Summer 1941

The Development of Friends Education In Kansas

Charles Arthur Beals
Fort Hays Kansas State College

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THE DEVELOPMENT OF FRIENDS EDUCATION
IN KANSAS

being

A Thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Approved
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Date July 23, 1941
Chr. Graduate Council
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Map of Kansas Showing Location of Friends Schools  

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THE DEVELOPMENT OF FRIENDS EDUCATION IN KANSAS

CHAPTER I

INTRODUCTION

When Kansas was opened to pioneer movements, a host of Quakers from Indiana and other eastern states was among the vanguard. Though common schools, supported by taxation, were soon instituted by many of the pioneers, secondary schools and colleges were slow to be developed. The Quaker settlers, however, having been accustomed to such institutions in the East, early organized academies in their settlements as a matter of course. Many of them, as in the case of Haviland Academy in Kiowa county, were the first secondary schools in the region.

The problem of this thesis is to portray the history of organized Friends (Quaker) education in Kansas. Specifically, it deals with the story of the Friends Mission School to the Shawnee Indians; of an early Subscription Common School; of the ten academies, nine
controlled by the "Orthodox" Friends and one by the "Conservative" Friends; and of the three colleges. All but two academies and two colleges are out of existence today.

So far as has been learned this phase of educational history in Kansas has never been written. Some of it is now impossible to compile because of the destruction of records and the passing of interested persons. Nevertheless, from scattered records and from survivors who have first hand knowledge of early Quaker schools in Kansas, it has been possible to reconstruct a fairly complete and accurate account of Friends education.

The source materials have been derived from the records of the Kansas State Historical Society, the Minutes of the controlling local churches and of the boards of education where available, newspaper files, correspondence, and interviews. Very fortunately the author has been able to obtain photographic copies of all the institutions discussed in this history.
MAP OF KANSAS SHOWING LOCATION OF FRIENDS SCHOOLS
CHAPTER II

THE FRIENDS PIONEER MOVEMENT

"Just as gigantic structures of steel rest upon foundations far below the surface of the ground, so does Quaker education rest upon a base which extends far into the past. The Society of Friends, founded in England in the middle of the seventeenth century and spreading soon to America, had from the first the education and right training of youth as one of its most important objects. George Fox, John Woolman, Henry Tuke, William Penn, Anthony Benezet, and other early leaders urged 'the proper education of youth' and gaining of 'useful knowledge'.

"This emphasis on education was a natural sequence of the belief of the Friends. Their creed was simple but intense. They believed in close, personal communion with God—a belief which gave rise to the famed silent meetings. They opposed a trained ministry, believing their ministers were called by God and the 'Inner Light' and should speak 'from the heart out'. This led to the conclusion that 'if they were to have no trained clergy, but were to try
seriously the great experiment of a priesthood of believers, they must educate the entire membership of the Society'.

"This purpose the Friends brought with them to America and carried southward and westward in their migrations. From it developed what came to be known as 'the guarded education of Friends' children'. Wishing their children to avoid the things against which George Fox had warned and which they themselves believed sinful—'corrupt words, corrupt speaking, idle communications, filthy jesting, lying, cursed speaking, oaths, hating, envy, pride'—they attempted to keep them as much as possible from disturbing influences. Anna Ruth Fry says that until recent times one object of Quaker education was 'to form a shelter from the bad influence of the world. The young were looked upon as tender plants unable to stand exposure to outside ideas and temptation and the hope was, that by a series of rules and prohibitions they would grow up immune from the desire to transgress.' The phrase 'guarded education' came to be a common one in Quaker language, and expressed the purpose of Friends wherever they might labor. The school was definitely an auxiliary in furthering the religious aims of the Society."

In 1812 the Friends of Ohio Yearly Meeting began their missionary work among the Shawnee Indians at Wapakoneta in western Ohio, and "thus renewed the bond of friendship for them, vouchsafed by William Penn on the banks of the Delaware....When...General Lewis removed a large part of the Shawnee tribe...to the rolling prairies of eastern Kansas, and the Indian Chieftain, weeping, said, 'We have been brothers together with you Quakers a long time,' and, 'Although we are going far away we do not want you to forsake us;' then it was that this longing in the Quaker heart took up the trail westward." From 1835 to 1854 the sole motive for the Quakers trekking to that part of the Indian Territory that is now known as Kansas was to assist the Indians in the Shawnee Mission.

The Friends migration to Kansas for the purpose of settling new government land began in 1854. They, along with thousands of other pioneers, were heeding the admonition of Horace Greeley to "Go West." In that year a segment of the vast Indian Territory was given boundary lines and re-named the Kansas Territory by the important Kansas-Nebraska Act. This Act performed two

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other significant functions. It abrogated the Missouri Compromise statute by declaring that the admission of Kansas to the Union as a free or slave state would rest upon the vote of the citizens residing in the Territory. It also opened the wooded and prairie regions to settlers for pre-emption.

Friends began pouring into Kansas from the northern States of Indiana, Ohio, and Illinois as well as from the southern States of North Carolina and Tennessee. There were two primary reasons for this migration from the North. The Quakers always have militated against slavery as being contrary to one of their basic tenets of equal rights for all men of all races. Being, therefore, Abolitionists and feeling it compatible with their ideals to help keep Kansas free from slavery, they migrated in response to a religious urge. But altruism was not their sole motive. They also came to pre-empt their share of the free land which was now made available by the government. Quakers have ever been in the vanguard of pioneer movements clear to the Pacific coast. There was a third reason for the appearance of Friends from the South. It was to get away from sectional rivalry and bitterness.

Their first settlement was in Springdale, Leavenworth county, in 1854. It was here that there was instituted in
the summer of 1866 the first Quaker school for white children in Kansas and probably the first rural school of any kind north of the Kansas river. It was designated a "Friends Subscription School". Classes in the "Common Branches" were taught in a log cabin in the timber by Verling K. Stanley, a pioneer educator.¹

The Quaker migratory movement became a steady stream. Because their beliefs in religious worship and practices differed from those of other pioneers, the Friends tended to settle in colonies. Their first step, upon arrival, was to organize "meetings for worship and discipline". A monthly meeting was established in the Hesper community, Douglas county, in 1864.² The year 1866 saw them flooding into the south-eastern corner of the State along Spring River in Cherokee county. They began streaming into Jewell county in 1869 and into Mitchel county in 1877. A local church was organized near Wichita in 1878. Friends began to shift from the Wichita area to Kiowa county in

Friends Subscription School
1856
Photographic copy of a painting
by
Josephine Stanley Heiner
1884. Fowler Meeting was instituted in 1900. Within forty-six years Quaker colonies were spread from border to border of the State.

CHAPTER III

THE FRIENDS MISSION SCHOOL TO THE SHAWNEE INDIANS

The Shawnee Indians were a prominent band of the great nation of Algonquins who made the celebrated treaty with William Penn in the neighborhood of Philadelphia in the year 1682. Under the provisions of this treaty and the kindly policies of the Quakers they lived in contentment until the unsettled times of the French and Indian War.¹

In 1786, by a treaty with the United States, the Shawnees relinquished rights to all of their territory other than a reservation in the Northwest Territory in what is now Ohio.² After many more treaties, in which this reservation was made smaller and smaller, they chose the present site of Wapakonetta, Ohio, as their headquarters.³

The Society of Friends in England sent more than eleven thousand pounds in 1806 for the instruction of these Ohio Indians. By 1812 they were being taught the

¹ Harvey, Henry. History of the Shawnee Indians (Cincinnati: Ephraim Morgan and Sons, 1855), pp. 78, 81.
² Ibid., p. 93.
³ Kittle, Flora Harvey. Shawnee Indians in Kansas, p. 6.
Friends Shawnee Mission
"arts of agriculture" and "educated in a knowledge of letters" by schools conducted on the "manual labor system".¹

Through another treaty in 1831 the United States agreed to purchase from the Shawnees their Ohio reservation by giving them a tract of land fifty miles square on the "Kanzas" (Kaw) river, by paying an evaluation price for their possessions, and by building mills on the new reservation.² In this treaty the few Shawnees who lived in Missouri as well as those of Ohio were to own the new property. The Ohio tribe moved in the years of 1832 and 1833.³

Kansas, until the organization of Missouri into a state in 1821, was without form as a part of the Louisiana territory. After then it had an eastern boundary. By an Act of Congress in 1830 it was formally defined as part of the Indian Territory and remained so until 1854. Between the years of 1830 and 1854 the principal figures in Kansas were the regular army officer, the Indian trader, and the missionary.⁴ It was to this territory that the Shawnees had moved.

² Ibid., p. 184.
³ Ibid., pp. 224, 230-233.
The Indians having migrated, the Friends sold the school property in Ohio. Henry Harvey, who had been superintendent of the Ohio Mission, and two others visited the Shawnees soon after their removal into Kansas with an offer to establish a school among them. To this the Indians consented.¹

In 1835 the Indian committees of Baltimore, Ohio, and Indiana Yearly Meetings met at Mt. Pleasant, Ohio, where they worked out a plan for the "Christian instruction and civilization" of the Shawnees on their western Reservation. The plan was approved by the Secretary of War, and a deputation of Friends submitted it to the Indians who, in full council and in the presence of the government agent, gave their consent fully and freely and "desired that the committee would erect buildings and open a farm on their land with the privilege of occupying as long as they wanted to keep school, declaring that they had full confidence in their friends, the Quakers."²

Proceeds from the sale of the school and property in Ohio, along with such gifts as the three hundred pounds from Friends of London Yearly Meeting, were used to buy

³ Ibid.
a farm and erect school buildings on the new Reservation. Henry Harvey again visited the Shawnees to have buildings erected in order to inaugurate a school.

The Mission property was laid out to include a farm of three hundred twenty acres, two hundred of which were cultivatable. It was situated three miles west of the renowned Methodist Mission just out of what is now Kansas City and on the present location of the northeast quarter of section 6, township 12, range 25, Johnson county. The buildings erected at the start were a "boarding school for Indian children," a "commodious meeting house,"7 stables, and a meat house. Other buildings were added later as needed. The school was opened

2. Harveyville, Wabaunsee county, Kansas, was named for Henry Harvey. (Kansas State Historical Collections, vol. 13, p.348).
5. (Kansas State Historical Society Collections, vols. 2,3,p.266).
6. Ibid., vol. 9, footnote on p. 169.
7. The Quakers always referred to church buildings as meeting houses.
8. Kittle, Flora Harvey. Shawnee Indians in Kansas (Publisher and date not given), p. 11.
in 1837.¹

For a few months in the winter of 1839-40 instruction was suspended "on account of the absence of the teacher and the affliction of the family of the superintendent."² What the nature of the trouble was one is left only to guess. In the Spring of 1840 Henry Harvey returned with his family and a teacher to take charge of the Mission for a two-year term and commenced a school which, according to his report, "was soon filled with very interesting children."²

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1. The author admits that one will get the impression from reading Harvey's History of the Shawnee Indians that the school opened in 1834. Two other sources, who give the earlier date, have done it because of inferences from Harvey. However, the periodical, The Friend, for November 18, 1837, has a report of the Indian Committee to Indiana Yearly Meeting, signed "10 mo. 6th 1837", recommending that instruction be given to the superintendent of the Mission, "that the school be put into operation as early as possible, under the care of a suitable teacher, for the literary education of their (Indian) children...." Since Harvey writes on page 239 that "a school was organized for near three years", and on page 241 that "The school...was suspended for a few months in the winter of 1839-40", it is obvious that if the school began in 1834, as he infers elsewhere, there was an interval of suspension which he does not recognize. There are other data which favor the 1837 date. For example, the statement by Wilson Hobbs that the Secretary of War approved in 1835 the opening of the school, and that the Indians later gave consent. This would eliminate the date of 1834 at least.

In 1845 a new building was constructed which remained standing until razed in 1917, seventy-two years later.¹ Wilson Hobbs described it thus:

The mission house consisted of a story and a half frame, set upon a stone wall, on a hillside, so that the excavation formed a basement. This building stood north and south in its greatest direction. In the basement was a large kitchen, a large dining room, a pantry, and a cellar. In the central portion of the second story were the offices and living rooms of the officers— in the north end was the school room and collecting room for the boys, and in the south end the sewing and work room for the girls. The upper half-story was devoted entirely to sleeping apartments. The house was very plainly furnished, with only such furniture and conveniences as were absolutely necessary for comfort and business.²

The school was transferred in 1846 to the new building. That year sixty-four children received instruction. The average attendance was forty-two. There was no vacation that season, and several "went through" arithmetic, and some went "as far as proportion."³

The records give no hint but what the Mission school continued without a break until 1857. During this time with occasional changes of personnel, instruction proceeded fairly uniformly. Wilson Hobbs, who, with his wife,

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was a teacher from November, 1850, to November, 1852, has pictured in his personal recollections written expressly for the Kansas State Historical Society the school during those two years. One may imagine it to be similar for other years.

For his stipend for the two-year period he and his wife received free transportation from and to Indiana, board and other "necessary expenses," except clothing, and four hundred dollars in cash. In the following account he expresses his philosophy, discusses his technique, and outlines the subject-matter.

The school when I took charge of it consisted of about forty children, all of whom were Shawnees but one, who was a Stockbridge. These were fed, clothed, and educated entirely at the expense of the church. They were received without preparation, and came ragged, covered with filth and vermin, with long hair, and the habits of uncivilized life upon them, and with no knowledge of the English language.

The service of a new pupil was to trim his hair closely; then, with soap and water, to give him or her the first lesson in godliness, which was a good scrubbing, and a little red precipitate on the scalp, to supplement the use of a fine-toothed comb; then he was furnished with a suit of new clothes, and taught how to put them on and off. They all emerged from this ordeal as shy as peacocks just plucked. A new English name finished the preparation for the alphabet and the English language. The children were not allowed to speak the Shawnee language among them.


2. Ibid.
selves except when absolutely necessary. The object of this rule was to force the knowledge and use of the English upon all as soon as possible. Our school books were all in this language. Our people never made a translation into the Shawnee tongue. Doctor Barker, superintendent of the Shawnee Baptist Mission, translated the New Testament scriptures into the Shawnee tongue, and printed the book himself, but I think it did very little service. It could only be read by those who had been taught in the schools and these had all been taught the English.

The progress made by the children in learning was very fair. Except on Saturday and Sunday, they were kept in school six hours each day.

When not in school, it was my duty to have the boys at such work about the house or farm as was needed to be done, and the girls were under the care of my wife in the sewing room, except such as were detailed for dining room and kitchen work. The fact is worthy of observation that the boys did not like to work, and the hardest part of my duty was to keep them at it. Besides this, it took a great stretch of forbearance on the part of their parents and Indian friends to be pleased at seeing them work. An Indian man must make a great stride toward civilization, yes, in civilization, before he can crown labor with his respect.

The course of study embraced reading, writing, arithmetic, geography, and English grammar; and should any desire to push their learning beyond this course, they were sent by order of the committee in charge to neighborhoods of the Friends in Ohio or Indiana, where they might have the opportunities of the better white schools and of civilized society. Very many of the older pupils accepted these privileges, and remained away from their people two or three years. Among these I remember the names of Lewis Doherty and Joseph DeShane. It was very much desired that some of these might qualify themselves for teachers in the mission school, but the Indian traits were never sufficiently stamped out of any of them to make suitable examples for the children.
It was a source of great sorrow to us that, after years of careful instruction and training at the mission, the society of their people outside so easily led them away from what they had learned and adopted. But day by day the work was done amid hopes and fears, with little present proof of good done, but believing that the years to come would gather a harvest from our seed-sowing.\(^1\)

Richard and Sarah Mendenhall, who taught in the Mission from 1846 to 1849, wrote a report of their work in 1849 illustrating instruction "in the use of letters and the domestic arts." The following is an excerpt.

First day\(^3\) school has been regularly kept up, and the children exercised in Scripture quotations and Barclay's Catechism.\(^4\) Also there has been made about 500 pounds of butter, 600 pounds of cheese.

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3. Because the days of the week are named after pagan deities, the early Quakers never said, "Monday, Tuesday," etc. They called them First Day, Second Day, etc. First Day, therefore, meant Sunday.

4. Robert Barclay was a Quaker Theologian who wrote in the Seventeenth Century. His *Catechism* was written in 1673. From an 1843 edition (note bibliography) I quote the ensuing at random.

"Q. How doth God reveal this knowledge?" (Of eternal life).
"A. For God, who commanded the light to shine out of darkness, hath shined in our hearts, to give the light of the knowledge of the glory of God, in the face of Jesus Christ. 2 Cor. 4:6" (From page 9)

"Q. Is this Christ within, the mystery of God and hope of glory, which the apostle preached?"
"A. To whom God would make known what is the riches of the glory of this mystery among the Gentiles; which is, Christ in you the hope of glory, whom we preach. (p.19)"
84 pounds of wool spun, 42 yards of linsey woven blankets, 32 yards of rag carpet, and a piece of linsey for dresses made; over 50 pairs of stockings knit, 130 garments made up for the girls and over 100 for the boys; 50 sheets and towels, etc., for house use; one beef, 7000 pounds of pork, salted on the farm; over 60 acres of corn and other vegetables cultivated; 56 children in school, 30 of whom can read the Scriptures, and seem more interested in reading them than in any other book; most can write and cipher; 20 can read and spell easy lessons; 6 are in the alphabet.1

As one would expect from a mission school and as was included in Richard Mendenhall’s report, the Bible and the teachings of Christianity had a prominent place in the educational program. From the start the superintendents were instructed by the home churches to have "portions of the Holy Scriptures read daily in the school and in the family, and to take particular care to instruct the Indian children in the doctrines and precepts of the Gospel."2

The reactions to this teaching are delineated by Wilson Hobbs. Said he:

A considerable number were brought under conviction, and embraced the doctrines of the Gospel, but no provision having been made by our Yearly Meeting for their reception in membership with Friends, they united themselves with the Baptist and Methodist churches. Some of the Shawnees, however, continued


2. Ibid.
to attend the Friends' meeting, and in 1852 an Indian by the name of Kako, not feeling at liberty to join with either of these societies made application to the committee, and was finally received into membership by Friends of Miami monthly meeting (Ohio), and during the remainder of his life his conduct and conversation were circumspect and exemplary.

It seems peculiar that the Friends would make such effort to convert the Indians, but discourage their membership into the church. However, in that period of Friends history it was difficult even for white men to become members. The Quakers even had the custom of disowning any of their members who married outside of the church.

