THE HISTORY OF A QUAKER ACADEMY IN VERMILION GROVE, ILLINOIS, 1874-1942

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Master of Arts

by
Allen Willard Mendenhall
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THEESIS APPROVAL SHEET

The thesis of Allen Willard Mendenhall, Contribution of the Graduate Division, Indiana State Teachers College, Number 784, under the title--The History of a Quaker Academy in Vermilion Grove, Illinois, 1874-1942

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Approval of Thesis Committee:

[Signatures]

Elmer J. Clark, Chairman

Approval of Director of Graduate Studies:

[Signature]

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CHAPTER I

THE PROBLEM AND LIMITATIONS OF THE STUDY

Rural communities, within the last half century, have experienced wide-spread sociological changes that have greatly altered community life. The Academy, formerly the center of community educational interest, has passed from the scene in most communities. Criticized by some historians as being a serious hindrance in the battle for the establishment of free, non-sectarian, compulsory, tax-supported, state-controlled public schools, the Academy movement, nevertheless, has filled a prominent place in the growth and development of American education, and has made a significant contribution to the cultural and spiritual life of a vast number of communities through its emphasis upon character-building as one of the paramount goals of education.

I. THE PROBLEM

It was the purpose of this study (1) to trace the history of a specific educational institution from its birth as a private church-related Academy to its termination in the wake of the public school movement; (2) to discover some of the determining factors which brought about the close of the institution as a private school; and (3) to compare the purposes and achievements of the school to the American
ideal of a free, non-sectarian, compulsory, tax-supported state-controlled public school.

II. LIMITATIONS OF THE STUDY

This research was limited to the study of Vermilion Academy, located at Vermilion Grove, in Vermilion County, Illinois, and did not include an extended study of the Academy movement in America, per se.

However, the background of the Academy movement was studied through lectures on "The History of American Education,"¹ and through Cubberley's, Public Education in the United States.²

Primary source material. The preservation of various original documents made this historical research possible. Of special importance were the records of the Academy Trustees; these were fairly complete except for the year 1874 and a two-year period from 1890-1892.

Three volumes of "The Bud," unpublished papers presented before the monthly Literary Society of the Vermilion


Academy, 1876-1880, provided an interesting source of colorful background material in the early part of the research.

Several class enrollment books, from the first two decades of the Academy's history, were helpful in studying enrollment trends. An exhaustive survey was made of the statistical reports of the Township Trustee on the enrollment in "private schools," as submitted to the County Superintendent's office. These statistics on the annual enrollment at the Academy were not complete, but did provide information on enrollment during thirty-six years. Though not entirely accurate, the reports were valuable in studying trends. In at least one instance, the record submitted by the Township Trustee was for the summer term only, and was much lower than the actual enrollment for the fall and winter terms as compared to the class register. These statistics are shown in the appendix, page 121.

Detailed treasurer's reports for the last two decades of the Academy's existence were helpful in analyzing the factors responsible for the close of the institution.

Secondary source material. Some secondary material was used where it seemed to possess validity. An unpublished document, "The History of Friends in Education," by Florence Elliott Rees, provided the only remaining record of the original primary source which recorded the action taken by
the Religious Society of Friends, in 1873-1874, in the establishment of the Academy. The original quarterly Meeting minutes, stored in the vault at the Georgetown Bank, were found to be complete except for the most significant volume covering the period during the founding of the Academy.

Two Academy yearbooks were helpful—the *Academy Echoes*, Volumes I and II, for the years 1922 and 1924, respectively. According to Alice Rees, Academy custodian of records, the "History of Vermilion Academy," in *Academy Echoes*, 1924, was written by her mother, Florence Elliott Rees. Florence Elliott was enrolled in the Academy in 1875, and hence left a record of unique perspective.

Hundreds of detailed note cards were compiled during this research and were compared with the "History of Vermilion Academy," *Academy Echoes*, 1924.

**Correction of punctuation.** This writer has taken the privilege of correcting punctuation when using quoted materials from sources written in longhand, such as the Minutes of the Academy Trustees and the three volumes of "The Bud.”

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3 Florence E. Rees, "The History of Friends in Education" (a typewritten document quoting the Quarterly Meeting Minutes, 1863-1874), the property of Alice Rees.

Literary Society papers. For example, some scribes ended their sentences with a dash instead of a period; some omitted the period in places; others used an upper-case letter whenever the letter "s" was used at the beginning of a word.
CHAPTER II

FOUNDING OF THE ACADEMY, 1874

Vermilion Academy was established in 1874 by the Religious Society of Friends in the Quaker settlement of Vermilion Grove located in the southern part of Vermilion County, Illinois, where it served as an institution of higher learning for more than half a century. Officially closed as a functioning institution in 1932, the Academy filled an important place in the history of Vermilion County during the rise and development of the public high school. The Academy Corporation was necessarily continued ten years longer in order to resolve its real estate commitments.

An examination of the minutes of the local Monthly Meeting of Friends revealed a continuous interest in education from the establishment of the Quaker settlement in 1824, to the founding of the Academy in 1874. A Quarterly Meeting Committee on Education made annual reports on the various Meeting schools, and for many years a terse, perfunctory minute was inscribed by the Quarterly Meeting recording clerk:

Schools are encouraged for the education of our youth under the tuition of teachers in membership with us. Each family of Friends is furnished with a copy of the Holy Scriptures.¹

¹Florence E. Rees, "The History of Friends in Education" (an unpublished documentary record of the Quarterly Meeting Minutes, 1863-1874), the property of Alice Rees.
A Quarterly Meeting concern. In January, 1866, a committee was appointed by the Quarterly Meeting to consider the feasibility of establishing a Quarterly Meeting high school, but, after due consideration, reported that it had "come to the deliberate conclusion that the time has not arrived for the Meeting to advance in the concern."  

However, in November, 1873, after an interval of nearly seven years, the recording clerk transcribed the following report from the Education Committee:  

Feeling that the time has come for the establishment of a High or graded school within the limits of the Quarterly Meeting and believing that some of our people are fully ready to move in that direction, we are united in asking the Quarterly Meeting to take the subject under careful and prayerful consideration.  

The Meeting was in unity with the report and appointed a committee of thirty-six members "to consider the question in all its bearings and report to next meeting." The committee consisted of nineteen men and seventeen women, and after three months deliberation and study reported back as follows:  

We the committee on the subject of the proposed high school report that we have considered and discussed the subject of our appointment at several different meetings and have been unable to decide between the two following  

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2A Quarterly Meeting was composed of a number of congregations that met for worship and business every three months.  

3Rees, op. cit., p. 1. 4Ibid. 5Ibid., p. 2.
propositions—Viz. The friends of Vermilion Grove and vicinity propose to give $0,300 toward the erection of the building, also the necessary grounds; and the friends of Georgetown and vicinity propose to give the necessary grounds and $10,000 provided the school be located there, both of which propositions are submitted to the Quarterly Meeting.  

The subject was debated "with open shutters" and a decision was reached to appoint a committee of two men and two women from each of the nine local Preparative Meetings. The committee was empowered to choose a building site and to proceed with a building contract if, from the amount of funds pledged, they felt warranted in doing so.

The committee of thirty-six met to decide the issue. Georgetown had a population considerably larger than Vermilion Grove, and it had just completed a new Meeting-house. In addition, Georgetown had offered to contribute $3,700.00 more than Vermilion Grove toward the cost of the building. However, Vermilion Grove was the older of the two

6 Ibid.

7 The meeting room in the Quaker meetinghouse was divided in the center by means of a double-acting shutter which was closed during the business meeting to allow the women's group to conduct business separately from the men's group.

8 Quarterly Meeting, February 17, 1874.

9 Rees, op. cit., p. 2.

meetings and the place where Quarterly Meeting sessions were held. Finally, on February 14, 1874, the question was decided by ballot—nineteen in favor of Vermilion Grove and seventeen in favor of Georgetown.  

**Building erected.** The committee reported to the next Quarterly Meeting held May 9, 1874, and recorded their decision as follows:

We have had the subject under consideration and are united in locating said school at Vermilion. We have agreed upon a plan for the building and have let the contract to be completed and furnished against the 1st of tenth month next, at an entire cost of $6650. Seating capacity furnished for 160 students. We have subscription funds sufficient to meet the expense of building and furnishing. We have accepted as a donation four acres of ground on the west of the meeting-house grounds for a location. On behalf of the committee,

Thomas C. Brown, clerk.  

A two-story building, size forty by sixty, was planned with Reed and Heynor, of Georgetown, as contractors. Brick was burned from clay, taken from near the building site, under the direction of Hoffman of Georgetown. The building was completed a week after school started in the fall of 1875, for around $8,000.00—a sum considerably above the original estimate.

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11Rees, op. cit., p. 2.  
12Ibid.  
13Academy Echoes, a yearbook published by the classes of 1924, II, 6.  
Thus was launched a school of "higher" learning for the sons and daughters of the early Quaker pioneers of Vermilion County, Illinois.

Charter and bylaws. At a meeting of the Vermilion Academy on November 15, 1875, a petition was addressed to the Secretary of State in Springfield requesting that Vermilion Academy be chartered as a corporation "for educational purposes (and not for pecuniary profit) . . ." Nine signatures were affixed to the petition: William Holaday, H. C. Smith, H. T. Ellis, Thomas C. Brown, William Rees, John M. Elliott, P. H. Mendenhall, Richard Mills, and Wm. H. Mills. The petition was received in Springfield four days later and, being uncontested, was legally filed—signed and sealed by George H. Harlow, Secretary of State, on November 19, 1875. On that date Vermilion Academy became a legally chartered corporation under the laws of the State of Illinois.15

At a meeting of the Vermilion Academy the following month, a set of thirteen bylaws was adopted which insured a democratic administration of the Academy. These bylaws stipulated in part (1) that each member of Vermilion Quarterly Meeting of Friends above the age of twenty-one years be con-

sidered a member of the Vermilion Academy corporation; (2) that the Academy be administered by six trustees answerable to the Vermilion Academy; and (3) that a Visiting Committee of approximately twelve individuals be appointed to visit the Academy occasionally to counsel with teachers, ascertain needs, and make recommendations to the board of trustees and to the Vermilion Academy corporation. 16

Trustees. The principal duties of these officials were the securing of suitable teachers for the Academy and the securing of funds to pay them. They also handled disciplinary problems when necessary. A history of the board can be found in the appendix, page 125.

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16 Minutes of the Board of Trustees, December 9, 1872, pp. 1-4.
CHAPTER III

HISTORY BY ADMINISTRATION, 1874-1932

During this fifty-eight year period of the Academy's history, the Trustees employed twenty-seven different principal-teachers. Table I, page 13, shows each teacher's term, name, and years of service. The average term of service per principal-teacher was found to be approximately two years. The constant change in administrative personnel undoubtedly had a serious effect on the progress of the Academy.

Investigation of the Township Trustee Reports, for the years 1882-1932, on enrollment in "Private Schools" revealed an average enrollment of 46.6 pupils per year in the Academy. No reports of enrollment for the years 1892-1900 were recorded for the school.

Edwin E. Horney, 1874-1875

Records for the first academic year were few. According to an earlier historian, the first week of the Academy was held in the hewn log meetinghouse located on the north

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1Township Trustee Reports, 1874-1932, in the office of the County Superintendent of Schools, Danville, Illinois. See "Township Trustee Enrollment Report" in the appendix, p. 121.

