first introduced into the academy in 1915, but as early as 1905 all students making an average of ninety per cent or above were given special mention in the Bryan Eagle. Later, medals were awarded to all students making an average of ninety per cent or above on all courses for the year. Since the students may now be admitted into the National Honor Society, medals are not given. The Senior Honor Society admits only seniors, and the Junior Honor Chapter admits only juniors. Election to these organizations is based on scholarship, character, leadership, and service. No honor conferred in the school excels that represented by these societies. They represent the fundamental objectives

for which schools were instituted, and they seek to honor those students who have attained most nearly the desired results. Other honors at the disposal of the academy are only partial in the sense that they recognize specialized ability, skill, or talent, but the honor society recognizes education as a total product measured by the four dimensions in life. The aim of the Allen chapters is to hold to scholarly habits, to enlist in worthwhile service, and to lead forward in all things that will advance the welfare of the school. Membership is limited and only a few students each year qualify for membership.

The rifle teams of the academy are selected by way of elimination. At the first of each school year all of the older boys, who are interested, meet in the rifle range each afternoon for instruction on how to shoot and handle weapons. After about two weeks of training the boys draw for places to determine the order in which they will shoot. Some years there are over one hundred boys to enter the contests. About ten men shoot each afternoon and ten at night until the first round is completed. The scores are tabulated as each boy shoots and about one half of the original group are eliminated after the first round. The other boys are then given a few weeks in which to practice before the next round in the contest is held. In the second round of the contest several boys are eliminated. In the same manner this process of elimination is continued until only fifteen men are left.

This group elects a captain and forms three five-men teams. The captain is always the best shot on the team. These teams continue to practice for some weeks, then enter into contests with other academies. The rifle teams have for a number of years represented the Eighth Corps Area in the National Shoot. In 1935 the team won the national championship in the Inter-collegiate Shoot for schools of like standing in the United States. They won first and third places in the William Randolph Hearst Shoots for the Eighth Corps Area in 1936, first and second places in 1938, and first place in 1941.

The Library Club is composed of the boys who are selected as assistants to the librarian. Each year it is announced at the first of school that boys interested in working in the library may apply for certain periods. From the list of applicants, usually a large number, the librarian and the headmaster choose fourteen students, two for each period of the day. These boys learn simple library routine, how to care for books, shelve them, charging routine, typing of cards for catalog, mending and rebinding of books, assisting other students in making book selections, and the taking of inventory. The boys enjoy this type of extra-curricular activity and at the same time receive much benefit from it.

Bryan has three excellent theaters offering a wide variety of shows each week. The Allen boys are given the opportunity of seeing three shows each week if they so desire.

It is important that the cadets know how to get along harmoniously and be at ease with strangers. To this end a number of social events are held during the year.

The different churches of Bryan have several church socials during the school year. At intervals, dances are given by the cadets. All boys are eligible to attend the dances unless they are "campused" or are in night study hall, in which cases they are required to remain at the school.

Fraternities, secret societies, and similar organizations are not allowed in the school life of Allen Military Academy. The atmosphere is one of equality and no organization antagonistic to that condition is tolerated. All organizations and clubs are supervised by members of the faculty.

CHAPTER V

THE ALLEN SPIRIT

The spirit of Allen requires an accounting for. Only here and there in the countless schools, both public and private, is found one marked by a spirit so vigorous and dominating as is the spirit of Allen Academy. It is personal devotion to the Allen ideals; and the great ideal of Allen is character. It has its roots in definite, tangible things. It has its flowering in forms as varied as the flowering of nature. It springs out of men and teaching and environment. It grows into qualities of mind and soul. It is not the attitude toward a few selected ends, but rather the biding spirit in which all things are done, all difficulties met, all success attained, and all obstacles overcome.

The spirit of a school is its breath. It is the ideal it breathes, not as so many separate and distinct elements which can be marked and labelled for inspection, but as one composite unit rising from these separate sources which breathes itself into the life and being of those who live in it, becoming an unconscious part of them, ruling and moulding their thoughts and actions. It may be called the attitude toward life, toward duty and faith, toward right and wrong,

toward the beautiful and the good, toward the world.