Although Baltimore, Ohio, and Indiana Yearly Meetings financed the mission at first, shortly after the work among the Shawnees had been established, the Indiana Yearly meeting assumed the whole work and carried it to the end. After the first year or two no less than one thousand dollars a year was sent from the Friends back East. No charge was made to the Indians.

The surplus commodities from the farm were sold to aid in meeting expenses.  

The year 1854 saw the beginning of a great transition which affected the Mission and all of Kansas. In the first place the Shawnees made another treaty with the United States, by the provisions of which they sold all of their lands to the government, except the eastern part of their reservation—a tract twenty-five or thirty miles in extent, from which were to be selected two hundred acres of land for each man, woman, and child of the tribes, to be secured to them individually by the government. The treaty also secured to Friends the use of the three hundred twenty acres of land, for the benefit of the school so long as it might be continued. Should the school be discontinued, the land and the improvements were to be appraised separately and sold, the value of the land to be paid to the Indians and the value of the improvements to be paid to the Friends.

It was also in 1854 that the Kansas-Nebraska Bill was passed abrogating the Missouri Compromise of 1820, which had prohibited slavery north of the line 36°30'.


This had included Kansas territory. The new Act left the question of slavery or no slavery to the people when they should frame their State Constitution. It defined the boundary of Kansas Territory and gave to it the name of Kansas. It also provided that lands acquired from the Indians were to be open to public settlement.¹

The natural consequence was a heated rivalry of migration between the pro-slavery South and the anti-slavery North. In an attempt to drive out the opposing factions a reign of terror was instituted. Some leaders in this were the pro-slavery Missourians who lived just across the line. They often made raids into Kansas to terrorize the anti-slavery settlers, and were known as Border Ruffians.

The combination of the slavery question and the sale of a part of the land by the Indians caused a decrease in school attendance.² The reign of terror led to a temporary closing of the Mission in 1857. Flora Harvey Kittle relates the incident which brought it about.

One day in August several children were taken out of school by their parents who gave as the reason, that they feared an attack on the mission ...The day following the removal of those children...a posse of eighteen armed men rode into

the mission door-yard. They had thrown down the fence and made their way through the farm to the barn. There they had found all the horses harnessed ready for work in the field. They cut the harness in pieces and threw it on the ground, put saddles on the horses, and led them out with the ones they were riding. The superintendent went out to remonstrate with them, and to entreat them to leave him one horse that he might go to Westport, a village six miles distant to bring a doctor for his wife who was then lying sick in the house. He was cursed and abused by the man who called him a 'nigger stealer' and the leader, pointing a gun into his face, ordered him to leave, or, said he, 'this is only a beginning of what you may look for!' It was useless to reply and the superintendent went in. The men told John Denny, the farm assistant, that if he appeared again they would shoot him down. They took all the cattle and such provisions and property as they could get away with. As they started away with their booty, they found one horse that would not answer their purpose. One of the band suggested that they leave that one. 'No!' yelled one of the ruffians, and shot it down in the road. The superintendent and family and Martha Townsend, teacher, left as soon as possible for their homes in Indiana, and for a time the mission was broken up. John Denny and wife remained to care for the premises, but no further trouble took place.

The school was reopened in the same year. By this time the school had been undergoing a gradual change in character and became properly a school for Indian orphan children. In 1854, though refusing no Shawnee child, the school had received and given instruction to children from Wyandotte, Stockbridge, Ottawa, Seneca, and

Brotherton tribes. All children in attendance were orphans except two. ¹

The Indians were now being urged to sell their lands and move to the Oklahoma Territory. It was necessary that Friends procure a title to the ground at the mission in order to save their improvements. No time was to be lost. Simon D. Harvey went before the tribal council and made an offer of five hundred dollars, the title to be made over to a committee named to hold the ground for the Yearly Meeting. It was accepted and his action was ratified by the Meeting later. ²

From 1863 on, the school barely existed. Annual reports to the Yearly Meeting reveal that in 1863 all personal property except buildings were sold and the school discontinued. Soon afterwards the Shawnee chiefs and Council became desirous for a school for their orphan children, offering to pay the expense by an appropriation from their school fund. They contracted to pay eighty dollars per scholar per annum for boarding, clothing, tuition, and medical attendance for a number not to exceed fifty. ³

² Kittle, Flora Harvey. Shawnee Indians in Kansas, p. 20.
Again the school closed in 1864, "owing to great advances in the price of every article necessary for the support thereof, the chiefs and council not being willing at that time to advance the price."\(^1\) By 1865 a change was made in the council, and the school was opened to receive forty Shawnee children "to board, clothe, furnish medical attention, and teach ordinary branches of English education, for the sum of $31.25 per quarter."

The Indian Committee reported to the Yearly Meeting in 1868 that the Shawnees desired to terminate the contract. Continues the report: "Most of the children in the school are orphans. Many of them without home or friends to take care of them, if deprived of a home at the mission. The committee, therefore, feels the importance and necessity of endeavoring to maintain a school or asylum for such children, to such extent at least as can be sustained by the farm."

The report for 1869 continues the story of vacillation. "The school closed in November, 1868, and most of the children were withdrawn. Such as had no home remained. The council soon afterwards desired it be

reopened under the same contract, and this was done in January, 1869, and continued to do well until April, when the council again changed its mind, and the school was closed. This vacillation on the part of the council was not on account of any dissatisfaction with the school, but on account of some consideration relating to the title to the mission farm."

The report of 1870: "The Yearly Meeting directed Levi Woodard and Eli Vestal to sell all the property belonging to the mission and close up its affairs in Kansas; and to pay all monies to the Yearly Meeting treasurer. All property was sold at public sale, November 11, 1870, except the grain which was not "in condition for market."

Thus ended "The Friends Shawnee Labor School."

The building stood until March 1, 1917, when it was torn down and the oak and walnut timbers were used in the construction of a new modern residence.  


Friends academies have been dying one by one until only two are functioning. How long these two will continue, no one can say. However, in general, that type of an institution belongs to a past era. Their philosophies, customs, and characteristics will soon be forgotten. It is with the thought of preserving a composite picture of the aims and techniques of that period that this chapter is written.

Moral Aims

The Quakers had definite reasons other than scholastic for the maintenance of their academies. When Haviland Quarterly Meeting took over the Haviland Academy, they wrote into Article 1 of their constitution this declaration: "The Academy shall be continued as a school of Academic grade in which shall be taught the higher branches preparatory to enter college, morality in its truest sense, the principles and doctrines of the Society of Friends, and our faith in our Lord and Saviour Jesus
Service to humanity was the aim announced by Haviland Academy in an advertising circular for 1907-1908. Specifically, it was "to train the young people who attend in such a way that they may become useful, Christian citizens and thus be a power for good."²

Character was thought to be a noble goal. The Haviland Catalogue for 1896-97 had inserted between its covers, "We believe that character is more than scholarship; that education is a failure that does not send into the world men and women of correct habits and principles."³ The Grellet Catalogue stated it nearly the same by saying, "A good character, of which morality and religion are important factors, is more than scholarship."⁴

The Kansas Yearly Meeting Superintendent of Education had received annual reports in 1889 from Tonganoxie, Hesper, Grellet, Northbranch, and Washington academies. He made a digest from those reports of the moral aims given by these institutions. It is as

2. Ibid., An advertising circular pasted on the front cover.
4. Grellet Academy, Catalogue, 1890-91, p. 3.
The church was urged to protect herself by fostering that kind of education that will give strength and influence; that kind that will tend to remove prejudice, and add to our faith, knowledge, because founded and grounded upon the Book of books, that unimpeachable authority, the source of ultimate appeal on all subjects whereon there is found a 'Thus saith the Lord.'

The need of thorough mental training for every one, regardless of calling, vocation, or profession, was emphasized. Of all qualifications for any station in life, character must be held as the first, the highest, the noblest; life-work demands intelligence, an educated judgment, and a tender and enlightened conscience. Home-circles will be elevated, purified, and ennobled by proper intellectual culture; and mind power will always be effectual for good if directed in the right channel. The highest training possible is not too good for any man. 'Seek first the Kingdom of God and his Righteousness and all necessary things will be added.'

Quality for life and life-work, and the position of trust or honor will seek out for its place him who possesses the qualifications for its work. Let the highest aim be to make the man, after which give him his work, assign him his place. Build right the superstructure, but above all, be sure there is laid well the foundation-work.

Life, to be successful in the highest sense, must be begun aright. Intellectual character should ennable character, and prove of great value in the prosecution of the Lord's work.

Financial Methods

Always the foremost problem was the financial one. Friends were taught from infancy that debts were things

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1. Kansas Yearly Meeting, Minutes, 1889, minute 30.
to be avoided. This philosophy held over into the financing of church projects. They proceeded cautiously in their plans for the opening of academies. It was the Tonganoxie Meeting that instructed the school committee to begin erecting a building only after $2000 was subscribed, and never to go beyond what could be obtained by voluntary subscription, "as the Meeting will not be responsible for any debt contracted by the committee in the prosecution of the work."\(^1\) Northbranch would not permit its directors to contract debts above the amount of $500, "exclusive of teachers' wages."\(^2\)

Two common procedures were followed to finance the establishment of an institution. One was to pass a subscription paper from person to person for each to write his name and the amount he would subscribe.\(^3\) The other was to organize a corporation of stockholders with capital stock, as in the case of Northbranch, of $1000 composed of shares at five dollars each.\(^4\)

Early pioneer days were "boom" days. Nearly every little town expected to build up into a thriving city.

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1. Springdale Quarterly Meeting, Minutes, May 26, 1883.
3. Interview with Frank C. Brown, Haviland, Kansas, January 1, 1941.
4. Northbranch Academy Board of Trustees, Minutes, September 17, 1889.
Occasionally an academy association, having been donated some land, would plat it into building lots. They planned to sell these at increased prices and use the revenue for academy purposes. Washington, Northbranch, and Lowell used this technique.

Since the Quakers were a rural people, the ebb and flow of academy successes depended on farm crop conditions. After a good yield and good prices school reports oozed with optimism, but if the reverse became true, then a special struggle was made to carry on.

It was in times of depression that eyes were turned to the Quakers of the Eastern states, particularly Philadelphia, and of England. Haviland sent Elvira Parker, whose report is recorded in another chapter, to the East. Washington Academy received aid from England. Tonganoxie sent one of their board members to England, who, upon his return, turned over $1,154.

1. Interview by Miss Berry of Friends University with Henry C. Fellow, Wichita, Kansas, January 30, 1941.
2. Northbranch Academy Board of Trustees, Minutes, July 6, 1893.
3. Correspondence with J. H. Morgan, Hardtner, Kansas, March 19, 1941.
4. Haviland Academy Board of Trustees, Minutes, 1892-1906, p. 23.
5. Kansas Yearly Meeting, Minutes, 1900, minute 24.
to the school.\textsuperscript{1}

To stir up local enthusiasm for greater giving "booster" meetings were held with special speakers. Edgar Stranahan of Friends University spoke to such a meeting at Northbranch.\textsuperscript{2} At one time Northbranch solicited the names of twenty people who would pay twenty dollars each "for the support of the school the coming year."\textsuperscript{3} At another time a teacher was to be hired for three hundred dollars for the year "provided that twenty persons can be secured to pay five per cent each of the deficit."\textsuperscript{4} Fowler recorded that twenty-one heads of families subscribed from five dollars to thirty dollars per year for five years.\textsuperscript{5} Occasionally when a man felt unable to pay his subscription, he requested the church or the board of trustees to be released from his obligation. This was not always granted.\textsuperscript{6}

\begin{itemize}
\item \textsuperscript{1} Springdale Quarterly Meeting, Minutes, August 29, 1885, and November 27, 1886.
\item \textsuperscript{2} Northbranch Monthly Meeting, Minutes, July 25, 1908.
\item \textsuperscript{3} Northbranch Academy Board of Trustees, Minutes, May 6, 1893.
\item \textsuperscript{4} Ibid., August, 1903.
\item \textsuperscript{5} Fowler Monthly Meeting, Minutes, April 24, 1909.
\item \textsuperscript{6} Haviland Academy Board of Trustees, Minutes, December 19, 1892, and March 25, 1893.
\end{itemize}
Though tuition revenue contributed to the support of teachers, in depression years it was far below par. For one to teach in these times was a monetary gamble. Even at that, it may occasionally have stood between employment and unemployment for the teacher. But boards did not want to obligate themselves, so teachers were left to take their chances.

Miss McC Carroll of Haviland was offered a teaching position providing she would accept one-fourth of her salary at the close of each term, and the remaining half by September 1 of the following year.¹ Principal Styles of Haviland proposed to the board that if it would pay him and his assistant "$460 by the end of the year, they would wait for the balance of salary till after harvest without interest."²

During drouth years the principal often agreed to take the sole responsibility of operating the academy upon the receipt of the tuitions. J. E. McMeen was hired at Haviland after presenting the following worded application:

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¹ Haviland Academy Board of Trustees, Minutes, 1902-1906, January 12, 1894.
² Ibid., December 28, 1893.
Haviland, Ks., Aug. 17th, '94.

To the Honorable Board of Trustees of
Haviland Academy:

I offer you herewith a proposition to conduct the usual school in your Academy, for the ensuing year, according to the following conditions.

To wit: I will undertake to instruct, (personally or by a competent assistant) in all the branches named in the curriculum of this Academy, (except German) and with the addition of Vocal Music.

I will give the interests of the school my sole and undivided attention, and will endeavor in every way possible to build up the institution, as a school, and as an influence for right and intelligence in the community.

I will pay all the expenses of the school for the time herein named, and will make as liberal purchases of supplies as the stringency of the times will warrant.

In consideration for said services and expenditure, I shall expect that all fees for the tuition given during said term shall inure to and be collected by myself, on my own risk, and responsibility; and that the same made payable monthly in the sum of Two and 80/100 dollars per month for each pupil.

Respectfully submitted, J. E. McMeen.¹

Occasionally the agreements between the board and the teachers became quite complicated. This was done to protect the board. A contract in Haviland for 1907 guaranteed to the principal to "furnish building, fuel, janitor, necessary incidentals, competent assistant ......satisfactory board, and....$325." She was further guaranteed all the tuitions to the amount of $60 per month if the income equaled that much. All over $60 per month was to go to the board. However, if the

¹ Haviland Academy Board of Trustees, Minutes, 1892-1906, facing p. 20. Mr. McMeen was not a Quaker. If he had been, he would not have used the word "Honorable".
income was enough to pay her $60 per month, she was to pay for fuel and incidentals "from the excess above $55 per month in the proportion of expense for each excess," and to board herself.\(^1\)

An agreement with a Haviland principal for 1905-06 made him responsible for collecting the tuition. However, on all the money he failed to get, the board was to lose fifty per cent and he to lose fifty per cent.\(^2\)

The opposite occurred at Northbranch, where, if there was a surplus, it was to be divided equally between the board and the teachers "after paying all expenses of the school."\(^3\)

Prosperity and depression were indicated by teachers' salaries. For Northbranch the principal received $400 in 1904-05; $800 in 1914-15; and $1125 in 1921-22.\(^4\)

The most dependable source of income was the tuition revenue. In "hard times" tuitions were

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1. Haviland Academy Board of Trustees, Minutes, 1892-1906, facing page 21.
2. Ibid., July 13, 1905.
3. Northbranch Academy Board of Trustees, Minutes, March 24, 1890.
4. Ibid., p. 203.
difficult to collect. One year Northbranch gave students
time on their tuition payment by allowing them to give
notes "approved by the treasurer." In 1881, Thomas
Wells, of England, made a bequest in his will of $1000
to Kansas Yearly Meeting for investment. The proceeds
from the fund were to be "applied towards the education
of younger members of said Yearly Meeting, in limited
circumstances, at a boarding or other school under the
charge of said Yearly Meeting." Haviland Academy
availed itself of this fund.

Courses of Study

In the early day there was no State prescribed
course of study. Colleges set certain requirements for
entrance to which the academies had to attain. Other-
wise academy graduates were compelled to take college-
entrance examinations. Apparently the requirements
differed some with different colleges. Before 1898,
the nearest Quaker colleges were Penn college at

1. Northbranch Academy Board of Trustees, Minutes, September 17, 1889.
2. Kansas Yearly Meeting, Minutes, 1881, minute 36.
3. Haviland Academy Board of Trustees, Minutes, January 3, 1898.
Oskaloosa, Iowa, and Earlham college at Richmond, Indiana. Friends University was established later at Wichita, Kansas.

At first, the academy courses were prepared by the board of trustees and the principal. At the founding of Haviland Academy a committee of three from the Board of Trustees was appointed to prepare a course of study. After the new principal arrived in the community, "the matter was reconsidered and a curriculum outlined by the principal was adopted."¹ Likely the principal knew better what the college requirements were. Northbranch appointed a committee of the board to advise with the principal regarding a course of study and text books. One year, apparently, the principal made a change of his own, for the board minutes read, "Moved and seconded we reserve the right to dictate in changes of text books."²

Tonganoxie reported in 1888, "In order that students be properly prepared for college one year of French has been added to the course."³ Grellet stated in the 1890-91 Catalogue, "Special attention will be

1. Haviland Academy Board of Trustees, Minutes, 1892-1906, pp. 2-4.
2. Northbranch Academy Board of Trustees, Minutes, August 11, 1898.
3. Springdale Quarterly Meeting, Minutes, August 31, 1889.
given those who are preparing to enter college....Students who desire to enter Kansas Wesleyan University will be admitted to that institution without further examination on the presentation of a certificate signed by the Principal of the Academy."

The Friends College Association appointed a committee of three, in 1893, to "prepare and present to the Boards of the several Academies a uniform course of study, and encourage by letter the adoption of the same as early as practicable."

The course which was worked out was prepared to "fully fit for admission without condition, to Earlham or Penn college, which when completed by any student shall entitle him to receive the endorsement of his Academy diploma, by the Executive Board of this Association, and their aid in entering college in whatever manner they have power to assist."