2Academy Echoes, 1924, II, 6.
### TABLE I

**PRINCIPAL-TEACHERS AND YEARS OF SERVICE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1874-1875</td>
<td>Edwin F. Horney</td>
<td>1</td>
</tr>
<tr>
<td>1875-1878</td>
<td>Dr. Thomas W. Lamb</td>
<td>3</td>
</tr>
<tr>
<td>1878-1880</td>
<td>Rowland Lestes</td>
<td>2</td>
</tr>
<tr>
<td>1880-1882</td>
<td>John Shawner</td>
<td>2</td>
</tr>
<tr>
<td>1882-1883</td>
<td>Cyrus Lindley</td>
<td>1</td>
</tr>
<tr>
<td>1883-1884</td>
<td>John C. Coffin</td>
<td>1</td>
</tr>
<tr>
<td>1884-1885</td>
<td>William F. Ferry</td>
<td>1</td>
</tr>
<tr>
<td>1885-1890</td>
<td>Theodore Reynolds</td>
<td>5</td>
</tr>
<tr>
<td>1890-1892</td>
<td>Louisa Osborne and Emma Mendenhall</td>
<td>2</td>
</tr>
<tr>
<td>1892-1902</td>
<td>George H. Moore</td>
<td>10</td>
</tr>
<tr>
<td>1902-1904</td>
<td>Willard O. Trueblood</td>
<td>2</td>
</tr>
<tr>
<td>1904-1905</td>
<td>Frank H. Clark</td>
<td>1</td>
</tr>
<tr>
<td>1905-1907</td>
<td>Edmond Albertson</td>
<td>2</td>
</tr>
<tr>
<td>1907-1909</td>
<td>Charles Coffin</td>
<td>2</td>
</tr>
<tr>
<td>1909-1910</td>
<td>Grover Hawk</td>
<td>1</td>
</tr>
<tr>
<td>1910-1911</td>
<td>Arthur Bailey</td>
<td>1</td>
</tr>
<tr>
<td>1911-1914</td>
<td>Edith Shugart</td>
<td>3</td>
</tr>
<tr>
<td>1914-1916</td>
<td>Charles Lamb</td>
<td>2</td>
</tr>
<tr>
<td>1916-1917</td>
<td>James Benson</td>
<td>1</td>
</tr>
<tr>
<td>1917-1918</td>
<td>Merle Davis</td>
<td>1</td>
</tr>
<tr>
<td>1918-1921</td>
<td>Franklin O. Marshall</td>
<td>3</td>
</tr>
<tr>
<td>1921-1922</td>
<td>Griffith Wright</td>
<td>1</td>
</tr>
<tr>
<td>1922-1925</td>
<td>Franklin O. Marshall</td>
<td>3</td>
</tr>
<tr>
<td>1925-1926</td>
<td>Clay C. Treadway</td>
<td>1</td>
</tr>
<tr>
<td>1926-1927</td>
<td>Alex Peterson</td>
<td>1</td>
</tr>
<tr>
<td>1927-1928</td>
<td>Casey B. Farr</td>
<td>1</td>
</tr>
<tr>
<td>1928-1930</td>
<td>Bruce Hadley</td>
<td>2</td>
</tr>
<tr>
<td>1930-1932</td>
<td>Carl T. Hawk</td>
<td>2</td>
</tr>
</tbody>
</table>
part of the burial grounds, east of the present meeting-
house. Forty-eight pupils were enrolled during the fall
term, sixty by Christmas, and eighty by the end of winter.
However, only twenty enrolled for the spring term as most of
the boys quit to do farm work. 3

A committee of thirteen members was appointed to
secure teachers for the new school. A contract was entered
with Edwin F. Horney as the first principal on the following
terms: (1) he was to have use of the building; (2) he was
to furnish any assistants needed and bear all expenses of
running the school; (3) he was to be held responsible for
any damage to the building; and (4) he was to receive the
tuition fund as remuneration for his services. 4

Mr. Horney's health failed before the winter was over.
At the close of school he resigned and moved to California
where he died of tuberculosis within a few months. 5

Dr. Thomas W. Lamb, 1875-1878

The three years of academic work under the guidance
of Thomas W. Lamb were years of quality in spite of the many
problems. According to an earlier historian, Lamb had both
an M.A. and an M.D. degree. Little else was learned of his

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3Ibid.
4Rees, op. cit., p. 3.
5Academy Echoes, 1924, II, 6.
life except that he had a mother living in North Carolina. 6

Assistant to Dr. Lamb during the fall term, 1875, was
Charles Hadley. Mary Hadley taught during the winter term.
Salary for Dr. Lamb was $350.00 per term, and for the
Hadleys, $150.00 each per term. 7

During the spring of 1876, Dr. Lamb helped to organize
the Literary Society of Vermilion Academy, and was coeditor
of the collection of Literary Society papers called "The
Bud." 8

Attendance. The only available record of attendance
during Dr. Lamb's administration was for his last year. The
treasurer's "Endowment and Scholarship" book, October 1,
1878, showed thirty-three students attended during the fall
term on scholarships and fourteen without scholarships—a
total of 47—twenty-five of whom were girls and twenty-three
were boys. During the winter term there were eighty scholar-
ship students and twenty-one nonscholarship students. For
the summer term, beginning in May, the record showed a total
enrollment of twenty-four—sixteen girls and eight boys.

6Ibid., p. 7.
7Minutes of Board of Trustees, December 23, 1875,
Book I, 10, 12.
presented before the Literary Society of Vermilion Academy
The enrollment of 101 was found to be the highest in the history of the institution.9

**Scholarships.** In January, 1877, an effort was made to strengthen the financial condition of the Academy. In the previous three years, the Trustees had been obliged to pay part of the principal's salary by giving interest-bearing notes. A financial appeal was made and a total of sixty-one individuals gave personal notes bearing ten per cent interest in favor of the Academy:10

<table>
<thead>
<tr>
<th>Number of donors</th>
<th>Amount of the note</th>
<th>Total endowment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>500.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>400.00</td>
<td>400.00</td>
</tr>
<tr>
<td>1</td>
<td>300.00</td>
<td>300.00</td>
</tr>
<tr>
<td>34</td>
<td>200.00</td>
<td>6,800.00</td>
</tr>
<tr>
<td>7</td>
<td>100.00</td>
<td>700.00</td>
</tr>
<tr>
<td>10</td>
<td>50.00</td>
<td>500.00</td>
</tr>
<tr>
<td>4</td>
<td>25.00</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total endowment</strong></td>
<td></td>
<td><strong>10,800.00</strong></td>
</tr>
</tbody>
</table>

Each individual who obligated himself to donate $200.00 was granted a perpetual scholarship. At the above rate of interest, the notes were calculated to produce an

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10*ibid.*, January 5, 1877.
income for the Academy of approximately $1,080.00. Eventually, when the township high school was established as a tuition-free institution, these notes were called in and the money was added to the endowment fund. 11

Teacher contracts. Regarding quality of teachers, the trustees expressed their desire to hire "first class teachers if we do have to pay a good price for their services." 12

On July 10, 1877, Dr. Lamb was awarded a contract based on the following proposition: (1) the Academy was to furnish house, janitor, and heat; (2) Dr. Lamb was to furnish one assistant teacher for six months; (3) he was to conduct a three-term school of thirty-six weeks for $1,200.00; and (4) the board agreed to pay $850.00 by the end of the second term and the remainder at the end of the summer term. 13

Rules of conduct. The Trustees, in conjunction with Dr. Lamb, established the following rules of conduct for students:

1st. Students attending school will be required to state at time of entry whether they are expecting to have benefit of scholarship, and whose scholarship it is; otherwise, they will be charged according to published rates and terms.

11 Academy Echoes, 1924, II, 9.
12 Minutes of Trustees, April 17, 1877, p. 121.
13 Ibid., July 10, 1876, p. 18.
2nd. Students will be required to not be absent from their boarding places later of evenings than seven o'clock P. M. (5) five nights of each week while attending school, without permission from parents, guardians, or teachers.14

The following year three additional rules were adopted:

1st. No student will be allowed to keep or carry concealed weapons while attending school.

2nd. No student will be allowed to continue in school (without permission of the Trustees) who is in the habitual use of profane language.

3rd. Using tobacco in any form in the school or on the playground is forbidden.15

The rigidness of discipline was for a time extended to include the noon hour when it was reported that "the students did not converse ... in voices louder than a whisper."16

The summer terms were poorly attended. Often the few who did enroll attended spasmodically.17 One student essay transcribed into "The Bud" reflected the trend:

School nowadays seems dull when compared with the previous six months as there are only a few of us. We have a good chance to get well acquainted with one another. But still for my part I believe I'd rather a few more students would attend, because ... there are so many vacant seats. ... Perhaps we have a better chance to study than when there were no vacant seats in the school room.18

14 Ibid., December 22, 1876, p. 18.
15 Ibid., October 28, 1877, p. 23.
16 Academy Echoes, 1924, II, 7.
17 Class record book of student enrollment, 1882.
The following summer Dr. Lamb asked to be excused from teaching due to sickness among his people in North Carolina. Consequently, there was no school during the summer of 1877.19

Advertising the school was considered important. In December, 1877, an order was placed for 500 catalogues, and the board members agreed to try to collect funds "towards paying for the same, and the Treasurer pay the remainder out of any funds remaining in his hands."20

Curriculum. A newly adopted curriculum was presented to the student-body in the fall of 1877 which included a rather extensive array of courses: nine in Mathematics, twenty-five in Language, and twenty-two in Natural History.21

Five different classes or grades were to be maintained: Senior Class, Junior Class, "A" Class, "B" Class, and "C" Class. Tuition was to range from six to ten dollars per term, as shown in Table II, page 20. There were no remaining records for this period to show student enrollment per courses finally offered. In 1882 there were three courses being taught in Mathematics, seven in Language Arts, and two in Social Science.22

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19 Minutes of Trustees, March 23, 1877, p. 19.
20 Ibid., p. 27, n.d.
21 Ibid., October 28, 1877, p. 24.
22 Class record books of student enrollment, 1882-1883. Record not numbered.
### CURRICULUM ADOPTED BY VERMILLION ACADEMY, VERMILLION GROVE, ILLINOIS, IN THE FALL OF 1877

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Language</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Class $10.00 per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveying</td>
<td>Virgil, New Testament</td>
<td>Geology</td>
</tr>
<tr>
<td>Mensuration</td>
<td>Caesar</td>
<td>Mineralogy</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Eloquence and oratory</td>
<td>Astronomy</td>
</tr>
<tr>
<td></td>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>Junior Class $10.00 per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Latin Reader</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Algebra</td>
<td>Latin Grammar, Greek</td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rhetoric</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eloquence and Oratory</td>
<td></td>
</tr>
<tr>
<td>&quot;A&quot; Class—$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>English Grammar</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Reading and Spelling</td>
<td>U.S. Constitution and Parliamentary Law</td>
</tr>
<tr>
<td></td>
<td>English Composition</td>
<td>Natural Philosophy</td>
</tr>
<tr>
<td></td>
<td>Oratory and Writing</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoology</td>
</tr>
<tr>
<td>&quot;B&quot; Class—$8.00 per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>English Grammar</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>English Composition</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Reading and Spelling</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Oratory and Writing</td>
<td>Map Drawing</td>
</tr>
<tr>
<td>&quot;C&quot; Class—$6.00 per term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>English Composition and Language Lessons</td>
<td>Natural History</td>
</tr>
<tr>
<td></td>
<td>Reading, Spelling, and Oratory</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

*Adopted by Board of Trustees, October 28, 1877, Minutes of Trustees, p. 24.
Death of Dr. Lamb. At the close of the summer term of school, Professor Lamb became fatally ill and died. In the cemetery at Vermilion Grove was found a small "regulation size"23 grave-marker bearing the name of Dr. Thomas W. Lamb, born February 1, 1840, died July 18, 1878.

Dr. Lamb was smitten with the ravages of typhoid fever and was "cut down on the eve of his wedding,"24 at thirty-eight years of age. This last bit of pathos was gleaned from a letter, published in 1922, from one of the first students of the Academy, A. W. Venneman:

Prof. Lamb . . . was one of the most diversely talented men that I have ever known. His lectures on geology, botany, and zoology are still imprinted in my mind—although rather abstractly so. And he seemed equally erudite in mathematics, history, languages and other sciences. A wonderful man and cut down on the eve of his wedding day.25

Dr. Lamb's death was a great loss to the school and community, and it was felt especially by the students who loved and respected him.26 A brother came and disposed of his books and other possessions.27

23The size of grave markers in early Quaker burial grounds was often limited to eighteen inches in height as a guard against what was then regarded as show and pretense.