What then is the Allen spirit, the Allen memory? What does it impel one to do, to be? It is a thing that grows. It does not reach its height until it has time to grow and produce fruit. It is at first associated with the narrow circle of sports and drill and social events that the student knows, but then it broadens with the broadening understanding until it takes in all the important relationships of life. It dominates private life as thoroughly as public life. It teaches the fulfillment of obligation to church and country. It is not to be measured either in extent or intensity by the volume of yelling at a football game. Few boys who have ever attended Allen will ever forget that old chapel and the motto of the school: "Hard work, fair play, clean life." The Allen ideal and motto help to mould men of the boys who attend the school because these things were incarnate in the founders of the school and still reside in great strength in the present superintendent of the academy. These ideals mould character, personality, and life because here at the present, as then, they are embodied in a personality strong enough to impress itself on growing character.

The motto has a definite meaning which grows far beyond the use of mere words:

Hard Work -- To believe that every man in the world has a man's work to do; to feel a prevailing sense of the dignity and nobleness of work; to esteem men for what they are, and measure by greatness of service rendered, and to believe that everything that is worth

doing is worth doing well; to work when you work; play when you play -- in the classroom, in the field, in the future scenes of life.

Fair Play -- Begun on the athletic fields, in drill, in school, and extended into every relation of life. Fair play, between the weak and the strong -- the knightly spirit of the Golden Age of Chivalry -- the spirit which made men free. It is this spirit of fair play which rises above the bondage of prejudice and personal interest. It counts success too dearly bought at the price of honor and scorns advantage at another's weakness, or fear of another's strength. Fair play is a sacred regard for the rights and happiness of others. It keeps ever close to the Golden Rule of the Master Teachers, "Do unto others as you would they do unto you."

Clean Life -- A life that has nothing to hide; a life that can stand upright and look, without flinching, into the eyes of any man, with the boldness of him, "whose strength is as the strength of ten, because his heart is pure." A life clean from impurity; a life clean from neglected duty; and a life clean from the fear of what any man may do or say.¹

This is the spirit, these the ideals, which down through the years have made Allen and Allen men.

It is the spirit of overcoming, the spirit of giving, and the spirit of reverence.

And so, in almost every city in Texas, almost every state in the Union, and in almost every country in the world today, may be found men who are products of Allen Academy; and many of them, when tired of forging ahead, will pause long enough for a retrospective view of events that have arranged themselves with such precision in days forever gone. In keeping with this thought, an ex-student now serving in the armed forces in Italy recently wrote back to Allen:

¹Allen Academy, Catalog, 1944, p. 185.

It is then that the hoary oaks of Allen; the cadets in formation on Battalion Walk; the inspiring sound of "The Star-Spangled Banner" when into the gathering clouds of evening the flaming sun sinks low and bathes the flag of our Nation in its dying radiance; nights of cold stars with the bugles playing "Taps" to mark the end of a perfect day; a friend's smile and his hearty-hand-clasp; the Superintendent, the Headmaster, or an instructor laying a kindly hand on a shoulder and saying, "It is all right. Things will come better next time" -- It is then that the "Allen Boys" know how to appreciate the Allen spirit:

Behind the school at Allen,
Behind the class and drill,
Flames high and unrelenting
The joyous Allen will.

The will that meets and conquers
Each team and task with vim,
And lifts old Allen's rafters
With Allen's honest hymn.

One splendid boast we'll leave, man,
Behind when we are gone,
That Allen, never quitting,
Fought on and on and on.

And Allen men tomorrow,
Inheriting our might,
Like heroes shall continue
To fight and fight and fight.

Behind the oaks at Allen
The sky burns gay and bold
Where Allen colors riot,
The dauntless Blue and Gold.

A sky-vast flag they flutter
Wide horizons apart,
But flame more sacred, splendid,
In every Allen heart.