After Friends University was founded (1898) this course was to be "revised and made uniform," preparatory to

1. Grellet Academy, Catalogue, 1890-91, p. 5.
2. This Association is described in the chapter on Friends University.
3. Kansas Yearly Meeting, Minutes, 1893, minute 82.
4. Ibid., 1896, p. 70.
that institution. A few academies must have anticipated these proposals, for Haviland, in its 1896-97 Catalogue, stated that its course of study had been "so arranged that our graduates can enter the freshman year of any college."²

The annual reports, in 1898, from Hesper, Tonganoxie, Northbranch, Washington, Lowell, and Haviland academies revealed that their courses of study "fully prepare for entrance to the Freshman year in our Friends' colleges and various other higher institutions of Kansas."³

In 1886-87, Tonganoxie offered "a regular Academic course of study of two years above the common branches," arranged so that "students on graduation therefrom" might enter Friends "higher institutions without examinations".⁴ A report in the Kansas Yearly Meeting Minutes showed that eligibility to enter college was based on three full years of work "above the common branches".⁵

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1. Kansas Yearly Meeting, Minutes, 1898, minute 27.
3. Kansas Yearly Meeting, Minutes, 1898, minute 27.
4. Ibid., 1887, minute 26.
5. Ibid., 1898, minute 27.
Grellet exceeded the demands in 1893-94 by advertising a four year Academic course.\(^1\) Northbranch reached four years by 1902-03.\(^2\) In the same year Haviland still had only three.\(^3\)

In a three year course the classes were named either First, Second, and Third Year; or Freshman, Junior, and Senior. The Sophomore class was omitted.\(^4\)

By the turn of the century the academies were feeling the influence of Science. Haviland announced that "in order to meet the demands being made upon academies, we have arranged both a classical and scientific course of study." The change was not voluntary, for the catalogue continued, "All students preparing themselves for college pursue the classical course, and it is advisable even when a college course is not contemplated". The difference between the courses was made clear in that "The Scientific course has been arranged for those who do not wish the full Latin course".\(^5\) It develops, however, that the only

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2. Northbranch Academy, Catalogue, 1902-03, p. 4.
3. Haviland Academy, Catalogue, 1901-1902.
4. Ibid.
5. Ibid., 1896-97, p. 2.
actual difference was that in a scientific course the student studies, one term each, zoology, geology, and political economy, instead of third-year Latin. In both the classical (college entrance) and scientific (terminus) courses the student necessarily studied two years of Latin and one year of German.¹

The course offered by Grellet for 1890-92 was as follows. Though German was not taught that year, it was shortly afterwards.

**First Year**

First Term: Algebra—Ray's
Book-Keeping—Bryant and Stratton
Civil Government

Second Term: Algebra
Physical Geography
Rhetoric

Third Term: Algebra
Physical Geography
Rhetoric

**Second Year**

First Term: Philosophy
Geometry—Clney's
General History

Second Term: Philosophy
Geometry
Latin
General History

Third Term: Geometry
Latin
English History

**Third Year**

First Term: Geometry
Latin
English Literature

¹ Haviland Academy, *Catalogue*, 1901-02.
Second Term: Trigonometry
Latin
Elocution

Third Term: Surveying
Latin
Mental Science

Academies in the early day universally offered Normal courses to those preparing to teach in the common schools. Northbranch in 1902-03 maintained that anyone "who has thoroughly mastered the Common School branches" could graduate from their Normal course in two years. In a three-year course Grellet Academy boasted that it "embrace all the work given in the first three years at the State Normal School, and gives its graduates advanced standing in that institution". This was in 1893-94. The special pedagogical subjects offered were arithmetic, bookkeeping, parsing, reading, declamation, penmanship, essay, composition, political economy, psychology, and school economy.

The Spring Term in the academies ranged from March to May or from April to June. This term was well attended by teachers who had completed their term in the rural schools and wished to enroll for review work

and further study. This was true of the Washington Academy, too.¹ The Grellet Academy directors reported that the Spring term of their institution "will afford an excellent opportunity for review to those who are now engaged in teaching or they can take advanced studies and thus prepare themselves for a higher grade certificate."²

Business courses became popular by 1905. Northbranch, in 1902, hailed "a new practical business course..... the 'Learn to do by Doing' method--the Ellis' tablet system--in which the student carries on an imaginary business, writing receipts, drawing checks, drafts, etc., as though he were in actual business".³

Both vocal and piano music courses were always emphasized by the academies.

Grammar Department

Every academy operated a grammar department in which the "common branches" were taught. Northbranch classified the Freshman year "together with the

¹ Washington County Register, July 12, 1935.
² Walnut Creek Quarterly Meeting, Minutes, February 16, 1889.
³ Northbranch Academy, Catalogue, 1902-03, p. 7.
necessary preparatory studies "as its grammar division. Grellet's grammar department was "designed to give a thorough knowledge of the branches taught in the Common Schools of the State". It went further by stating that the purpose of this department was "to prepare students who have never taught for procuring their first certificates".

In 1888 the Tonganoxie Academy reached as far down as the second and first grade. The Spring River (Conservative) Academy taught the "primary" and "intermediate" pupils. Grellet taught grades one, two, and three in 1880-81.

**Philosophies of Education**

The early catalogues indicate very interesting philosophies in education.

The study of Latin was upheld as a "basis for

the subsequent study of other languages".\textsuperscript{1} A declaration was made that "one cannot know his own language thoroughly without knowing much of some other language".\textsuperscript{2} The benefits derived from mathematics were "self reliance and thoroughness".\textsuperscript{3} Mental arithmetic was emphasized.\textsuperscript{4} One school had "daily quotations from literature in the school to awaken a lively interest in our best authors and their thoughts".\textsuperscript{5} It was believed that the study of "descriptive astronomy" "cultivated the faculty of observing".\textsuperscript{6}

The Grellet Academy management assured prospective students that the library was "free to all pupils".\textsuperscript{7} Haviland announced that "report cards are given to each student at the end of each term, whereby parents or guardians may receive a faithful report of the

\textsuperscript{1} Haviland Academy, \textit{Catalogue}, 1901-02.
\textsuperscript{2} Northbranch Academy, \textit{Catalogue}, 1902-03, p. 8.
\textsuperscript{3} Ibid.
\textsuperscript{4} Grellet Academy, \textit{Catalogue}, 1890-91.
\textsuperscript{5} Northbranch Academy, \textit{Catalogue}, 1902-03, p. 7.
\textsuperscript{6} Haviland Academy, \textit{Catalogue}, 1901-02.
\textsuperscript{7} Grellet Academy, \textit{Catalogue}, 1890-91, p. 4.
student's standing in scholarship and deportment.

The passing grade is 80. In estimating the value of examination papers, besides the quality of the answers, structure of sentences, neatness of paper, spelling, punctuation, penmanship, and proper use of capitals are all considered. Examinations will not be given to those who are not students.\(^1\)

**Expenses**

In the nineties the charges for board and tuition were fairly uniform in the academies. The cost for attending Grellet in 1894-95 was as follows:

<table>
<thead>
<tr>
<th>Tuition, paid in advance:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term, 14 weeks</td>
<td>$7.50</td>
</tr>
<tr>
<td>Winter term, 12 weeks</td>
<td>7.00</td>
</tr>
<tr>
<td>Spring term, 10 weeks</td>
<td>6.50</td>
</tr>
</tbody>
</table>

| Rooms to accommodate two students, furnished complete, per week, for each student | .50 |
| Furnished with bedstead, mattress, stove, table and chairs | .25 |
| Unfurnished | .12½ |

| Board, at table, per week          | 2.00 |
| Per school week (15 meals)         | 1.50² |
| Entire expense for one year        | 105.00² |

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School Terms

One will have already noticed that a school year was divided into three terms. Grellet followed the ensuing schedule for 1894-95:

Calendar

1894
September 18 - - - - - - Fall term begins
December 21 - - - - - - Fall term ends

Vacation of ten days

1895
January 1 - - - - - - Winter term begins
March 22 - - - - - - Winter term ends

Vacation of ten days

April 2 - - - - - - Spring term begins
June 7 - - - - - - Spring term ends

Summer vacation

Student Solicitation

Since students meant tuition revenue, and since tuition revenue meant running expenses, there was extensive advertising for students. Haviland ran a

double column, eleven-inch advertisement in the weekly Kiowa County Signal, published at Greensburg. It was worded as follows:

Teachers, of Kiowa, and surrounding counties:
Do you wish to attend some school this spring?

Attend the Haviland Academy,
Spring Term opens March 26th, 1894

It is the aim of the Academy to give thorough instruction in all the branches of its Course of Study. Think whether it will pay you to incur the added expense of getting to one of the state schools when you can get the same instruction so near home.

Course of Study
The Academy does not offer a college course, but it teaches all branches necessary for making efficient teachers in our public schools, county or city. Neither is it simply a preparatory school. With the idea of furnishing a more general education it offers for study some branches well up in a college course.

Reviews
While it is desirable for students to enter at the beginning of terms, those who wish only for reviews can enter profitably at any time during the term, as the entire work of each term is reviewed at its close.

The Academy Music now has an efficient teacher in instrumental and vocal music, and students can obtain instruction in either of these at very reasonable cost.

The management of the Academy will welcome all students at any time and endeavor to make their stay pleasant and profitable. Tuition for the Spring Term is but $7.50.
For catalogues or any information regarding boarding, etc., address,
The Principal
Haviland, Kansas.¹

Northbranch, upon preparing to open the Academy, had five hundred hand bills circulated. They repeated the performance before the opening of the second year. They also appointed committees to solicit students.²

Spring River (Conservative) Academy ran the following advertisement in The Western Friend, a religious paper that circulated extensively in the Eastern states.

This School, for the guarded Religious and Literary education of our youth, is under the care of Spring River Quarterly Meeting of Friends. Its location is healthful and pleasant; boarding-house connection with the School, where good board, including all living expenses, can be obtained for $2.00 per week. Fall Term begins 9th Month 17, 1883. For further information and terms, address, H. S. Harvey, Principal, Quakervale, Kansas.³

Catalogues

The annual publication of descriptive catalogues for distribution to prospective students was prevalent.

1. Haviland Academy Board of Trustees, Minutes, 1892-1906; a copy of the advertisement is pasted on the inner cover.

2. Northbranch Academy Board of Trustees, Minutes, September 17, 1889, and November 29, 1889.

3. The Western Friend, September, 1883.
These manuals listed the names of the board of trustees and the faculty, and usually gave a roster of the students and alumni. They included the next year's calendar, description and table of the courses of study, and general information. This last included a description of the location of the academy, a brief history of the institution, a citation of its religious advantages, an elaboration on the equipment, a statement of the rules of behavior, and the cost of attending.

One thing that every community stressed as an inducement for families to settle and students to attend the academies was the wonderful climate and surroundings. One would think Kansas a Utopia to read the catalogues. Grellet Academy announced through that medium, "Grellet Academy is situated in the rich and beautiful prairie valley of the Solomon river...."

"The Academy building and boarding house are surrounded by large play grounds and beautiful groves of trees, affording abundant opportunity for healthful outdoor exercise".¹ Northbranch was more modest. It reported that the Academy "is situated in a quiet little village in north central Kansas".² Haviland is more lush with its

praise. "Haviland is a place of strong moral sentiment, and the Christian influences are very marked. The country surrounding is one of the most delightful, healthful and productive regions to be found in the Southwest. Our school being rural, we are comparatively free from the undesirable and immoral elements that usually surround good schools in larger cities and towns."¹

The cost of printing these catalogues was paid for by advertising. Northbranch agreed with one principal for him to have the catalogues printed. He was to do all the work, pay all expenses, and take "all the net proceeds as his pay for said work". He received $15.85 for his work.²

A catalogue had anywhere from eight to fifteen pages of school information and from six to thirty pages of advertising.

**Orations**

With the exception of Washington Academy the giving of dramatic productions was taboo. It was not until February 7, 1912, that the board gave the Haviland senior class the privilege of presenting a play, and

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¹ Haviland Academy, Catalogue, 1896-97, p. 9.
² Northbranch Academy, Board of Trustees, Minutes, June 18, 1892.
that only when approved by two board members.¹

If plays could not be given, orations made up for them. It was the custom for every senior to write an original oration and deliver it from memory to a commencement audience. This was a hard and fast rule from which the seniors later tried vainly to break away. In February, 1913, the Haviland board recorded the following minute, "Request was received from the Junior (to be Senior next year) class to be released from preparing Orations. After considering the request, it was not granted".² The next year another request was refused.³

Lectures

It seems that academy officials did not feel that the education for a school year was complete unless three or four visiting lecturers came to the campus. Hesper Academy made a report to the Yearly Meeting that the course of lectures delivered during the year was "interesting and profitable not only to the students

1. Haviland Academy Board of Trustees, Minutes, February 7, 1912.
2. Ibid., February 3, 1913.
3. Ibid., February 2, 1914.
but patrons as well. Some of the lecture subjects reported by Grellet and Tonganoxie academies were:

- The Military Condition of Europe
- Japan
- Temperance
- How to Make the Most of Life
- Indian Habits, Traits, and Traditions
- Alaska
- Prehistoric Man

**Athletics**

Intermural athletics were not frowned upon by the academy patrons. However, as public high schools with their athletic contests began to appear, matched games with other schools were looked upon with disfavor. Many Friends thought too much emphasis on hilarity and "wasted" physical exercise to be incompatible with Biblical concepts. Especially did they abhor as non-Christian the abbreviated gymnasium suits that boys wore.

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1. Kansas Yearly Meeting, Minutes, 1890, minute 31.
2. Walnut Creek Quarterly Meeting, Minutes, May 21, 1892.
5. Correspondence with John Howard, Galena, Kansas, June 2, 1941.
It was not until 1922 that the Northbranch Board voted to "prohibit each student from participating in match games in all athletics". But even years earlier it was a mooted question. Their board of trustees recorded this minute in 1914. "Prof. Mesner and some of the students asked and discussed at some length the right to play basketball and match games with other schools, also permission to wear regulation clothes. After a lengthy and lively discussion they were granted the request provided their proposed attire would meet the approval of the board".

Also the board minutes of Haviland Academy reveal this disapproval. It seems that a principal was not re-hired for 1910-11 because he stressed athletics too much. However, everyone in the community did not feel the same way about the matter for the board minutes disclose that a petition from some of the patrons and another from the scholars were received by the trustees asking that this principal be retained for another year. The board did not see fit to grant the request.

1. Northbranch Academy Board of Trustees, Minutes, May 26, 1922.
2. Ibid., November 11, 1914.
3. Haviland Academy Board of Trustees, Minutes, February 7, 1910.
Greater liberality was shown the following year as disclosed by two minutes of the board. One made in September stated: "The subject of base ball was discussed, and a motion was made and carried to allow the boys to play three match games with Greensburg high school but to be no contest with any school out of the county." 1 The other minute in October was, "The School asked the board the privilege to play basketball in the hall. The board grants their request on condition that the house is not damaged. Also the board should have the power to stop the game at any time". 2

The Church and Morals

It was customary for the church to have Sunday services in the same building that was used for academy purposes. As academies were often owned by separate corporations, the church and school would negotiate financially for the privilege of this joint use. Fowler Friends church paid fifty dollars per year to the Academy for the use of its building for religious service. However, the church was to furnish its own coal scuttle and

1. Haviland Academy Board of Trustees, Minutes, September 18, 1911.
2. Ibid., October 23, 1911.
broom. "The same to be cared for and put away when not in use". The main room on the second floor of the Haviland Academy was rented to the Haviland church for twenty-five dollars per year. Northbranch church also leased their Academy building. The church obtained a ninety-nine year lease in exchange for a deed for her own old building and some building lots. Grellet Academy building was really the property of the church.

Among the Quakers of the nineteenth century it was customary to conduct a religious service one hour in length every week on Wednesday morning. This service was just as important as the Sunday services. To "break the Sabbath" could have been no more sacrilegious than not to hold this "Fourth Day Meeting". Since there were no hired ministers, it was quite customary for silence to prevail for the entire hour. A man would be appointed annually by the local church to be the "timer". He was the official who gave the sign by shaking hands with the one sitting next to him that the sixty minutes

1. Fowler Monthly Meeting, Minutes, November 27, and February 27, 1909.
4. Correspondance with Ruby Slaven, Glenn Elder, Kansas, April 1, 1940.
were up and the time for the Meeting to adjourn.

Ruby Slaven, a former student at Grellet Academy, gives this report: "On the Sabbath and on 'Fourth Day' religious services were held for one hour which the students were required to attend. Sometimes these Fourth Day meetings were entirely silent and the order of the room was so good one could hear a pin drop".¹

However, it was not but a few years until the pastoral and revivalistic systems were substituted for the silent meetings by the Quakers in Kansas.

God was recognized as the Prime Mover in the academy program. The preamble to a Northbranch annual report ran thus: "We recognize God our Father to be the head of our educational institution as well as of the church".² Grellet Academy reported to the Yearly Meeting, "We believe we see the hand of Divine Providence in this work and we are thereby encouraged to persevere".³ When the Tonganoxie Academy committee reported to Springdale Quarterly Meeting that it was having special difficulty in the affairs of the

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1. Correspondence with Ruby Slaven, Glen Elder, Kansas, April 1, 1940.
2. Northbranch Academy Board of Trustees, Minutes, June 19, 1907.
3. Kansas Yearly Meeting, Minutes, 1881, minute 53.
institution, the committmen were encouraged by the Meeting "to pray through the many difficulties connected therewith towards the completion of the work and report to the next meeting."

It was vital for the teachers to believe in the correct religious doctrines. One November the Northbranch board called in its principal and requested him to resign "in as much as he refuses to refrain from teaching certain doctrines". He complied and the board members dismissed the school for one week until they could get another principal.

The conversion of the students from sin to a faith in Jesus Christ was of prime importance. Lowell held evangelistic services in the academy building for this purpose. The Northbranch board of trustees reported for one year that forty students had enrolled. "When school closed all but four boys of the student body were praying and testifying Christians". The principal

1. Springdale Quarterly Meeting, Minutes, November 24, 1883.
2. Northbranch Academy Board of Trustees, Minutes, November 21, 1914.
3. Spring River Quarterly Meeting, Minutes, August 18, 1900.
4. Northbranch Academy Board of Trustees, Minutes, June 11, 1914.
reported for the next year: "The Spiritual life of the school was good. A number of the students were burdened for the unsaved and labored with and prayed for them. The attendance at the students' prayer meeting was large and frequently all present took part in the meeting either in prayer or testimony and frequently in both".¹ Grellet Academy stated, "Great interest is being manifested in religious work, especially in young people's prayer meetings held one evening each week at the boarding house."² Two years later it reported, "Cheerful obedience, with slight exception, has been given to rules, and a good moral tone leavened by Christianity has pervaded the school. We trust the seed sown may reach the heart as well as the head".³

The academies were very specific in their rules for student behavior. The following are quoted from the Grellet Catalogue:

A good moral character and cheerful obedience of the rules of the institution are required of all the students.
The use of intoxicating liquors, tobacco, or profanity is strictly forbidden.
Fernicious literature, dancing, card playing and all such things as are detrimental to good

1. Northbranch Academy Board of Trustees, Minutes, Report for 1914-15.
2. Walnut Quarterly Meeting, Minutes, February 15, 1890.
3. Ibid., May 21, 1892.
scholarship must be laid aside on entering the school.
Students will be held responsible for the orderly condition and careful preservation of the rooms they occupy and all property of the Academy which they use.¹

Because of boarding students, notices such as the following were inserted into the catalogues:
"In order to foster right habits, students should establish regular hours of study. Study hours will be kept from 7 to 9 p.m."²

**The Trend to Public Schools**

The era of the public secondary school and the increased demands of the State Board of Education began to take their toll of the academies. Schools charging tuitions could not compete for long with those offering better equipment and with no charge to the individual student. Many Quakers believed that these high schools were demoralizers to their youth and occasionally sent out notes of warning, but the tide against them was too strong. Academy after academy died, sacrificed to the

¹ Grellet Academy, *Catalogue*, 1893-94, p. 16.
² Northbranch Academy, *Catalogue*, 1910-11.
cause of this newer type of school. The only two institutions that did not succumb, Northbranch and Haviland, arose above the pressure and got onto the State's accredited list.

