

The Earlham Academy

A Quaker Founded Institution of Iowa, 1893-1923,

by Ronald Myers

August 1966

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The first, and perhaps most astounding thing NotebookLM did was a very accurate optical character recognition of the entire document. All the text in all the following examples comes from this NotebookLM project. I did not type anything!

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INTRODUCTION

In tracing the development of the Earlham Academy it is the writer's hope that the history and significance of the institution will be realized by the people of the community. The historical approach to this study has brought forth incidents and highlights which contributed to the success and failures of the school. Also given consideration is the religious influence of the community in regard to education.

Chapter One consists of a brief description of the early settlement and development of the Earlham community. It includes information about the first settlers, the reasons for establishing a town, and the growth of the community from its founding to the beginning of the twentieth century.

Chapter Two contains a historical review of the establishment of the Earlham Friends Academy and of the unification of this institution with the public schools. It also describes the training program and gives an account of the faculty members of the Academy.

Chapter Three discusses the effects of the Academy upon the community. Also, consideration is given to the details concerning public sentiment in regard to the closing of the Academy.

Chapter Four contains the summary and conclusions that the author has drawn from compiling this work.

Information for this study was derived from many sources including the local school board files, the Earlham Echo, interviews with former Academy students, letters from the state department of public instruction, also the state department of vital statistics and the state law library, and from brochures and catalogues of the Academy. The early history of the community was compiled from books written by interested historians of the community and the county. These sources have proved to be invaluable since it was not uncommon then, as it is now, to neglect many historical events without any attempt to record them. In a number of cases it was disappointing to discover that some records were carelessly kept and in other instances either lost or misplaced.

It has been a stimulating experience for the writer to make this study because of his long interest in history. It is hoped that it will be of interest and value to the community where the academy was located as well as to anyone who reads it. Certainly it is typical of the start of many local school systems of the midwest to have the public school grow out of and take over a former religiously established academy.

CHAPTER I

THE FOUNDING AND DEVELOPMENT OF EARLHAM, IOWA

First Settlers

The town of Earlham is located in the northwest corner of Madison County, Iowa in Madison and Penn townships, the greater part of the town lies in Madison township. In 1851 township lines were drawn and the name given the settlement was Madison, after President James Madison.¹

Prior to 1847 the only white settlers in this area were said to be trappers and traders, but after that date the land became the object of settlement.² It was at this time that many settlers migrated into the territory now known as the Earlham area. Many of these people came from the state of Indiana and were of the Quaker or Friends religious denomination. This sectarian background was to be quite influential not only in the naming of the community, but also in its early activities.

Purpose of Settlement

Earlham dates its existence to the construction of the Chicago, Rock Island, and Pacific Railroad through the

¹Herman A. Mueller, History of Madison County, Iowa and Its People, Vol. I, (Chicago: S.J. Clarke, 1915), p. 320.

²J. J. Davies, History and Business Directory of Madison County Iowa, (Des Moines: Mills and Company, 1869), p. 180.

state of Iowa in 1868. The town was established for the purpose of a rail center on the mainline between the cities of Des Moines, Iowa, and Omaha, Nebraska. At the time the rails were being laid there existed a small settlement to the west of what is now the city limits of Earlham called Irishtown. The inhabitants of Irishtown refused to grant the railroad company suitable land on which to locate a depot. This refusal of land resulted in the company's decision to move the original site eastward on land readily donated by Dave Hockett.³ This location of the depot and water tower became the starting place for the town of Earlham.

The land on which the town was laid out was shortly afterward purchased from Hockett by a Des Moines banker, B.F. Allen, for the sum of twenty dollars per acre.⁴ Immediately after the purchase was made several people began to arrange for the building of homes and places of business. Even before the town was surveyed a few houses had been erected on land that was included in the future town site of Earlham. Businesses also began to appear before the town was properly surveyed. Martin Cook erected a general store he called the "shebang". A drug store was built and operated by Dr. M.R. Lyons. When the survey had been completed by the railroad company engineers, it was discovered that these two

³Davies, op. cit., p. 182.

⁴Ibid.

establishments were not properly located so they had to be moved.⁵ After the completion of the survey lots were offered for sale at prices ranging from twenty-five to one hundred and twenty-five dollars each.⁶

During the winter of 1868-1869 two lumber companies were established which furnished the material for building houses and business concerns. Five months after the first stake was driven thirty-five dwellings were completed.⁷ Seth Wilson built the first entertainment center for the public in 1869, calling this building the Earlham House.⁸

Naming the Town

When the question of naming the town arose, several suggestions were offered. The name proposed by Mrs. Milton Wilson was favored by many people, so the name Earlham was chosen. The selection was derived from Earlham College of Richmond, Indiana, a Friends school and this was a community settled by Quakers.⁹ The reason for naming the town as such was probably closely associated with the intention of establishing a similar institution in the newly created town. However this name had been suggested, a stock company was organized in the fall of 1869 for the purpose of establishing a Friends school. Five thousand dollars was subscribed by

⁵Mueller, loc. cit., p. 323.

⁶Ibid.

⁷Ibid.

⁸Mueller, op. cit., p. 323.

⁹Sarah Nunamacher, Pioneer History of Earlham, (Earlham, Iowa: The Chautauqua Club, 1927), p. 10.

some of the leading men of the county, but the idea did not fully materialize because of the lack of additional needed funds, so the project was temporarily abandoned.¹⁰

On March 30, 1870, a petition was filed in the District Court asking for the incorporation of Earlham as a town. The petition contained forty one signatures which, at that time, was a sufficient percentage of the settlers to secure action. On April 26, 1870, an election was held on the question of incorporation and the results were favorable.¹¹

Growth and Development

The year of 1870 could be considered a year of rapid growth and development for the new community. In this year of incorporation the enumerated population of Earlham was 222.¹² (See Table I). Two churches were constructed, the Presbyterian and the Conservative Friends. Also, the plans for a third church, the Methodist, and a bank had been completed.¹³

Other business firms and institutions began to appear as certain needs for them arose. In 1871 the first public school was opened. Because no building was yet available, classes were held in the basement of the Friends Church.

¹⁰Mueller, loc. cit.

¹¹Ibid.

¹²L.E. Chancellor, Iowa Department of Vital Statistics, Des Moines, Iowa, in correspondence with the writer, December 7, 1964.

¹³Earlham Echo, October 24, 1940, p. 1.

TABLE I
THE POPULATION OF EARLHAM, IOWA, 1870-1960

*State Census	Year	**U.S. Census	Year
222	1870		
220	1873		
226	1875		
260	1880		
287	1885		
		302	1890
535	1895	630	1900
826	1905	749	1910
749	1915	803	1920
829	1925	897	1930
		865	1940
		771	1950
		788	1960

*State census was compiled every five years, but was discontinued in 1925.

**United States census compiled every ten years.

The above information was compiled from the State Censoral Returns, State Law Library, Des Moines, Iowa.

Miss Mattie Newby was the first teacher.¹⁴ Early scholars of the public school included the following list of

¹⁴Mueller, op. cit.

persons:¹⁵

Sarah Nunamacker
Ella Males
Nan Hockett
Ike Wilson
Sallie Compton
Wilda Hibbs

Malinda Thornton
John Stevens
Mahalo Wilson
Ora Haxton
Jim Thornton

By the year 1873 the population of Earlham had declined slightly to 220 persons.¹⁶ The plans for Earlham to become the most important rail center in central Iowa seemingly did not materialize. The reason for the slowdown in the expansion of the town is not clear, but the construction of railroads in other near-by communities was a probable vital factor which contributed to the failure.

However, as things were, the town did continue to achieve marked growth in later years. In 1871 the first public owned school building was completed for use. The building was constructed of brick and native limestone and was located one block east of the business district. Extensive increase in enrollment was the cause for an addition to the structure in the year 1894.¹⁷

In 1884 Earlham acquired its first newspaper, the Earlham Gazette. The first editions of the paper were published in near-by Stuart and distributed in Earlham.¹⁸

¹⁵Earlham Echo, October 24, 1940, op. cit.

¹⁶Chancellor, op. cit. ¹⁷Earlham Echo, loc. cit.

¹⁸Earlham Echo, October 24, 1940, op. cit.

It was in 1890 that the Quaker influence in the community became evident in the field of education once again. Through the efforts of local interested members of the Friends Church an academy was built and operated, giving the town two schools. Thus, the dream visualized earlier had become, in part, a reality.

With a good educational system operating in Earlham and the growth of business concerns and farming, the community continued to prosper. By 1899 the population reported in the census had reached six hundred and thirty persons.¹⁹ (See Table I). Many new homes had been added to the residential district and the citizens began to ponder the idea of a municipal water system as well as electric lighting for the town.²⁰

Although Earlham has not to this date attained the high state of importance that early settlers anticipated for the community, it has served the interests of its people and has proved to be a good place in which to live.

This was the early history of Earlham, Iowa from the settling of the wilderness to the turn of the twentieth century. It was but a small part of the history of America, a part which portrays the background for a section of Quakerism in Iowa.

18 Earlham Echo, October 24, 1940, op. cit.

19 Ibid.

20 Mueller, op. cit., p. 326.

CHAPTER II

THE FOUNDING OF THE EARLHAM FRIENDS ACADEMY

The background for the establishment of educational facilities is deeply embedded in Quaker tradition.¹ No doubt, it was this conception that prompted the founding of the Friends Academy. "It was common practice in a Quaker settlement that a church and school be built simultaneously."² The Friends of the Earlham community and adjacent area were quite anxious to have educational opportunities beyond the elementary level which would be available to those who sought them. And through their efforts this contention became a reality.

It should be noted that only one record book could be located in relation to the Academy for the years 1892-1900. Perhaps those pertaining to the official actions of the board of directors and the financial affairs for these years have been lost to the ages or inadvertently misplaced without knowledge of any person familiar with the old Academy or anyone of the present educational system. Extensive efforts have failed to produce them, so the history for these years has been compiled from the existing records, the

¹Martha Hadley, former student of the Academy and member of the Friends congregation, in conversation with the writer. June 9, 1965.

²Ibid.

files of the Earlham Echo, personal interviews, scrapbooks, personal souvenirs of the times, and a number of miscellaneous papers and records belonging to former students of the Academy.

Development of the Academy

In the late 1800's the idea of a Quaker secondary school in Earlham was revived. Interest in the school gained momentum and some of the town's most influential citizens, who were Friends, headed the movement. A board of trustees was created for the purposes of approving plans for an academy and of soliciting funds to finance the project. Prominent members of this board included John J. Mendenhall, noted farmer of the Bear Creek community north of Earlham; Mark Hill, local banker; and Louisa Knudson, Earlham Friends representative.³

Reasons for the need of such an educational institution were quite obvious. The public school systems that existed in the vicinity at that time were inadequate in many respects and in some instances did not provide for advanced education beyond the eighth grade. Many Friends felt that the creation of an academy would remedy this situation by affording a high school education to students not only of

³Information contributed by Elizabeth Maxwell and Lloyd Mendenhall, descendants of the above, in conversation with the writer. (June 7, 1965)

the Earlham area, but to students outside of the district as well.⁴ Thus, it probably did not seem necessarily to be a local project for purely local interests.