24A. W. Venneman letter in Academy Echoes, 1922, I, 10. For the complete letter see the appendix, page 122.

25Ibid.

26See the tribute to Dr. Lamb, "Passing Away," in the appendix, p. 127.

27Academy Echoes, 1924, II, 7.
Rowland Estes, 1878-1879

By August 10, 1878, the Trustees were able to engage Rowland Estes, "a very capable Haverford graduate," 28 to serve as principal of the Academy. Mary Hadley was continued as second-teacher.

School opened with an attendance of thirty-nine—"a small attendance owing to a great deal of sickness that is prevailing in the neighborhood." 29 An unnamed individual, secured as janitor, was allowed to move his family into part of the Academy building. An order was passed by the board on October 2 requesting the janitor, as a part of his duties, "to once each day sift coal-ashes or dry dirt in the sink or 'privys'." 30 Three months later the janitor resigned. 31

Alonzo Folger, a student, was hired as assistant teacher for ten cents per class, "not to exceed four classes per day," provided he surrender the use of his scholarship and pay five dollars tuition. 32 Some of Dr. Lamb's library and other possessions, including a skeleton, chemicals, and fossils were purchased by the school. 33

29 Minutes of Trustees, October 2, 1878, p. 30.
33 *Ibid.*, p. 34.
Discipline. During the history of the Academy various discipline problems arose. In January, 1879, "certain students" acknowledged the use of intoxicating liquors and were asked to sign a statement condemning their action and promising to refrain from the same as long as associated with the Academy.\(^{34}\) In addition the following rules of eligibility and forfeiture were established:

Only those of good moral character, being free from the use of intoxicating liquors, profane and obscene language, from keeping or playing cards, and carrying concealed weapons—and not having been expelled from any Academy or College—will be admitted to the school.

Any student violating one or more of the aforesaid conditions of membership or attending dances, or using tobacco in or about the school building or grounds, forfeits his connection with the school during his unexpired term.

When a student is three times absent at the time of opening without being excused he forfeits his rights and privileges as student—for the remainder of the term—All cases of tardiness must be reported to the teacher.\(^{35}\)

A further tightening of regulations was seen in the stipulation that the Literary Society, known as the Atheneum, might use the building on condition: (1) that its constitution and bylaws be approved by the board, (2) that good order be enforced on all occasions, and (3) that no student be elected to office who had been found guilty of violating any rule of the school within three months after such violation.\(^{36}\)

\(^{34}\) *Ibid.*  
In April the Trustees examined their endowment notes
and recorded "$450.00 desperate notes, $1,500.00 doubtful,
and $7,325.00 fair to good."37 One such donor, a Charles
Mitchell, had appeared before the Trustees the previous
December in regard to a note dated May 13, 1876:

... pleading on his own behalf as being aggrieved at
being required to pay interest on his note of Endowment
... from the fact at one time we failed to have school
for one term—and afterward had thought not to be pri-
vileged to send a scholar on his scholarship.38

Disinterested parties were selected by mutual agree-
ment to serve as a committee of arbitration.39 A trial was
held in Ridgefarm, at which time the arbitration committee
heard the grievance and ruled that the payment was a legal
obligation.40 Four months later, however, Charles Mitchell
appeared before the board and asked that a new hearing be
granted him on the basis of accusation that "false statements
were made by two of the Trustees" on the day of the former
trial "before said arbitrators."41 Date of re-trial was set
for a week later with an express agreement that "the decision
of said arbitrators shall be final, and shall at no time be
called up again."42 The arbitration committee met at the

37Ibid., April 21, 1879, p. 36.
38Ibid., December 31, 1878, p. 32.
39Ibid. 40Ibid., January 3, 1879, pp. 32-33.
41Ibid., April 2, 1879, p. 37. 42Ibid.
scheduled date, and, after hearing the charges, re-affirmed their previous decision.

"The Bud," Literary Society papers, 1876-1880

A prominent part of Academy life was the monthly Literary Society meetings. The Literary Society was started under the leadership of Dr. Thomas W. Lamb, in 1876, and was continued for many years. A three-volume collection of monthly literary papers, called "The Bud," was an interesting school venture. Volume I of these papers, written in longhand and co-edited by Dr. Lamb, was prefaced by the following statement:

Fellow Members. This the first number of The Bud is presented with the hope that it may be succeeded by others—promptly and regularly—and they will develop into rich fruit, of which the present number is only a germ.

Volume I contained: a botanical essay on "Violets"; an essay on "Tobacco"; a very interesting, eight-page letter written to Father Hennepin, Jr., a missionary to the Indians on the Mississippi (a letter written a century earlier decry-

43 Ibid., April 8, p. 37. 44 Ibid.
46 A cover page, ornately decorated and marked Vol. 13, No. 1, edited by "Bertram Rees & Co.," was all that remained of later issues of "The Bud."
ing the happenings in Philadelphia July 4, 1776); a militant essay on "Turkey and the Slave Trade"; a parody on "Chills"; an essay, "To Think and to Feel"; another on "The Use and Abuse of Alcohol"; and a humorous essay on "Reasons for Going to Church."48

Two articles were selected from "The Bud" to illustrate the moralizing humor and invective satire that characterized the writings of a number of contributors to "The Bud." The essay on "Slang" reveals the use of terms still in vogue in the present day.

Slang is a sort of vulgar, unauthorized language, which if used by ladies or gentlemen, will invariably sink them to the level of common, uneducated, unrefined society.

It degrades the mind, and stains the character, as certainly as profanity; it is a modified form of profanity, which from its universality is more to be dreaded than actual oaths.

It is a habit which leads us unintentionally to utter declarations that we would on no account speak if we reflected but for a moment, and which lower us in the estimation of the hearer.

Who would care to use such language as: "you bet your sweet life" we know what we are talking about when we say that persons who use slang are "as green as gourds" or are "behind the times" or have "never thunk" about any impropriety connected with the use of vulgar language in general society?

If young folk want to be "number one" men and women they should learn to "toe the mark" a little nearer and stop "turning up their noses" at kindly-given hints; they "can't come it" in that way; they "might as well cave in first as last," any way they can fix it.

48 Ibid.
"Thunder and lightning" "will be hanged" [sic] before we'll undertake to quit using slang; better to "shoot the hat with a double barrelled boot-jack" and "hang it on a cornstalk" than to take away the greater part of our vocabulary.

The use of slang degrades the gentleman; it makes him careless in regard to his character before ladies, and consequently less gallant, less chivalrous and less like a gentleman.

It weakens the natural modesty of woman; it makes her less reserved, more forward, and less refining and subduing in her influence; it destroys that winning grace in her manners, which leads us to think her one of the most perfect of the Divine creations.

Not only does slang weaken our influence, lower our esteem, and degrade our character; but it leaves its impress upon our souls, and the sign is visible in our features. We may know a thief by his sneaking look, a drunkard by his bloated face. Every thought, every action and every word is indelibly [sic] stamped on our countenances, even time not being able to obliterate them.

A pure minded, unselfish, loving person carries the impress of his soul upon his countenance, and we are drawn as irresistibly to that person, as the little vine to the sunshine. Vice Versa—we as naturally shun a person with opposite characteristics as birds shun the storm.

Slang phrases are useless; it would be better to save the breath needful to express them for a nobler purpose. They are idle, thoughtless expressions, and are taken into act. by the recording angel, and for every idle word that man shall speak, he shall give an account in the day of judgment. C.H.49

Most writers for "The Bud" preferred to remain anonymous. The few initialced articles were insufficiently identified to determine their authorship. The following

49Ibid., III, No. 8, December 4, 1878.
poem, "The Expectorator," signed simply "A. S.," reflected an aversion to the use of chewing tobacco in words of biting satire:

He visited the school one day
And rapped upon the door,
And by the way of introduction
He spit upon the floor.

He sat beside the teacher's desk
A half an hour or more,
And every minute by the clock
He spit upon the floor.

He sat within a charmed ring
Of horrid filth galore,
East, west, north, south, midway between
He spit upon the floor.

He ope'd his ponderous jaws
And out a stream would pour,
A nasty, reeking, sickening stream
Of filth upon the floor.

And when a pupil made a mistake
That set the school in a roar,
He rubbed his hands and worked his jaws
And spit upon the floor.

Like a dashing summer rain,
First a patter, then a pour,
Such was the constant murmur
As he spit upon the floor.

He then addressed the school
In language full of love,
And by way of punctuation,
He spit upon the floor.

With deep disgust my soul was stirred--
I thought him quite a bore,
As I heard the constant patter
As he spit upon the floor.

Now, ladies dear, a warning take,
I earnestly implore!
Interest in athletics was reflected in a very brief notice in the same issue of "The Bud":

Three cheers for the Vcr. bys. for their successful competition with the "Rats." Are we not about ready to organize a ball club? If our laurels do not fall at our next tournament, we certainly shall be recognized as one of the powers that be.

That the Trustees were obliged to pass laws regarding conduct at the Literary Society was not surprising from the tenor of the following poem, "A Walking Pestilence."

There is a pest in human shape
Prowling through the land,
Although not allied to the Ape
As we are taught to understand.
Yet from the cries, screams and groans,
And kicks and cuffs, oaths and moans,
And curses loud and doleful sounds,
In school room, hall, upstairs and down
That oft of late weav'e [sic] had to hear
And been almost compelled to bear.
We must conclude at any rate,
This is a sad unhappy state
That has sprung from man's degenerate,
And left us now to mourn our fate,
Without one plea but to do our best
And harder strive and not to rest
Till from our land we remove this pest
And hear, instead of this noise and clamor
That is worse than any blacksmith's hammer,
The sound of voices in lower tone,
And of oaths and curses never a one,
And footsteps on the stairway light
By youths who now are more polite,
Than to attempt to gather in room or hall
And noisome be as though playing ball,
While those inside have paid their way
And are listening as best they may
To what the actors have to say—

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50 Ibid. 51 Ibid.
And do not wish to hear such a noise Proceeding from those rudy [rowdy] boys; Who are inclined to think it a joke To stand in the hall and blow the smoke From cigar or pipe into the room Where ladies of refinement sit.

Then arise young friends in your might And do what you can to remove this blight; For it is a most deplorable case To think of any of Adam's race Being counted a "pest" to any place, To human kind a sore disgrace.52

According to a paraphrase in "The Bud," a Temperance Society was organized in Vermilion Grove during the school year, 1879-1880.53

And it came to pass that the people of Vermilion Grove marveled among themselves saying, "We have no temperance meeting. They of Elwood have a temperance meeting and why not we?" So on the evening of the 24th of the 4th month, the people met with one accord and they chose John whose surname is Chawner for their President. And they said "Will we not have a vast amount of business to be recorded?" So they chose Florence, the daughter of John of the tribe of Elliotts, to record the proceeding of the meetings. And the Pres. said, "Will we not need some one to assist in carrying on the business of the meetings," and the people agreeded [sic] with the President. So he appointed John of the tribe of Elliotts; also John the son of Martin; Thomas whose surname is Brown; Sarah the wife of William of the tribe of Morrisees; and Lucy the old maid of Vermilion, to constitute an ex. com. And it pleased the people and they determined [sic] to meet on the third Sabbath of the next month. And when the proceedings of the meetings were noised abroad the people rejoiced and were exceeding glad, and they said, "We will now have some place for our young people to go and our young men will surely become wise and temperate men.54

52 Ibid.
53 "The Bud," V, No. 1, January 21, 1880. 54 Ibid.
Sometimes the offerings presented to "The Atheneum" were quite personal. The following notes were said to have been picked up in the street:

First note. Compliments of Henry Morris to Miss Alice Brown requesting the pleasure of your company from Literary to-night--Jan. 14, 1880.