The picture of this mortal combat is painted by the following reports:

The Kansas Yearly Meeting Superintendent of Education wrote into his annual report in 1894:

Too many of our Friends do not properly appreciate the excellent advantages afforded by these wards (Academies) of the Yearly Meeting, and so send their children to public schools many times inferior and without the religious influences with which they ought to be surrounded.1

William Morgan reported about Lowell Academy to Spring River Quarterly Meeting in 1901:

The school was not as large as the year before, due principally to the competition of the new county high school started last Autumn at Columbus (Kansas)....owing to the greater freedom from wholesome restraint at Columbus, some students left Lowell Academy to attend the high school. While this fact conduces to good order, it affects unfavorably the financial interests of the Academy.2

1. Kansas Yearly Meeting, Minutes, 1894, minute 25.
2. Spring River Quarterly Meeting, Minutes, August 17, 1901.
In 1903 the Superintendent of Education challenged the Yearly Meeting: "The question should go home to every member, 'Am I more loyal as a member of society to our County High School...than I am to our Friends Academies...?"\(^1\)

The following year this Superintendent poured out his heart once more:

The competition between our Academies and the public High School has been sharp, and has caused one of our beloved centers of secondary education (Lowell Academy) to close its doors for the present; since many who might enter its portals have gone to the County High School, where they get free tuition and have additional advantages in the way of better apparatus, larger number of instructors and extra educational attractions.........We note this fact that there is a manifest lack of zeal for the denominational education in some parts of our Yearly Meeting.\(^2\)

In 1911, Emmett Hadley, then principal of Northbranch Academy made an appeal to Walnut Quarterly Meeting. He urged the benefit of the better influence which surrounded the children in the denominational schools and reminded them that outsiders were using their schools while some of the Quaker children were

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1. Kansas Yearly Meeting, Minutes, 1903, minute 21.
2. Ibid., 1904, minute 24.
sent to other schools. Mr. Hadley was quoted to say, "Our boys and girls are not going to go much higher than their breeding, and our children need money spent on them worse than our stock do. There is no factor in the world that is doing more in moulding good, substantial character than these Christian Academies. The High School is taking the place of the Academies but it never will do the work".1

1. Walnut Quarterly Meeting, Minutes, August 12, 1911.
CHAPTER V

FRIENDS ACADEMIES

Grellet Academy

The Quakers, forming a "Friends Settlement" in what was known as Pleasant Valley, realized that in leaving their Eastern homes, they had left advantages of which they were unwilling to be deprived.¹

Failing to receive a favorable Yearly Meeting response to a request in October, 1877, for a high school,² Walnut Creek Quarterly Meeting appointed an academy committee which met, February 13, 1878, and decided on the plan of the schoolhouse, the plat of ground, and the name of the school. The building was to be fifty-six feet by twenty-eight feet in size, to have two stories and a basement, and to have attached a fourteen by twenty-eight vestibule in front.³ Grellet⁴

¹ Grellet Academy, Catalogue, 1893-94.
² Kansas Yearly Meeting, Minutes, 1877, minute 25.
³ Ibid., 1878, minute 32.
⁴ Stephen Grellette was a prominent English Quaker of an earlier day. The official spelling for the Academy was Grellet. The local pronunciation was Grel-let.
Grellet Academy
Academy was the name chosen.¹

Though the stone was only "partly quarried" and the basement "partly dug" by October, a "house was procured" and the Academy opened the fourth week in September, 1878, with an enrollment of thirty-two and William P. Trueblood, a graduate of Earlham college, as teacher. His salary was $585 for the year.²

Because of a partial failure in crops in 1879, the building as planned was never constructed. In a report by the Quarterly Meeting to the October sessions of the Yearly Meeting, they warned that unless a suitable building was provided, they could not keep their present teacher, and they would be obliged to drop school. In response to the report enough money was subscribed from the Yearly Meeting floor to "enclose the house of twenty-six by thirty-six feet in size."³

By 1881 the Academy was located two and one-half miles southwest from Glen Elder, Mitchell county, and was under the care of a committee of the Glen Elder Monthly Meeting. It had a one-story building, twenty-six by thirty-six, finished and supplied with seats for

1. Kansas Yearly Meeting, Minutes, 1878, minute 32.
2. Ibid.
3. Ibid., 1879, minute 38.
forty students. With the aid of $300 received from the Executive Committee of the Educational Association of Friends in America, it was free from debt. A boarding house, sufficient to accommodate eighteen or twenty students, was leased for two years and paid for.¹

Though the Academy maintained two departments--grammar and academy--it seems that for the first few years it was adapted more for the lower division. A report to the Yearly Meeting in 1881 listed the tuition charges for "Grade One", "Grade Two", and "Grade Three" but none for the secondary level.² The report for 1882 states: "...this school has not yet attained to that degree of higher education that its name would indicate...." "Facilities" seem to be the need to make it "what it should be".³ The Academy ran for only six-month periods both in 1882-83.⁴

In 1883, to place the Academy on a firmer financial foundation, Glen Elder Monthly Meeting requested Walnut Creek Quarterly Meeting and Mt. Ayre Quarterly Meeting to take control of the institution. They did, and

1. Kansas Yearly Meeting, Minutes, 1881, minute 53.
2. Ibid.
3. Ibid., 1882, minute 52.
4. Ibid., 1882, minute 52 and 1883, minute 43.
under their management a stock company was formed,¹ called the "Grellet Academy Association". Its capital stock was not to be less than $1000, composed of shares of five-dollars each. Any owner of stock was a member of the Association and entitled to one vote for each share held. The business powers were invested in a Board of fifteen directors, all of whom had to be Quakers. Nine directors were elected by the stockholders, and the remaining six were appointed by the two Quarterly Meetings--one from each Monthly Meeting. Annual elections were to be held at the Academy building on "5th day before the 3rd 7th day in the 3rd month of each year at 6 o'clock, P.M."² This company received a State charter in that year.³

A little over $1000 was subscribed.⁴ A boarding house was constructed in 1883-84 at a cost of $1664.75. In size it was twenty-four by twenty-six feet with a twelve by fourteen foot wing in the west. It contained two stories and a basement.⁵ One side was used to house

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1. Kansas Yearly Meeting, Minutes, 1883, minute 43.
2. Walnut Creek Quarterly Meeting, Minutes, August 18, 1883.
4. Kansas Yearly Meeting, Minutes, 1883, minute 43.
5. Walnut Creek Quarterly Meeting, Minutes, November 15, 1884.
boys and the other, girls. By 1886 there were twenty "inmates" in the boarding house, and it was paying its own way.

In 1886 Pleasant View Quarterly Meeting joined with Walnut Creek and Mt. Ayre in supporting the school. They provided two board members.

By 1887 students were coming from Nebraska and six counties in Kansas. Twelve hundred dollars were secured to be used as a "ten years' endowment for a teacher's fund. Sixty-five dollars of this was donated by "Eastern Friends".

At Commencement in 1891 ten graduated from the Grammar Department and none from the Academic. There had been forty-six enrolled in the former and eleven in the latter. At the close of the following year there was reported an increase in attendance. School accommodations were "almost taxed to the limit."

1. Dillon, George, Interview, Wichita, Kansas, May 29, 1941.
2. Walnut Creek Quarterly Meeting, Minutes, February 20, 1886.
3. Ibid., February 19, 1887.
4. Ibid., February 18, 1888.
5. Ibid., February 15, 1890.
7. Walnut Creek Quarterly Meeting, Minutes, May 20, 1893.
school was free from all debt.¹ Prospects were bright.²

The Directors stated in their catalogue for 1893-94 that though they were not ready that year to "announce the prospects of a new building", they were arranging for an "unusual amount of repairing and improvement". They also announced that for the study of chemistry they had a complete outfit for performing all the experiments in "Williams' Introduction to Chemical Science".

This chemistry must have made it unnecessary to repair the building, for some chemicals left in the laboratory set the building on fire, and everything, including the records, burned. It seems that³ because of a good high school at Glen Elder, the Academy was never revived.⁴

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1. Walnut Creek Quarterly Meeting, Minutes, May 20, 1893.
2. Ibid., May 21, 1892.
3. Correspondence of Ruby Slaven, Glen Elder, Kansas, April, 1941.
4. The writer wishes to mention that one former student interviewed declared that the school ran "a little while" after the building burned. Also the Walnut Creek Quarterly Meeting Minutes for February, 1897, has a statement that the report of the "Academy" had been forwarded to the Yearly Meeting.
At Tonganoxie, Leavenworth county, the subject of a "Quarterly Meeting school" for the purpose of a "higher and more guarded education" of the youth was first considered by the Springdale Quarterly Meeting of Friends (Men) and the Springdale Quarterly Meeting of Women Friends in simultaneous and separate sessions, per the custom, on "eleventh month twenty-fifth 1882". A committee of women was appointed to join a committee of men "to take the subject in consideration in all its bearings and report to a later meeting". On May 28, 1883, the following report from this committee was approved by men and women in a "joint session".

Report: We have investigated the subject, and find that the members of the meeting generally believe that we need and are able to build up and maintain such school, and we suggest that the meeting appoint a committee of twenty-four members, to take further steps in the work of establishing such an institution and when they get $2000 subscribed they may locate and construct a building or buildings for the accommodations of the school; Provided they do not go beyond their means they are able to get by voluntary subscription, as the meeting will not be responsible for any debt contracted by the committee in the prosecution of the work, and that the committee may appoint a small committee of its members.

1. Springdale Quarterly Meeting (Men), Minutes, November 25, 1882, and Springdale Quarterly Meeting of Women Friends, Minutes, November 25, 1882.
Tonganoxie Academy
members to have direct charge of the work, who shall submit all its plans, as to location, size style, and cost of building and go to the large committee for its decision before being acted upon.¹

In accordance with this recommendation a twenty-four member "Committee on High School" was appointed. This larger committee brought the ensuing "satisfactory" report to the Quarterly Meeting on August 25, 1883.

We have met several times in consultation and have solicited subscriptions to aid in establishing the school on a reliable foundation.

The Committee has decided to locate the school at Tonganoxie.

Over $4,000 in subscription has been received, conditional on location, over $2000 of which sum has been subscribed to establish and build up the school at that place.

John G. Kirby, Philemon Jones, Aaron Huddleston, Isaac B. Varney, and Samuel D. Coffin have been appointed as our executive committee to consider and proceed with the entire work and report to the general committee at each regular meeting on the 1st 2nd day in each month at 2 o'clock P.M.  

The Committee is united in the opinion that we should make an earnest effort and if practical to open the school this fall, and only a moral and educational test shall be required of students desiring admittance.

Samuel D. Coffin and John G. Kirby were appointed to investigate the matter of purchasing desirable property and the legal course to pursue in securing the title and report to the general committee.

The Committee united in making the following

¹ Springdale Quarterly Meeting, Minutes, May 26, 1883.
arrangements for the school, viz. The school year is to consist of three terms, fall, winter, and summer of thirteen weeks each; and a tuition of five dollars to eight dollars per term will be charged according to course of study pursued.

The Clerk of the Committee was directed to correspond with individuals connected with Penn, Earlham, and Haverford Colleges or other persons for the purpose of gaining information of teachers who will be available....

The Treasurer of the executive Committee reports that he has procured a note book and has taken notes for nearly half of the subscription.

The Committee would suggest to the Quarterly Meeting it appoint Trustees to hold the title to property of the School.1

The Quarterly Meeting "united with the proposition of the Committee" and appointed five Trustees. Oliver S. Hiatt was appointed a "soliciting agent."2

Minutes for November 24, 1883, show that the report of the committee, given on that occasion, was satisfactory and they were "encouraged to wade through the many difficulties connected therewith towards the completion of the work and report to the next meeting."3

The school opened with the name of "Friends Academy" on October 20, 1884, with William P. Trueblood

2. Ibid.
3. Ibid., November 24, 1883.
as principal. The following report of the "Committee on Friends Academy", given to the Quarterly Meeting on November 29, 1884, is a vivid portrayal of an ideal which became such a driving power to devotees of Christian education:

Since our last report we have pushed the work forward as fast as we could under the circumstances and conditions surrounding us. The house is enclosed and the main school room fifty by thirty feet so far completed that we opened school the 20th of 10th mo. with Prof. Wm. P. Trueblood, Principal. The school is progressing very favorably and we believe giving general satisfaction. There are forty-two pupils in attendance. But we find that in getting the work thus far advanced it has been necessary to go a little beyond our present subscription list and now as we look back over the work begun and thus far accomplished we believe we see the hand of the Lord in it, that thus far He has helped us; believing this and that the future prosperity of our beloved society, and the spread of the Gospel of Christ through it, depends largely upon the guarded education and the right training of our youth. We appeal to you as a Quarterly Meeting collectively and as individual members of the Church of Christ on earth, working for the good of mankind and for the spread of the Gospel of Christ, that you give your sympathy, your encouragement, and your means as the Lord prospers you, to further the good work. And we would suggest to the Quarterly Meeting, that it appoint an agent to travel and solicit aid, or if that is not practical, that it authorize its clerk to give proper credentials to such person as your committee may employ for that purpose, which we respectfully submit.

1. For two centuries the Friends Church was known as "The Society of Friends."

2. Springdale Quarterly Meeting, Minutes, November 29, 1884.
On February 28, 1885, the committee wrote:

The school is in a flourishing condition with forty pupils enrolled the present term, but there is urgent need for better accommodations. The committee has not been able to advance the work on the house since our first report for want of funds. The committee employed I. B. Varney soon after last Quarterly meeting at $50.00 per month to travel and solicit funds. The treasurer has from him $580.00. Indebtedness at this date is about $1500.00. Unpaid subscriptions $1400.00. Cash in treasury $144.00. ¹

Three months later:

The school is still prospering. The house is painted and fenced with wire. Some shade trees have been planted. The financial condition about the same as three months ago. ²

By August of the same year the total liabilities not including interest, reported were $1554.75. Of this $125.75 was for desks and $1073.00 for lumber. A committee was appointed to "select a committee of suitable Friends to make a special effort to pay off the indebtedness of the Academy and to raise money to aid poor children to attend school." It was at this business meeting that Cyrus Charles Brown "laid before the meeting a concern to travel in England to solicit money for the purpose of aiding the Academy." He was given the proper credentials by the Quarterly Meeting. ³

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¹ Springdale Quarterly Meeting, Minutes, February 28, 1885.
² Ibid., May 30, 1885.
³ Ibid., August 29, 1885.
Cyrus Brown had been a scholar in Ackworth School in England from 1855 to 1860. His memorial notice is in the 1937 Ackworth Old Scholars report as follows:

Cyrus Charles Brown was the son of John and Maria Brown of Earith. In 1866 he attended the Paris Exposition where he saw products displayed from the United States, so in 1868 he decided to emigrate. After crossing the Atlantic in twenty days he went by emigrant train to Kansas, where he bought a farm near the new town of Tonganoxie, where the rest of his life was lived. In 1869 he married Martha Ellen Kean, whose father was one of the original Quakers living there. The old Quaker Academy of Tonganoxie was one of his hobbies. He was sent to England to raise money for this school in 1866 and succeeded in collecting over $2,500, a considerable sum for those days. He died May 21, 1937, aged 91.

The Academy treasurer reported to the Quarterly Meeting, November 27, 1886, the amount received from Mr. Brown, and also that "the Academy is now clear of debt and a balance on hand of $110.32." At the next Meeting Mr. Brown "returned his minute" and gave an account of his work. The "account" was not filed in the Minutes, however.

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1. Correspondence of Oscar Battin, formerly pastor at Tonganoxie Friends Church, April, 1940.
2. Springdale Quarterly Meeting, Minutes, November 27, 1886.
3. Official credentials were spoken of as "minutes".
4. Springdale Quarterly Meeting, Minutes, February 26, 1887.
the Quarterly Meeting sent a "statement of the progress of the Academy since its erection to the present time... to Friends in England who have so liberally helped the institution financially." At the same time it received a report that there was an enrollment of forty-four, and the tuition was "paying all current expenses of the school and giving the teachers considerable surplus above the guaranteed salary."1

The Principal, Henry C. Fellow, attended an Educational Conference at Haverford College, Pennsylvania, in the summer of 1888 and, being properly authorized, solicited funds while back there.2

A full report revealing prosperity and enthusiasm was presented to the Quarterly Meeting, November 24, 1888.

It is with pleasure that the Board of the Trustees of the Academy submit the following report for the fall term ending 12th mo. 21st, 1888. The term began 9th mo. 5th. The enrollment at the opening showed considerable of an increase in attendance over last year and at present the total enrollment for the term is fifty. There are six more than that of any previous term. On account of poor health Melissa S. Fellow has not been able to give any attention to school room duties, but the work has been carried on very satisfactorily by the Principal, assisted by some of the students. The financial report shows the total amount of tuition for the term as $3999.90, an increase of near $75 over last fall term...........The distribution of students in the different departments

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is as follows: Intermediate department, 5; Grammar School, 1st grade, 13; 2nd grade, 11. Total 24. Academic department, 21. Number of Friends children, 26; of the remaining 24, most of them belong to some of the following churches, Congregational, Methodist, Baptist, and Catholic. There are several students who have not allied themselves with any denomination but yet are active Christian workers. The series of meetings was the means of Grace in bringing several in the fold and in reviving others. One of the most interesting features of the school is that a voluntary Bible class and prayer meeting is sustained every fifth day noon, by some twenty-five of the students. These are seasons of much profit and blessing to all in attendance. The standard of scholarship has increased very much over the last year and the school is rapidly taking a front rank among sister Academies and Colleges of the State. Its reputation for thorough and somewhat extensive work, for the Christian character and high standard of deportment of its students has gone abroad throughout eastern Kansas and our own society in the West. In order that students be properly prepared for College one year of French has been added to the course. Classes of different grades of advancement are sustained in most all of the common branches, also in Physical Geography, Natural Philosophy, Geology, Rhetoric, Algebra, Geometry, Latin, German, and French. The Boarding Hall was opened at the beginning of the term and has six students at present. While others are looking to boarding there next term if arrangements can be made to accommodate them. The price of Board has been placed at the low figure of $1.50 per school and $2.00 per entire week. Owing to the increase in attendance and demand for cheap boarding it is becoming very necessary that the basement be finished up for dining room and kitchen purposes.