As long as Texas sunset
And sunrise shall renew,
Above the smiling compact
With Allen's Gold and Blue,

So long may Allen foster,
 And in her love enfold,
 Brave sons deserving roster
 In deathless Blue and Gold.²

The spirit that motivates and vivifies cannot be caught by type or line. Edward Clark, former Secretary of State, Austin, said in a letter to N. B. Allen:

When I graduated from Allen in 1923, I was unable to appreciate the fullness of our saying, "Once an Allen boy, always an Allen boy." But now I know what it means to look on my training at Allen with joy and gratitude in my heart. The Allen spirit is in us all and it will guide "the Allen Boys" throughout the world in these uncertain times. May you continue to train the boys of Texas as you trained me.

This is what is meant by the Allen spirit and when "Taps" is played in camps all over the land, Allen men may stand and sing:

Allen men!
 Brawn and brain,
 Gun and pen,
 We will strain
 With the sun.
 Once again
 Brawn, brain, gun.
 A -- A -- Men.

²Letter from former cadet, Allen Academy; may be seen in files in the academy office. "Allen Spirit," the school song quoted, was written in 1925.

APPENDIX

TABLE OF EXPENSES

Date	Charge Per Year
1898-1902.....	\$200.00
1902-1904.....	210.00
1904-1912.....	300.00
1912-1915.....	330.00
1915-1917.....	370.00
1917-1919.....	400.00
1919-1924.....	580.00
1924-1926.....	615.00
1926-1928.....	620.00
1928-1934.....	675.00
1934-1936.....	595.00
1936-1939.....	620.00
1939-1942.....	630.00
1942-1943.....	680.00
1944-	725.00

The above table shows the expenses per student from 1898, when the school was moved to Bryan, to 1944. It is the charges for the entire year for tuition, room, board, fuel, lights, and library, laboratory, and athletics fees. There is a ten-dollar fee for room reservation which is returnable. There is no charge for instruction in band and orchestra, but a fee of ten dollars per year is charged the band and orchestra students to defray the cost of musical library service. Each student must buy his own clothes, except those furnished by the army, and pay his laundry and cleaning bills.

CADETS' DAILY SCHEDULE

Routine of Duty	Tuesday Wednesday Thursday Friday Saturday	Sunday	Monday
First call	6:30	7:00	6:30
Breakfast call	7:00	7:30	7:00
Sick call	7:35	8:00	7:35
Inspection of quarters	7:45	8:15	7:45-9:00
School call	8:00-9:00		
Chapel	9:00-9:20		
Church call		9:00 (Protestants)	
Church call		8:00 (Catholics)	
Church call	Friday, 7:00 p. m.	(Jewish)	
School call	9:20-11:00		
Drill and military maneuvers	11:10-12:10		9:10-11:10
Dinner call	12:25	1:00	12:05
School call	1:15		
Recreation call	4:15		3:00
Retreat formation	6:20	6:20	6:20
Supper call	6:30	6:30	6:30
Sick call	6:45	6:45	6:45

Routine of Duty	Tuesday Wednesday Thursday Friday Saturday	Sunday	Monday
Study call	7:00-9:30		7:00-9:30
Y. M. C. A. call		7:30	
Call to quarters	9:45	9:45	9:45
Taps (lights out)	10:00	10:00	10:00

Calls vary during the year according to daylight hours. Weekly half holiday is on Monday afternoon. Sunday evening each cadet is required to write a letter home to insure a message to those at home at least once each week.

COMMENDATIONS: REPORTS OF HIGH SCHOOL INSPECTORS FROM THE
STATE DEPARTMENT OF EDUCATION FOR THE PAST NINETEEN
CONSECUTIVE YEARS

1923

Allen Academy appears to be maintaining its usual standards of excellence as to school work and equipment. The class work observed was of excellent quality, the type of work that can be built on only good foundations long established. Buildings and equipment were in perfect order. Discipline was uniformly good, despite the disturbing condition of the weather. An atmosphere of industry and general progress seems to pervade the entire institution. Medium sized classes and a faculty of exceptional scholarship produce work of very satisfactory quality.

ACCREDITING REPORT -- English IV. (A genuine pleasure to examine such material. The papers are being kept for exhibition.)

1924

Allen Academy, as usual, is doing good work and maintaining a standard creditable to itself. An unusually good spirit seems to prevail among the student body. The splendid personality of the instructors and good instruction are noticeable throughout the school.