Second note. Return compliments of Alice Brown to Mr. Morris excepting his company, as I think I am too young to go with the boys. Ver. Academy. Jan 14, '80

Third note. Miss Brown, you needn't think you're so smart. I think if you are too young to have a beau you had better go home & stay with your mother awhile, I s'pose you think I ain't good enough for you, but I guess I can go with lots of girls a heap prettier, better and richer than you. Henry Morris.56

The article below, entitled "Sarah's Missfortune," [sic] reflected the beginning of a new age of gadgets and inventions in the form of the wax-cylinder Victrola--much to the dismay of two Academy students.57

Young Hayward was somewhat surprised but highly elated, when he received [sic] a polite invitation from Mr. Rees to come down and take a crust with them--which meant dinner. And that too when he had spent the very evening before in the sweet society of Miss Sarah Walthall. It is needless to say that he was promptly on hand. "Sarah?" said Mr. Rees, when dinner was over, "did you ever hear the phonograph in active operation?" "No, Mr. Rees, but I should like to," answered the young maiden who wished to humor Mr. Rees; es scientific

55The name of the Literary Society first mentioned in "The Bud," III, No. 1, January 9, 1878.


57Sarah Walthall and a John Hayward were both enrolled in the Academy for the winter term. Class record book, 1880, not numbered.
weakness. "Well, Miss Sarah, you shall. I bought one, day before yesterday. You will find it up stairs under the table. I forgot to bring it down last night when I left you and Hayward conversing on church festivals." Sarah brought the machine down, and Mr. Rees wound it up, remarking that he set it just before going to bed. The family circle and one or two of Mr. Rees's cronies who happened to be present on the occasion listened with a great deal of interest as it slowly revolved. "Thank goodness Gusmudgon is gone at last"! exclaimed the phonograph in tones that sounded amazingly like that of Haywards. "I thought the hateful old thing would sit up all night with us"! continued the wonderful invention in a voice that was ... unmistakably that of Sarah's.

"Well my own darling we'll make up for lost time. Ahem!" ejaculated the cylinder with a pronounced Hayward accent. "Ah! don't darling, you mus'ent! Ahem"! in the tones of Sarah. After that the instrument grew incoherent and mixed up as it were—a subdued osculatory sound, mingled with deep-dawned sighs and occasional whispered protest in Sarah's voice ... was all that could be distinguished, till it suddenly blundered out, "Well I s'pose Mr. Haworth will be coming with a club unless I clear out."

Another silence, broken by "Ahem"! and then in the softer voice, the inexorable cylinder said, "There you must go now, Good Night! Ahem." "I'll make the old fellow invite you up to dinner tomorrow." "Ahem".

By this time Sarah had fainted, and Hayward's face [was] beginning to resemble a green cheese. ... Mr. Rees gazed upon them with great interest and appeared to enjoy it very much, and the rest of the company was none the less amused. Hayward has now fled to an unknown part, but may joy go with him.58

At the end of the papers, presented to the Society that month, was this terse note: "Criticism on the first No. of Vol. 5th—'Personalities not omitted'!"59

59Ibid.
The spiritual life of the student body was closely associated with the Quaker meetinghouse which stood south-east of the campus. Each "fifth-day" the students went as a body and sat with the elders who gathered from the farms and homes for mid-week meeting. The women and girls always sat on one side of the "meeting-room" and the men and boys on the other. Sometimes they went to a "series of meetings" when a visiting minister "felt a concern" to minister to the people. The following poem, "The Close of the Meeting," by an amateur writer, reflects to some degree the quality of the religious life in the community.

At seven o'clock with singing
The last meeting began.
Many of the ladies joined in
And too, many a man.

With the rich and poor, old and young,
The house was crowded then.
The crowd was mixed of boys and girls
Of ladies and of men.

A few good prayers were offered up,
Two songs or more were sung
Before the preacher rose to speak
(He was a preacher's son).

---

60 Quakers avoided the conventional use of names for the days of the week and thought them inappropriate because of their origin from the names of Roman deities.

61 The meeting-room was considered a place where the people met God.

62 The Vermilion Grove Meeting did not have a paid pastoral-leadership until nearly two decades later. Early Quakers carried "a concern" about what they considered "a hireling ministry."
He took no text but spoke of Lot,
Who toward Sodom turned.
For with Abraham to agree,
He could not he soon learned.

So farther and farther he went
Till in Sodom he came,
And with wife and children content
lived, growing worse the same.

Till the angel [sic] came and called him
And bade him flee for life.
He and some of his household did,
But lo! back looked his wife.

The preacher then Lot did compare
To one who once loved God,
And then turned back to sin again,
The road of death to tread trod.

He closed by calling for mourners.
A few came up for prayer;
Prayers then rose from the Christans [sic] hearts
For the mourning souls there.

He an opportunity [sic] gave
For those to join the church.
Fourteen gave the preacher their hands,
May they their Bibles search.

Thus ends our series of meetings
In life on Sabbath night.
O may our lives so well be spent
They may be ended right.

The critic for "The Bud" had the following to say
about the above poem: "The article entitled 'The Close of
the Meetings' contains good sentiments, but as a poetical
effort can not be considered a success."
Fun at the expense of others seemed to characterize Volume V of "The Bud," more than it did in previous issues. One student was subjected to public jesting that bordered on ribaldry in the colloquial poem entitled "All Vanneman Popping the Question."

"I'm after axin':--Florence dear"
And here he paused awhile
To fringe his word the nearest right
with something of a smile;
A smile that found its image
In a face of beauteous mould,
Whose liquid eyes were peeping
From a broidery of gold.

"I've come to ax you Florence dear
If"--then he stopped again,
As if his heart had bubbled o'er
And overflowed his brain;
His lips were twiching nervously
O'er what he had to tell,
And timed their quaver with the eyes
That gently rose and fell.

"I've come"--and then he took her hands,
And held them in his own;
"To ax"--and then he watched the color
That on her cheek had come.
"Y'er purty dear"--and then he heard
The throbbing of her heart;
That told his love had entered in
And claimed its every part.

"Oh I don't be botherin me" she said
With just the faintest sigh,
I've sense enough to see yo've come,
But what's the reason why?"
"To ax -- " and once again the tongue
Forbare its sweets to tell.
"To ax" -- if your pap
Has any hogs to sell.65

65 Ibid., V, February, 1880.
Many of the selections from "The Bud" for inclusion in this history were of a lighter vein of literary endeavor. The following articles, however, were selected because of their more serious nature and were judged to be of a quality that more nearly represented the motive back of the literary society idea. The criticism, written by Edward Ling, of Whittier's poem, "The Tent on the Beach," has been divided into paragraphs by this writer for easier reading.

The publication of "Tent on the Beach" gave to the public evidence of the noble and lofty character of Whittier as a poet.

Each additional poem gives new strength to the cord that binds him to the memory of every lover of poetry; each succeeding one seems to spring from a deeper and purer fountain of his soul. All his poetry breaths such high inspiration, such purity of thought and expression of earnestness and deep feeling, that it steals away our sympathy ear (are) we are aware, while many of our most gifted men--many of those who have the most powerful intellects--exercise those great gifts to satisfy [sic] their own selfish ends--"hewing out for themselves sisterns, [sic] broken sisterns that can hold no water."

The life and writings of Whittier present quite a different picture. He writes not for fame; it is not ambition that stirs his soul and causes those tender heart strings to vibrate.

Edgar A. Poe would work up and rouse his imagination by burning different colored lights in his room causing strange sounds to be heard, and frightful shadows to be seen. Thus we see his writings crowded with imagery that send a chill through the frame.

But it is the oppression of the poor and helpless, the crying of the distressed, and sighing [sic] of the needy that rouses Whittier, that causes him to wield that pen, which is more powerful than the sword, in his grasp, in defending the weak and helpless from those who would domineer over and oppress them. His sympathy is with
the common mind, and his memory will ever be cherished by them.

It was during the summer holidays that a choice company of friends, three in number, gathered for recreation and sport in a tent on the rocky New England beach. He draws a portrait of each one. In the following lines the poet has painted his own mental physiognomy with impartial candor:

And one there was! a dreamer born,
Who with a mission to fulfill,
Had left the Muse's haunts to turn
The crank of an opinion mill,
Musing and rustic reed of song
A weapon in the war with wrong,
Yoking his fancy to the breaking plow
That beam deep turned the soil for Truth to spring and grow.

Too quiet seemed the man to ride
The winged Hippogriff arose:
Was his a voice from side to side
To pierce the tumult of the storm?
A silent, shy, peace loving man,
He seemed no fiery partisan
To hold his way against the public frown
The ban of church and state, the fierce mob's
Bounding down.

--John Greenleaf Whittier

The following poem, "The Last Red Man," was considered worthy of inclusion in the history:

The following poem, "The Last Red Man," was considered worthy of inclusion in the history:

The western sun was sinking,
Beneath the golden west,
And his troubled mind was thinking
Of the warriors now at rest.

'Tis well, O sun! thou goest down;
Thou hast known enough of grief;
Thy soft rays fall on many a mound,
Where lies the Indian chief--

Who bravely dared the pale-faced band,
But alas! was driven back,
Away from home, away from land,
To a barren fruitless tract.

Go down, O sun! and see not thou
The last poor Indian die;
Welcome, death, thou art welcome now,
Soon with my fathers I shall lie.

And O! Great Spirit! whom we love,
Call from their homes of clay,
To thy rich hunting grounds above,
Each Indian child to-day.

For e'er another day shall dawn,
On this sin-stricken globe,
To thee my spirit will be gone
To wear the immortal robe.

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John Chawner, 1879-1882

In May, John Chawner, a graduate of Earlham College, visited the Academy and interviewed the Trustees for the position of principal. A contract was drawn up and signed which read:

John Chawner for the position of principal-teacher of Vermilion Academy for the next school year, beginning about 10th month, 1st, 1879, and continuing three (3) terms of twelve weeks (12) each with a few days vacation between autumn and winter terms and between winter and spring terms.

Said John Chawner agreeing to take the School for said time and furnish the proper and necessary assist-

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68 Class of 1864, Academy Echoes, II, 7, 1924.
69 Minutes of Trustees, May 12, 1879, pp. 38-39.
ants, furnish fuel and Janitor, and take the care of the
building and be responsible for damage done by breakage
&c &c, and submit his rules and general management of
the school to the Trustees of Academy.

We agree to furnish him the building free of any
charge and allow him the benefit of all of the interest
accuring from the Endowment notes, and tuition fees
received from students who may attend without scholar­ships. The Trustees guarrantee him that seven hundred
and fifty ($750.00) shall be paid to him by the end of
the school year and that due diligence shall be used by
them to collect all interest on said notes as they become
due.70

According to a former historian, John Chawner's sister
assisted him in the school.71 However, no mention of her
name was found in any of the records.

On June 20, the treasurer informed the Trustees that
there were not enough funds to pay the teachers for the
winter term. They instructed him to pay the funds on hand
to the principal, Rowland Estes, and give a note for the
balance.72

Year 1879-1880. However, in spite of the concern
over the "financial depression" and the resulting deficit of
$275.00 in liabilities over assets,73 the school was opened
for the autumn term on October 30th. Thirty-nine students
enrolled and all except four were provided with scholar­ships.