This kind of logic seems to have been practical because the expense incurred in the construction of a building and proper facilities would not burden local citizens alone. The original intent was for the Academy to be a private institution for the Quakers. But it was later decided that its facilities should be available to any student who sought an education.⁵

The construction of the building began in 1890. (See Figure 1.) The cost involved, according to various sources, ranged from \$10,000 to \$12,000. The \$10,000 figure probably represents the actual cost of the building with the remaining \$2000 being spent to furnish the interior. The site on which the building was located was sold to the board of directors for the sum of one dollar. Mark Hill, the donor, took the responsibility of laying out the plots on which the building stood and the additional lots which constituted the Academy grounds.⁶

As it appears, the task of financing the cost of the Academy was not so much a problem. The entire amount was raised through the solicitation of funds from the local Friends

⁴Maxwell, op. cit.

⁵Ibid.

⁶Information secured from the deed to the Academy, March 5, 1901.

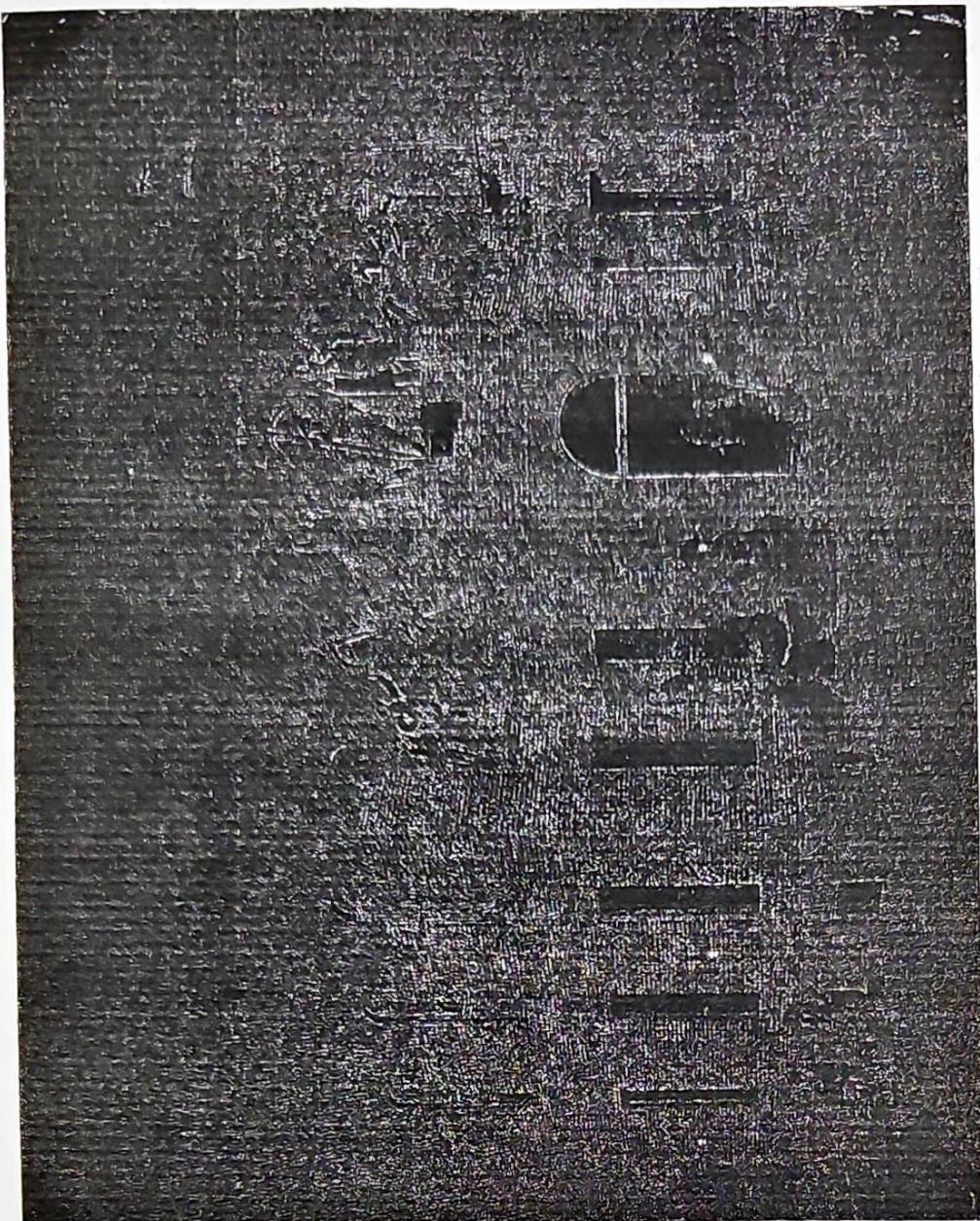


Figure 1. Construction of the Earlham Academy in 1890

and from Quaker organizations elsewhere.⁷ Church records were not available to disclose any amounts of personal contributions, but probably the largest part of the money came from the community.

The Academy was situated on ten acres of ground and the building provided for the accommodation of one hundred and fifty students.⁸ The building was a two story structure containing four recitation rooms, a music room and a library on the first floor. The second floor contained two assembly rooms, the larger of which was furnished with opera chairs. In the basement were located the furnace room, the kitchen, and the dining room.⁹ At the time of completion, the building was acclaimed to be the most modern structure in the county.¹⁰ Construction was completed in 1891 and the building was ready for the opening of the fall term in 1892. (See Figure 2.)

Administration and Organization

The Earlham Friends Academy was opened in the fall of 1892. It was the last of five Quaker schools established in Iowa, none of which are now in existence.¹¹ A board was selected to direct the affairs of the school. These directors

⁷Maxwell, op. cit.

⁸Souvenir of Quaker Schools, (Oskaloosa, Iowa: reprinted from the Western Work, no date), p. 89.

⁹Catalogue of the Friends Academy, 1893, p. 6.

¹⁰Mueller, op. cit., p. 326.

¹¹Leroy G. Pratt, Supervisor, Statistics Instructional Research Bureau, Iowa Department of Public Instruction, in correspondence with the writer, December 10, 1964.

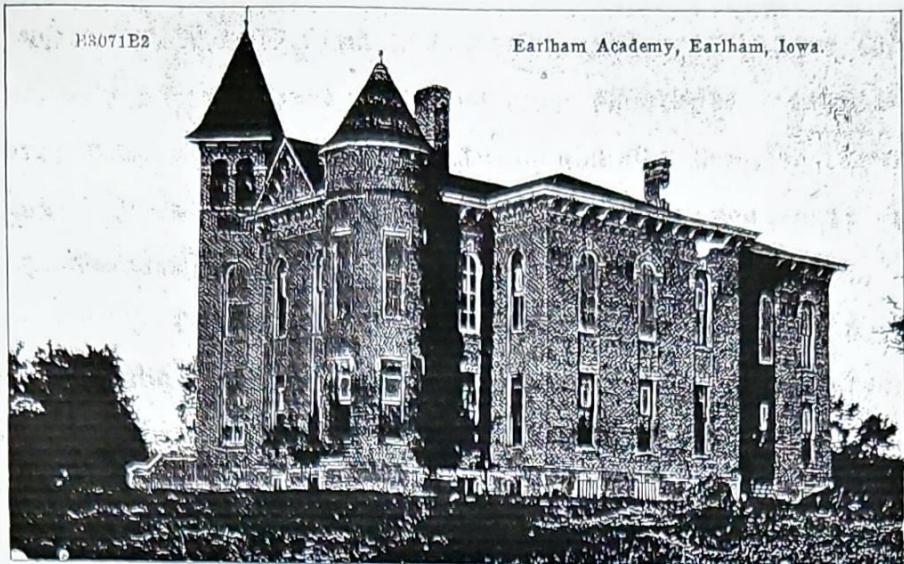


Figure 2. The Earlham Academy - 1890-1920

came from a wide territory as is evident in the following home locations of the board members: A.F. Callison, Cummings, Iowa; Elizabeth Hollingsworth, Stuart, Iowa; Mrs. C.M. Stanton, Mark Hill, and P.M. Hadley all of Earlham; Clinton Cummons, Paton, Iowa; Reverend John Pennington, Oskaloosa, Iowa; S.E. Lewis, Redfield, Iowa; and Eli Compton, Dexter, Iowa. The officers were John Pennington, president; Mrs. C.M. Stanton, secretary, and C.B. Johnson, treasurer.¹²

The first faculty was selected for the opening term, many of whom came from William Penn College in Oskaloosa. C.B. Pickrell, who had previously served in the public schools, was appointed principal and was also assigned to teach the classes in mathematics and science. Eda M. Haskell was hired to teach Latin, Grammar, and English. Mr. G.A. Wirtz taught instrumental and vocal music. Ellen Hill, the remaining member of the staff taught elocution and Delsarte.¹³ The same faculty was retained for the second year.

Enrollment of the Academy during the first year was remarkably large. Fifty-one students had registered for classes by the beginning of the final quarter. Students were recruited from a wide area. (Note Table II.)

The cost of tuition was quite low, even for those times. The fall term of twelve weeks cost nine dollars while

¹²Academy Catalogue, op. cit., p. 1.

¹³Ibid., p. 3.

¹⁴Ibid., p. 4.

TABLE II

A ROSTER OF THE FIRST GROUP OF STUDENTS TO
ATTEND THE FRIENDS ACADEMY, 1892-1893

Student	Hometown	Student	Hometown
May Anderson	Winterset	Clyde Hightower	Earlham
George Brioker	Earlham	Nellie Joyce	Atlantic
Willie Berry	Earlham	Hattie Joyce	Atlantic
Olde Barnett	Earlham	Jeannie Joyce	Atlantic
Lela Barnett	Earlham	Elma Mendenhall	Dexter
Elva Cook	Waukee	Elzada McQuie	Earlham
May Coulter	Earlham	Will Maulsby	Earlham
Arthur Churchman	De Soto	Vinton Males	Earlham
Anna Compton	Earlham	Addie Morris	Winterset
Vernon Compton	Earlham	Emma Newlin	Redfield
Sildie Compton	Dexter	Cora Neff	Earlham
Eva Compton	Dexter	John Neff	Earlham
Robert Chantey	Casey	Frank Neff	Earlham
Laura Cronk	Earlham	Min Nunamacker	Earlham
Charles Duncan	Earlham	Ormond Osborn	Earlham
Charles Diggs	Earlham	Edith Piatt	Langfitt
Lotta Diggs	Earlham	Randall Ott	De Soto
Albert Feitz	Winterset	James Stribbling	Earlham
Emma Feitz	Winterset	Netta Stanford	Earlham
Walter Fry	Earlham	Elma Smith	Waukee
Mary George	Earlham	Maggie Thompson	Earlham
Alice Hoag	Waukee	Clarence Wilson	Earlham
Harry Hill	Earlham	Lilian Wilson	Earlham
Mabel Hill	Earlham	Ida Wilson	Earlham
Gertie Hockett	Earlham	Worth Wilson	Earlham
Jeanne Harmon	Earlham		

Information for this roster was compiled from the
Earlham Echo, October 24, 1940, p. 1.

the winter term of sixteen weeks cost twelve dollars and the spring term of eight weeks cost six dollars.¹⁴ Thus, a student could obtain four years of education for a little more than a hundred dollars in so far as tuition was concerned.

In the early years at the Academy boarding was provided in private homes within the community at a rate of three dollars per week. Board was also available at the Academy building at a cost of one dollar and fifty cents for a short week (evidently Monday through Friday) and one dollar and seventy-five cents for a long week. Rooms were available in private homes at prices ranging from two dollars to four dollars per month depending upon the size of the room and the amount of furnishings.¹⁵

By 1908 the cost of tuition had increased to two dollars per month for each subject of the common branch and two dollars and twenty-five cents for the commercial course.¹⁶ The cost of board was two dollars and twenty-five cents for a short week and three dollars for a full week.¹⁷

It will be noted in the following pages that there was quite an extensive turnover in the members of the faculty

¹⁴Ibid., p. 4.