Credits granted: Public speaking -- Part of the materials is being held out for exhibit purposes, as it is suggestive of work not ordinarily done in high school public speaking.

1925

1. That Allen Academy is worthy of commendation for the following reasons:

- a. A splendid new administrative building has been erected and equipped.
- b. A home for the headmaster has been built on the campus.
- c. The school has now a large, well equipped gymnasium.
- d. New books have been added to the library and new equipment to the laboratories.

- e. Excellent physical training and splendid discipline is the result of the military drill required.
 - f. Good class work was observed throughout the school.
2. It is suggested that the school continue its liberal policy towards the library and laboratory.

1926

- a. The policy of employing and retaining a well trained faculty insures efficient instruction.
- b. The library facilities are being continually developed.
- c. The discipline of the school is excellent and there exists a wholesome relationship between faculty and student body.
- d. The classes are not crowded, and an effort is made to adapt subject content and method to the needs of the individual.
- e. Attention is given to the development of the physical as well as the mental welfare of the students.

1919 to 1942

At the recent meeting of the Southern Association of Schools and Colleges, the Allen Academy was:

- 1. Retained on the list without comment since it met all standards of the Association.

Sincerely yours,
Chairman State Committee.

(Allen Academy has been a member of the Southern Association of Schools and Colleges since 1919.)

- 1. It is apparent that Allen Academy is providing equipment and teaching force conducive to the maintenance of a high standard of classroom instruction and student morale.

- 2. The supervisor was favorably impressed with the good attitude of the students toward their work and with the sincerity of purpose of the teachers and of the authorities.

1928

As the funds of the Department of Education were not sufficient to have all schools of Texas inspected during 1928, Allen Academy was one school which the State Department did not inspect.

115

1929

COMMENDATION SHOULD BE GIVEN FOR:

- a. The excellent qualifications of the faculty. Nearly all teachers hold Master's degrees.
- b. The well planned co-ordination of physical, mental, and social development of the pupils.
- c. The leadership developed in extra-curricular activities. The president of the Press Association is an Allen student, and places of prominence have been secured in other school activities such as the band and athletics.
- d. The desirable attitude on the part of the student body toward the various phases of school work.
- e. The organization of work on the hour period plan. This will further increase the efficiency of work.

1930

COMMENDATION SHOULD BE GIVEN FOR:

- a. \$50,000 improvements, or additions to the campus.
- b. Adequate equipment.
- c. A faculty of excellent training and personalities above the average.
- d. A high quality of citizenship being developed among the students. The discipline, courtesy, and friendliness found in this school are indeed outstanding qualities.
- e. A band that compares favorably with some of the best colleges.

1931

Commendation should be given for the well-trained faculty and for evidence that efficient work is being done in each department. The new golf course and lake make an attractive recreational center for the boys.

1932

The Allen Academy was one of the schools of Texas which the State Department did not inspect during 1931-32.

1933

COMMENDATION EXPRESSED FOR:

- a. The well qualified faculty.
- b. Excellent work observed.
- c. Good discipline and splendid school spirit.
- d. Wholesome atmosphere created for the boys.

116

1935

The academy was not inspected by the Department of Education during 1934-1935.

1936.

The supervisor was very favorably impressed by the type of work being done at Allen Academy and has made the following commendations:

1. The school deserves credit in having a faculty that ranks high, not only in academic training, but also in the type of work that is being done.
2. Perfect discipline was noted throughout the entire school, and courtesy and respect from both teacher and pupil toward each other were evident in every class visited during the day.

1937

Special commendation is expressed for the following things:

1. Perfect discipline.
2. Fine spirit of cooperation between teachers and students.

Commendations: 1938

1. The respect for and of the faculty members and visitors on the part of the students.
2. The many exceptional courtesies extended the deputy.
3. The school is to be commended for its development of orderly conduct in the mess hall.
4. The training (military) developing the boys is commendable.
5. The attitude of being "pals" with the boys on the part of the faculty members is most commendable.
6. The high type of teaching procedures used is commendable.