The institution was incorporated in 1889 under the name of "The Friends Academy of Tonganoxie, Kansas."

1. Likely western Kansas is meant rather than Pacific coast.

2. Springdale Quarterly Meeting, Minutes, November 24, 1888.
The Charter states that all the members of the Springdale Quarterly Meeting were to be members of the corporation.  

Mary Sleeper was hired in 1889-90 to teach "fine art and instrumental music." The report for the year revealed fifty-eight students enrolled in the Academic and Grammar School studies, thirteen taking music, six taking painting, five taking shorthand, and five taking typewriting—a total enrollment of eighty-five. This reached to ninety-eight the following year.  

By 1895-96 the catalogue boasted that "diplomas received at graduation admit the holder without examination to the Freshman Class of Kansas University;" that its "course and special work in Method, Psychology, and History of Education make it of special value to teachers;" that "Chemistry, Physics, Physiology, Zoology are taught by laboratory drill, dissections, charts, drawings, etc." and that the school was "amply supplied with reagents, practical apparatus, skeleton, compound microscope, telescope, etc." It revealed that the library

2. Ibid., August 31, 1889.
3. Ibid., November 30, 1889.
4. Ibid., February 21, 1890.
5. This skeleton was presented by William V. Coffin, M.D., Kansas Yearly Meeting, Minutes, 1897, minute 26.
contained four-hundred volumes. The tuition was, first year, 65¢ per week; second year, 70¢ per week; third year, 75¢ per week; and fourth year, 75¢ per week.¹

The reasons have not been discovered by the author, unless they were financial, for the Academy's transference by the Quarterly Meeting to a company of stockholders "who have entire control of its policy and interests" in 1896. The Company sent Richard Haworth that Spring and Summer to the East to solicit funds in order to liquidate the debt.²

From now on until its demise there are merely two or three gleams to show the history of the Academy. Since it was transferred to private stockholders the Quarterly Meeting Minutes are silent from then. The annual Educational Reports to the Kansas Yearly Meeting unveil the following glimmer: For 1897-98 the attendance was 50; for 1898-99 attendance, 15; and 1899-1900 attendance by October, 19.³ The report for October, 1900, has only this statement: "Tonganoxie Academy has been laid down, owing to peculiar circumstances."⁴

¹. Correspondence of Oscar Battin, April, 1940.
³. Ibid., 1898, 1899, 1900.
⁴. Ibid., 1900, minute 24.
Mrs. George Dillon, who graduated from the Academy in 1893, stated that a competing high school influenced the decrease in attendance (as shown in the last paragraph) and that the Academy closed in the middle of the year. Not being in residence at the time, she could not disclose the immediate "peculiar circumstances" for its conclusion.1

1. Dillon, Mrs. George. Interview, Wichita, Kansas, May 29, 1941.
Hesper Academy

The reasons for migration to the Hesper community, Douglas county, were a desire to escape regions of sectional struggle in the South, to help keep the Kansas Territory free, and to acquire new and cheap land. The first settlers arrived in 1858 from North Carolina. They later came from Quaker settlements in Indiana, Ohio, and Illinois.¹

"The community as a whole showed very little interest in higher education of the college level during the early days of the settlement. Earlham college in 1867 requested the Hesper Meeting to raise fifty dollars for the endowment fund but the request was rejected." Aid was not given to colleges until 1919, when N. P. Henley raised $100 from the community for Friends University at Wichita.²

With the nearest secondary school at Lawrence,


2. A Quaker college located at Richmond, Indiana.

Hesper Academy
Friends wanted to make higher education available to all children of the community and to provide a "guarded religious education".\(^1\)

The Quakers made their first formal attempt to raise funds for a school of secondary level in 1878.\(^2\) During the spring and summer of 1884 the subject of establishing such an institution was frequently and earnestly discussed until the school was organized with the object, as set forth in the charter, "to advance the cause of education, morals, and religion". The charter is dated June 10, 1884.\(^3\)

Hesper Academy was controlled by a joint-stock company with capital stock of $5000.00, being composed of one hundred shares of fifty dollars each.\(^4\) The members of the Board of Trustees, elected annually by the stockholders, were required to be members of the corporation and of the Friends church. All of the teachers were required to be Friends and to give religious instruction in harmony with Friends teaching. A student, however, could


2. Ibid.


4. Ibid.
be of any sect.¹

A two-story frame building was erected at a cost of $3,500.² Its location was four miles southwest of Eudora and twelve miles southeast of Lawrence.³ School opened on November 24, 1884,⁴ with Irvin and Ruth Stanley as teachers. The first class graduated in 1887.⁵

For a while after 1890 classes were organized in the theory of teaching to aid teachers to get certificates for teaching in the public schools. Four years later a commercial course, consisting of commercial arithmetic, bookkeeping, typewriting, and commercial law, was offered to post graduates. Arithmetic, United States history, grammar, spelling, and civil government were offered as a preparation course for those who had not finished the

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"common schools." For the first years science was taught without laboratories. A Physics laboratory was added in 1909, and Geology specimens later. For twenty-seven years all the work was under two teachers.

"In 1891 music lessons were given by a part-time teacher. Football was tried in 1899 but lasted only a short while. All students were required to participate in the literary society of the school. It was necessary for each senior to write a production and give it from memory before the commencement audience. Students were required to take one lesson in the Scriptures each week unless the parents requested their children to be excused.

Tuition was $7.80 per term of twelve weeks or 75¢ per week for part terms. Students outside of the community boarded in private homes at a cost of $2.50 to $3.00 per week. Each senior paid a $2.00 graduation fee.

"In 1891 much of the original debt...still remained unpaid. After several community meetings were held to stir up enthusiasm for donations, the Academy was finally cleared of all debts. In a few years after this


2. Ibid., p. 36.

3. Ibid.
the rural high schools were established. This took many of the students from the community who had been supporting the Academy with their tuition; consequently the Academy was forced to close at the end of the fall term, 1912.¹

The Academy reopened its doors for pupils in the fall of 1914² but they were compelled to close forever in that year.

The building remained as a community center for business and social activities. Home-comings, birthday dinners, Thanksgiving and community dinners were often held there. However, the building was sold by the Board of Trustees, over the protest of the alumni association, to be used for lumber and building material salvage, to Dr. Sam Roberts of Kansas City for $300, in 1939. Razing began on September 21.³

³ Lawrence *Journal World*, September 21, 1939.
Washington Academy

Washington Academy was opened in a newly-constructed, two-story frame building in the fall of 1889 with Elam Henderson as principal and Elma Watson as assistant. It was located on a six-acre tract of land about one mile north of Washington, Washington county, on what was "Academy Hill Addition" but is now known as "Academy Hill".

Though the Academy was founded by "The Friends Association" and annual reports of its activities were accepted by Kansas Yearly Meeting, it seems that the organized church had nothing to do with its founding or maintenance. Elam Henderson wrote on June 7, 1941, "There were Friends in Washington, one of whom was the outstanding organizer.....No Friends Meeting owned it.....The Friends were few in or near Washington and never assumed responsibility in any way for the

1. Kansas Yearly Meeting, Minutes, 1889, minute 29. The writer of this thesis notes that the Academy catalogues for 1902-03 and 1904-05 give the opening date as 1890. However, these issues were published by the Baptist church after it had procured the institution.


Washington Academy
The Kansas Yearly Meeting Minutes for 1896 report that a "Board of Trustees associated with a citizen's committee in the management of the institution." Elam Henderson wrote, "The citizens of Washington encouraged its construction verbally, but their money went in taxes to support their high school. A local board managed it (the first year), but it depended upon patronage for its financial support." The local organization built and owned the building. The second year two men assumed the management with the financial responsibility. By 1900, with some financial help from England, the institution was cleared of indebtedness. The sale of lots may have contributed to this. However, the management planned enough courses for a university such as music, teachers' and business departments, "which they had not the faculty nor the money to maintain." When they eventually left, the school failed and was sold.

1. Correspondence of Elam Henderson, Hebron, Maine, June 7, 1941.
3. Correspondence of Elam Henderson, June 7, 1941.
4. Kansas Yearly Meeting, Minutes, 1900, minute 24.
5. Correspondence of Elam Henderson, June 7, 1941.
Since Friends University at Wichita was given to the Quaker church shortly before the sale, it may have been that whatever interest the Friends had in organizing a college at Washington was turned to the new institution.

Though the Academy opened with only nine students, which appalled the Board, there were sixty enrolled before the year was over. By the third year there were one hundred forty attending, and the personnel consisted of seven teachers. In later years more than two hundred were enrolled. One reason for the large enrollment was that many teachers from over the county, having completed their term in some rural school, returned for review work and further study. Another reason: the public high school was housed in a one room grade building.

"Because of the crowded conditions there, and the different courses offered at the Academy, many students who otherwise would have attended high school entered the Academy."  

Four courses were offered: College Preparatory,

1. Correspondence of Elam Henderson, Hebron, Main, June 7, 1941.
Latin-Scientific, Normal, and Commercial. Tuition was $27.00 per year.

The transfer of the Academy to the Baptist denomination was provided for in September, 1901, and finally consummated in June, 1902. The Baptist disbanded it in 1905, and several years later sold it to Mr. Harvey Markham, who razed the building and built "a very nice residence" on the lots. The proceeds from this final sale of the building were turned to School District No. 1.

1. Souvenir of Friends Schools (Author, publisher and date not given, though it is a reprint from "Western Work", Oskaloosa, Iowa), p. 85.
2. Washington Academy, Catalogue, 1902-03.
Northbranch Academy

Until 1889 several students from Northbranch attended the Grellet Academy. This was such an inconvenience, however, that members of the Preparative Meeting discussed the feasibility of founding their own secondary school. They officially decided on May 9, 1889, to send a delegation to Glen Elder to introduce the subject of changing the location of Grellet Academy to Northbranch. The Grellet Friends did not approve. As a result $2000 was subscribed by the Northbranch men as well as those in adjoining neighborhoods for a new institution. On September 17, 1889, these subscribers met and adopted a constitution. A charter was given by the State, July 11, 1890.

1. At first the name was spelled "North Branch" but later changed to one word.

2. Before a local church was organized into a "Monthly Meeting", it was "set up" on probation as a "Preparative Meeting" with limited governing powers.


4. North Branch Preparative Meeting, Minutes, May 9, 1889.


Northbranch Academy.
The name given to the organization was "North Branch Academy Association". The capital stock was to be $1000, consisting of shares at five dollars each. Any owner of stock was to be a member of the Association. Stock was transferrable by the consent of the Board. Each member was to be privileged to have one vote for each share of paid-up stock. The business powers were vested in a Board of Directors of fifteen members. Ten of these members were to be elected by the stockholders by ballot and five to be appointed by the local church. In 1890 the number was changed to nine members with the ratio elected by stockholders and appointed by the church remaining the same.

After printing and distributing five-hundred handbills the Academy opened, October 1, 1889, in the "meeting house" at Northbranch, Jewell County, with H. H. Townsend, a graduate of Earlham College, as principal and his wife, Anna, assistant. Sixty-five students had enrolled before the year was over. Courses were

1. Northbranch Academy Board of Trustees, Minutes of the Association, September 17, 1889.
3. Northbranch Academy Board of Trustees, Minutes, Sept. 17, 1889.
4. i.e. church building.
5. Kansas Yearly Meeting, Minutes, 1890, minute 29.
offered in the Classical, English, Scientific, and Normal fields.¹

In the summer of 1891 three one-story cottages, fourteen by twenty-two feet, were constructed for boarding students.²

Though the Academy barely had a small endowment and fifty-two building lots,³ hard times and crop failures made the years of 1903 to 1905 crucial times for the institution. For 1903-04 the principal agreed to "take the school and meet all running expenses....in consideration of the tuition, the rent of the three cottages.... and three hundred dollars in cash."⁴ The financial condition was such that the Board decided to "solicit the names of twenty parties who will pay the sum of twenty dollars for the support of the school the coming year."⁵ It was in response to this appeal that the institution was able to continue.

1. Northbranch Monthly Meeting, Minutes, July 28, 1900.
2. Northbranch Academy Board of Trustees, Minutes, July 20, 1891, to September 17, 1891.
3. Souvenir of Friends Schools (Author, publisher, and date not given, though it is a reprint from "Western Work", Oskaloosa, Iowa) p. 100.
4. Northbranch Academy Board of Trustees, Minutes, January 2, 1893, and June 12, 1893.
5. Ibid., May 6, 1893.
By 1908 the Academy received an endowment, left by Dillon H. Dillon, of $25,000, mostly in the form of real estate.¹ Fifteen thousand dollars of this was "active" and $10,000 held in trust by Kansas Yearly Meeting.² This was called the "Dillon Endowment Fund"³ Later, the children in the Quarterly Meeting added nearly $150 to this.⁴ In preparation for this endowment the constitution was changed on December 6, 1907, to provide a special endowment-fund board. It also made provision that if the Academy Association shall "forever discontinue the Northbranch Academy, the fund shall return to the donors or their heirs according to the ratio given.⁵

This legacy was an incentive for the establishment of a subscription fund for the erection of a new building. It was constructed at a cash cost of $700 and $1000 of donated labor. The structure was so arranged that the

¹ Year Book, The Jubilee Quaker, 1940, p. 20.
² Walnut Creek Quarterly Meeting, Minutes, August 12, 1911.
³ Northbranch Academy Board of Trustees, Minutes, June 15, 1911.
⁴ Kansas Yearly Meeting, Minutes, 1908, minute 29.
⁵ Northbranch Academy Board of Trustees, Minutes, June 10 and 19, 1907.
assembly, classrooms, gallery, and chapel could be converted into one room with a seating capacity of five hundred.

The new building was dedicated, February 5, 1911, with President Edmund Stanley of Friends University delivering the dedicatory address. At that service the twenty-five hundred dollar debt on the building was removed by subscriptions. The secretary of the Board reported in June, "We think the prospect never was better than at the present time."

The school board, in return for the old church and school building and the lots facing the "street north", which belonged to the Friends church, granted to the Monthly Meeting a lease on the new building, "to be used for meeting purposes as the Meeting shall desire" for ninety-nine years or "as long as the building shall stand."

2. Ibid.
3. Northbranch Academy Board of Trustees, Minutes, June 8, 1911.
In 1914-15 a gymnasium was completed. For the time, the boys were permitted to participate in "matched games". However, the privilege was rescinded some years later.¹

In the year 1917-18 the Academy was accredited by the Kansas State Board of Education.² Formerly, there had been maintained an academic course, taught by two teachers with college degrees, and an eighth grade, taught by Academy graduates. But to meet the requirements for being accredited, the eighth grade was dropped and a third teacher added to the high school department.³

The Academy continued without a break until 1936 when, because of indebtedness, crop failures through drouth, and the removal of many residents to the Pacific Northwest, the institution was closed for two years. However, it was reopened in the fall of 1938 and is continuing in its educational capacity.

¹. Northbranch Academy Board of Trustees, Minutes, November 11, 1914 and May 26, 1922.
². Ibid., reports.
Lowell Polytechnic Institute

William B. Morgan was the guiding light of the Lowell Polytechnic Institute. Having completed his work at Earlham college, Richmond, Indiana, he settled among the Quakers in Cherokee county. Soon after arriving he caught a vision of the flow of the nearby river being converted into power for a Friends school of the secondary level with special emphasis in technical training.

He organized about a dozen of the leading Friends into a stockholders association which was later chartered by the State under the name of the "Lowell Educational Association." Each of the original twelve men having paid one hundred dollars, the Association purchased forty acres of ground adjoining Lowell on the south. They laid this land out into town lots, reserving a ten acre plot for the location of the Institute. This was put into the hands of Spring River Quarterly Meeting. As soon as Grand River Quarterly Meeting was organized, it was associated with Spring River in the management of the new school.

It was at this time that the Lowell Preparative
Lowell Polytechnic Institute
Meeting was making plans for a church building. A little more than five hundred dollars had been subscribed. The Meeting proposed to donate this amount to the school provided the Meeting could have use of the auditorium for church purposes. Other funds were made available, partly from the sale of lots and partly from donations of material, labor, hauling, etc.

A two-room school and church building was erected, and school opened in 1892 with Pliney E. Goddard as principal, assisted by Mary Morris and Hettie Hunt. It was the first institution for purely secondary education in Cherokee county. It was intended from the first to have polytechnic features incorporated into its curriculum, but that never came to fruition. In reality, similar courses were offered as in the Academies, viz., College Preparatory, General Academic, Business, and Music.

In 1895-96, the enrollment was thirty-two, and that commencement the first class, of one member, graduated. Arrangements were made then to complete the boarding

1. All information to this point has been gleaned from the correspondence of J. H. Morgan, Hardtner, Kansas, March 19, 1941; of W. E. Morgan, Mulberry, Kansas, June 19, 1941, both men being sons of William Morgan; and Mrs. Henry Cox, Galena, Kansas, June 10, 1941.

2. State Superintendent of Public Instruction, Biennial Reports, 1901-02.

3. Souvenir of Friends Schools, p. 94.
By 1899 the Institute owned a library and a museum of natural history valued at $1200, and one-hundred sixty acres of land. Several hundred volumes of the library were a gift, along with five hundred dollars cash, from Hannah E. Davis of Spiceland, Indiana.

An article in the charter stated that "If in the future it should seem desirable,...the Directors shall be authorized, with the consent of the Stockholders Association and the Quarterly Meetings interested, to attach the institution to some University." In a report of the directors to Spring River Quarterly Meeting, August 18, 1900, it was recommended that "since Kansas Yearly Meeting now controls Friends University, it seems desirable for Lowell to become a part of Friends University." This request was approved by the Meeting. This sounds as if the founders had planned for the Institute to develop into a college itself.