¹⁵Academy Catalogue, op. cit., p. 3.

¹⁶Earlham Academy Brochure, 1908, p. 4.

¹⁷Ibid., p. 5.

from year to year. The reason for this is probably due to the manner in which teachers were selected. According to references in the local school board minutes, it was the policy to elect teachers each year. If a teacher desired to remain at the Academy it was necessary to request reappointment. It was noted that in many instances several candidates vied for the same position. The procedure of the board was to elect one candidate for each available position. The salary requested or required was a vital factor in the final selection. Evidence of salary cuts were observed in some instances where teachers were reinstated.¹⁸

The salaries paid to faculty members of the Academy after unification with the public schools were considered somewhat better than these of similar high schools. The influx of tuition from non-resident students was added to the teachers' fund along with the local tax revenues. For instance, the superintendent was paid a regular salary plus a percentage of all tuition collected. This was a plan to stimulate recruitment and to bolster income.

Nature of the Curriculum of the Earlham Academy

In its first years of operation the Academy had been established so that it would provide for grades nine through

¹⁸ Minutes of the Earlham School Board, March 3, 1912.

twelve. Since it was established in 1892 there was no graduating class until 1896. The curriculum was arranged in such a manner as to provide for two courses of study, the academic and the preparatory. The latter course required only two years of study which was designed to prepare a student for a commercial occupation.¹⁹ The objectives of the Academy curriculum were to prepare students for a profession and/or to provide a background for those seeking to enter college.

The courses were arranged as follows;

Academic Course²⁰

First Year	Second Year
Fall term-Algebra	Fall term-Algebra
Latin	Caesar
Rhetoric	General history
Essay	Essay
Winter term-Algebra	Winter term-Geometry
Rhetoric	Caesar
Latin	General history
Essay	Essay
Spring term-Algebra	Spring term-Geometry
Latin	Botany
Grammar reviewed	General history
Essay	Essay
Third Year	Fourth Year
Fall term---Geometry	Fall term---Virgil
German	Geology
Zoology	English
Elective	Elective

¹⁹ Academy Catalogue, op. cit., p. 7.

²⁰ Ibid., pp. 7-9.

Winter term-German
 Physics
 Cicero
 Elective

Winter term-Literature
 Political Science
 Trigonometry
 Elective

Spring term-German
 Virgil
 English History
 Elective

Spring term-Virgil
 Christian Studies
 Literature
 Elective

Electives could be selected in the third and fourth years to complete a four subject term. Electives consisted of courses in American government, Economics, and Bookkeeping. Music was optional to the students, but the number enrolled gave evidence of the interest of many people in this field. Instruction was given in piano, harmony, voice culture, and sight reading.²¹

Preparatory Course

First Year

Fall term-Arithmetic
 Grammar
 Geography
 Reading and Spelling

Winter term-Arithmetic
 Grammar
 U.S. History
 Reading

Spring term-Arithmetic
 Grammar
 U.S. History
 Reading and Spelling

Second Year

Fall term-Arithmetic
 U.S. History
 Grammar
 Physiology

Winter term-Civil Government
 Geography
 Arithmetic
 Orthography

Spring term-Arithmetic
 Grammar
 Physical geography
 Rhetoricals

²¹ Ibid., p. 9.

Continuity of the Academy

Perhaps the success of the Academy in its infancy was due to the fact that the public school in Earlham did not provide for such a wide range in curriculum offerings. Another reason is that the four year high school was quite rare in the vicinity. Many public schools, such as Earlham, did not continue programs beyond the tenth grade.

From 1893 to 1894 the Academy continued under the administration of the principal, C.B. Pickrell.²² Enrollment continued to increase and the school began to receive recognition as an outstanding institution of learning. It seems that for its time, the Academy offered courses nonexistent in schools of such size, especially was this true of the emphasis on music and athletics. "A citizen of a town forty miles from Earlham stated that the Earlham Academy was the best known school for its instruction between Des Moines and Council Bluffs."²³

In the spring of 1894, C.B. Pickrell retired from the teaching profession and J.A. Beard from Indiana was hired as the new principal.²⁴ Other members of the faculty for this school year were: Deborah Pennington, Latin, Grammar, and English; Olga Adams, Piano and Organ; Ruth Joyce, Art; and Frank White, Guitar and Violin.²⁵

²²Academy Brochure, op. cit.

²³Earlham Echo, January 25, 1906, p. 4.

²⁴Academy Record Book, 1894, p. 10.

²⁵Ibid.

Mr. J. A. Beard remained as principal of the Academy for the 1895-1896 school year. Miss Etta McCarroll was elected by the board of directors to teach Latin, Grammar, and Literature. Bertha M. Beard taught English and History. Idah Harris and Mabel Wagner were the music instructors for this term. Ida Harper, art instructor, and Ella Hill, as elocution instructor, were the remaining members of the faculty.²⁶

The first commencement was held in May, 1896. Two students had completed the necessary work in the academic course of study and had qualified for diplomas. They were Harry Hill and Nettie Stanford, both from the Earlham Community.²⁷ Very little information is available concerning the formal exercises other than the fact that they were held in the main assembly room of the Academy and that a large crowd did attend.²⁸

The following scholastic year marked the highlight of the Academy while it was under the auspices of the Friends Church. In this school year of 1896-1897 there were twelve students who graduated, a number not to be attained again until 1902 after the unification of the Academy with the public school system. Etta McCarroll was appointed principal

²⁶ Ibid.

²⁷ Earlham Echo, May 20, 1896, p. 1.

²⁸ Ibid.

to replace James Beard. She was assisted by Professor Francis K. Jones, who also taught Mathematics, Science, and Psychology. Ida Harper was retained as Art instructor. New members of the faculty for this term were Belle Stonbecker, elocution instructor; Relene Searle, Music; and Dr. Edwin Day, lecturer on Physiology and Hygiene.²⁹

The second annual commencement exercise was held in the Academy assembly room on May 19, 1897. Reverend Rosenburger, president of William Penn College, Oskaloosa, Iowa, was the principal speaker for the occasion. The class of 1897 was presented by Miss McCarroll and diplomas were awarded by S.E. Lewis, president of the board of directors. The following students received diplomas: James Stribbling, William Wilson, Eva Hockett, Sydna Compton, Olga Barnett, Mabel Hill, Ormand Osborn, Data Barnett, Ernest Thomas, Edith Baugh, Charles Wilson, and Gertrude Hockett.³⁰

A decline in the enthusiasm for the Academy began to appear in the years 1897 to 1900. Enrollment dropped sharply. Evidence of "Hard times" was mentioned as a possible cause for the drop in enrollment.³¹ Also, a revived interest in public education at a cheaper price was being asserted by many citizens of the community. In 1898 the Academy graduated only two students; in 1899, six

²⁹ Academy Record Book, op. cit., p. 28.

³⁰ Earlham Echo, May 9, 1918, p. 1.

³¹ Earlham Echo, September 22, 1897, p. 1.

students, and in 1900 five students. Members of the class of 1898 were Amos Pickrell and Edwin Ross. Those graduating in 1899 were Waldo Hadley, Elza Pearson, Elmer Lewis, I.W. Barnett, Pearl Hadley, and James Hockett. The last group of students to graduate from the Friends Academy in 1900 were Minnie Hadley, Cora Hadley, Cora Hunter, Waldo Hadley, and Olive Hockett.³²

The Reverend H. Edward McGrew replaced Miss McCarroll as principal of the school in 1897. He was assisted by Jessie Perisho, who taught in the Mathematics and Science department. Amos Pickrell, a former graduate of the Academy, was the remaining member of the faculty for this year.³³ Student enrollment had been reduced to twenty students by the end of the spring term.³⁴

In 1899 Miss Nellie Woods replaced Reverend McGrew as the Principal of the Academy. She was assisted by Miss Edith Hunt. This year marked the end of an era for the Academy. Financial difficulties plagued the continuation of the school and a decision concerning the future operation had to be made. Enrollment had dropped and expenses could not be met on the tuition basis that existed at the time.

³²Earlham Echo, May 9, 1918, op. cit., p. 1.

³³Academy Record Book, op. cit., p. 38.

³⁴Ibid., p. 54.

Unification with the Public School System

In the year 1900 it became apparent that the Academy could not continue with such financial losses as had been incurred in the previous years. If it were to continue, it would be necessary to find a different source of revenue. The board of directors discussed the possibility of uniting the facilities of the Academy with those of the public school system. A list of suggested ideas were drawn up in the form of a proposition and sent to the public school board for a review. According to the minutes of the district board, this proposition was received on August 14, 1900. The proposition requested that the local board take over the operation of the Academy on a trial basis for one year. Another stipulation was that the Academy should continue to be referred to as the Earlham Academy even though it would not be a part of the public schools.³⁵

At a special meeting of the board two days later, August 16, 1900, the proposition was discussed and a vote was taken. It was unanimously decided that the Academy proposition should be accepted.³⁶ The Academy now became the high school department of the public schools and this area of advanced training was to accept non-resident students on a tuition basis.

³⁵Minutes of the Board of Education, August 14, 1900.

³⁶Minutes of the Board of Education, August 16, 1900.

An entire new faculty was procured for the 1900-1901 school year. Professor W.H. Monroe, who had been principal of the public schools for two previous years, was named administrator of the Earlham Academy. He was also assigned to teach Arithmetic and Science. Alice Starbuck, also of the public system, taught the subjects of English and Grammar. May C. Monroe, wife of Professor Monroe, taught in the music department along with Oscar Bogue.³⁷

With the merging of the two school systems, the enrollment increased to fifty-one students.³⁸ The curriculum remained relatively the same as in previous years with the exception of the fact that the commercial department was temporarily dropped. At the end of the spring term six students were graduated. They were: Pearl Stribling, Stephen Hockett, Eva Males, Mae McClean, Roy Pearson, and Nellie Hunter.³⁹

By the end of the fall term of 1900 it had become apparent to the local board that the experimental venture of unification was quite successful. In December, 1900, the board appointed Professor Monroe to investigate the possibility of extending the use of the Academy from one to five years. On February 25, 1901, Professor Monroe reported that the Academy board of directors had agreed to sell the Academy building and grounds to the public system for a total of

³⁷Academy Record Book, op. cit., p. 57.

³⁸Earlham Academy Brochure, op. cit., p. 19.

³⁹Academy Brochure, op. cit., p. 19.

eight thousand dollars. At this meeting it was decided to place the proposal before the public in a special election to be held on March 11, 1901.⁴⁰ The results of the election were favorable to the purchase, one hundred and ninety-five in favor and forty-one opposed.⁴¹ The purchase was made and the Academy became the possession of the public school district.

In 1901-1902 the Academy experienced one of its most successful years. (See Table III) Student enrollment had increased to more than fifty students.⁴² Professor Monroe encouraged students from various parts of the state to attend the Academy. He established a recruiting program in which he would visit prospective students in communities quite distant from Earlham. The commercial department was re-opened, and this enticed many students. The required length of study to complete this program was from one to two years depending on the rate of progress of the individual.