Commendations: 1939

1. For the assembly programs and discussions in the matter of attempting to give vocational guidance in terms of what the boy might select for a life's work, and what school he might select for his advanced training. This was a most worthwhile undertaking.
2. For the exceptionally courteous treatment of the visitors on that date, and for the same courtesies that are always extended to guests.
3. For the high rating given the Academy by the War Department.

Recommendation:

Continue to carry on the excellent work you are doing.

Commendations: 1940

1. For the fact that all faculty members have degrees and for the large number who hold Master Degrees.
2. For the efforts devoted to a student guidance program.
3. For the wholesome teacher and student attitude.
4. For the emphasis placed on individual instruction and the time devoted to personal supervision by faculty members of the work throughout.
5. For the emphasis on and effort devoted to character training.

Commendations: 1941

1. This school has an exceptionally well trained faculty.
2. High scholastic standards and a good quality of instruction is encouraged by the supervisory staff.
3. The emphasis on physical and health education is outstanding.
4. The emphasis on character training is very commendable.
5. This school has a more definite and effective student guidance program than the average school.

Commendations: 1942

We commend the good work done at Allen Academy. The student body has a splendid attitude toward the school program. The students are well grounded in mathematics, history, science, and languages. The course of study is planned to offer a good foundation for further academic study as well as for special training in Military Science.

We have learned to appreciate the Allen Academy as making a worthwhile contribution to the community. The students are well trained in courtesy and citizenship.

1943

The academy was not inspected by the Department of Education during 1942-1943.

HEADQUARTERS EIGHTH CORPS AREA
Fort Sam Houston, Texas

I desire to communicate to you, an expression of my commendation of the high standards that prevail in the military department of your institution, as disclosed in the inspection by the War Department Board, made with a view to selecting the schools to be designated as "honor military schools."

The high rating, 91.12%, awarded your unit clearly indicates marked effort on the part of all concerned to develop and maintain the highest standards of efficiency.

Ernest Hinds,
Major General U. S. Army,
Commanding Eighth Corps Area

From WACO NEWS-TRIBUNE:

The Little Aggies from Allen Academy shaded the rest of the organizations a bit in their "pep." They followed a shiny booted leader who asked nothing from the goose-steppingest Prussian that ever imparted a kick to "Unter den Linden." The music that the Little Aggies put out in line with the leader's step was more than music, it was a riot. It was the head of the procession, and by popular vote it would never be replaced.

HEADQUARTERS EIGHTH CORPS AREA
Fort Sam Houston, Texas
Reserve Officers' Training Corps Office

I wish to express to you our appreciation of the work that you are doing in building up the character of our future citizens.

My inspection of your institution has shown me that you are earnest and sincere in your work and that you place the welfare and learning of your students before everything else. Your academic course is excellent and your institution is not only giving its students a thorough course in academic work, but is teaching them responsibility, the art of handling men, and clean manly ideas.

We would like to see your institution have a large enrollment in numbers because schools of your character are of great benefit to the R. O. T. C.

Yours sincerely,
A. S. Williams,
Colonel, Infantry (DOL)

(NOTE -- Colonel Williams was a frequent inspector at the academy during his tenure of office as R. O. T. C. Officer Eighth Corps Area.)

WAR DEPARTMENT
Office of Assistant Secretary
Washington, D. C.

It has recently been determined that the small bore rifle team of the Allen Academy is the winner, among the junior units of the Reserve Officers' Training Corps, of the National Intercollegiate Rifle Team Match.

A trophy emblematic of this splendid accomplishment is being forwarded to you by the National Board for the promotion of Rifle Practice.

This trophy was won by the Allen Academy in competition with forty-seven other Junior units from various corps areas, each one of the forty-seven selected by corps area elimination such that they were the best in the country. It is with pleasure that I note your success in this match.

Kindly transmit my congratulations to the officers and students who made up this very fine team.

Very truly yours,
Harry H. Woodring,
The Assistant Secretary of War

I was more than surprised at the performance of your band. It is truly a wonderful organization from all standpoints, but as a military band I believe it has no superior.