Though the school for the year 1899-1900 was announced as "prosperous"—eighty having attended—and

2. Souvenir of Friends Schools, p. 96.
3. Kansas Yearly Meeting, Minutes, 1898, minute 27.
4. Spring River Quarterly Meeting, Minutes, August 18, 1900.
the outlook for another year was "favorable", the hopes were shattered by the founding of a high school at Columbus. The attendance had declined and, because of it, the finances were affected. Because of the competition of this and other newly-organized high schools in surrounding towns, the Academy was closed in March, 1904.

The library was removed to the Friends University library. The real estate was disposed of by the Grand River and Spring River Quarterly Meetings in 1912—the former receiving the "west half of block one and two with all buildings thereon", and the latter receiving the "campus" of seven and one-half acres and some town lots. Lowell Monthly Meeting still conducts its church services in the school building.

1. Spring River Quarterly Meeting, Minutes, August 18, 1900.
2. Ibid., August 17, 1901.
3. Kansas Yearly Meeting, Minutes, 1904, minute 24 and p. 61. Also correspondence of W. E. Morgan, June 19, 1941.
4. Spring River Quarterly Meeting, Minutes, November 11, 1911, and August 10, 1912.
Haviland Academy

Henry Fellow assisted the Quaker settlers in the Haviland community of Kiowa county to organize an Academy, the first school of secondary level in the county. He spent one or two weeks in getting signers to a subscription paper. When the settlers had pledged one-half of the amount required to erect a building, the stockholders decided to build "on faith" that the balance could be raised later and that the income from tuitions would cover the salaries of the teachers.¹

Since construction on the building did not begin until October or November, 1892,² the trustees opened the first year of school in a rented, vacant store on the main street of Haviland.³ Albert F. Styles and Cora Knowlton began teaching in the last week in October. At the close of May, 1893, the school was moved into the new, partly-finished school house.⁴

1. Interview with Frank C. Brown, Haviland, Kansas, January 1, 1941.

2. Haviland Academy Board of Trustees, Minutes, October 10, 14, 26, 1892.

3. Ibid., December 19, 1892.

4. Ibid., Report of trustees to stockholders.
Vacant Store in Which Haviland Academy

Officially Opened, 1892
The structure not being completed, many in the first commencement audience sat on two-by-twelve planks laid across "sleepers". ¹

By the beginning of the second fall term a two-story, frame building stood completed waiting for unhindered occupancy. The main part ran east and west with a wing, containing the entrance, projecting south.² The cost was $2,374.91.³ The structure stood where the present stucco building now stands.⁴ Lots for the campus were donated to the Academy Association by the Haviland Town Company.⁵

In August, 1893, the Friends church moved from their sod "meeting house" and began to hold services in the second story of the Academy building in a room known as "Academy Hall".⁶ The Meeting paid $25.00 per year rental.⁷ This practice continued until the new

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1. Interview with Frank Brown, Haviland, January 1, 1941.
2. Haviland Academy Board of Trustees, Minutes, March 25, 1893.
3. The Haviland Onlooker, June 4, 1910.
4. Interview with Frank Brown, Haviland, January 1, 1941.
5. Haviland Academy Board of Trustees, Minutes, November 28, 1893.
6. Haviland Monthly Meeting, Minutes, August 6, 1893.
7. Ibid., November 3, 1894.
church building was erected in Haviland in 1906.¹

Because of bad crops the board refused to plan for school for the third year, 1894-95, until the matter was brought to the stockholders at their annual meeting in July or August of 1894.² The stockholders voted to continue. However, the situation became so serious that Elvira Parker, Secretary of the Board, was appointed by the Association to tour the East for the solicitation of funds "necessary to meet the obligations now due, and to carry the Academy through the depression from short crops."³ Her proposed mission was approved by Haviland Quarterly Meeting and Kansas Yearly Meeting; returning in May, 1896, she reported at a mass meeting the following summary:

Absent from home, 32 weeks; worked 6 months; visited 6 weeks; 9 states solicited, 12 states crossed, 10 states contributed, 65 Meetings solicited, 12 Meetings gave public collection.

720 names of donors to the fund recorded. 80 railroad trips made; 4550 miles by railroad; railroad fares, 1350 miles at 2¢ rate, 3200 miles at 3¢ rate, $131.63; street car fares,

¹ Haviland Monthly Meeting, Minutes, May 5, 1906.
² Haviland Academy Board of Trustees, Minutes, 1892-1906, Annual report.
³ Ibid., p. 22.
$8.15; livery fares, $3.25; hotel bills, .25; laundry, .10; lunches, etc., $4.48; clothing, extra wear and tear, $22.14; $175.00 expenses allowed out of collections.

Slept in 100 spare beds, entertained by 150 people. Began at Lawrence, Kansas. Closed at Atlantic City, New Jersey; Philadelphia Friends gave largest total, $433.00. A. F. and Cora (Knowlton) Styles remitted $64.00 on a note, largest. Smallest offering, one cent on 3 occasions. Total amount subscribed and paid $1774.82. Heartaches, and snubs innumerable, but glad for all favors and the good hand of God through all.

Met at train on return by citizens of vicinity who had provided a warm house and bountiful dinner.1

A new dormitory was completed in 1901.2

In 1905 the stockholders donated the Academy building and two-thirds of the ground on which it was located to the Haviland Monthly Meeting.3 The Meeting appointed trustees, called "The Board of Managers" to operate the institution. In the same year the stockholders of the dormitory transferred the management of it to the Haviland Monthly Meeting, also, "so long as said building is used for the benefit of Haviland Academy".4

2. Kansas Yearly Meeting, Minutes, 1901, minute 23.
4. Ibid., August 5, 1905.
In 1907 Haviland Monthly Meeting transferred the Academy property, consisting of one-half acre of land, building, and furniture valued at $3000, to the ownership of Kansas Yearly Meeting to be held in trust for Haviland Quarterly Meeting on condition that the Quarterly Meeting "make due provision for the management and control of a school of Academic grade on said premises." This also applied to the dormitory. These three changes to larger controlling bodies were done with the idea of facilitating the financing of the institution.

In this new set-up each Monthly Meeting in the Quarterly Meeting, except Fowler and Lafayette, was entitled to one member on the board of managers. In addition to these six representatives were five members "centrally located." The reason Fowler and Lafayette were excluded was the newly founded Academy at Fowler, Kansas. The Monthly Meetings participating were Pleasant Valley (Stafford), Prairie Vale (near Coldwater), Prairie Flower, Hopewell, Pleasant

1. Haviland Monthly Meeting, Minutes, September, October, 1906, and January 5, 1907.
Plains, and Haviland. 1

In 1910 an addition was built onto the north side of the Academy building. This was a two-story annex, twenty-four by thirty feet, 2 at a cost of $1085.69. 3

Six years later the board must have discovered suddenly that the school building was deteriorating beyond repair. The Board Minutes for June 20, 1916, read that the trustees "decided to ask the Monthly Meetings the privilege to build a new house." This was an unusual procedure because Monthly Meetings are more or less subordinate to the larger body. But the reason offered was that the Quarterly Meeting would not convene until August and by then it would be "too late to arrange for the coming year." Here is the content of the message, dated June 20, 1916, which was taken by personal representatives to each constituent local church:

The Academy Board has carefully considered the needs for the coming year and has arrived at the following conclusions: First that it will take from $1000.00 to $1500.00 to put

1. Haviland Academy Board of Trustees, Minutes, 1906 to 1916, pp. 1, 2.
2. Ibid., November 12, 1910.
3. Ibid., Annual report.
the building into suitable condition for school; second that the present condition of the building doesn't justify this outlay.¹

It went on to state that it believed "a new building should be constructed as soon as possible" and asked approval to "proceed at once to raise funds and construct" one.²

Though the old building was used for another year, plans went forward immediately for a new edifice. The Board passed a resolution on November 6, 1916, to add a Bible Training School to the Academy,³ and a committee of three was appointed to prepare the rules and by-laws concerning the government and maintenance of it.⁴ Within the year the Academy had been transferred from the Yearly Meeting's trusteeship and the Quarterly Meeting's management to an entirely new organization, "The Bible Training School Association", set up on December 27, 1916.⁵

¹. Haviland Academy Board of Trustees, Minutes, 1906 to 1916, p. 57.
². Ibid.
³. Ibid., November 6, 1916.
⁴. Ibid.
⁵. Kansas Central Bible Training School Board of Trustees, Minutes, 1916 to 1931, p. 150.
Though the Academic Department has continued as a distinct high school unit in conjunction with the Ministerial Training Department to the present day, its history is recorded in the chapter entitled "Friends Bible College".
When Friends University opened in 1898, the Preparatory School was established as a matter of course. It was really an Academy, offering a three and, later, a four year course preparatory to college entrance. The enrollment in this School for five year periods was as follows:

- 1888-89: 65
- 1903-04: 87
- 1908-09: 173
- 1913-14: 103
- 1918-19: 33

In 1918-19 the first preparatory class was dropped. An additional one was left off each succeeding year until the Commencement of 1922, when the Preparatory School had its last graduating exercises—and thus ceased to exist.¹

¹ This information was gleaned from Kansas Yearly Meeting, Minutes, different issues.
Fowler Academy

Fowler Academy, in Meade county, received its inspiration at the start from the business men of other denominations in the community, who raised nearly $6000 and turned it to the Friends for the founding of a school. Fowler was a new town, and a school of secondary learning would be an incentive for settlers to come into the community. There were two reasons that the Quakers were selected as the owners of the new institution. One was the fact that some of the business men, notably the banker, had attended Friends' schools elsewhere. The other was that the Friends had gained a reputation as academy organizers.

However, according to the laws of Kansas, if the Quakers were to organize an Academy, there must be a Friends church, but there was none. In fact, there were only four adult Quakers in the community. These were enough to organize a "Monthly Meeting for Business", which met the requirements of the law, but not enough for church services. So in the yard of A. B. Roberts, four miles north of Fowler, a Meeting for Business was officially set up, but it was not until after the
Fowler Academy
building was erected that a "Monthly Meeting for Worship" was established.

Nine members were required by law to compose the Board of Trustees, but, though a few more had moved in, there were not enough Quakers to meet this requirement. A delegation of citizens, not Quakers, seeing they could not get a high school any other way, went to the Friends community of Haviland, sixty miles distant, to obtain two board members. However, Haviland was jealous of its own Academy, and, fearing too much competition, refused to cooperate. Finally, two men from Wichita, one hundred sixty miles away, were appointed to make up the required nine Quaker board members.¹

As soon as the organization was completed, the five thousand dollar donation was used to construct a "commodious and convenient" frame building in the town of Fowler. School opened in the fall of 1906 with H. H. Townsend and wife as teachers. At the beginning only seventeen had enrolled, but by the end of the year there were thirty-four.²

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1. Interview with A. B. Roberts, Fowler, Kansas, February 6, 1941.
Boarding features were added in 1910.¹

By 1911 the Board of Directors proposed to close her doors, but the business men came to the rescue financially.² This seems somewhat surprising when one learns that the public high school was opened in the fall of 1912.³

The following appeal was made to the Fowler Monthly Meeting by the Board of Directors on January 24, 1914.

We, the Board of Directors of Fowler Friends Academy, wish to make the following proposition:

After due consideration we find under the present conditions we cannot continue the Academy another year. The legal rights of the property are vested in the Board of Directors and we are willing to transfer to the Monthly Meeting all of the Academy property, notes, and other resources, the same to be used for church purposes on condition that the Monthly Meeting assume all of the indebtedness⁴ against the institution....

This proposition is made with the feeling that the property ought to be saved for the Monthly Meeting....⁵

1. Kansas Yearly Meeting, Minutes, 1910, minute 38.
2. Ibid., 1911, minute 5.
3. Interview with A. B. Roberts, Fowler, Kansas, February 6, 1941.
4. It seems that this amounted to $3370.64. Fowler Monthly Meeting, Minutes, October 24, 1914.
5. Fowler Monthly Meeting, Minutes, January 24, 1914.
In June, "after much delay and hesitation" the Monthly Meeting accepted the proposition. Special subscriptions were taken, to be paid by thirds—one each on September 1, 1914, 1915, and 1916.¹ The school having officially closed in the spring of 1914, the building was offered for sale to the Fowler public school board for $4000. The board rejected it.² However, it was rented to the public school board for 1914-15 at forty-five dollars per month.³ The Monthly Meeting offered to give the building and five acres to the Quarterly Meeting for the indebtedness, with the proposition that the Academy might be moved to Liberal. The Quarterly Meeting rejected it.⁴

The building was finally traded for three-hundred eighty acres of land. The sale of this land paid off all of the indebtedness.⁵

¹. Fowler Monthly Meeting, Minutes, June 27 and October 24, 1914.
². Ibid., March 28 and April 25, 1914.
³. Ibid., September 26, 1914.
⁴. Interview with A. B. Roberts, Fowler, Kansas, February 6, 1941.
⁵. Ibid.
A spirit of "progressivism" filtered into the Friends church over the Western portion of the United States in the latter half of the past century. Formerly, the Quakers held tenaciously to the following pattern: No paid pastors, no music in the church, no luxury of living, no evangelistic or missionary movement, few or no instantaneous religious personal experiences, no use of the personal pronouns other than "thou", "thee", "thy", etc. In the closing decades, upon a wave of revivalistic fervor, all of the above list were shunted aside by more and more Quakers as being contrary to the teachings of the Bible and of George Fox, the founder of the Church. Soon two factions developed in the local meetings—the "Progressives" and the "Conservatives". The colloquial term for the former was "Fast Quakers" and for the latter "Slow Quakers".

The Conservative Friends and the Progressive Friends all over the Yearly Meeting area broke relationships, effected at Lawrence, Kansas, in 1879. After the

1. Kansas Yearly Meeting (Progressive), Minutes, 1879, minutes 4, 15, and 1880, minutes 11, 35.
Spring River Academy
separation the Conservatives continued for some years under the same name as the larger body, "Kansas Yearly Meeting of the Society of Friends." There were three Quarterly Meetings, Spring River, Cottonwood, and Walnut Creek.¹ They met in their Yearly Meeting sessions at Emporia, Kansas, on odd years and at Spring River on even years.²

The Progressives attained the ascendancy in numbers until today they make up all of the Friends churches in Kansas, with the exception of one Conservative Monthly Meeting at Spring River which has an attendance of about twenty people. This one Monthly Meeting holds services in a large stone building which formerly housed the Spring River Academy, an institution controlled by the Conservatives. All of the other schools discussed in this thesis were operated by the Progressives.

Spring River Academy was located about six miles from Lowell Polytechnic Institute, six miles west of Galena, and about the same distance north of Baxter Springs, in Cherokee county. The thickly-settl-

¹. It is to be noted that the Progressives also had Quarterly Meetings by these same names. The reason was that each faction claimed itself to be the original and the other the spurious church. Each group entitled itself "Orthodox Friends".

². Kansas Yearly Meeting (Conservative), Minutes, 1908 and 1909.
ed neighborhood was known as "Quaker Valley".

Ground was broken in 1879 for the stone building which was to be used as a home for the Academy and as a "meeting house" for the religious services of the Conservative Friends. The first committee of management was appointed to have oversight of "The Friends High School at Spring River." But before the school was formally opened, the name was changed to Spring River Academy.¹

The Academy was opened in the new building near the close of the year 1880 under the management of "Spring River Quarterly Meeting".² The first fractional term was followed by a spring term of three months. After the usual summer vacation it opened its first full year in September, 1881, under the direction of Charles W. Ryder, principal.³

The following are excerpts from the first full report published in The Western Friend, December, 1882.

It was soon found after the school opened that it was quite difficult to procure accommodations for students who desired to attend, mainly because so few Friends resided near the school. This difficulty was so great and the need so pressing that steps were taken during the summer of 1881 to erect a boarding house; some donations were made by Friends in the East, but

¹. State Superintendent of Public Instruction, Biennial Reports, 1901-1902.
². An entirely separate body from the Spring River Quarterly Meeting (Progressive) that controlled the Lowell Polytechnic Institute.
³. The Western Friend, December, 1882, pp. 96, 97.
not enough to build such a one as was needed. Before the work was begun the control of the school was tendered to Kansas Yearly Meeting and accepted...with the prospect that the boarding house would be at once erected; Friends agreed with J. N. Miller and wife of Iowa who were in attendance at the Yearly Meeting, to take charge of same as superintendent and matron. When they came on, they were not satisfied with such a building as Friends had begun to build. And also thought that more land was needed, before it would be best for them to take charge.

Here was presented what seemed an insurmountable difficulty. After the matter was fully canvassed, the Friends of Spring River who had already expended more than $2000 in labor and $1000 in money, in addition to all the donations received, came to the aid of the Yearly Meeting committee and purchased a tract of thirty-three acres adjoining the school, at a cost of $970 cash, all of which they raised and paid among themselves. After this had been accomplished the parties employed as superintendent and matron, were unwilling to make contract with the Yearly Meeting's committee without the personal endorsement of certain individuals who declined to enter into such an agreement. This put it beyond reach of the committee to do any more, and they turned their attention in other directions to sustain the school.

The enrollment, which had reached about fifty-five was greatly reduced by the influence of these things, and doubtless had much to do with the action of the late Yearly Meeting, by which the Academy was returned to the management of Spring River Monthly Meeting.

Notwithstanding these discouragements, the work of building the boarding house has been pushed forward. A two-story frame building, 36x24 feet, with nine rooms was finished ready for the present term, at a cost of $1200.

1. The Conservative branch.
$400 of which was assumed by the Spring River Friends.... In addition to this the Spring River Friends have also assumed the debt and raised the money to pay the Principal the deficit occasioned by the limited attendance last year, being over $200.

The present session opened on the 13th of 10th mo. 1882, with Dillwyn Stratton of Ohio as Principal, assisted by Rachel A. Stout, of Emporia, Kansas, who was also assistant last year.

Joseph and Esther Masters of Ohio Yearly Meeting have been employed as superintendent and matron. Under the present management, the enrollment has again reached fifty-four, with a prospect of others. The Friends interested in its welfare feel that Spring River Academy has successfully passed its first great trial.

There are quite a number of the children of Friends who are in unity with us, in Missouri and Arkansas, who need to attend the School at Spring River, as they are growing up with very limited opportunities for any education, and no influence such as Friends' children should have. They cannot attend our school, because of the indigent circumstances of their parents... In consideration of these facts, the committee in charge have decided to admit all these children, about twenty in all, free of tuition, if Friends in the Eastern States will defray the expense of their board......

The report for October, 1887, revealed that the Academy had no indebtedness and eighty-two dollars in the treasury with "no additional funds needed for the year". This report, given at the Yearly Meeting

1. The Western Friend, December, 1882, pp. 96, 97.
sessions, "aroused quite an interest" and a subscription was started to institute a "permanent school fund for indigent children", to be "contingent upon its reaching $1000." Seven hundred fifty dollars was at once subscribed and a committee appointed to solicit further subscription during the year. By November of the following year this fund had reached nearly $1300.