The curriculum of the Academy consisted of the following subjects: Psychology, Political Economics, Latin, Rhetoric, Arithmetic, American History, Botany, Algebra, Physics, Physical Geography, Civil Government, and the commercial studies.⁴³

⁴⁰Minutes of the Board of Education, February 25, 1901.

⁴¹Ibid., March 18, 1901

⁴²Academy Record Book, op. cit., p. 59.

⁴³Ibid., p. 63.

Twelve students completed work for diplomas in the academic area and three in the commercial field. Graduation exercises were held in the assembly room of the Academy building and the Iowa Governor, A.B. Cummins, delivered the commencement address. Diplomas were awarded by the president of the board of education, E.M. Crosswait.⁴⁴ Students graduating this year included: Laura Kail, Earl Stribling, Nellie Bricker, Halla Rhode, Frank Walker, Clinton Hill, Ray Lewis, Thia Lewis, Isom Hadley, Ernest Zeliadt, Eva Hillan, and Addie Stanley. R.G. Foster and Roy Pearson received commercial certificates.⁴⁵ These commercial certificates showed completion of the commercial course of study which prepared students for work in the business field.

The success of the Academy under the direction of Professor Monroe was quite eminent considering the growth of the institution between 1901 and 1908. In 1908, one hundred and fifty students were enrolled at the Academy, over half of which were non-resident students.⁴⁶ The non-resident tuition allowed for more men instructors to be added to the faculty because of increased revenue in the teacher's fund.

By 1903, forty-eight persons had graduated from the Academy. In 1904, fourteen more had received diplomas and

⁴⁴ Earlham Echo, May 10, 1904, p. 1.

⁴⁵ Academy Brochure, op. cit., p. 14.

⁴⁶ Earlham Echo, May 20, 1908, p. 1.

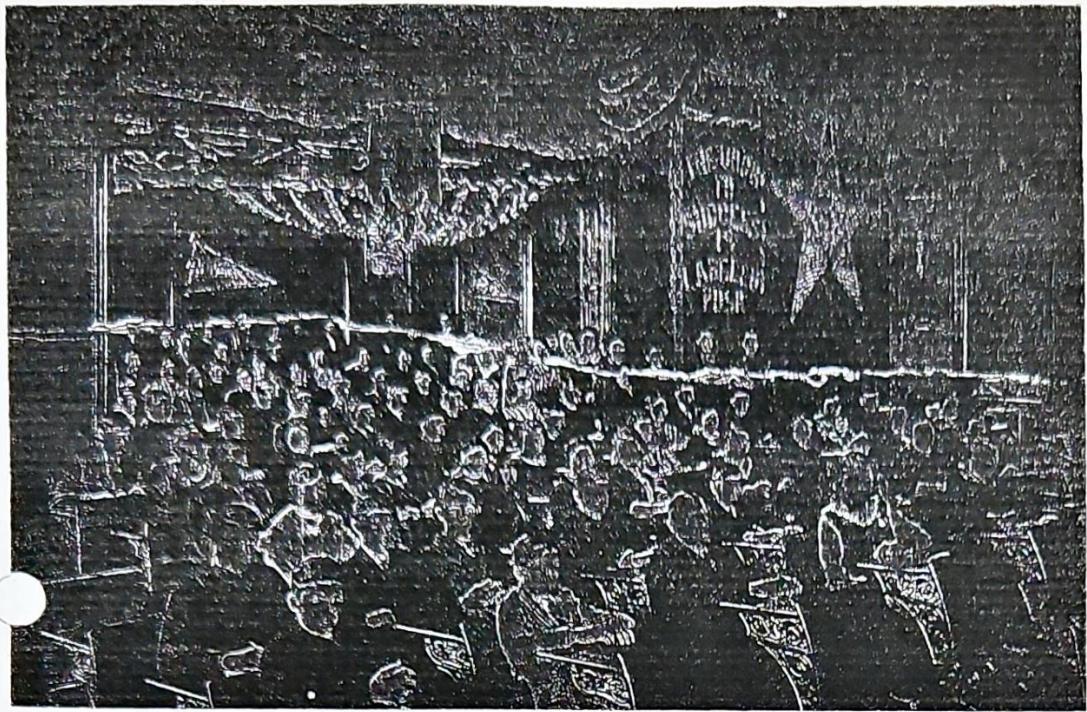


Figure 4. The main assembly room of the Academy Building about 1915.

occasion which would seat twelve hundred persons. This, too, proved to be insufficient to handle the large crowd. The school administration frowned upon this means of accommodating the public but it was the best that they could do since no other building in the community could handle the large crowds.⁹

It is interesting to note that commencement at the Academy was quite elaborate. A full week of activities preceded the final ceremony. A field day was held on Friday prior to graduation. This affair consisted of a track and field meet with a number of competitive schools in the vicinity of Earlham. Sunday was reserved for the annual baccalaureate services. Tuesday evening marked the presentation of the Sacred Cantata *Rebecca*, a musical and dramatic production presented by the music department of the Academy. On Thursday evening, the senior class presented the class play. Graduation exercises were held on Friday evening followed by an alumni reception at the local opera house.¹⁰

Religious Aspects of the Academy

Even though the Academy was founded through the efforts of the Friends Church it was not a religiously oriented school. The facilities were available to any student regardless of religious background. As was noted in the course of study, there were no requirements in regard to

⁹Earlham Echo, May 20, 1907, p. 1.

¹⁰Resume of commencement events for the year 1909, unpublished, no specific date other than 1909.

religious subjects. However, the school day was marked with some religious implications. Chapel services were held each morning in the main assembly room and all students were required to attend. Strict study habits were encouraged and any deviation from these constituted grounds for dismissal.¹¹

After the unification of the Academy with the public school system conservatism gave way to a more liberal atmosphere. Participation in football and other competitive activities such as track and field events were encouraged by the school itself. The Academy being a social center for the community was a reflection of what the community desired, therefore all activities were subject to the approval and support of the community.

Extra Curricular Activities

The Academy pioneered the athletic program in Madison County. For many years there was no athletic competition within a thirty mile radius of Earlham. The nearest towns to support athletics were Greenfield, Perry, and Panora.¹² Football, baseball, and track and field were the prominent sports of the school. This program was not completely accepted in the early years because of religious convictions. Professor Monroe was quite instrumental in

¹¹Academy Catalogue, op. cit., p. 5.

¹²Earlham Echo, April 5, 1907, p. 1.

establishing a competitive program in 1908 and in getting it accepted by the community. He encouraged parents to allow their youngsters to engage in sports in order to receive a better degree of physical education. The following statement summarized his beliefs:

...there is a higher object to be reached in athletics that no amount of wood sawing and weed hoeing can ever attain. It is the mental development involved in the training. Football, baseball, field and track athletics have a powerful influence in the development of courage and self reliance and in training judgement, precision, alertness, and decision.¹³

Girls were not excluded from the athletic program. There were some opportunities for them to participate in the track and field events during the spring quarter.

Preparation for interscholastic competition at the Academy was sometimes a community project. Many persons often showed up at the athletic grounds on the day of an event to help prepare for the contest. Horses, machinery, and labor were contributed in order that events might take place as scheduled. In 1907 there was a crew of forty farmers who donated their efforts and faculties to prepare the field for the annual field day.¹⁴ This event was very popular and the business houses closed for the day so that the entire community might enjoy the activities.

The Academy was often referred to as the musical

¹³W.H. Monroe, Academy Brochure, op. cit., p. 5.

¹⁴Earlham Echo, April 5, 1907, op. cit., p. 1.

school. Much attention was given to the music program of the school. During its time, the Academy had the distinction of maintaining one of the largest school orchestras in the state. Every student in the Academy was given musical training free of charge and could join the chorus, band, or orchestra.¹⁵ It was customary that the orchestra provide music for the special activities of the school and for the chapel services that were held each morning in the assembly room. It was undoubtedly the music department that attracted many students to the Academy.

¹⁵Academy Brochure, op. cit., p. 5.

CHAPTER IV

SUMMARY AND CONCLUSION

The history of the Earlham Academy was rather brief, but not insignificant. The founding of the Academy in 1890 showed a marked interest of the community in education. The Academy offered a student a well rounded education which was not common at the time.

The Quakers or Friends' background in the community was responsible for the establishment of an academy which was earlier planned as a "stepping stone" to a college. This dream did not fully materialize, but there is no doubt that the Earlham Academy had the characteristics of an advanced school.

Financial difficulties forced the Friends to completely abolish any intent of seeking the ultimate goal of making Earlham a college town. The financial status of the school became so strained that it was necessary to eventually sell the facilities and building to the public school system.

This move toward unification greatly improved the educational system by maintaining many rigid Quaker procedures which were instituted in the Academy and which had proved worthwhile. For instance the requirements of study habits and curricular selection were such as to provide a

student with an outstanding background preparation either for college or the professions.

The faculty at the Academy were better qualified than those of many schools of similar size. College degrees were mandatory. The administration, especially W.H. Monroe, was very particular about the qualifications of a teacher. Teachers' salaries were more impressive because the tax structure and tuition combined made higher wage offerings possible.

The success of the Academy was so great that a re-organization movement was necessary. However, this move meant an end to the Academy inasmuch as the building could not provide for the increased enrollment.

The death of the Academy came at the apex of its success. This was not as regrettable as the case might seem, for the people of the community had realized that it had served its purpose well in the establishment of a sound educational system for future generations.

There was some nostalgia on the part of the alumni, and through their efforts some of the heritage of the Academy has been preserved in the old bell which still remains on the school grounds today.

The Quaker background is subsiding in the Earlham area as is the history of the old Academy. The institution is a relic of the past remembered mostly by those who

participated in its existence and is being forgotten by those who knew only of its existence. Many persons of the community today are unaware that such an institution ever existed in Earlham, Iowa. But it is quite obvious that had there not been an academy, there would not be the highly developed school system which functions in that community today.

The mergence of the Earlham Academy with the public schools represents a true picture of the procedures which happened in many other midwestern communities. It is the story of educational history which has been neglected but should not be forgotten or lost for future generations to consider.