I have had considerable experience as an Army bandmaster and have heard most of the big Army and Navy bands of the world. I attended your Sunday afternoon review, with misgivings, and prepared to pick faults, for I am a crank on the way a band should perform at ceremonies. I was very agreeably surprised. I found the band nicely in tune. The alignment in place and on the march was as good as I have seen anywhere. The counter march was extremely well executed. The whole performance bringing out the fact that you must have truly a wonderful school with excellent discipline and instruction.

William Laurier
Warrant Officer, Band-Leader 133rd Inf. Iowa
National Guard (Judge East Texas Band
Contest)

The writer was agreeably surprised to meet such a meritorious organization from a military school. Having spent thirty-three years in the Army as a bandmaster, I have had occasion to become very familiar with military bands and organizations from all viewpoints.

You have a splendid organization -- one of the best I ever listened to aside from the regular Army units. The band plays with great precision, has fine military bearing, shows careful, conscientious training in both appearance and musical expression.

The young ambitious musicians of your state have a splendid opportunity to study military and band music in your school. I predict for you great success.

Major Geo. Landers
Clarinda, Iowa
Judge East Texas Band Contest)

THE UNIVERSITY OF TEXAS, AUSTIN
Office of the President

. . . It seems to me that you have an admirable opportunity to expand amid fine surroundings the excellent work that Allen Academy has been doing for so many years. There seems to be a very useful place for just such a school.

The Late H. Y. Benedict, President.

. . . In making such an inspection as has just been completed much valuable information is collected. Some of this is of an administrative nature, a great deal concerns training methods, and it would be fine thing if such information could be compiled and disseminated to all schools.

It was a great pleasure to visit your school and your courtesies during our visit were very much appreciated.

James W. Curtis, Major, Infantry

WAR DEPARTMENT
Office of the Chief of Infantry
Washington, D. C.

. . . It was a very interesting, instructive, but tiresome trip, however, I thoroughly enjoyed the tour and was met with fine receptions at all schools. Let me say that I particularly enjoyed my visit at your institution.

I am looking forward to the possibility of another visit.

W. G. Livesay, Major, Infantry
Fort Benning, Georgia

. . . One of the things that struck me throughout my trip was the general "atmosphere" of the different institutions, in regard to the students as well as the faculty. In this respect I found none superior to Allen.

J. E. Jeffers, Major, 29th. Infantry

WAR DEPARTMENT
Chief of Infantry
Washington, D. C.

I find it very difficult to say anything that I would class as "constructive criticism" of your school.

By comparing the second and third documents mentioned you can see how, in the opinion of the board, your school compares with the average school in its class, so far as military features are concerned.

A. W. Lane, Lieut.-Colonel, Infantry.

Your school impressed me as being one that should appeal to both young men and their parents. The spirit among the students was excellent. They all appeared to be happy and keenly interested in their work. No suggestions as to how you might improve the school occur to me. It seems to me that you are accomplishing the true mission of any school, i. e., improving the boys rather than seeking out boys to improve the school.

J. M. Churchill
Lieutenant-Colonel, Infantry

Please accept my hearty congratulations upon making the Honor List. You have at Allen Academy a wonderful school, a good R. O. T. C. unit and a marvelous spirit. It is a combination which will do wonders and speaks well for every one connected with the institution.

Paul W. Baade, Major, Infantry

WAR DEPARTMENT
Office of the Chief of Infantry
Washington, D. C.

In a few days you will receive a detailed rating sheet which will include the high and low spots of your rating. Off-hand I should say that one of the "high lights" at your school was the spirit and vim of the students.

Was also interested in hearing of the Hearst Trophy. Congratulations on making such a fine record.

P. W. Newgarden, Major, Infantry

It was a great pleasure to visit your fine school. You have a splendid institution and it is performing a very valuable service for its large community. It really has no glaring or outstanding weakness. Its further improvement, therefore, in a military way must result from, first, constant effort and hard work on the part of all (just as in the past), and, second, a polishing up of all the fine points in every phase of military instruction. Do this and your school, already an excellent one, is bound to improve.