The State Superintendent reported in his Biennial Report for 1887-1888 that Spring River Academy had "no regular faculty" but that usually two teachers were employed, each taking "such classes as seems to suit best." There were three "grades": "Primary" with an enrollment of eighteen; "Intermediate" with eight children; and "Academic" with fifteen; a total of forty-one. The school owned forty acres of land. The financial items showed that for the current year $270 was paid to teachers, $50 for incidentals, $20 for buildings and repair. Receipts from tuition fees were $255 and from voluntary contribution $35. This left a deficit of $30. The tuition rates for the

1. The Western Friend, October, 1887.
2. Ibid., November, 1888.
year, not including board, were Primary, $12; Intermediate, $18; and Academic, $24.¹

The 1901-02 reports disclosed that four teachers were hired; sixty-nine students enrolled; only twenty acres of land owned; value of "apparatus", $1000; amount of endowment, $2000; fourteen hundred volumes in the library; total receipts for the year, about $1100; and the tuition rates increased slightly.²

The report continues:

The purpose of the school is to give a liberal education, under such influence as will tend to develop in pupils, not only high ideals in life and ambitions for wider usefulness as they grow older, but, more definitely, a truly Christian character. In order to further this fundamental purpose of the school, many of the exercises and influences are of a decidedly religious character; as, for example, the memorizing of portions of the holy scriptures each week as a part of the regular work. The 'course' in each department covers four 'years', or twenty-four months of actual study, not including vacations.

By 1907-08 the enrollment had decreased until it was eighteen with an average attendance of "6 1/5".⁴ The enrollment for the following year was thirteen.⁵

¹ State Superintendent of Public Instruction, Biennial Reports, 1887-1888.
² Ibid., 1901-1902.
³ Ibid.
⁴ Kansas Yearly Meeting (Conservative), Minutes, 1908.
⁵ Ibid., 1909.
The exact date of closing the school was not discovered. But the reason given was that there were "no Friends children to go." The building is still standing and is being used as a "meeting house" for Conservative Friends.

1. Correspondence of Noah T. Harvey, Galena, Kansas, June 23, 1941.
CHAPTER VI

JOHN BRIGHT UNIVERSITY

In Wichita, Kansas, a great speculation boom in real estate was in full flower during the last two decades of the past century. Immigrants from Eastern states were moving in by the hundreds. Real estate prices were "skyrocketing". Citizens bought property within the environs of Wichita and platted it into building lots for the sole purpose of re-selling at abnormal profit. Each speculator, hoping that the city of Wichita would expand into the direction of his recently platted ground, offered inducements to new arrivals to buy his lots. The competition for buyers became intensely keen.

One popular method to entice these buyers was to persuade some church or group of men to build a college or university in the region of his real estate. Families would be attracted to and pay better prices for property in the vicinity of an educational institution. In fact, land prices would advance so much that promoters, when hearing of plans to construct a college, would make bids in land and cash to the founders to induce them to build in their district.
Quick to take advantage of this the prospective founders of a college capitalized on these offers to finance the construction of an institution. In fact, before locating a school they would announce in the Wichita newspapers their intentions to build, and wait for the highest bidder to make his proposition.

Into this situation came a group of Quakers who wished to found a Friends University. They were motivated by the fact that their church controlled no university, proper, in the United States. They organized into the "Friends Board of Education" in the early part of 1887. The Wichita Eagle, on February 6, 1887, ran the ensuing two-column, front-page write-up:

S. D. Coffin and Edward Stanley of Lawrence, Warren Johnson, Walter J. Cox, J. C. Wooten, V. K. Stanley and William P. Jester of Wichita, have incorporated themselves for the purpose of founding, supporting, and conducting the John Bright University at Wichita, Kansas, which institution shall be for the co-education of the sexes, and for affording them equal opportunities for acquiring the highest physical, social, intellectual, and spiritual

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1. This information gathered from the scanning of The Wichita Eagle files of the period and from interviews with Gerald Wood, Head of the Department of Public Relations, Friends University, Wichita, Kansas.


3. Correspondence with Arch E. McVicar, Register of Deeds of Sedgwick county, Wichita, Kansas, April 28, 1941.
excellence under the broadest Christian culture.¹

Though these men were Quakers and desired to found a Friends institution, there is no record that they ever received the official sanction of the Friends church. The contemplated University was named for the celebrated English Quaker lawyer, John Bright.

The location of the University was determined after bids were given by the property owners of the different localities.² To attract these bids the following notice was inserted as paid advertising in The Wichita Eagle on three successive days: "Notice: To all parties bidding for John Bright University; have your bids sealed and in the hands of the trustees, Friday, March 12, M."³

In response to this advertisement, according to an announcement in the Eagle, only one "creditable" bid was found by the "locating committee" among those offered. There was a question whether to accept it or not.⁴ There was a delay of seven days before the nature of the bid and the location were announced. In the meantime some

2. Ibid., March 6, 1887, p. 4.
3. Ibid., March 11, 1887, p. 4.
4. Ibid., March 15, 1887, p. 4.
dishonest promoters, for the sake of making sales, were announcing to prospective customers that the University would be established where their property was located. The Eagle made this editorial comment after the "locating committee" had suspended operations for a few days. "The matter is attracting the attention of the 'snappers' and occasionally one bobs up with the exact location when he finds a customer whom he judges does not know otherwise."^1

On March 19, the character of the accepted bid was published in the paper. It "consisted of 223 acres of land and $25,000. To this was added 630 acres of land which was bought by the Friends of Wichita and surrounding country". This meant that the founders had a promised donation of 853 acres and $25,000 to begin the construction of the institution.

The plans, as announced, were to expend over $100,000 in erecting buildings. The location was described as "a natural mound twenty feet above the surrounding surface and forty by twenty rods in size". The entire mound was to be a part of the campus.3

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1. The Wichita Eagle, March 16, 1887, p. 4.
2. Ibid., March 19, 1887, p. 4.
3. Ibid.
There was some delay in getting a clear deed to the donated property. By May 8, the managers had gained undisputed title to 470 acres of the land.\(^1\)

On June 2, the Architects, Terry and Thompson, staked out John Bright University.\(^2\) By June 25, the excavation for the basement was done and the stone was being delivered for the basement walls.\(^3\)

The last notice found in the *Eagle* was in the October 30th issue. It was that the "work on the foundation is being pushed to completion". The next statement indicated a decline in real estate prices. "A few more lots are yet on the market for a short time at exceedingly low prices".\(^4\)

Before John Bright University ever advanced beyond a basement, the boom collapsed and the corporation never had enough money to finish their project.\(^5\)

\(^1\) The *Wichita Eagle*, May 8, 1887.


\(^3\) *Ibid.*, June 25, 1887, p. 4.


\(^5\) On April, 1941, the author and Gerald Wood drove 2½ miles south of Douglas avenue on Seneca street, then turned east on a private drive to a sandy mound. On this mound was to be seen the top of the basement walls flush with the ground.
Mrs. T. M. Rittenoure, V. K. Stanley's daughter, wrote the following on February 25, 1941. "The Friends held on to the property for several years hoping to be able to do something with it, but as the years went on, and the older ones who had worked on it at the first left Wichita and interest lagged, there was nothing to do but give up the idea". She did not know what disposition the Friends eventually made of the property.

1. Correspondence of Miss Etta Berry, Friends University, Wichita, Kansas, with Mrs. T. M. Rittenoure, 326 So. Mulberry, Albuquerque, New Mexico, February 25, 1941.
As early as 1891 Kansas Yearly Meeting was officially considering the matter of establishing a college within her territory. A committee, which had been appointed to consider the matter, reported to the Yearly Meeting session in October of that year: "The time has come for the establishment of such a school". Immediately a College Association was formed by the Meeting, granting membership upon the subscription of twenty-five dollars or more. In the face of the meeting seventy-five persons became members with a total guarantee of $2700. This association met and elected a Board of Trustees who were authorized to establish a college as soon as $50,000 was secured.¹

The following year the College Association reported that it had received a charter of incorporation from the

¹ Kansas Yearly Meeting, Minutes, 1891, minutes 44, 45, 47.
Friends University
State. This Charter named the corporation the "Friends College Association of Kansas". Its objective was to organize a degree-conferring college at a place in the state of Kansas to be selected later; to be conducted in "accordance with the principles of the religious Society of Friends". Only Quakers who should pay twenty-five dollars or more were members. The Board was to consist of fifteen members, five to be appointed by the Yearly Meeting and ten to be elected by the Association. By this time eighty-three more members had been added to the corporation.¹

The depression of 1893 handicapped this new organization in its enterprise for an educational institution.² Because of this Penn college³ proposed to the Friends College Association that Kansas Yearly Meeting adopt that institution as "its Yearly Meeting college", with the privilege of appointing two members on its Board and with the understanding that financial aid be voluntary and that the church assume no monetary obligation. Kansas Yearly Meeting accepted the proposal "experimentally for three years".⁴

¹ Kansas Yearly Meeting, Minutes, 1892, minutes, 45, 60.
² Ibid., 1895, p. 70.
³ A Quaker college, located at Oskaloosa, Iowa.
⁴ Kansas Yearly Meeting, Minutes, 1896, minutes 28, 42, 71.
Garfield University

In the meantime the Wichita real estate boom which projected John Bright University onto the scene created the financial stimulus for the establishment of Garfield University, which later played such an important part in Quaker education. Dr. Warren Hendryx, a former friend of the deceased President Garfield and a minister in the Christian church, was the founder. "The Board of Trustees of the university formed a corporation and purchased one-hundred sixty acres of land lying just across the river from the (Wichita) business district. Streets were laid out and graded and the remaining land was divided into lots, part of which were immediately disposed of, and the rest held to await the increase in value. Much interest was aroused in the university, for it was sure to boost reality prices, besides making an educational center of Wichita."¹

"Work on the building was commenced in the fall of 1886. The total cost of the structure was approximately $200,000. The basement alone cost $27,000; extra thick walls were needed on account of the quick-sand..."¹ The building was two-hundred thirty-three feet long, two-

¹ Railing, Ruth Majil. The Early History of Friends University. (An unpublished manuscript in the office of the President of Friends University).
hundred feet wide, and four and five stories high. It covered three-fourths of an acre.1 "The basement was constructed of stone laid in cement, twelve feet and two inches in the clear. The other stories were built of brick heavily trimmed with stone. There were to be sixty rooms for offices and classrooms, twelve for societies, a museum, a library sizeable enough for 50,000 volumes, a chapel with a seating capacity of 3,000, and a gallery to accommodate half that number, three semi-circular fire escapes, and an elevator. Only twelve rooms were finished, however, and these on the main floor."2

"Furniture for nine recitation rooms was purchased, as well as office equipment for three rooms, six-hundred opera chairs for the auditorium, and six pianos."3

"The university had no endowment fund, but a young Iowa girl, who sewed for her meager living, sent a dollar to help finance the cause. This was known as the 'Dollar Beautiful' and was sealed inside the corner stone."4

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1. Friends University, Catalogue, 1898-99, p. 6.
2. Railing, Ruth Majil. The Early History of Friends University, pp. 2, 3.
3. Ibid.
4. Ibid.
Besides the large main building two three-story boarding houses were built, one north and the other south of the university. Also residences for the faculty were constructed near the school.  

The school was formally opened as Garfield University, September 6, 1887. It functioned until June, 1900, at which time it was closed. On September, 1892, it was reopened. During this second period of operation it was known as Garfield Memorial University.

When the Wichita boom collapsed, an eighty-three thousand dollar mortgage on the building and property was foreclosed in 1893, and the institution was closed at Christmas time. Until 1898, this huge structure was unoccupied except by "tramps, owls, and bats". The property was listed for sale in the newspapers at $50,000.

Friends University

James M. Davis, Friends philanthropist, was born on a farm in Douglas county and attended Hesper Academy. His

2. Ibid.
3. Ibid.
4. Interview with Gerald Wood, Wichita, Kansas, April, 1941.
parents moved to Iowa where he enrolled in Penn college. While a student there he sold stereoptican views for the B. W. Kilbourne Stereoptican View Company of Massachusetts. He became so proficient that he was eventually made "world manager" of the company and manufactured views in America, Europe, and Australia. By this means he became wealthy.\(^1\)

Mr. Davis and his wife, Anna T., proposed to purchase the buildings and six-hundred fifty lots of the defunct Garfield University for the list price of $50,000 and to present them to Kansas Yearly Meeting, provided that three-hundred fifty additional lots be donated for the benefit of the school. James Allison called together one-hundred business and profession men of Wichita, irrespective of denominational affiliation, to take action upon the proposal of Mr. Davis. Within a month the three-hundred fifty lots had been secured, and the deed for the purchase of the Garfield property was recorded March 31, 1898.\(^2\)

Mr. and Mrs. Davis made a contract with Kansas Yearly Meeting that the church trustees were not to get a clear deed to the new property until they had raised a $50,000

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1. Interview with Henry C. Fellow, Wichita, Kansas, May 29, 1941.

endowment. The contract also stipulated that this sum must be raised within six years. Much effort was expanded by the church until the required endowment, with an additional $8,000 was procured in 1903, one year earlier than the contract called for. In that year Kansas Yearly Meeting received clear title to the University, with the campus, the North and South Dormitories, and about six-hundred twenty city lots.¹

Though the Quakers controlled several colleges over the United States, they did not own any university, proper. James Davis had a vision of an institution to which Quaker youth from all parts of the nation might come to receive post-graduate training. For that reason he chose the name for the new school of "Friends National University". However, the name finally agreed upon by him and the church was Friends University.² Though the college has never attained to a university rating, it still retains the name.

On May 17, 18, 1898, the Yearly Meeting Representatives, at a called meeting, accepted the gift from Mr. and Mrs. Davis on behalf of the Yearly Meeting. At that time they appointed a "Board of Management" for the University. On

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1. Kansas Yearly Meeting, Minutes, 1903, minute 73.
September 21, the school opened with the tabulated enrollment as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate - Sophomore year</td>
<td>2</td>
</tr>
<tr>
<td>Freshman year</td>
<td>8</td>
</tr>
<tr>
<td>Preparatory Department</td>
<td>41</td>
</tr>
<tr>
<td>Biblical</td>
<td>1</td>
</tr>
<tr>
<td>School of Elocution and Oratory</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
</tr>
<tr>
<td>Duplicate Enrollments</td>
<td>15</td>
</tr>
</tbody>
</table>

In October the Friends College Association "unanimously decided to bequeath to Friends University for Endowment Fund" all cash and certificates of stock. After the transfer was made the officers of the Association were directed to surrender their Charter.

The following year "The Children's Endowment Fund" was instituted. Money was to be secured for it by the local churches over the State setting aside the last Sunday in May as "Children's Day" when special collections were to be taken for the Fund. The newly completed "audience room" was named "Russell Hall" in memory of the deceased son of James and Anna Davis. A "school of pedagogy", a Normal course, was added to the curriculum. The enrollment reached one hundred two.

1. Kansas Yearly Meeting, Minutes, 1898, minutes 28, 29.
2. Ibid., p. 58.
3. Ibid., 1899, pp. 13, 14, 48.
The year 1901 saw the first students, five in number, to be granted the Bachelor of Arts degree by this institution. Seven students, having finished the Normal course in the "School of Pedagogy", were granted diplomas which entitled them to Teachers State Certificates.¹

Five years after the University opened there were three hundred students enrolled, sixty-three in the college and one hundred twenty-seven in the Preparatory and first three years of Normal. In this year of 1903, James Davis had a plat of the University grounds prepared by a landscape gardener of "national reputation". A large number of trees of different varieties were set out in the spring by the students and others.² As one dollar was announced as the sum needed to purchase and properly set a tree, a dollar campaign was instituted two years later. Pledges amounting to $130 were taken.³ By 1907, two hundred trees were set out and growing.⁴

In 1906, Mr. Andrew Carnegie proposed to present to Friends University "The last half of a Fifty Thousand

¹ Kansas Yearly Meeting, Minutes, 1901, minute 30.
² Ibid., 1903, minute 22.
³ Ibid., 1905, minute 30.
⁴ Ibid., 1907, p. 18.
Dollar Endowment". The offer was accepted and by 1910 $38,000 had been raised to meet Mr. Carnegie's proposition.1

A Biblical School curriculum was added in 1907 containing the following three courses: Classical-Biblical Course, the Graduate-Biblical Course, and the English-Biblical Course.2

By the tenth year of the institution's history, the enrollment had reached three hundred fifty-six, one hundred eight in the college and one hundred twenty-seven in the Preparatory classes. The endowment had grown from $2,000 (the original Wells Fund with a like amount of accrued interest) to $125,000. In 1898 there were only twenty-one rooms finished and furnished; now there were thirty-six completed. The library had grown from a few hundred to seven thousand volumes. There were now sixteen professors and assistants.3

By 1909 the Kansas State University approved the work of Friends University and proposed to accept all of her undergraduate work on a par with her own. This meant that graduates from Friends University could take

1. Kansas Yearly Meeting, Minutes, 1906, 15, and 1910, p. 36.
2. Ibid., 1907, p. 16.
3. Ibid., 1908, pp. 13, 14.
advanced-standing courses at Kansas University without having their work discounted.  

Eighty-one students had enrolled in the Biblical School in 1911. In that year Isaac Hammer of Bucklin, Kansas, made a $36,000 real estate gift to the permanent endowment fund. It was in the form of six-hundred forty acres of farm land. A year later, E. H. Budds and wife of Mullinville, Kansas, gave nine hundred sixty acres.

Friends University was accredited by the North Central College Association in 1915.

The first honorary degrees were conferred in the history of the college at the commencement exercises of 1916. Samuel Nicholson, editor of the American Friend, and Absalom Rosenberger, president of Whittier College, received the degree of Doctor of Laws.