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APPENDIX

GRADUATES OF THE ACADEMY 1896-1920

CLASS OF 1896

Harry Hill Nettie Stanford

CLASS OF 1897

E. M. Thomas Gertrude Hockett
 Wm. Wilson Eva Hockett
 Mable Hill Olga Barnett
 Edith Baugh Chas. Wilson
 Jas. Stribling Data Barnett
 Sidney Compton Orman Osborn

CLASS OF 1898

Amos Pickrell Edwin Ross

CLASS OF 1899

Waldo Hadley Pearl Hadley
 I. W. Barnett Elmer Lewis
 Elza Pearson Jas. Hockett

CLASS OF 1900

Minnie Hadley Cora Hunter
 Oliver Hockett Cora Hadley
 Waldo Hockett Myrtle Thomas

CLASS OF 1901

Pearl Stribling Roy Pearson
 Mae McLean Eva Males
 Stephen Hockett Nelle Hunter

CLASS OF 1902

Academic Course
 Laura Kall Thia Lewis
 Halla Rhode Eva Hillian
 Ray Lewis Nelle Bricker
 Ernest Zelladt Clinton Hill
 Earl Stribling Isom Hadley
 Frank Walker Addie Stanley
 Commercial Course
 R. G. Foster S. D. Hockett
 Roy Pearson

CLASS OF 1903

Academic Course
 Ray R. Price Lydia Riser
 Anna Hadley Mary Hibbs
 Ethel Bricker Josephine Duff
 Ethel Stanley

Commercial Course

Ernest Zelladt Chas. E. Hunter
 Roy W. Orris H. Roy Neff
 Ray E. Taylor Wm. W. Clements
 Fred C. Fritzen

CLASS OF 1904

Academic Course
 Lottie Schlarb Louise Bosley
 Zaldee French Virgie Duff
 Minnie Compton Selma Zelladt

Grace Wynkoop Harry Allen
 Alta Stanley Floy Harrison
 Mable Couch Julia Clements
 Myrtle Morgan William Beals
 Jose Bosley Nora Dalley

Commercial Course

C. C. Couch E. T. Couch
 Earnest Woolery William Scar
 Orland French Ethel Bricker
 Clinton Hill

CLASS OF 1905

Academic Course

Maggie Fritzen Earl Compton
 Lora Hadley Amy Hadley
 Mable Eppard Evangeline Riser
 Stacia Moorman Ina Barrett
 Idele Carty Roy Nells
 Lloyd H. Mendenhall Belva Moorman
 Ethel Mitchell C. W. Schoubroe
 Marle Pearson Martha DeVault
 Minnie Carty Mae Anderson
 Inez Garrett Glenn Garrett

Commercial Course

Burdette Van Stigt Lloyd Wright
 Scott McKibben

CLASS OF 1906

Academic Course

Mable Price Mattie Hadley
 Carrie Stanley Paul Monroe
 Hazel Fry Josephine Van Stigt
 Maggie Spence Nelle Jones
 Arthur Clements Jay Fancher
 Chloe Jones Bessie Cofflin
 Ella Fritzen Chas. Hockett
 Gayle Orris Anna Alspaugh
 Elva Hadley Zella Cook
 Willey Gibbons Seth Fry
 Lulu Biderback Grace Crowder
 Harry Bell

Commercial Course

Belva M. Moorman Neil L. Neff
 Evangeline Riser Albert J. DeVault
 Chas. W. McBride Stacia Moorman
 Silas Compton Ross L. Taylor
 J. H. Marston

CLASS OF 1907

Academic Course

Edna Jean Bosley Emily Lundgren
 Maude Clements Earn F. Fry
 J. Lloyd Pearson Orpha Hadley
 Lois Knox Josephine T. Schoubroe
 Mayme M. Hockett Earl G. Campbell
 Mayme Z. Colby George A. Rowen
 Raymond E. Mendenhall Mima White
 Oren B. Hadley Edna L. Todhunter
 Hattie Hill Lillian A. Stanley
 Jennie I. Woolery Elsie Williams
 Blanche McBride Hazel Cochran
 Gertrude Peterson Marjorie Bosley
 B. H. Schoubroe Denton C. Fry
 Ida Ruth Hawkins Veda A. Hodson

Commercial Course

Lulu B. Biderback Ida N. Scar
 E. R. Kenworthy G. D. Jackson
 Clarence DeVault Tressie R. Cook
 F. J. Nelson R. A. Imboden
 R. A. Wetrich F. W. Comp
 Aaron Macy Chas. R. Hockett
 Scott J. Shifflett

CLASS OF 1908

Academic Course	
Amy E. Beals	Mary M. LaPella
Harry R. Cochran	June Neff
Mary M. Cronk	Edith E. Schlarb
Alpha O. Hawkins	Marie Hill
Leah Minerva Stanley	Pearl Cline
Effie M. Hoadeley	Clark W. Fancher
Charles P. Mlynek	Ross J. Reynolds
Clyde R. Nolte	William J. Spence
Pearl G. Smith	Minnie O. Benson
Ralph I. Totton	Cora Bell Coffin
Loyal R. Gilbert	Bert E. Fry
Forrest J. Hibbs	Hazel Hibbs
Mabel E. Mlynek	Clifford G. Zelladt
Denton C. Fry	Jennie I. Wooley
Hattie Hill	Veda A. Hodson
Ruth I. Hawkins	Raymond Smith
Emma I. Veverka	Mattie A. Hadley
Chester K. Ledlie	Mayme I. Hockett
CLASS OF 1909	

Academic Course	
John Bechtel	Beulah Powell
Cecil Harris	Clarence DeVault
Ralph Thompson	Willard Fry
Ella Scar	Jessie Dunbar
Della Dunbar	Calvin McCorkle
Katie Croft	Wilbur Redard
Lorena Mitchell	Della Van Stigt
Roy Imboden	Virgil Campbell
Fred Fry	
Commercial Course	
Harry Cochran	Arthur R. Francis
Clyde Nolte	Alpha Hawkins
Mary LaPella	Willard Sulgrove
CLASS OF 1910	

Commercial Course	
Hesper Aronson	Bert R. Fry
Willard W. Fry	Robert F. Clarke
Fred A. Fry	Calvin W. McCorkle
Jesse E. McBride	L. Mae McKibben
Charles S. Macy	Alta M. Newby
Academic Course	
Carl O. Bricker	Mary L. Compton
Jillian Cook	Harry C. Irvin
Grant Shifflett	Arville Stanley
Lawrence M. Wile	
CLASS OF 1911	

Academic Course	
Mary Price	Lisle Blackford
Neille Fry	Mildred Eppard
Beatrice Fry	Ruth Bond
Myrtle Potter	Jennie Beals
Albert Hawkins	Irma Crosswait
Homer Hadley	John Moreland
Beritha Mendenhall	
Commercial Course	
Louise Thornton	Fred Elseie
Mable Mlynek	Virginia Fry
CLASS OF 1912	

William F. Price	Jessie F. Smith
Scott T. Crosswait	Ross Harrison
Blanche H. Mlynek	Clara Zelladt
Clarence B. Brooker	Ethel Hester
George H. Flinney	Ruth M. Marston
Nora Rees	Wallace G. Jackson
Mildred M. Couch	Ralph E. Brooker
Martha J. Packard	Roscoe G. Eyerly
Adelaide A. Hibbs	Horace Fry
John N. Conrad	Kenneth E. Williams
Earl Nelson	Carl Hodson
Ina McDonald	Hesper Aronson
Lots Addy	Lorene Carey
Harry Nelson	Lloyd Mendenhall
Walter Cook	Ernest R. Elsbury

CLASS OF 1913

Academic Course	
Myra Cook	Grace Bond
Abbie Rose	Clara Tough
Vivian Fry	Myrtle James
Frank Wilson	Lorene Carey
Charles Scar	Elsie McBride
Olive Hawkins	Virginia Fry
Hazel Elsbury	Mary Stanley
Olive DeVault	Alice Griswold
Flossie Potter	Vivian Hemphill
Bruce Kenworthy	Esther Crosswait
Harry Nelson	Grace Cook
Lloyd Spencer	George Cunningham
Maudie Neidigh	Mae Neidigh
Niel Thornton	Lloyd Pearson
Frank Wilson	
Commercial Course	
Niel Thornton	Kenneth Williams
Lloyd Pearson	Abbie Rose
Harry Nelson	

CLASS OF 1914

Stella M. Peterson	Pearl A. Davis
Bernice R. Cochran	Edna M. Elseie
George N. Cunningham	Karl Kemper
Howard R. Thomson	David Spence
Royal H. Moreland	Otho Mendenhall
Hortense H. Clements	Paul N. Payne
Willard J. Hadley	D. Ethel Milton
D. Dolores Dudley	R. Pearl Shifflett
Reid B. Walker	Wayne D. Thomas
Peter Anderson	Robert Croft
Arthur Croft	Vasha Spence
Philip C. Macy	Orville E. Bast
Leo Mapes	Phillip Compton
Bessie E. Veverka	Iva Wright

CLASS OF 1915

Lloyd H. Spencer	Ivan E. Zelladt
Loyal P. Thomas	Margaret E. Pike
Russell L. Rose	Merle E. Nellis
J. Ross Moore	Robert J. Lewis
Vasha L. Spence	Elbert J. Beals
Florence E. Hays	Data W. Merical
Laura M. Haworth	Fred R. Hunter
Florence A. Merical	Isaac B. McBride
M. Irene Reader	Beulah B. Bilderback
Fred J. Scar	Golda Overton
William P. Allen	Roland J. Cook
Sylva Overton	Bryan F. Payne
Walter J. Peterson	Josie M. Merical
Eleanor M. Gowin	Hazel Palmer
Alma Grace Gannon	Beatrice Jensen
Charles Thrallkill	Elsie Cook
Vyrle Moody	Clara Clampitt
Helen Stanley	George W. Rees
Nellie Curts	

CLASS OF 1916

Geneva Fisher	Eudora Pearson
Cora Morse	Louise Fillman
Heilen Ramsey	Veta McKibben
Edith Knox	Ruble Diggs
Earle Crosswait	J. Fletcher Moody
Row. Kalbach	Dale Niblo
Princelle Thomas	Mervyn McLennan
James Brown	Nellie Brown
Emily Clements	Helen Hoskins
Karl Gubser	Bernard E. Cook
John H. Gollightly	Louise Walker
Miron Spencer	Chester Crows
Charles Thrallkill	

CLASS OF 1917

Lela E. Myers	Esther E. Price
Dorothy Godby	Neeta E. Compton
Bernard J. Fry	Mildred E. Barnett
Theresa Z. Potter	Verde E. Nichols
Mary E. Lentz	Irene Walker
Madeline D. Kelly	Lucille Junkin
Lois Hoskins	Maurice Neff
Ruth A. Crawford	Fern Utterback
Clara Rees	Harry L. Chestnutwood
O. Dale Lentz	George R. Nichols
Jacob I. Crawford	Carroll F. Leeper
Mark L. Thomson	Robert Godby
R. Troy Kenworthy	Leo Conrad
Roland Conrad	Earl D. Schalkie

CLASS OF 1918

Pauline Bilderback	Cecile Bricker
Esther M. Cook	Elsie Clampitt
Elma Clements	Velma M. Dudley
Otis Fritz	Naomi M. Gannon
Ralph Hester	Evelyn Miller
Thomas M. Hester	Theodore Marston
Lawrence E. Neff	Elizabeth Knox
Gerald Mullins	Hilda Ramsey
Nettie F. Spence	Cletus L. Stanley
Charles R. Trucks	George Williams

CLASS OF 1919

Lula Beals	Pauline Brown
Mary Burdine	Marlon O. Compton
F. Evelyn Conrad	Elmer O. Craven
Evaline Davis	Loyde Bruce DeHart
Arthur Edwards	Mary S. Fry
Mildred Goodson	Sylvia Johnson
Helen W. Jones	Helen Stafford
Claud B. W. McBride	Lois Stanley
Ruth L. Stubbs	E. Lane Wilcox
Lora E. Ramsey	Ward E. Lewis
Marlin Hoyt Neally	

CLASS OF 1920

Von Allen	Howard Bunnell
Lucille East	Mary Bricker
Bernice Cook	Esther Compton
Glen Crosswalt	Clara Cole
Bennetta Callison	Russell Duff
Ruth Everly	Elma Gollightly
Grace Howard	Roy Hutzell
Frank Hill	Lucille Hoskins
Charles Irvin	Mina Johnson
Gayle Junkin	Florence Myers
Marie Myers	Eva Manders
Gale Marston	Earl Mullins
Lola Neff	Roe Payne
Bessie Riser	Dorothy Shambaugh
Margaret Thomson	Celia Walton
Lucille Veverka	

Briefing Document: The Earlham Academy (1893-1923)

Document Title: Review of Excerpts from "The Earlham Academy.pdf" by Ronald Myers (August, 1966)

Date: October 26, 2023

Prepared by: Gemini AI

Overview: This briefing document summarizes the key themes, important ideas, and factual information presented in the provided excerpts from Ronald Myers' "The Earlham Academy: A Quaker Founded Institution of Iowa, 1893-1923." The document covers the founding and development of the town of Earlham and the Academy, the nature of the Academy's curriculum and student life, its unification with the public school system, its eventual closing, and its impact on the surrounding community.