70 Ibid. 71 Academy Echoes, 1924, p. 7.
72 Minutes of Trustees, June 20, 1879, p. 39.
73 Ibid., Report to Quarterly Meeting, November 8, 1879.
During the next three years the enrollment was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1879-1880</td>
<td>39</td>
<td>61</td>
<td>21</td>
</tr>
<tr>
<td>1880-1881</td>
<td>57</td>
<td>57</td>
<td>27</td>
</tr>
<tr>
<td>1881-1882</td>
<td>49</td>
<td>48</td>
<td>26?4</td>
</tr>
</tbody>
</table>

Year 1880-1881. John Chawner returned to the school under the same type of agreement as for the previous year: (1) he was to furnish fuel, janitor and an assistant teacher in addition to his own services; (2) in exchange he was to receive the interest on the endowment money with a guarantee that "not more than one thousand dollars . . . shall be at a less rate than 10 per cent, together with all tuition that may accrue . . . ."75

A new guaranteed furnace purchased in Lafayette, Indiana, at a price of $230.0076 was installed on October 2077 but proved entirely inadequate during the colder part of the winter.78 After some changes in flues, a settlement was made by mutual agreement for $125.00.79

74Class Record Book, 1881-1885.
75Minutes of Trustees, July 20, 1880, p. 44.
76Ibid., November 13, 1880, p. 46.
77Ibid., December 3, 1880, p. 47.
78Ibid., January 18, 1881, p. 47.
79Ibid.
Year 1881-1882. The following year the Trustees agreed to give John Chawner the use of the two south downstairs rooms, the school income, and an additional $150.00 which, at Chawner's request, was "not to be asked of the Quarterly Meeting." 80

The finances were reviewed by the Trustees in July. They decided that (1) all Endowment notes payable on a yearly basis were to be called in and reissued at the rate of 10 per cent, payable semiannually on January 1st and July 1st, and (2) at the discretion of the board security was to be required of all borrowers. 81 A representative of an insurance company appeared before the board in November to offer insurance protection for the Academy building, but the proposition was indefinitely tabled. 82

Many difficulties were faced by the Trustees throughout the history of the Academy. A report to the Quarterly Meeting reveals some of the problems confronted in directing a subscription or tuition school.

In presenting to the Quarterly Meeting our annual report on the finances of the Academy, it is not without a feeling of regret—and yet with a consciousness that we have labored to the best of our ability, under existing circumstances, to carry out the aim of the meeting. Since making our last report some changes have taken place respecting the income of the fund—to some extent reducing it. When we received the bequest from the

80 Ibid., May 25, 1881, pp. 48-49.
81 Ibid., July 7, 1881, p. 49.
82 Ibid., November 1, 1881, p. 50.
Executor of the Estate of Richard Henderson, we accepted notes from him secured by Mortgage on Real Estate—said notes due in one (1) two (2) and three (3) years, with interest at ten (10) perc‘t payable annually. The season having been extremely unfavorable, together with the general depression of finances, the maker of the notes proved to be unable to pay but a portion of the interest and finally proposed to give up the land to us unless we would cancel the interest remaining due and reduce the rate to eight (8) per cent. Which, after a careful review of the situation and condition of the case, we thought it best to do . . . notes were renewed at eight (8) pr cn‘t [sic] with a loss of interest of .145. which, together with a few other notes on which we have not been able to collect interest and the backwardness with which the interest is generally paid added to the amount ordered by the Quarterly Meeting but not yet received by us—we have again to report a deficiency—as the following statement of our Treasurer will show.83

The deficit included $80.39 still due Mary Hadley for teaching the previous winter term and $566.49 due Rowland Estes who had resigned.84 William Hester, who had been appointed Trustee, declined to serve and a special meeting of the Vermilion Academy had to be called.85 Financial difficulties plagued the Trustees to the very close of the Academy’s history.86

The attendance records for the winter term of 1881-1882 were sufficiently complete to analyze. Average daily attendance for the forty-eight pupils was 95.3 per cent.

83 Ibid., November 8, 1879, pp. 41-42.
84 Ibid.
85 Ibid., January 27, 1880, p. 43.
Tardiness, however, was especially prevalent as revealed by ninety-five tardy marks shown for the term. 87

In May, Professor Chawner informed the Trustees that he would not be likely to remain another year and they were instructed to look for another principal-teacher. 88

Cyrus Lindley, 1882-1883

Principal during 1882-1883 was Cyrus Lindley from Crawfordsville, Indiana. 89 A detailed analysis was made of the student-enrollment per subject during the Lindley administration as shown in Table III. A further study of the subjects taught per teacher from 1882-1883 showed that the average teaching load was approximately eight subjects per teacher. Out of a curriculum which included more than fifty-five subjects, previously adopted under the leadership of Dr. Lamb in 1877, nineteen subjects were taught from 1882 to 1885. Eighty-two per cent of the student body were occupied with a study of only seven subjects. The majority were limited to six or seven subjects; some were allowed to take eight. 90 Requirements for graduation had not yet been

87Class Record Book, 1881-1882.
88Minutes of Trustees, June 17, 1882, p. 51.
89Minutes of Trustees, September 27, 1882, p. 5; Minutes for June 22, 1883, p. 53.
90Class Record Book, 1881-1882.
## TABLE III

AN ANALYSIS OF THE WINTER TERM IN VERMILLION ACADEMY IN 1882-1883 SHOWING STUDENT ENROLLMENT PER SUBJECT ON CURRICULUM*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Arithmetic</td>
<td>51</td>
</tr>
<tr>
<td>Written Arithmetic</td>
<td>51</td>
</tr>
<tr>
<td>Orthography</td>
<td>49</td>
</tr>
<tr>
<td>Grammar</td>
<td>40</td>
</tr>
<tr>
<td>Reading</td>
<td>39</td>
</tr>
<tr>
<td>U.S. History</td>
<td>28</td>
</tr>
<tr>
<td>Algebra</td>
<td>17</td>
</tr>
<tr>
<td>Geography</td>
<td>9</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>8</td>
</tr>
<tr>
<td>English Literature</td>
<td>8</td>
</tr>
<tr>
<td>Physiology</td>
<td>7</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>6</td>
</tr>
<tr>
<td>Natural Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>6</td>
</tr>
<tr>
<td>Geometry</td>
<td>0</td>
</tr>
<tr>
<td>Drawing</td>
<td>0</td>
</tr>
</tbody>
</table>

*"Class Record Book," 1882-1883.
established, even though the Academy had been in operation for nearly ten years. 91

A study of the Township Trustee’s reports to the County Superintendent 92 showed an error in the 1882-1883 enrollment for the Academy. Evidently the Trustee reported only the summer term instead of the average enrollment for the year. The Township Trustee reported an enrollment of twenty students—six boys and fourteen girls; 93 however, the actual enrollment shown in the class record book was: fall term, 45; winter, 52; and the summer term, 23. The summer term must have been discouraging to Professor Cyrus Lindley: out of the twenty-three students who enrolled, twelve were very irregular in attendance as revealed by an average daily attendance of fifteen. An average of 68 per cent of the students attended. 94 Below is the result of a study of the academic load per student during the winter term, 1882-1883: 95

<table>
<thead>
<tr>
<th>Students</th>
<th>Subject load</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

91 See Theodore Reynolds Administration, p. 50.
92 Township Trustee reports, 1874-1932, in the office of the County Superintendent of Schools, Danville, Illinois. See "Township Trustee Enrollment Report" in the appendix.
93 Ibid. 94 Class Record Book, 1881-1882. 95 Ibid.
John G. Coffin, 1883-1884

In August, John C. Coffin contracted to teach the following year for $900.00 plus the use of two rooms. He agreed to furnish a competent assistant for two terms; the school agreed to furnish the building, a janitor and the fuel, and be responsible for breakage.96

In March, 1884, Professor Coffin penciled the following comments regarding the "Examination papers for the school year of 1883-84."

The great dif. in the grades of the students is due to the fact that the school is not graded. During the year we have endeavored to reduce the num. of classes, and to grade the school as rapidly as possible, but it has (owing to the great num. of classes) been impossible to affect much.

The examinations have been rigid--those getting 70 or more pass, and there is no reason why they should not leave the subject. There is a tendency to remain in the ruts; in endeavoring to pull them out we may in some cases have pulled a little stronger than was necessary.

J. E. Coffin97

However, the Trustees again were faced with a deficit and had insufficient funds for the teacher salaries. Upon demand of Professor Coffin $400.00 was borrowed from F. Canady and Son at 8 per cent interest to make payment. Coffin refused to enter into further contract with the trustees and resigned.98

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96Minutes of Trustees, August 11, 1883, p. 53.
97Loose paper written by John G. Coffin, found in Class Record Book, 1883-1884.
98Minutes of Trustees, June 20, 1884, p. 54.
Advertisements for teachers were sent out and William F. Perry was engaged as principal-teacher for the year, 1884-1885, at a salary of $750.00; Adelia Hobson was secured as an assistant at $40.00 per month, to be paid by the Trustees. However, the full term of contract was never fulfilled. Professor Perry resigned at the end of the winter term, and the Academy was closed until fall. The Trustees entered the following minute in the records:

After teaching Autumn term and portion of Winter term, Wm. F. Perry decided that he was not willing under existing circumstances to remain during the Summer—accordingly tendered his resignation to take place at the close of the Winter term. The Board considered his proposition and finally accepted at a reduction of two hundred and fifty dollars ($250.00) that is pay him five hundred dollars ($500.00).

And no School was kept during the Spring or Summer of 1884-[1885].

Haworth bequest. During William F. Perry's teaching term a gift was presented to the Academy by Elvin C. Haworth, through a Will dated October 4, 1885. After securing legal counsel, the Trustees accepted the bequest and posted

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99 Ibid., June 20, 1884, p. 55.
100 Ibid., p. 55. No date recorded.
101 See "Last Will and Testament" of Elvin C. Haworth in the appendix. The Will was filed by the County clerk, in the "Will Record," pp. 106-108, Vermilion Courthouse, August 28, 1885.
notices for a sale of stock and household goods as follow: 20 head of hogs, 1 milch cow and calf, 2 heifers, 7 stands of bees, and 1 pair of stock scales. Terms—12 months. The stands of bees sold, on an average, for $2.00 per stand; the cow and calf—$62.00; a heifer—$34.50; a sow—$12.10. Total proceeds from the sale were $342.35, of which nearly $300.00 was paid in personal notes. An indication of the stringent times was seen in the price of corn: a total of 1,025 bushels were marketed a few days after the sale for the depression price of twenty-five cents per bushel.

The Haworth property carried a mortgage for which the Trustees paid $60.15 interest in October; also $400.00 on the principal and another $60.00 interest in December.

On October 12, 1885, the Trustees met on the Haworth farm and measured off the land to be retained by a widow of a deceased nephew—a parcel 100 rods square (62 1/2 acres) lying in the southwest corner of the southeast quarter of section thirteen (Section 13), located on the north side of Vermilion road just west of the railroad tracks. On page 49, is shown the Academy farm and road as given in an 1895 Atlas.

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102 Notebook on "Estate of Elvin Haworth," 1885-1887. No page numbers.

103 Ibid.

104 Ibid.

Seven years later a complaint was filed against a Doctor M. C. Mendenhall for keeping a road closed for private use which had been intended for public use by the donor, Elvin C. Haworth. Before any action could be secured, an appeal was finally made to the church Overseers. Three months later the road was reported opened and the committee was dismissed. 106

The Haworth bequest was the first of several property transactions which proved beneficial to the Academy. A later life annuity contract, involving property and securities in the amount of nearly $200,000.00, entangled the school in litigations which finally resulted in the closing of the institution in 1932.