On March, 1918, Edmund Stanley resigned from the office of president, having served for twenty years. He was appointed President Emeritus. Dr. W. O. Mendenhall, of Richmond, Indiana, was elected his successor. In

2. Ibid., 1911, pp. 37, 38.
3. Ibid., 1914, p. 27.
4. Ibid., 1915, p. 36.
5. Ibid., 1916, p. 41.
twenty years the endowment had increased to $265,000. The Gymnasium building was nearly completed. ¹

Though the World War brought a temporary decrease in student enrollment, by the year 1921-22 the enrollment in the college department had reached two-hundred seventy-three. The Preparatory School was dropped that Spring—one class having been dropped each year for the three preceding years. However, in that year the North Central Association of Colleges had increased its requirements so that Friends University had to have an annual income of $50,000. This was $10,000 more than she was receiving.²

The enrollment was increasing so rapidly during the twenties that there was serious consideration of limiting the number of freshmen. In fact, so many had enrolled in the fall of 1923 that registration of freshmen was stopped at the end of the first registration day.³ In 1925-26, two hundred fifty-seven freshmen enrolled. The total attendance was five hundred seventy-four.⁴ However, with the opening of the tax-supported Wichita Municipal University in 1926, the attendance at

1. Kansas Yearly Meeting, Minutes, 1918, pp. 32, 33.
2. Ibid., 1922, pp. 58, 61.
3. Ibid., 1924, p. 54.
4. Ibid., 1926, p. 40.
Friends University began to decline. By 1928, it was four hundred thirty-eight.¹ The President reported in 1934 that one perplexing problem was that of attracting students to the University. One hundred more students could be cared for without increasing the operating expense.²

Because of insufficient endowment Friends University was dropped from the North Central Association of Colleges list in March, 1927. However, she was re-admitted the following year. In the spring of 1939 she was again dropped and remains so to the present moment.³

The proposition to merge Friends University and Wichita University was made to the Yearly Meeting by the board of trustees in 1933, but the church rejected the proposal.⁴

In the Spring of 1934 President Wa. Denhall resigned. David M. Edwards succeeded him.⁵ Dr. Edwards was killed in an automobile accident in August, 1939. Dean W. A. Young was appointed Acting-President for one year. In the Spring of 1940 he was elected president of the University.⁶

¹ Kansas Yearly Meeting, Minutes, 1929.
² Ibid., 1934, p. 17.
³ Ibid., 1927, p. 50; 1930, p. 32; 1939, pp. 36-38.
⁴ Ibid., 1933, pp. 42, 49.
⁵ Ibid., 1934, p. 16.
⁶ Ibid., 1940, p. 30.
Friends University is continuing to emphasize Christian education and is also making every effort to improve its financial status and build up the physical plant of the college preparatory to application for re-admission to the North Central Association.¹

The National Defense Program, including the Conscription Act, has temporarily cut down on the attendance for the year 1940-41, as it has in most educational institutions, until there were only three hundred eighty-three students enrolled.² However, when one remembers the enrollment "come-back" after the first World War, one need not become alarmed about the future of the college.

1. Kansas Yearly Meeting, Minutes, 1940, p. 33.
2. Ibid., pp. 34, 35.
In the closing decades of the last century a new generation of Quakers in the central and mid-western states awakened to the realization that the "silent meetings" and practices associated with them were incompatible with the pioneering philosophy of energetic action and aggressiveness and did not satisfy their religious natures. At this crucial point a revival of fervent, religious evangelism, accompanied by high emotionalism, swept through the church of other denominations. This movement greatly influenced the younger generation of the Friends church.

As has been noted in an earlier chapter this new movement brought about a separation in the church. There developed the "Progressive Quakers" and the "Conservative Quakers", each with a separate government and each claiming to be the "orthodox" body. However, in the "Progressive" ranks there was little uniformity of opinion as to religious doctrines and practices. They all agreed
to follow the "pastoral system" but as to the meaning of
the "atonement" in its bearing on the experiences and
the religious behavior of mankind and to the degree of
emotionalism to be experienced there was a marked dis-
agreement. No church split ever developed from these
differences of opinion, but there arose a slight distrust
as to the "orthodoxy" of some groups by other groups.

This explanatory background gives the setting for
a discussion of the history of Friends Bible College.
For some years prior to the founding of its forerunner,
"The Friends Kansas Central Bible Training School",
there had developed a feeling in the minds of many mem-
bers of Kansas Yearly Meeting that the Biblical School at
Friends University was not emphasizing the religious doc-
trines that it should. Consequently, desires were ex-
pressed for a ministerial school separate from the Wichita
institutions.

It was at this time that the building of Haviland
Academy had so deteriorated that the school board ap-
pealed to the local churches to approve an immediate build-
ing program. The need for a new structure so coincided
chronologically with the desire for a new ministerial
school that the decision to build was soon followed by a
minute of the board of trustees, recorded on November 6,
1916, that the board had voted to add a Bible Training
School to the Academy. Later, Frank Brown, Frank Clark, and L. Clarkson Hinshaw were authorized to prepare "rules and by-laws concerning the government".¹

On December 27, 1916, a mass meeting was held in the Haviland Friends Church building for the purpose of organizing a Bible Training School Association. There were one hundred seven charter members who adopted a constitution at that time under the name of the "Friends Kansas Central Bible Training School Association". Their objectives were to continue the Academy department the same as before and to add to it "a preparatory school in order to provide those who are called to any form of Christian work with proper instructions and training for effectual service".²

The Association was incorporated by the State, January 20, 1917.³ Haviland Quarterly Meeting soon transferred the property of the Haviland Academy to this Association, and the Friends Kansas Central Training School opened its doors in its new capacity, September 11, 1917, with Scott T. Clark as first President.⁴

To get a better conception of the aims and purposes

1. Haviland Academy Board of Trustees, Minutes, November 6 and 9, 1916.
2. Friends Bible College Board of Trustees, Minutes, p. 150.
Friends Bible College
of the institution the following quotations from the First Annual Catalogue are inserted:

Demands for the School

For the past decade there has been a heavy burden on many consecrated hearts for the Lord to open the way for a sound Bible Training School in Kansas Yearly Meeting. Through many oppositions and dark places the way gradually opened up in answer to earnest prayers. In the past few years many of our promising young Christian workers have gone to Indiana, Ohio, and California to a training school, taking them far from home and at a great extra expense of transportation. The necessity of, and the demand for, sound orthodox teaching of the Word of God, is the reason for founding this Training School. Since it seems that such teaching is not given in other regular schools of education it is deemed best to establish a school primarily for that purpose.

Aim of the School

Our aim is not to give a so-called advanced theological education but primarily to teach the English Bible and train Christian workers for the Lord's vineyard; our work includes a two-year preparatory course and is in no way designed to antagonize or interfere with the advanced work of our Bible School already in the yearly meeting.1

Our work is for those younger members of our church who feel a definite Divine call to the service of the Lord, and who feel a need of due preparation for that service. We therefore seek to secure for each student the most perfect Christian experience possible, including thorough regeneration, entire sanctification, and a vital personal acquaintance with God. We hold strictly to the Bible as the word of God, and aim to secure such skill in handling it as to enable our graduates to bring men to Christ.

1. The Friends University Biblical School.
Fundamental Doctrines

We 'earnestly contend for the faith once delivered to the saints'. We teach an undaunted faith in the Bible as the inspired word of God, and its unimpeachable authority as touching the revelation of God's will to man. We therefore hold and teach the following doctrines:

1. The Scriptural Trinity of the Godhead.
2. The creation of the first human parents in God's image--holy and perfect.
3. The fall of man through disobedience.
4. Total depravity of the human race through sin.
5. All accountable persons are sinners by actual transgressions.
6. The necessity of the 'new birth' to restore fallen man to unity with God.
7. The substitutionary atonement by the death and blood of Jesus Christ--the sinner's only hope.
8. The miraculous virgin birth of Jesus, the son of God and Savior of the world.
9. Repentance toward God, faith in Jesus Christ, and restitution to man are necessary to pardon and regeneration.
10. The personal second coming of Christ for His bride--the church.
11. Christ's future personal rule on earth.
12. The resurrection of both the just and the unjust.
13. The final separation of the righteous into heaven, for the wicked into everlasting torment.
14. The office work of the Holy Ghost:
   (a) Convicting of sin and leading toward Christ.
   (b) Witnessing to our acceptance by the Father.
   (c) Sanctifying the believer's heart.
   (d) Guiding and controlling the consecrated life.
   (e) Keeping the sanctified life free from sin.

Entrance Requirements

As this school is a place for studying God's Word and preparing for the service of the Lord, we feel that worldly persons would find nothing congenial nor of common interest here; we therefore expect every student who enters, to be a Christian, or at least willing to accept Christ at the earliest opportunity. No special educational requirements are made for entering the Bible course, but
to obtain the best results one should have an academic or high school education. The main requirement is feeling the call of God and a desire to prepare for that work.

To enter the academic course the student must have finished the common school.

Graduation Requirements

In order to complete the Bible course, eighty hours' work must be done....Upon the completion of this course there will be granted a diploma from the Bible Training School. To complete the academic course sixteen units work must be done.... Graduates are required to prepare and deliver a public oration.

General

No competitive athletics will be engaged in, but students are urged to take exercise and recreation to maintain good health, and enable vigorous study.

All students are required to attend church services on Sabbath morning and evening.

A students' prayer meeting will be held once a week, conducted mainly by the students, for spiritual refreshment to students and teachers.

A new stucco building, costing about $15,000, was dedicated on April 26, 1918. One wing of the old Academy building was converted into a dormitory.

To become a member of the Association a person needed to subscribe to the doctrinal statement as recorded in the Pre-amble to the Constitution, pay an annual membership fee of one dollar, and be voted a

1. Friends Kansas Central Bible Training School, Catalogue, 1917-1918, pp. 5-6, 19.
2. Friends Bible College, Minutes, March 4, 1918.
3. Ibid., January 14, 1918.
member by a two-thirds vote at a regular meeting of the Association. If one desired to become a life member, he could do so by paying fifty dollars in a lump sum or ten dollars a year for five consecutive years.¹ Though a member of any denomination might join the association, only Quakers were eligible to be elected members of the board of trustees.²

**Friends Bible College**

The institution continued as a Bible Training School and Academy until May 28, 1930, when the Association at its annual meeting voted to add a junior college department. The name was changed to Friends Bible College.³ The purpose of the college was to give "advanced training guarded against rationalism, evolution, and teachings which undermine faith in the Bible."⁴

After eighteen years of sacrificial service Scott T. Clark resigned as president of the institution in the Spring of 1935. Bernard Mott, elected to succeed him, served for two years. Charles Beals was made president in the summer of 1937 and is still serving in that capacity.⁵

1. Friends Bible College Constitution, p. 5.
5. Ibid.
The college had an enrollment of seventy-eight for the year 1940-41, thirty-two in the Academic department and thirty-six in the Bible Training and Junior College departments. This is an increase over earlier years. Since a public high school is operating successfully in the town of Haviland, most of the student body of the college and Academy come from surrounding communities and bordering states.

The welfare of the institution fluctuates from year to year as the crop conditions vary, but it has continued to function through some very serious crises, and at the present time it has every expectation of continuing to contribute to the educational and religious advancement of the church and community.
CHAPTER IX

CONCLUSION

The development of Friends education in Kansas has been depicted during the two eras of the State's history while under United States control—the period from 1832 to 1854 when it was designated by the Federal statutes as Indian Territory and the period from 1854 to the present when it was a Kansas Territory and a State. For the first period the educational program was a mission-school to the Indians with organizational headquarters in the Eastern states, principally Indiana. In the latter period the educational institutions were conducted by and for the Quaker settlers who came, from 1854 to 1861, with the two-fold idea of pre-empting free land and of making Kansas a state free from slavery. After Kansas became a state, the sole migratory motive was land.

By much sacrificial effort ten schools of the secondary level, called academies, were organized—the first in 1878 and the last in 1906. The aims were to provide higher education and to develop character based on religious principles. The later-instituted, tax-
supported, public high schools ran such strong competition that they have superseded all but two of the academies, Northbranch and Haviland.

The portrayal of the development of the Friends colleges has been delineated. Because of the collapse of the Wichita boom John Bright University never reached fruition. Friends University, a gift to the Friends in 1898 by a Quaker philanthropist, is still in operation. Friends Bible College, started solely as an academy, converted into a ministerial school, and later incorporated into a junior college, is also in operation. Thus closes the historical record of Friends education in Kansas to the year 1941.

In conclusion, the aim of this thesis has been to present an objective study of the educational development of the Friends schools in Kansas without injecting any interpretive material.
APPENDIX

BIBLIOGRAPHY

Books


Robert Barclay was a Quaker Theologian who wrote in the seventeenth century.


Compiled by Kansas Educators, published under the auspices of the Kansas Historical Society, for the Columbian Exposition, 1893, commemorating the 400th anniversary of the discovery of America.


Covers the period from 1872 to 1921.


Out of print and very rare. One copy in the Kansas State Historical Society's Archives and one in the Friends Bible College Library, Haviland, Kansas.
Kittle, Flora Harvey. Shawnee Indians in Kansas. 32p.

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Mr. Henderson was the first principal of the Washington Academy.

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Rittenoure, Mrs. T. M. 326 So. Mulberry, Alburquerque, New Mexico, February 25, 1941.

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A student of Haviland Academy in the first year of its existence; later graduated. He is the first person to the left in the picture on page 109.

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Mrs. Dillon is the daughter of Philemon and Mary Jones of Tonganoxie and a former student of Tonganoxie Academy.

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A graduate from the grammar department of Grellet Academy. Assisted in the founding of Northbranch Academy.


A graduate of Lowell Polytechnic Institute in 1892.

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GLOSSARY OF QUAKER TERMS

Academic Department: Equivalent to high school grades.

Conservative: The term for the branch of the Quaker church that continued to conduct "silent meetings", that refused to pay its ministers, and that followed other practices in vogue in the Friends church in the middle of the nineteenth century. See Progressive.

Earlham College: A Quaker college at Richmond, Indiana. Mary Kansas Academy teachers were graduates of this college.

First Day: Since the days of the week are named for Roman, Norse, and other pagan gods, the early Quakers would never speak of the days by name. In all their conversations, records, and literature they used "First-day", "Second-Day", "Third-Day", etc.

Fourth Day: See First Day.

Friends: The Quakers believed that Christians were friends of Jesus, basing their belief on the words of Jesus in John 15:14, 15; "Ye are my friends, if ye do whatsoever I command you."
George Fox: Founder of the Friends church who lived in England in the seventeenth century.

Inner Light: The Friends stressed their belief that every man, woman, and child could have direct access to God irrespective of the Church, Bible, or preachers. The term is based on the Scripture in John 1:9 where Jesus is spoken of as "The True Light which lighteth every man that cometh into the world." The "inner light", therefore, was the Light of Christ within man.

Meeting for Discipline: The business meeting of the church. It was at this time that the names of offending church members were acted upon. Thus, the word "discipline".

Meeting for Worship: Any regular religious service. Since they had no paid ministers and the services were often silent, Quakers attended to "worship".

Meeting House: The Quakers considered the Church as consisting not of "brick and mortar" but of all true Christian men and women in all the world irrespective of denomination. The meeting house, therefore, was their house of worship.

Minute: Whenever a Quaker wanted to visit churches in
another community, state, or nation, he was given a properly-signed letter of endorsement to present to the churches to be visited. Since the endorsement was an official act of the governing body, it was called a "Minute".

Month: The terms "First Month", "Second Month", etc., were used because the names of months are derived from Roman pagan ideas and terms. When Quakers wrote their dates out in full, they appeared as in the following example: "Fifth-day, Tenth Month 11th, 1888."

Monthly Meeting: The official term for any organized local church. Business meetings are conducted once a month.

Orthodox: Congruous with the original belief of the church. Since both the "Progressive" and the "Conservative" branches of the church maintained that their doctrines and practices were in accordance with the teachings of George Fox and the Bible, each called itself the orthodox branch. However, today it is associated with the "Progressive" group.

Penn College: A Quaker college at Oskaloosa, Iowa.

Preparative Meeting: Before a new local Monthly Meeting
is organized it is usually "set up" on probation as a Preparative Meeting with certain limited business powers.

**Progressive:** The Branch of the Friends after the Church "split" which practiced the "pastoral system."

See **Conservative.**

**Quaker:** A nickname applied to the Friends because they believed in being "moved by the Holy Spirit" (God). Some have attributed the occasion of origination to the time George Fox suggested to an English magistrate that he should "quake before God."

**Quarterly Meeting:** A governing body incorporating several Monthly Meetings in a given geographical area. Business meetings are held once every three months.

**Society:** Since the Friends believed that the church included all true Christians in the world, they called their own group the Society of Friends. That was the official name until after the first World War.

**Timer:** Before the era of a paid ministry, the religious services were conducted one hundred percent democratically. The only presiding agent was the Holy Spirit, or God. Every man or
woman had the right to pray, testify, or preach in the meeting if he or she felt "led by the Spirit". Often the meetings were entirely silent. The official length of time for a religious service to be held was one hour. To know when the sixty minutes were up and to have the meeting officially dismissed a man was annually appointed to be the "timer". At the end of the hours, he dismissed the meeting by shaking hands with the man next to him. Then the entire congregation would shake hands and the meeting was "out". Of course, when the pastoral system was instituted, the office of Timer was discontinued.

**Yearly Meeting**: A governing body incorporating the Quarterly Meetings of a large area, usually a State, which meets for business once a year. Kansas Yearly Meeting includes the Quarterly Meetings in Kansas, Oklahoma, Texas, and the Eastern portion of Colorado.
ROSTER OF ACADEMY TEACHERS

(Because of incomplete records it was impossible to obtain a complete list of the teachers. For example, the Kansas Yearly Meeting, Minutes, usually reported just the principals and not the assistants)

### Grellet

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1. From Kansas Yearly Meeting, Minutes, and Walnut Creek Quarterly Meeting, Minutes, Educational Reports.
2. From Kansas Yearly Meeting, Minutes, and Springdale Quarterly Meeting, Minutes, Educational Reports.
### Hesper

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2. Ibid.
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1. Kansas Yearly Meeting, Minutes, Educational Reports; Spring River Quarterly Meeting, Minutes, Educational Reports.

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1. Kansas Yearly Meeting, Minutes, Educational Reports.
ROSTER OF SHAWNEE MISSION PERSONNELs

(Only the superintendents and teachers are listed in so far as is known by the author)

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<td>Thomas and Hannah Wells</td>
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<td>Thomas and Hannah Wells</td>
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<td>Thomas and Hannah Wells</td>
<td>Zerl and Miriam Hough</td>
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<td>Jesse &amp; Elizabeth Harvey</td>
<td>Richard &amp; Sarah Mendenhall</td>
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<td>John Steward, Matilda Smith</td>
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Compiled from Kittle, Flora Harvey. Shawnee Indians in Kansas; Excerpts from the annual reports of Commissioner of Indian Affairs as reported by Hobbs, Wilson. "The Friends Establishment in Kansas Territory", Kansas Historical Society Collections; and Coffin, William H. "Settlement of the Friends in Kansas". Ibid.