Key Themes and Important Ideas/Facts:

I. The Founding and Development of Earlham, Iowa:

- **Location and Early Settlement:** Earlham is located in the northwest corner of Madison County, Iowa. Prior to 1847, the area was primarily inhabited by trappers and traders. Later, many settlers migrated from Indiana, drawn partly by Quaker influences.
- **Purpose of Settlement:** Earlham's existence was facilitated by the construction of the Chicago, Rock Island, and Pacific Railroad through Iowa in 1868. The town was established for the purpose of a rail center on the main line between Des Moines, Iowa, and Omaha, Nebraska.
- **Naming the Town:** Several names were suggested for the town, but "Earlham" was chosen. This selection was favored by Mrs. Milton Wilson and was derived from Earlham College in Richmond, Indiana, a Friends school. This name reflected the community's Quaker background and the intention of establishing a similar institution in the new town.
- **Growth and Development:** The year 1870 marked a period of rapid growth for Earlham following its incorporation. By 1890, the population had reached six hundred and thirty persons. However, by 1873, the town's population had slightly declined as plans for Earlham to become the most important rail center in central Iowa did not fully materialize. Despite this, the town continued to grow, and by 1871, the first public school building was completed.

II. The Founding of the Earlham Friends Academy:

- **Background and Motivation:** The establishment of the Earlham Friends Academy was deeply rooted in Quaker tradition, where it was "common practice in a Quaker settlement that a church and school be built simultaneously." The Friends community in Earlham and the surrounding area felt the need for educational opportunities beyond the elementary level for their young people.
- **Development of the Academy:** In the late 1880s, the idea of a Quaker secondary school in Earlham was revived. A board of trustees was formed, including prominent citizens, who worked to approve plans and solicit funds. Reasons for needing such an institution included the perceived inadequacy of the existing public school system in providing advanced education beyond the eighth grade and the desire to offer a private, Quaker-influenced education to students both within and outside the local district.
- **Financing and Construction:** Financing the Academy was a significant task, but the entire amount was raised through the solicitation of funds from local Friends. The construction of the building began in 1890 and cost between \$10,000 and \$12,000. The Academy was situated on ten acres of ground, and the building was a two-story structure containing recitation rooms, a music room, a library, two assembly rooms, a furnace room, kitchen, and dining room. Construction was completed in 1891, and the Academy opened for the fall term in 1892.
- **Administration and Organization:** The Earlham Friends Academy was opened in the fall of 1892. A board was selected to direct the affairs of the school. The first faculty selected included C.B. Pickrell as principal, who had previous experience in public schools, and teachers for mathematics, science, Latin, grammar, English, and vocal music. Enrollment in the first year was "remarkably large."
- **Nature of the Curriculum:** In its early years, the Academy aimed to provide grades nine through twelve. By 1892, a curriculum offering academic and preparatory courses was established. The academic course was designed to prepare students for professions and/or college, requiring two years of study for the academic and the preparatory. Subjects included Algebra, Latin, Rhetoric, Essay, Geometry, General History, Caesar, Political Science, Trigonometry, Literature, Christian Studies, American Government, Economics, and Bookkeeping. Music was also an important part of the curriculum, with instruction in piano, harmony, voice culture, and sight reading.
- **Continuity of the Academy:** Despite changes in principals and faculty over the years, the Academy continued to operate. Enrollment fluctuated, experiencing periods of growth and decline. The curriculum also evolved to meet the needs of the students and the community.
- **Unification with the Public School System:** By 1900, financial difficulties made it apparent that the Academy could not continue without a different source of revenue. The board of directors discussed the possibility of uniting the Academy with the public school system. A proposal was made to the district board, requesting that the local board take over the operation of the Academy on a trial basis for one year. Following a special election in March 1901, the proposal was

overwhelmingly approved, and the Academy became the possession of the public school district. This unification significantly improved the educational system by maintaining the Academy's established educational standards and curriculum.

- **Closing of the Academy:** The provided excerpts do not detail the specific reasons or exact date of the Academy's final closing. However, the narrative shifts to its integration with the public school system, suggesting that the Earlham Academy as a separate entity ceased to exist at some point after the unification.

III. Effects on the Town of Earlham and Surrounding Area:

- **Educational Influence:** The founding and operation of the Earlham Academy significantly impacted the educational landscape of the town and surrounding area. It provided advanced educational opportunities that were initially lacking in the public school system. The Academy also attracted students from outside the immediate district, contributing to a more diverse student body.
- **Community Hub:** The Academy served as a social center for the community, hosting commencement exercises, baccalaureate services, and other events that drew large crowds. Its athletic and musical programs also fostered community engagement and pride.

IV. Religious Aspects of the Academy:

- While founded by the Friends Church, the Academy was not strictly a religiously oriented school. Religious facilities were available, and the school day was marked with some religious implications, including morning chapel services. However, there were no specific requirements in regard to religious subjects as part of the course of study. After unification with the public school system, the school gained a "more liberal atmosphere."

V. Extra-Curricular Activities:

- The Academy fostered a vibrant extra-curricular environment, including athletic programs (though initially not highly emphasized due to religious convictions), and a strong music program. The Academy maintained one of the largest school orchestras in the state, and musical training was offered to all students free of charge.

Quotes from the Original Sources:

- On the founding of Quaker settlements: "It was common practice in a Quaker settlement that a church and school be built simultaneously." (Chapter II)
- On the reason for establishing the Academy: "Many Friends felt that the creation of an academy would remedy this situation by affording a high school education to students not only of the Earlham area, but to students outside of the district as well." (Chapter II)
- On the naming of the town: "The selection was derived from Earlham College of Richmond, Indiana, a Friends school and this was a community settled by Quakers." (Chapter I)
- On the unification: "The purchase was made and the Academy became the possession of the public school district." (Chapter II)
- On the music program: "During its time, the Academy had the distinction of maintaining one of the largest school orchestras in the state. Every student in the Academy was given musical training free of charge and could join the chorus, band, or orchestra." (Chapter III)

Summary and Conclusions:

The Earlham Academy, a Quaker-founded institution, played a crucial role in the development of education in Earlham, Iowa, from 1893 to its unification with the public school system after 1901. Driven by the Quaker emphasis on education and the perceived need for advanced schooling beyond the elementary level, the Academy provided a valuable service to the community and attracted students from a wider area. Despite facing financial challenges, the Academy maintained relatively high academic standards and fostered a rich extra-curricular life. The eventual unification with the public school system marked a significant moment, allowing the continuation of quality secondary education within the community. While the excerpts do not cover the final closing of the Academy in detail, they highlight its important legacy in shaping the educational landscape of Earlham.

Asking questions about this history

Once you have documents like this loaded into your NotebookLM project, you can then ask questions.

For example, when asked, "How did the Quaker community influence the Earlham Academy?", the following answer was generated:

"How did the Quaker community influence the Earlham Academy?"

The Quaker community significantly influenced the Earlham Academy from its very beginning. The title of the document itself, "The Earlham Academy: **A Quaker Founded Institution of Iowa 1893-1923**", clearly indicates this fundamental connection.

The background for the establishment of educational facilities is described as deeply embedded in **Quaker tradition**. There was a prevailing concept within the Quaker settlement that a church and school should be built simultaneously. The Friends of the Earlham community and adjacent area were quite anxious to have educational opportunities beyond the elementary level available for those who sought them. Their efforts ultimately led to the realization of this contention.

In 1890, the **Quaker influence in the community became evident in the field of education once again** through the efforts of local interested members of the Friends Church. This led to the building and operation of the town's two schools, with the dream of visualized Earlham having, in part, become a reality. The Friends Church essentially gave the town two schools.

The **original intent for the Academy was to be a private institution for the Quakers**.

Even though the Academy later unified with the public school system, religious aspects related to its Quaker origins were still present. While there were no specific requirements regarding the religious background of students, the school day was marked with **some religious implications**, and **chapel services were held each morning in the main assembly room**. All students were required to attend, and strict study habits were encouraged, with any deviation being grounds for dismissal.

The **Quakers' background in the community was responsible for the establishment of the Academy**.

The Academy offered a student a well-rounded education which was not uncommon at the time. The financial difficulties of the Academy ultimately led the Friends to completely abolish any intent of seeking the ultimate goal of making Earlham a college town. The financial status of the school became so strained that it was necessary to eventually sell the facilities and building to the public school system. This move toward unification greatly improved the educational system by maintaining many **rigid Quaker procedures** which were instituted in the Academy and which had proved worthwhile. For instance, the requirements for the selection of study were such as to provide a student with an outstanding background preparation either for college or the professions.

The **Quaker background is subsiding in the Earlham area as is the history of the old Academy**. The institution is a relic of the past mostly unknown by those who live there. However, the **mergence of the Earlham Academy with the public schools represents a true picture of the procedures which**

happened in many other midwestern communities, and it is a story of educational history that should not be forgotten.

“What subjects comprised the Academy's curriculum?”

The curriculum of the Earlham Academy was structured to provide **two courses of study: the academic and the preparatory**.

The **academic course** was a four-year program. The subjects included:

- **First Year:**

- Fall Term: **Algebra, Latin, Rhetoric, Essay**
- Winter Term: **Algebra, Rhetoric, Latin, Essay**
- Spring Term: **Algebra, Latin, Grammar Reviewed, Essay**

- **Second Year:**

- Fall Term: **Algebra, Greek, General History, Essay**
- Winter Term: **Geometry, Caesar, General History, Essay**
- Spring Term: **Geometry, Botany, General History, Essay**

- **Third Year:**

- Fall Term: **Geometry, German, Zoology, Elective**
- Winter Term: **German, Physics, Cicero, Elective**
- Spring Term: **German, Virgil, English History, Elective**

- **Fourth Year:**

- Fall Term: **Virgil, Geology, English, Elective**
- Winter Term: **Literature, Political Science, Trigonometry, Elective**
- Spring Term: **Christian Studies, Literature, Elective**

Electives in the third and fourth years consisted of courses in **American Government, Economics, and Bookkeeping**. **Music** was also optional for students, with enrollment numbers suggesting considerable interest. Instruction was given in **piano, harmony, voice culture, and sight reading**.

The **preparatory course** was a two-year program. The subjects included:

- **First Year:**

- Fall Term: **Arithmetic, Grammar, Geography, Reading and Spelling**
- Winter Term: **Arithmetic, Grammar, U.S. History, Reading**

- Spring Term: **Arithmetic, Grammar, U.S. History, Reading and Spelling**
- **Second Year:**
 - Fall Term: **Arithmetic, U.S. History, Grammar, Physiology**
 - Winter Term: **Civil Government, Geography, Arithmetic, Orthography**
 - Spring Term: **Arithmetic, Grammar, Physical Geography, Rhetoricals**

The Academy's curriculum aimed to prepare students for a profession or for those seeking to enter college. The latter course required only two years of study and was designed to prepare a student for a commercial occupation.

After the unification with the public school system, the curriculum of the Academy consisted of the following subjects: **Psychology, Political Economics, Latin, Rhetoric, Arithmetic, American History, Botany, Algebra, Physics, Physical Geography, Civil Government, and the commercial studies.** The required length of study to complete this program ranged from one to two years, depending on the student's progress.