Theodore Reynolds, 1885-1890

During the years 1885-1890, the Academy was served by Theodore and Othello Reynolds for the income of the school. Outstanding achievements during the Reynolds' Administration were the establishment of requirements for graduation and an improved method of keeping student records. The latter had been poorly kept. Sometimes only part of a student's final grades were recorded in the register. Professor Reynolds continued to use the same ledger book but ruled a place for each student, courses taken, and the final grades. Classes were arranged according to work completed: First Class, Second Class, Third Class, and Advanced Class. Courses consisted of Grammar, U.S. History, Physical geography, Natural Philosophy, Geometry, Algebra, Arithmetic, Civil Government, Botany, Zoology, Spelling, Physiology,

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107 Ibid., June 8, 1885, p. 55; Academy Echoes, 1924, II, 8. The Minutes were missing between April 7, 1886, and May 15, 1889.
General History, First Year Latin, Caesar, English Literature, Rhetoric, Virgil, and Essay Writing. The schedule of courses was arranged to lead to a terminal graduation.108

On April 7, 1886, an important policy was established regarding dismissal or resignation of teachers. The Board agreed to give a three-month's notice before the end of the year if a teacher was not to be retained; likewise, teachers were expected to give a similar advance notice if they desired to be released.109

In 1889, the Trustees again included as a part of the principal's salary the use of the Academy grounds for pasture—"to be used only when such use will not . . . interfere with school or any meeting or gathering of the Quarterly Meeting."110

First commencement, June, 1887. The first commencement was held in the Academy building in June, 1887, before an "immense crowd" which packed the rooms and halls. The students presented their orations on a stage "beautifully decorated with sweet scented catalpa blossoms." President Tuttle, of Wabash College, gave the Commencement address,

108 Treasurer's "Endowment and Scholarships" Record Book, 1877-1888.
109 Minutes of Trustees, April 7, 1886, p. 63.
110 Ibid., June 15, 1889, p. 67.
and the first diplomas were given to the four-member graduating class.\textsuperscript{111}

\textbf{Louisa Osborne and Emma Mendenhall, 1890-1892}

Louisa Osborne and Emma Mendenhall served as joint principals during the years 1890-1892. No minutes or record books were available for this period. An earlier historian indicated that in 1924 both teachers were still teaching, "the former in Guilford College, North Carolina, and the latter in Pacific College in Newberg, Oregon."\textsuperscript{112}

\textbf{George H. Moore, 1892-1902}

The ten-year administration of George H. Moore from 1892-1902 was found to be the longest of any principal during the history of the Academy. Professor Moore's salary was \$630.00 per year with the provision that, if he was able to build up the enrollment to more than sixty-five pupils, he was to receive the extra tuition. This provision was later changed to provide for a stipulated salary of \$75.00 per month.\textsuperscript{113}

The teachers during Moore's ten years administration were Jessie Newlin, Emma Mendenhall, Adella Commons, Gail

\begin{itemize}
\item \textsuperscript{111} \textit{Academy Echos,} 1922, I, 11.
\item \textsuperscript{112} Ibid., 1924, II, 8.
\item \textsuperscript{113} Minutes of Trustees, February 16, 1893, p. 79.
\end{itemize}
White, Mary White, Perry Rees, Victor Gorman, Thomas Hester, Nora Cosand, and J. B. Cook. 114

The curriculum was expanded in 1894 to include an extra year of "tuition-free" work. 115 Students pursuing this advanced work were sometimes hired as assistant teachers. One of the first of these was Adella Commons who taught for twelve dollars a month. In 1899, a third teacher was added to the teaching staff; after considerable bartering, the salary was fixed at $190.00 for the year. 116

George H. Moore Library. Professor Moore had an extensive interest in books and possessed a personal library of several hundred. These volumes, still stored at the home of Rena Hollingsworth in Vermilion Grove, were examined by this writer and found to contain many books of poetry, science, mathematics, history, politics, a collection on Lincoln, and a bound volume of the Federal Gazette & Baltimore Daily Advertiser, published from July through December, 1796. In addition, there were Latin grammars and readers, as well as books on theology and natural philosophy. 117

114 Minutes of Trustees, passim.
115 Ibid., May 14, 1894, p. 83.
116 Ibid., June 16, 1899, p. 95.
117 Library of assorted books formerly the property of George H. Moore. Collection in Rena Hollingsworth home, Vermilion Grove.
The need for a more adequate school library was felt by the Class of 1896, and a set of encyclopedias was purchased over a two-year period. 118 Three years later a sum of nearly a hundred dollars was subscribed for a library. 119

Disorderly conduct during school hours and during Literary Society came to the attention of the Board in January, 1898, and a special meeting was called "to take some steps to break up the disorder." The Trustees ruled that loitering or loafing in or about Vermilion Academy be forbidden under threat that "all persons violating these regulations will be reported to the State's Attorney where there is sufficient evidence to convict them of disorder." 120

In March, the Trustees decided to solicit subscriptions to build an "iron fence" around the Academy grounds. The plan failed to materialize and a wire fence installed instead at a cost of $162.00. A year and a half later the practice of pasturing the school grounds was discontinued. 121

Twenty-fifth anniversary. The twenty-fifth anniversary of the establishment of Vermilion Academy was cele-

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118 Minutes of Trustees, February 27, 1896, p. 86.
119 Ibid., April 3, 1900, p. 97.
120 Ibid., January 28, 1898, p. 90.
121 Ibid., March 25, 1898, p. 91.
brated in September, 1899, with addresses by Levi Rees of Thornton, Indiana, and by Albert J. Brown of Indianapolis. A special subscription of about $1,000.00 was raised for the purchase of books for the school library. 122

The following June, an additional sum of $500.00 was raised to lay a new floor and redecorate the Academy building. Seventy new desks were ordered from Bertram Rees. The lower rooms, which had served intermittently for years as living quarters for various teachers, were put into use as classrooms. One hundred twenty linear feet of slate chalkboards were purchased. Screens were put on the lower windows. 123 Attendance figures for this period of the history were not available. However, the Township Trustee reported an enrollment of seventy for the year 1901-1902. 124

At the close of the year, in 1902, Professor George Moore resigned; he later became the pastor of the Georgetown Friends Church, located three miles north of Vermilion Grove. The assistant teachers also declined to serve further and resigned. After ten years, the Board was again obliged to look for both a new principal and new teachers. 125

122 Ibid., March 3, 1900, p. 97.
123 Ibid., August 13, 1900, p. 100.
124 Township Trustee's reports, op. cit.
125 Minutes of Trustees, April 17, 1902, p. 107.
**Willard O. Trueblood, 1902-1904**

The Academy opened in the fall of 1902 with Willard O. Trueblood of Salem, Indiana, as principal-teacher; Caroline C. Stanley of Noblesville, Indiana, was hired as assistant teacher and John Haworth of Quaker, Indiana, as second assistant. Their salaries were: Willard O. Trueblood, $750.00 per year; Caroline C. Stanley, $40.00 per month; and John Haworth, tuition and $15.00 per month. 126

In June, 1902, the Trustees voted to add music to the curriculum, 127 and in October they purchased a piano on a partial payment plan. 128 From that date until the close of the Academy in 1932, a piano teacher was employed as a member of the teaching staff. Often the music teacher came from Danville two days a week. These music teachers were not placed on the regular pay roll but were remunerated through payment of student fees. 129

In November, 1902, the Academy Trustees, at the request of the Quarterly Meeting, decided to launch a financial drive to increase the endowment fund an additional $10,000.00 by subscription. The Board also voted to pay

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126 *Ibid.*., May 12, 1902, p. 108.
129 *Ibid.*., passim.
salaries on a monthly basis, instead of at irregular intervals as the money became available, and instructed the treasurer to borrow from the loan fund as needed.

The Quarterly Meeting was asked to donate a hundred dollars for the drilling of a tubular well in the fall of 1902. But by March the well was judged inadequate, and the contractor was requested to drill a second well to a depth of eighty feet.

In February, there was a concern about not being able to retain the teaching staff for the coming year. Consequently a subscription list was circulated which pointed out the injuries caused by frequent change of administration. Forty-one individuals pledged to contribute $465.00. A new full-time teacher was added to the staff. Emery Radcliff, a senior from Earlham College, was hired at $450.00 for the year. Stella Rees, had resigned as music teacher, and a Mrs. Edith Haworth was elected to the position, with a stipulation that she was "to furnish music for all enter-

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130 Ibid., November 13, 1902, p. 112.
131 Ibid., September 16, 1902, p. 111.
132 Ibid., September 16, 1902, p. 111; March 26, 1903, p. 113; April 13, 1903, p. 114.
133 Ibid., February 15, 1903, p. 114.
134 Ibid., April 23, 1903, p. 115.
tainments. However, by December 31, 1903, Mrs. Haworth had resigned, and a Mrs. Jessie English of Danville was hired.

Willard O. Trueblood left the school at the completion of his second year. Thirty-five years later, while traveling in the interest of Friends in the various Yearly Meetings in the United States, he met this author in Northwest Nebraska, and accompanied him, as guest minister, to one of the author's two student charges.

Frank Clark, 1904-1905

The Academy opened in the fall of 1904 with Frank H. Clark as principal-teacher; his salary was $80.00 per month. Laura Lee Hedges and Theodore Reynolds were assistant teachers; their salaries were $40.00 each per month. Efforts to secure the return of George H. Moore had proved fruitless.

Edmond Albertson, 1905-1907

When the fall term opened in 1905, the students were faced with a new principal, Edmond Albertson, who was hired for $712.50 for the year.

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135 Ibid., April 23, 1903, p. 115.
136 Ibid., December 31, 1903, p. 117.
137 Ibid., March 24, 1904, p. 118.
138 Ibid., April 21, 1904, p. 118; May 19, 1904, p. 118.
139 Ibid., April 8, 1905, pp. 11-12. (Second book of Minutes with new numbers.)
The Trustees passed two new rules designed to bolster the sagging financial situation: (1) scholarships on which interest was past due were declared null and void until the interest was paid; and (2) pupils in arrears on tuition were required to pay within two weeks or discontinue school.\(^{140}\)

Commercial Law was added to the curriculum as a senior elective in place of Trigonometry.\(^{141}\)

During the following summer a new roof was put on the Academy building.\(^{142}\)

**Land transactions.** In February, 1906, the Minutes of the Trustees showed possession of an Indiana farm which they proposed to put up for sale for ninety dollars per acre.\(^{143}\) More than a year later the land was listed with a real estate agent under condition that the Trustees "have $16,000.00 net and reserve right to sell for $100.00 an acre if have opportunity."\(^{144}\) Three months later Calvin R. Hollingsworth traded his 135-acre farm for the "Park County, Indiana Farm" and received $5,000.00 in addition from the Trustees.\(^{145}\) In

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\(^{144}\) *Ibid.*, April 13, 1907, p. 22.