H. E. Marshburn, Major, Infantry

In these days of the military schools which are recommended for inspection, there are no real weak points. The level of performance at such an inspection as we were obliged to make is no such a satisfactory plane that the differences between the schools have to be largely gauged on the "refinement" -- the last polish, or finesse, so to speak. It is a severe competition to judge.

You had a very able officer, an excellent spirit seemed to pervade the school, and the faculty and community seemed to be strong for the military department.

It was a real pleasure to see intimately your fine school.

C. H. White
Lieutenant-Colonel, U. S. Army

In looking over my notes made on the day of inspection I find no particular subject that I had which might be classed as poor. Rather, all subjects rated in a more or less uniform manner. This emphasizes in an excellent way what I preached all the way and that is -- attention to detail. Uniformity of instruction and progress, skipping no details, will surely bring results. Esprit, thoroughness and hard work can't help but be successful.

Charles H. Bonesteel, Major, Infantry.

APPLICATION FOR ENROLLMENT

194

To the Superintendent, Allen Academy, Bryan, Texas
Dear Sir: --

I hereby make application for the admission of my (son, ward) to the Allen Academy, for the school year 19__-19__. In doing this, I subscribe to the spirit of the discipline and agree to the terms of the financial obligations payable at the school office at Bryan, Brazos County, Texas, as outlined in your catalogue published in June, 1943, a copy of which I have. It is definitely understood, however, that I am not financially obligated unless my (son, ward) enters school actually. I am only affirming that it is my intention to send him, unless something unforeseen occurs. Enclosed herewith is \$10.00 deposit for room reservation, which is to be credited to the first payment due September 22, 1943. I herewith submit as references the names and addresses of two gentlemen who are personally acquainted with my (son, ward).

Very respectfully,

Name and Address of Parent or Guardian

Name and Address of Reference

Name and Address of Reference

Full Name of Applicant

Age on September 22, 194____, _____ Years, _____ Months

School last attended _____

Grade or year of school completed _____

Has he ever been dismissed from or refused entrance to any school? _____

Is his health good? _____ If not, explain in full by letter.

Height _____ Weight _____

Does he use tobacco in any form? _____

Kindly give below names of those whom you think would be interested in our catalogue. _____

Character Certificate

This certifies that I am well acquainted with

and that I regard him as a young man of good moral character.

So far as I know, he has no bad habits which would render him undesirable as a pupil in a select boarding school.

(Signature)

(Address)

NOTE: -- The object of the above certificate is to protect the school against entrance of unworthy boys. We do not want boys who have to be reformed.

We prefer the certificate to be given either by a teacher or a minister, but this is not essential.

To Be Filled by School

Received _____

Student's record _____

Action taken _____

Classification _____

Quarters _____

Special Agreement:

In further consideration of this application for the entrance of my son or ward into The Allen Academy for the school year 1943-44, I ask the authorities of The Allen Academy to consider the following plan of payment, which, upon acceptance by the authorities of the Allen Academy, is binding and a part of my final contract for the schooling of my son or ward in The Allen Academy, at Bryan, Texas. I agree to pay The Allen Academy at its office in Bryan, Texas, \$ _____ as follows:

Signed _____

Witness:

ADVISER'S QUESTIONNAIRE

194

Regarding _____

Questions Answered by Parent

1. What has been your boy's home environment in reading, discipline, and religion?

(1) _____

(2) _____

(3) _____

2. What has been his neighborhood environment in respect to companions and amusements?

(1) _____

(2) _____

3. How has he spent his time after regular school hours, and what has he done during his vacation?

(1) _____

(2) _____

4. What has been his record at other schools?

(1) _____

(2) _____

(3) _____

5. Has he any physical weakness, and, if so, what has been done to correct it?

(1) _____

(2) _____

6. What are his habits in regard to smoking, drinking, or any other dissipation?

(1) _____

(2) _____

(3) _____

7. What is his chief ambition, and what has he done to attain it?

(1) _____

(2) _____

8. Is he honest and frank in admitting any faults?

(1) _____

(2) _____

9. Does he show good manners in conduct, fair play in sports, and honesty in his endeavors?

(1) _____

(2) _____

(3) _____

10. Do you want him prepared and trained to enter any particular college or profession?

(1) _____

(2) _____

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