Timeline

NotebookLM will also create a timeline for the documents in the project.

Here is a detailed timeline of the main events covered in the excerpts provided from "The Earlham Academy" and a cast of characters with brief bios:

Detailed Timeline of Main Events:

- **1851:** Township lines are drawn, and the name Madison is given to the settlement after President James Madison. The greater part of the town lies in Madison township.
- **Prior to 1847:** The area that would become Earlham has only a few white settlers, mainly trappers and traders.
- **By 1868:** Businesses begin to appear in the area that will become Earlham as the town is established for the purpose of a rail center on the mainline between Des Moines, Iowa, and Omaha, Nebraska.
- **Winter of 1868-1869:** Two lumber companies establish centers in Earlham and furnish materials for building houses and business concerns.
- **1869:** Five months after the first stake was driven, thirty-five dwellings are completed. Seth Wilson builds the first entertainment center, calling it the Earlham House.
- **Fall of 1869:** The name "Earlham" is chosen for the town, suggested by Mrs. Milton Wilson and favored because it derived from Earlham College in Richmond, Indiana, a Friends school, reflecting the Quaker community's intention to establish a similar institution.
- **March 30, 1870:** A petition is filed in the District Court asking for the incorporation of Earlham as a town. The petition contains forty-one signatures.
- **April 26, 1870:** An election is held on the question of incorporation, and the results are favorable.
- **1870:** The year is considered one of rapid growth and development for the new community. The enumerated population of Earlham is 222. Two churches (Presbyterian and Conservative Friends), plans for a third church (Methodist), and a bank are completed. Other businesses and institutions begin to appear.
- **1871:** The first public school is opened. Because no building is yet available, classes are held in the basement of the Friends Church. The first public school building of brick and native limestone is completed and located one block east of the business district. Miss Mattie Newby is the first teacher.
- **By 1873:** The population of Earlham has slightly declined to 220 persons.
- **1884:** The Earlham Gazette, the town's first newspaper, acquires its first press. The first editions are published near Stuart and distributed in Earlham.

- **1890:** The Quaker influence in the community becomes evident in education again. Local interested members of the Friends Church build and operate the town's two schools. Construction of the Earlham Academy building begins.
- **1890-1891:** Construction of the Earlham Academy is completed. The building is considered the most modern structure in the county at the time of completion in 1891, and preparations are made for the opening of the fall term in 1892. The cost of construction ranges from \$10,000 to \$12,000. The Academy is situated on ten acres of ground.
- **Fall of 1892:** The Earlham Friends Academy opens. A board of directors is selected to direct the affairs of the school. The first faculty is selected for the opening term. Enrollment during the first year is remarkably large, with fifty-one students registered by the beginning of the final quarter.
- **May 1896:** The first commencement exercises are held. Two students, Harry Hill and Nettie Stanford, complete the necessary academic work and qualify for diplomas.
- **May 19, 1897:** The second annual commencement exercise is held in the Academy assembly room. Reverend Rosenberger, president of William Penn College, is the principal speaker. Miss McCarroll presents diplomas to the graduating students.
- **1897:** The Reverend H. Edward McGrew replaces Miss McCarroll as principal of the school. Jessie Perisho assists him, teaching mathematics and science. Amos Pickrell, a former graduate, remains on the faculty.
- **1899:** Miss Nellie Woods replaces Reverend McGrew as principal. Miss Edith Hunt assists her. Financial difficulties plague the continuation of the school.
- **August 14, 1900:** The board of directors discusses the possibility of uniting the facilities of the Academy with those of the public school system. A proposition is received from the district board for a review.
- **August 16, 1900:** At a special meeting, the board discusses the proposition of unification. A vote is taken, and it is unanimously decided that the Academy proposition should be accepted.
- **February 25, 1901:** Professor W.H. Monroe reports that the Academy board of directors has agreed to sell the Academy building and grounds to the public system for a total of eight thousand dollars.
- **March 11, 1901:** A special election is held on the proposal before the public, and the results are favorable, with one hundred and ninety-five votes in favor and forty-one opposed. The purchase is made, and the Academy becomes the possession of the public school district.
- **1901-1902:** The Academy experiences one of its most successful years under the direction of Professor Monroe. Student enrollment increases to more than fifty students.
- **By 1908:** Tuition costs have increased.

- **By 1907:** The Academy pioneers the athletic program in Madison County.
- **1908:** One hundred and fifty students are enrolled at the Academy, over half of whom are non-resident students. Forty-eight students graduate.
- **1914:** Fourteen students receive diplomas.
- **Around 1915:** A photograph shows the main assembly room of the Academy Building.
- **1923:** The period covered by this document ends. The Bell Memorial would be erected by the Alumni later, between 1934-1954.

Cast of Characters and Brief Bios:

- **James Madison:** (Mentioned) The fourth President of the United States. The original settlement was named Madison after him in 1851.
- **Seth Wilson:** Built the first entertainment center in Earlham in 1869, called the Earlham House.
- **Mrs. Milton Wilson:** Suggested the name "Earlham" for the town in the fall of 1869, inspired by Earlham College, a Quaker institution in Indiana.
- **Miss Mattie Newby:** The first teacher of the public school in Earlham, which opened in 1871 and initially held classes in the basement of the Friends Church.
- **John J. Mendenhall:** A prominent farmer and citizen of the Bear Creek community north of Earlham, noted as a member of the board of trustees involved in reviving the idea of a Quaker secondary school in the late 1880s.
- **Mark Hill:** A local banker in Earlham and a representative involved in the movement to establish the Academy. He donated the site for the building for the sum of one dollar.
- **Louisa Knudson:** Represented the Earlham Friends in the efforts to establish the Academy.
- **A.P. Callison, Cummings, Iowa; Elizabeth Hollingsworth, Stuart, Iowa; Mrs. G.M. Stanton, Earlham; Mark Hill, Earlham; and P.W.M. Hadley all of Earlham; Clinton Cummins, Paton, Iowa; Reverend John Pennington, Oskaloosa, Iowa; S.E. Lewis, Redfield, Iowa; and Eli Compton, Dexter, Iowa:** Members of the board of directors of the Earlham Friends Academy.
- **John Pennington:** Reverend, served as the president of the board of directors of the Earlham Friends Academy.
- **Mrs. C.M. Stanton:** Served as the secretary of the Earlham Friends Academy board.
- **C.B. Johnson:** Served as the treasurer of the Earlham Friends Academy board.
- **C.B. Pickrell:** Appointed principal of the Earlham Friends Academy for the opening term in 1892. Had previously served in public schools and was also assigned to teach mathematics and science.

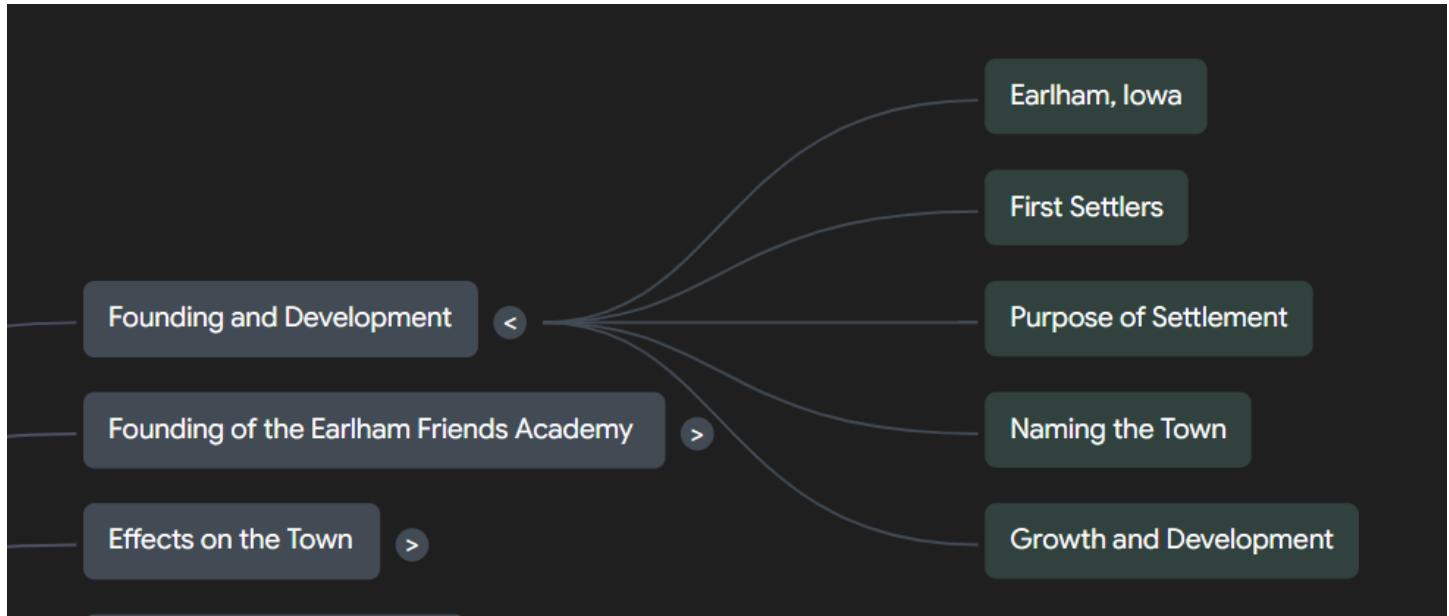
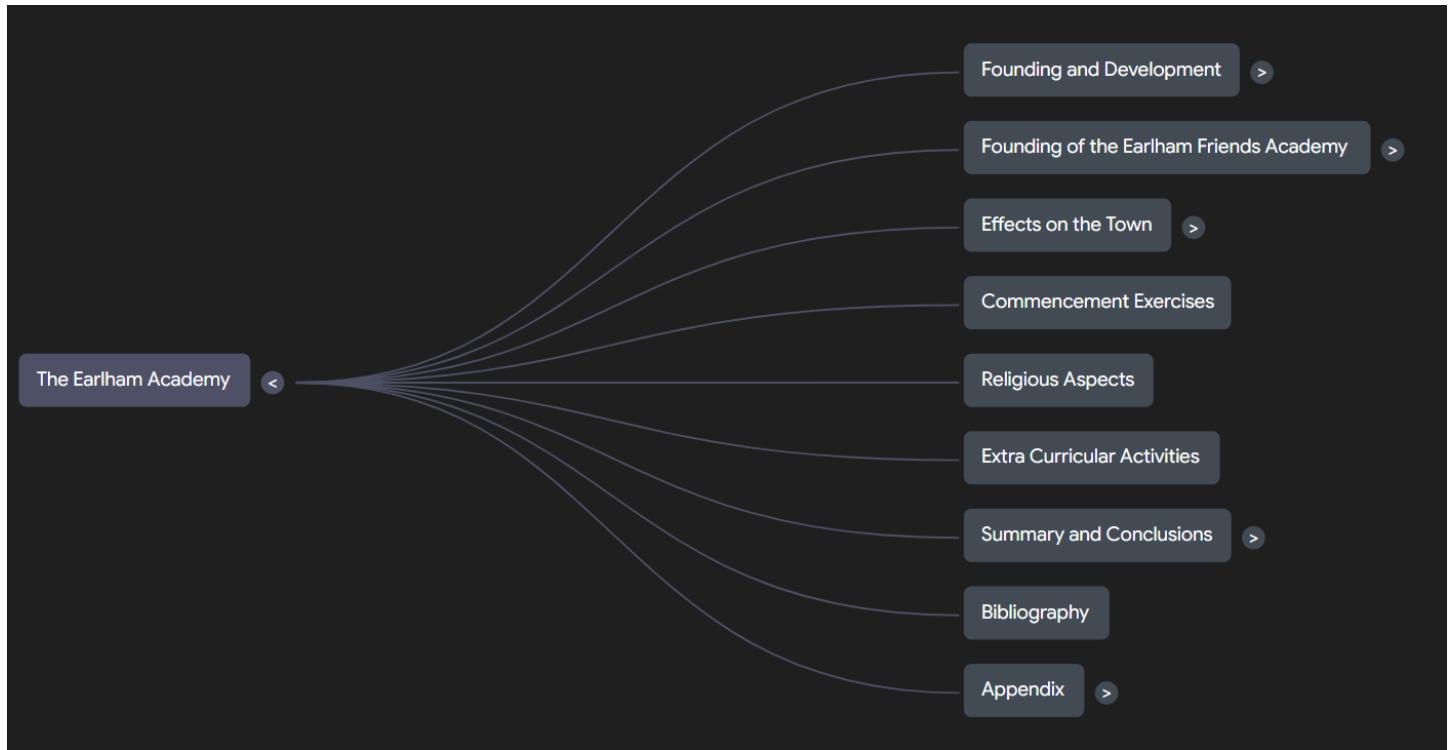
- **Eda M. Haskell:** Hired to teach Latin, Grammar, and English.
- **Mr. G.A. Wirtz:** Taught instrumental and vocal music.
- **Ellen Hill:** Remained a member of the staff and taught elocution and Delsarte.
- **Deborah Pennington, Latin, Grammar, and English; Olda Adams, Piano and Organ; Ruth Joyce, Art; and Frank White, Guitar and Violin:** Members of the faculty for the second year of the Academy (after C.B. Pickrell).
- **Mr. J.A. Beard:** Replaced James Beard as principal for the 1895-1896 school year.
- **Miss Etta McCarroll:** Elected by the board of directors to teach Latin, Grammar, and Literature. She was appointed principal following the unification with the public school system.
- **Bertha M. Beard:** Taught English and History.
- **Idah Harris and Mabel Wagner:** Served as the music instructors.
- **Ida Harper:** Art instructor.
- **Ella Hill:** Elocution instructor.
- **James Beard:** Principal before being replaced by Mr. J.A. Beard.
- **Professor Francis K. Jones:** Assisted Miss McCarroll. Taught Mathematics, Science, and Psychology.
- **Belle Stonbecker:** Elocution instructor for the term.
- **Helene Searle:** Music instructor.
- **Dr. Edwin Day:** Lecturer on Physiology and Hygiene.
- **Reverend Rosenberger:** President of William Penn College, Oskaloosa, Iowa, served as the principal speaker at the second annual commencement in 1897.
- **S.E. Lewis:** President of the board of directors who presented diplomas at the 1897 commencement.
- **Reverend H. Edward McGrew:** Replaced Miss McCarroll as principal in 1897.
- **Jessie Perisho:** Assisted Reverend McGrew and taught Mathematics and Science.
- **Amos Pickrell:** A former graduate of the Academy, remained a faculty member.
- **Miss Nellie Woods:** Replaced Reverend McGrew as principal in 1899.
- **Miss Edith Hunt:** Assisted Miss Woods as principal.