February, 1906, the Trustees leased nine acres of their land to a farmer for $6.00 an acre for a period of five years.\textsuperscript{146} The class of 1907 was "required to deliver their orations in public as usual," and the Trustees agreed to secure a commencement speaker.\textsuperscript{147} Elbert Russell of Earlham College agreed to come for an honorarium of $15.00.\textsuperscript{148}

\textbf{Charles L. Coffin, 1907-1909}

Teachers for the year, 1907-1908, were Charles L. Coffin, principal, Miss June Kearsey and H. Ross Wood, teachers. Miss Anna M. Healey was hired to teach music. The principal's salary was $750.00 for thirty-eight weeks; the first assistant's salary was $475.00; and the third teacher's salary was $50.00 per month.\textsuperscript{149}

Charles Coffin was asked to canvass for students during the summer. The Board offered to pay his carfare and other expenses, but no mention was made of additional salary for the extra time and effort asked.\textsuperscript{150} However, the contract for the following year gave an incentive for building up the enrollment by the inclusion of a clause which stipulated:

\textsuperscript{146}\textit{Ibid.}, February 17, 1906, p. 15.
\textsuperscript{147}\textit{Ibid.}, March 23, 1907, p. 21.
\textsuperscript{148}\textit{Ibid.}, April 13, 1907, p. 22.
\textsuperscript{149}\textit{Ibid.}, April 13, 1907, p. 22; May 31, 1907, p. 25.
\textsuperscript{150}\textit{Ibid.}, July 17, 1907, p. 27.
lated that half of the cash tuition would be paid to the principal in addition to the annual salary of $800.00.\textsuperscript{151}

In February, 1908, the Treasurer was instructed to borrow $3,000.00 for five years from Richard Canady at 6 percent interest in order to make payment on notes and interest then due.\textsuperscript{152}

Janitorial work for the year was contracted by William Hutchins for $100.00 plus the privilege of pasturing the Academy grounds and renting two acres of Academy land for $6.00 per acre.\textsuperscript{153} Williams, however, resigned in February in favor of Evert Lewis who agreed "to do the work according to contract for the balance of the year . . . for twenty-seven dollars ($27.00)."\textsuperscript{154}

\textbf{Grover Hawk, 1909-1910}

The Trustees were generally able to hire teachers for the following year before the spring term was completed. By May 15, the arrangements had been made for the fall term: Grover Hawk was hired for the position of principal for $75.00 per month, and Edith Shugart was hired as first assistant for $60.00 per month.\textsuperscript{155} A third teacher, Bertha

\textsuperscript{151}Ibid., April 2, 1908, p. 33.
\textsuperscript{152}Ibid., February 10, 1908, p. 32.
\textsuperscript{153}Ibid., August 15, 1908, p. 35.
\textsuperscript{154}Ibid., February 25, 1909, p. 36.
\textsuperscript{155}Ibid., May 15, 1909, p. 37.
Baldwin, was employed in August for $40.00 per month with the agreement that she would be allowed to take two studies while teaching. 156

Students had been used as librarians for several years. In 1909, Fern Marsh was offered the position with the understanding that:

She is to keep library in neat and tidy condition, keep a record of all books loaned, keep the room comfortable at all times for reading and see that good order is maintained [sic] by students using the room. She is to have full tuition for the entire year for her services. 157

Janitorial work during the year was assigned to two students. Jay Marsh maintained the lower rooms for $1.15 per week, and Fred Turner was responsible for the upper rooms for $1.00 per week. Tuition to the amount of $15.00 for the year was counted as part payment. 158

During the summer a committee was appointed by the Trustees to see about selling the C. R. Hollingsworth farm and reinvesting the proceeds. Ed Patton's house was purchased for a dormitory, 159 and a new furnace was installed in the Academy building. The furnace, installed by Mark Rees, had a boiler capacity of 1,950 feet, radiation capacity

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159 *Ibid.*, July 2, 1910, p. 43; August 13, 1910, p. 44.
of 1,150 feet and fifteen radiators. The cost of installation was $700.00.\textsuperscript{160}

Arthur Bailey, 1910-1911

The teaching staff for the opening term of 1910 was Arthur Bailey, principal, and Miss Edith Shugart, first assistant, in the place of Mrs. Arthur Bailey who resigned October 1.\textsuperscript{161}

The Literary Society had continued to be a contributing influence for good in the school. However, the youthful enthusiasm of some of those attending was again called to the attention of the Trustees in the form of a complaint against "scuffling and romping in the school building, especially before literary society on Friday evenings." As a result the following order was sent to the president of the Society:

We instruct the officers and members of the Atheneum society to see that any such disorder in connection with the society be punished by fine or otherwise in a way to suppress any such actions.\textsuperscript{162}

Academic standards for the school were reviewed by the Trustees, and a score of seventy was agreed upon for a passing grade. The faculty were allowed some leaway but were

\textsuperscript{160}Ibid., September 1, 1910, p. 46.
\textsuperscript{161}Ibid., April 23, 1910, p. 41; October 1, 1910, p. 46.
\textsuperscript{162}Ibid., October 8, 1910, p. 47.
admonished not to require more than a grade of seventy-five as a requirement for passing.\textsuperscript{163}

The two upper classes requested permission to unite the Junior Public Orations with the Senior Public Orations. The Trustees agreed:

That the juniors be allowed to participate in the senior public and be released from their regular Junior public at close of term provided they (the juniors) be required to do original work equivalent to the usual orations.\textsuperscript{164}

\textbf{Land transactions.} Several land transactions were initiated by the Trustees during the fall of 1910. These set a pattern which benefitted the Academy for many years, but finally led to complications which brought about its close during the depression of the 1930's.

P. H. Mendenhall of Indianapolis met with the Trustees and offered to buy eighty acres of the C. R. Hollingsworth farm for $200.00 per acre of $16,000.00; this was to be paid in notes secured by mortgages as follow: William Richards, $13,468.00 at 5 per cent interest; John W. Sconce, $1,000.00 at 6 per cent interest, and one at 7 per cent interest. The Trustees agreed to pay $500.00 difference.\textsuperscript{165}

\begin{itemize}
  \item \textsuperscript{163}\textit{Ibid.}, December 5, 1910, p. 50.
  \item \textsuperscript{164}\textit{Ibid.}, November 7, 1910, p. 48.
  \item \textsuperscript{165}\textit{Ibid.}, November n.d., 1910, p. 49.
\end{itemize}
Authority was given to the President and Secretary of the Board "to option the coal under the T. C. Hester farm for ninety days at $100.00 per acre," and three months later they were instructed to purchase the farm for $210.00 per acre. However, a disagreement arose among the heirs, and the Trustees passed a resolution to stay clear of the dispute and asked for a clear title and warranty deed if the "land trade" was completed.

On April 5, the Trustees agreed to sell the remaining fifty-five acres of the C. R. Hollingsworth farm to Pleasant D. Smith for $10,000.00, payable by his personal note for the full amount, due in five years at 5 per cent interest and secured by a mortgage on 125 acres of land owned by Smith in Love Township, Vermilion County, Illinois.

Academy building enlarged. During the summer of 1911, a plan for the enlargement of the Academy building was promoted through the Quarterly Meeting with success and over 188 individuals subscribed amounts ranging from $1.00 to $1,000.00. A total of $9,454.50 was subscribed, and

166 Ibid., October 8, 1910, p. 47.
167 Ibid., February 1, 1911, p. 51.
168 Ibid., March 1, 1911, p. 51.
169 Ibid., April 5, 1911, p. 53.
170 Building-Fund Treasurer's Book, 1911. No page numbers.
J. F. McCoy of Danville, Illinois was employed as architect.

McCoy drew up eighteen legal-sized pages of "Specifications of the Material and Labor" and designated F. J. Underwood of Georgetown, Illinois, as superintendent of construction. Each contractor was required to "deliver to the Board of Trustees a satisfactory bond for a sum equal to one half the amount of his contract. . . ." The specifications were minutely detailed and of a high professional quality. However, the specification for the finish coat on the cement gymnasium floor resulted in a failure and entailed considerable expense to the Academy. Architect McCoy specified that the finish coat:

Be composed of one part Portland cement, two parts sand and two and one-half parts wood pulp or sawdust, to be soaked twenty-four hours before being used, well mixed and spread 1-1/2" thick and well troweled to even finish made perfectly level on top.

Jay Marsh reported to this writer that one of the football boys came in on the gymnasium floor with his cleated shoes and the result was a badly gouged sawdust floor. Also the sawdust scuffed off and was fanned up into the eyes of the players during games. A new hard-maple floor was laid tight against the concrete walls, and in a

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172 Ibid.
few weeks the center of the floor had arched several inches off the concrete due to dampness and expansion. The pressure was removed by chiseling away the wood from around the sides and ends of the flooring boards.

The addition to the Academy consisted of a two-story brick structure built on the front of the former building and included an auditorium and classroom on the upper floor, and restrooms and a faculty room on the lower floor. In addition, there was a gymnasium which was the only one within a radius of twenty miles.

The building was completed with a $3,500.00 loan borrowed by the Trustees and turned over to the Quarterly Meeting Building Committee who were in charge of the project, with the understanding that the amount was to be collected and returned to the Trustees by the Building Committee. The laying of the cornerstone was advertised for Saturday, August 12, 1911, with President Robert L. Kelly of Earlham College and the Honorable William P. Holaday as speakers.

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173 Minutes of Trustee, September 26, 1912, p. 69.
174 Personal interview in May, 1958 between this writer and Jay Marsh, a student in the Academy during the period of construction.
175 Academy Echoes, 1924, II, 9.
176 Minutes of Trustees, November 27, 1911, p. 58.
177 A handbill found in the Alice Rees papers advertising the laying of the cornerstone for Vermilion Academy addition for Saturday, August 12, 1911.
Dedication of the new addition was held on February 17, 1912, and $1,480.00 was subscribed to help toward clearing the debt.\(^{178}\) A complete copy of the "Dedictory Service" may be found in the appendix, page 132.

**Edith C. Shugart, 1911-1914**

In the fall of 1911, Edith Shugart who had served as first assistant teacher for two years was appointed principal and Miss Bessie Pringle as assistant at salaries of $65.00 each per month.\(^ {179}\) Fred Francis was hired as a third teacher for $70.00 per month.\(^ {180}\)

The Academy also granted a new type of scholarship to Leland Ford, who:

... having received the highest grade in central examination in his school is awarded a free scholarship for the years 1911-12, said scholarship not to include laboratory or library fees.\(^ {181}\)

Carl Miller,\(^ {182}\) pastor of the local Friends congregation, taught Bible as a part of the curriculum for $10.00 per month.\(^ {183}\) John Henderson became interested in the Bible

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\(^{178}\)Minutes of Trustees, February 17, 1912, p. 59.

\(^{179}\)Ibid., June 9, 1911, p. 56.

\(^{180}\)Ibid., September 2, 1911, p. 57.  \(^{181}\)Ibid.

\(^{182}\)In 1940, Carl Miller was pastor of the Friends Church in Vancouver, Washington, where the writer of this history was his assistant.

\(^{183}\)Ibid., January 4, 1912, p. 70.
courses, and in March, 1913, at the age of eighty-two years, he drew up a Will which was to convey, under certain conditions, all his property to the Academy "for establishing and maintaining a separate department in said school for instruction in the Holy Bible under the direction of such Trustees." Six years later, at the age of eighty-eight, a codicil was added to the Will which stipulated that the property was to be given on condition that "such instruction be in accordance with our declaration of faith as published in the Friends Book of Discipline. . . ." A copy of the Will and Codicil is in the appendix, page 134.

In the fall of 1912, the Trustees voted to omit the eighth-grade course of study, and students were obliged to turn elsewhere for their elementary studies. In the spring a committee was appointed to study a proposition regarding the renting of a room in the Academy to the public school for the eighth grade. The committee reported favorably, but their motion was vetoed by the Trustees.

The question of requiring students to attend the traditional Thursday morning Quaker meeting for worship was dis-

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184 "Last Will and Testament" of John Henderson written March 12, 1913 and amended by a Codicil August 9, 1919. A typewritten carbon copy of the original.

185 Ibid.

186 Minutes of the Trustees, August 10, 1912, p. 67.

187 Ibid., May 29, 1913, p. 76; June 18, 1914, p. 77.
cussed twice in the minutes. On one occasion Carl Miller agreed to teach Bible for three periods per week "provided pupils are not required to go to Thursday Meeting." Six years later the same problem was called to the attention of the Trustees by the Hopewell Meeting. A letter of appreciation was sent in reply:

We are united in the belief, however, that for the present, the Chapel exercises conducted by the Pastor, the students' weekly prayer meetings together with the regular church services offer ample opportunity to students for worship and spiritual development.

In August, 1913, an amendment to the bylaws was adopted which provided for the annual appointment of a "general solicitor and financial agent," and five hundred pledge cards were printed for increasing the support of the Academy, "the available funds not being equal to the demands of the school."

The curriculum was enlarged to include Domestic Science, taught by a Miss Carter of Ridgefarm, and Manual Training, taught by Carl Miller, pastor of the church. The value of music was recognized, and private piano lessons were continued.

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188 Ibid., March 11, 1913, p. 74.
189 Ibid., February 27, 1919, p. 120.
190 Ibid., August 9, 1913, p. 79; December 18, 1913, p. 83.
191 Ibid., October 30, 1913, p. 82; January 13, 1914, p. 84.
Golden Patterson contract. In May, 1914, Golden Patterson made an offer to give to the Academy certain lands and securities in the amount of $200,000.00 provided the Trustees would guarantee him a life annuity of $12,000.00 per year payable semiannually. The proposition was taken under advisement and seven days later was accepted. The contract, however, proved to be a severe financial liability in the years ahead and finally became one of the main contributing factors which caused the close of the Academy. See Chapter IV, "Academy Finance, 1914-1942," for details.