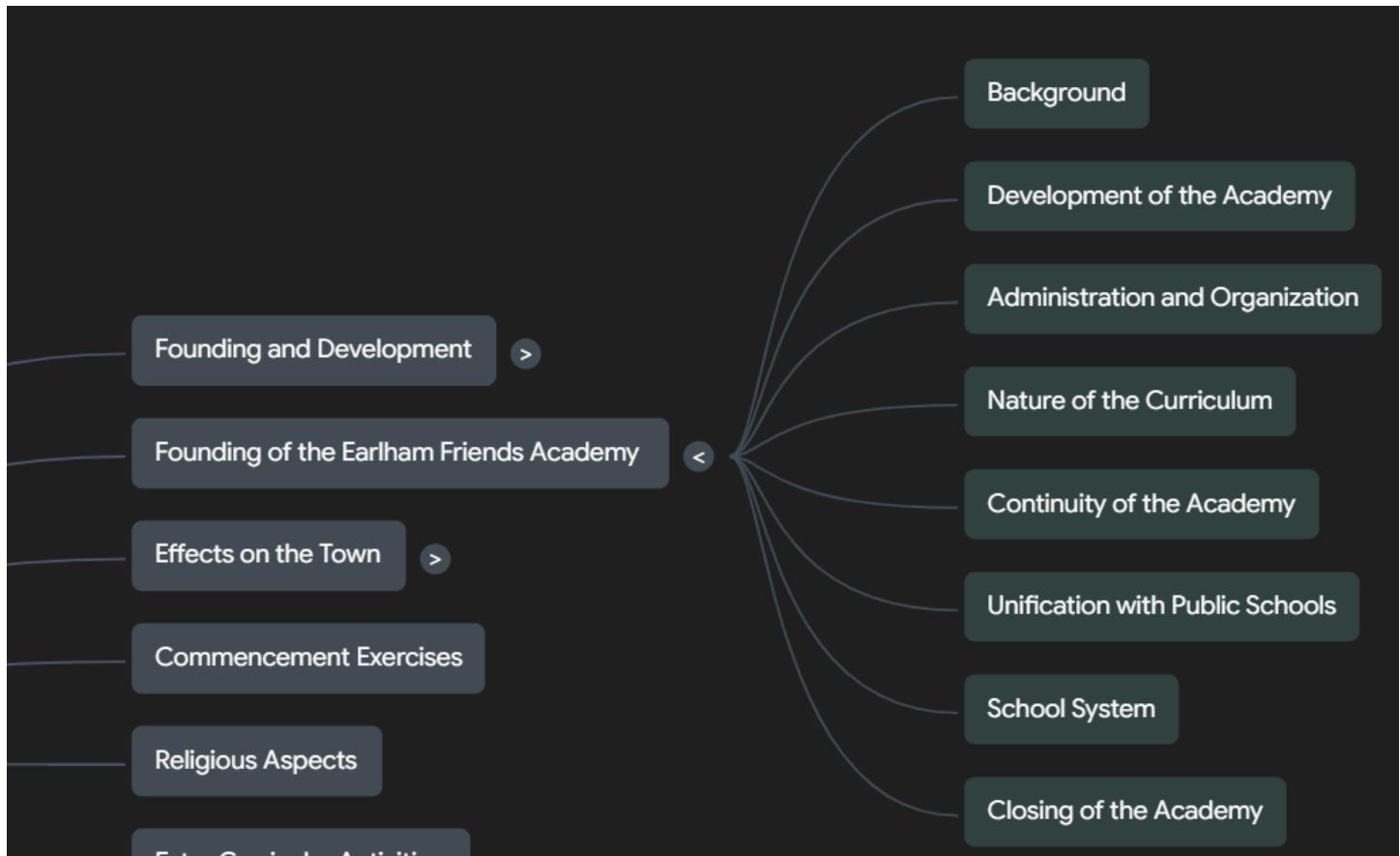
- **Professor W.H. Monroe:** Named principal of the public schools for two previous years, also assigned as principal administrator of the Earlham Academy after its unification with the public school system. He also taught Arithmetic and Science.
- **Alice Starbuck:** Taught English and Grammar in the public school system after unification.
- **May C. Monroe:** Wife of Professor Monroe, taught in the music department along with Oscar Bogue.
- **Oscar Bogue:** Taught in the music department along with May C. Monroe.
- **E.M. Crosswait:** President of the board of education who delivered the commencement address in 1904.

This timeline and cast of characters should provide a detailed overview of the main events and people involved in the history of the Earlham Academy based on the excerpts provided.

Mind Maps

NotebookLM can produce Mind Maps from your documents to show relationships between concepts,





Frequently Asked Questions

These frequently asked questions were automatically generated by NotebookLM.

Frequently Asked Questions about The Earlham Academy

- 1. What was The Earlham Academy and when did it operate?** The Earlham Academy was a Quaker-founded educational institution located in Earlham, Iowa. It operated from 1893 to 1923, providing secondary education to the local community and beyond. The Academy aimed to offer a well-rounded education rooted in Quaker values.
- 2. What were the primary reasons for establishing The Earlham Academy?** The establishment of the Academy was driven by several factors, including the desire among the Quaker community in Earlham to provide educational opportunities beyond the elementary level for their children. The existing public school system was not always perceived as sufficient for advanced studies, and Friends felt a need for a school that reflected their religious and moral principles. The Academy was also intended to serve students from the surrounding rural areas who lacked access to secondary education.
- 3. What was the initial curriculum offered at The Earlham Academy?** In its early years, the Academy offered two main courses of study: the academic course and the preparatory course. The academic course, spanning four years, included subjects such as Algebra, Latin, Rhetoric, Geometry, German, Physics, Literature, Political Science, Trigonometry, English History, and Christian Studies. The preparatory course was designed for students needing foundational work before entering the academic course and included Arithmetic, Grammar, Geography, Reading and Spelling, U.S. History, Civil Government, Physiology, and Orthography. Over time, electives like American Government, Economics, and Bookkeeping were also introduced.
- 4. How was The Earlham Academy administered and organized?** The Earlham Friends Academy was overseen by a board of trustees, comprised of prominent citizens and Friends from the community. This board was responsible for approving plans, soliciting funds, and directing the affairs of the school. The Academy had a principal who was in charge of the day-to-day operations and the academic program. A faculty of teachers was hired to instruct the students in various subjects. The school was supported financially through tuition fees, donations from the Quaker community, and potentially from Quaker organizations elsewhere.
- 5. What were the religious aspects of The Earlham Academy?** As a Quaker-founded institution, religious influence was present at The Earlham Academy. While the facilities were available to students regardless of their religious background, the underlying principles and values of the school were rooted in Quaker tradition. The school day included some religious implications, such as chapel services held each morning. Strict study habits and avoidance of deviation from rules were encouraged on moral grounds.

6. What extracurricular activities were available to students? The Academy provided a range of extracurricular activities, including athletics and music. Although initially there wasn't a formal athletic program due to religious convictions, the Academy eventually established a competitive program involving baseball, football, and track and field, with the community's support. Music was given significant attention, with the Academy maintaining a large school orchestra and offering musical training free of charge. Students could also join the chorus and band.

7. What factors led to the eventual unification of The Earlham Academy with the public school system? By 1900, financial difficulties made it challenging for The Earlham Academy to continue operating independently with sustained financial losses. To ensure the continuation of secondary education in the community, the board of directors explored the possibility of uniting the Academy with the public school system. A proposal was made for the local school board to take over the operation of the Academy on a trial basis, which was ultimately approved in a special election in 1901. This unification allowed the educational resources and facilities of the Academy to be integrated into the public school system, ensuring broader access to advanced training.

8. What was the legacy and impact of The Earlham Academy on the town and surrounding area? Despite its relatively brief existence, The Earlham Academy played a significant role in the educational development of Earlham and its surrounding community. It provided a higher standard of education than what was initially available through the public schools alone, preparing students for further education and various professions. The Academy fostered a strong sense of community engagement in education and contributed to the intellectual and social life of the town. The eventual absorption of the Academy into the public school system ensured that the commitment to quality secondary education continued in Earlham, building upon the foundation laid by the Quaker institution.