S. Roscoe Lamb, 1914-1916

S. Roscoe Lamb, a Senior in Earlham College, was hired as principal in the fall of 1914 for $90.00 per month and stayed two years. During his second year, there were five teachers on the staff: Roscoe Lamb, Mamie Marshall, Mary Kissick, and Carl and Mamie Miller.

James B. Benson, 1916-1917

In September, James B. Benson was hired to come to the Academy as principal for $100.00 per month but stayed only one year.

192 Ibid., May 19, 1914, p. 89; May 26, 1914, p. 89.
193 Ibid., June 4, 1914, p. 90.
194 Ibid., April 29, 1915, p. 97.
In 1916, John Henderson gave a bequest of $1,000.00 to help establish a Bible Department in the Academy. 195

During this time an eligibility rule was passed by the Trustees in the fall of 1916 which stated:

No student be allowed to participate in public games (baseball, basket ball etc.) who is known to use tobacco. . . . It is also ordered that students are not eligible to play in public games who are not doing passing work in their studies. 196

In January, a rule was adopted which limited the girls' basketball team to games played on the home floor. A physician's certificate showing physical fitness was also required for each girl before each game. 197

Merle Davis, 1917-1918

Merle Davis of Friends University came to the Academy as principal in the fall of 1917, and furnished a positive leadership for the school. Supplies were ordered for the Chemistry Laboratory and some additional equipment was purchased for the Manual Training Department. 198 The Domestic Science Course was enlarged to a five-hour course. Hazel


Mills was hired to teach both Domestic Science and Vocal Music. A new stereoptican machine was purchased and the northwest room up stairs was used for projection. Two fire extinguishers and a fire ax were purchased. 199

During the year Hazel Mills died, and Georgia Henderson was secured to fill out the unexpired term. 200 Because of the pressure of the war, Merle Davis resigned in June. However, he was called back in September to serve as principal until a successor could be found. Mrs. Davis also helped a few days teaching English until the teaching staff was completed.

Franklin O. Marshall, 1918-1921

Franklin O. Marshall of Wessington Springs, South Dakota, arrived sometime during the fall of 1918 to become principal of the Academy. During his administration, he was able to make an outstanding contribution to the life of the community. He was a man of singular devotion and Christian zeal. 202 To enumerate all that transpired during his service would be prohibitive in the limited scope of this

199 Ibid., September 3, 1917, p. 113; May 18, 1918, p. 116.
200 Ibid., May 18, 1918, p. 116.
201 Ibid., June 20, 1918, p. 117; September 3, 1918, p. 118.
202 This writer met Franklin Marshall at the Vermilion Academy reunion held in August, 1916.
research. However, a survey of events follows:

1. An African Curio Museum was placed in the Academy by the Quarterly Meeting Missionary Board. The collection was made by Emory Rees, an Academy alumnus, who had been sent as a missionary to Kenya Colony in 1902.

2. The subject of the use of the campus for Sunday tennis was discussed by the Trustees and a public announcement was made that "the Trustees were not willing to have it continued."

3. The Patten home was purchased for a girls' dormitory in October, 1919, and Surrilda Ellis was appointed matron for $60.00 a month.

4. In the fall of 1919, the salary of the principal was $125.00 per month, and a fourth teacher was added to the staff. Professor Marshall, hired on a ten-months basis, was asked to interview prospective students. The following year the principal's salary was raised to $175.00 and the assistant teachers were paid $135.00 per month.

5. In 1921-1922, Franklin Marshall took a leave of absence to study at the University of California.

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203 Minutes of the Trustees, August 4, 1919, p. 123.
204 Ibid., May 13, 1920, p. 131.
205 Ibid., August 4, 1919, p. 123; October 8, 1919, p. 124.
206 Ibid., February 27, 1919, p. 121; January 8, 1920, p. 126.
207 Catalogue of Vermilion Academy, 1923-24, p. 2.
Griffith Wright, 1921-1922

During the interim that Franklin Marshall was away, the office of principal was filled by Griffith Wright. Under his leadership athletics gained prominence in the school program. Aurilena Ellis offered a small tract of land to the Academy for an athletic field just south of the building. The Trustees voted an additional $200.00 to purchase an additional tract from T. H. Rees and the athletic field was established. Additional suits and football equipment were purchased for $150.00 advanced by the Board. A new furnace was also installed at a cost of $2,780.84, and the roof of the building was repaired.

In January, a few of the upper-classmen engaged in hazing in the form of "undesirable hair clipping upon three of the freshmen boys." They were called upon to make a public acknowledgement of the wrong. The Board also passed a resolution:

Whereas, we greatly desire to keep a high standard of conduct among all our students, and whereas, any form of superior physical-force compelling the less strong to submit to a distasteful experience is to be deplored. Therefore, be it resolved, that we, The Board of Trustees of Vermilion Academy, condemn the recent action of some of the upper class members toward the Freshmen, and hereby announce that any similar conduct in the future will be met with serious demerits on all grades or suspension.

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208 Minutes of the Trustees, October 11, 1921, p. 140; September 20, 1921, p. 140; Treasurer's Report, op. cit., August 1, 1922.
at the discretion of the Faculty and Board of Trustees. 209

The Academy Echoes, Volume I, was published in the spring with G. W. Wright as faculty advisor. It contains an interesting history of each class from 1874. 210

Franklin O. Marshall, 1922-1925

Franklin Marshall returned to the school in the fall of 1922 at a monthly salary of $225.00; Milton Hadley received $175.00 and Mildred Mendenhall, $120.00 per month. In April, Miss Bessie Fringle resigned after having taught in the Academy twelve years. 211

In 1924, a semi-centennial program was planned to celebrate the fiftieth anniversary of the Academy. Of outstanding merit was the publication of the Academy Echoes, II, a Golden Jubilee Yearbook, which was dedicated:

To Aunt Dinah Henderson and the memory of Uncle John Henderson who, for the past half century, have been staunch supporters and loyal friends of Vermilion Academy, we, the Staff, affectionately dedicate this Jubilee Volume of the Academy Echoes. 212

Clay G. Treadwell, 1925-1926

The office of principal, during 1925-1926, was filled

209 Minutes of the Trustees, January 6, 1921, pp. 135-36.
211 Minutes of the Trustees, April 12, 1923, pp. 147-48.
212 Ibid., January 1, 1924, p. 151; and Academy Echoes, II, 2.
by Clay C. Treadwell of Friends University in Wichita, Kansas. Mr. Alexander Peterson, a graduate of the same school in 1925, was also hired to teach Mathematics and to coach the boys' athletics. In the spring, when teachers' contracts were being considered, the boys sent a petition to the Trustees requesting that Peterson be retained as coach. Peterson was granted a contract for the following year at $175.00 per month. 213

Casey S. Farr, 1926-1928

In May, Casey S. Farr of Penn College in Oskaloosa, Iowa, was hired as principal at a salary of $175.00 per month. 214 In October, a Mr. Trimble, the assistant High School inspector from the University of Illinois, visited the Academy and made suggestions about improvements necessary in order to retain accreditation. A committee was sent the next day to have a further conference with Trimble, and, as a result, Physics tables were placed in the Physics Laboratory and inverted or indirect lights were placed in the classrooms. 215

214 Ibid.
Bruce Hadley, 1928-1930

In July, 1928, Bruce Hadley and Celia Linnaberry volunteered to teach at a reduced salary in order to relieve financial pressure on the school. Hadley was appointed principal and stayed with the school two years.

In April, 1929, the Trustees voted to pay the Ridgefarm Fire Department $10.00 "for a run they made to aid in putting out a fire in the building." In the fifty-eight years of the history of the Academy, this was the only mention of fire. No record was made of any damage.

Carl J. Hawk, 1930-1932

Carl J. Hawk came to the school as principal in 1930 and was given permission to try to select the faculty provided the "salaries for all teachers and janitor should not exceed $600.00 per month." In May, 1931, Hawk was asked to try to limit the total budget to $5,000.00 if possible.

On August 20, 1932, a report was read from Attorneys Acton and Houton regarding the Patterson contract. This resulted in a decision to close the Academy.

216 Ibid., July 23, 1928, p. 179.
217 Ibid., April 1, 1929, p. 182.
218 Ibid., March 15, 1930, p. 191; May 18, 1931, p. 196.
219 Ibid., August 26, 1932, pp. 203-204.
CHAPTER IV

ACADEMY FINANCE, 1914-1942

The financial history of Vermilion Academy, during its fifty-eight years of educational activity, was found to be a record of high purpose and dedicated giving. Upon various occasions the members of Vermilion Quarterly Meeting contributed freely and with considerable sacrifice toward the support of the Academy. The section of the Academy history from 1914 until the close of the institution was a time of unusual financial activity due to the Golden Patterson Contract.

Golden Patterson Contract. At a meeting of the Board of Trustees, May 19, 1914, Isaac Canaday informed the Trustees that "Golden Patterson offers to Vermilion Academy lands and notes (secured by mortgages) aggregating $200,000.00 on certain conditions, as a permanent gift."¹ The Board directed that the offer be investigated and that a contract be prepared. The next day James A. Parr, financial agent for the Academy, presented the Trustees with a preliminary contract signed by Golden Patterson which contained the following provisions:

¹Minutes of the Trustees, May 19, 1914, p. 89.
I, the undersigned, in consideration of the agreement on the part of the Vermilion Academy hereinafter set forth, do hereby propose that I will deed to said Vermilion Academy the real estate hereinafter described and assign without recourse and deliver to said Vermilion Academy the notes hereinafter mentioned, as follows.

The proposition included approximately 598 acres of Vermilion County land, plus notes secured by mortgages in the amount of $104,775.00, less credits totaling $4,000.00. The Academy was to pay $775.00 "so as to make the net amount of the notes received by the Vermilion Academy $100,000.00."

This information is itemized in Table IV, page 61.3

The preliminary contract also set forth the terms by which the Academy was to become the recipient of this bequest:

In consideration of the conveyance of the above described land and the assignment of said notes, I will require the Vermilion Academy to execute and deliver to me a contract providing for the payment to me of an annuity of Twelve Thousand Dollars ($12,000.00) per year, payable on March 1, 1915, and thereafter on two equal installments on September 1, 1915 and March 1, 1916, and on the same days of the same months in each year thereafter so long as I shall live, and said contract of said Vermilion Academy shall be secured by a mortgage back to me on the land to be conveyed to said Vermilion Academy, and said contract shall further provide that the said Vermilion Academy shall furnish free tuition, room rent, and board for the same number of students to be desig-


3Ibid.
<table>
<thead>
<tr>
<th>Amount of loan</th>
<th>Percentage of interest</th>
<th>Loan for years</th>
<th>Interest paid in advance --Years--</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000.00</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8,000.00</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6,000.00</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10,000.00</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9,000.00</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>11,500.00</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1,775.00</td>
<td>7</td>
<td>1/2</td>
<td>$5.00**</td>
</tr>
<tr>
<td>6,500.00</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4,000.00</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4,000.00</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>40,000.00</td>
<td>5</td>
<td>5</td>
<td>$1,500.00**</td>
</tr>
<tr>
<td>$104,775.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compiled from the Patterson contract.

**Paid on interest $5.00; and paid on principal and interest $1,500.00.
nated by me during my life time as DePaw [sic] University, of Greencastle, Indiana, has proposed in their offer to me, to which reference is hereby made, and also any and all other provisions in said offer of DePaw [sic] University.

This proposition shall be open for the acceptance of the Vermilion Academy at any time within thirty days from this date, and upon notice from said Vermilion Academy of its acceptance of this proposition, I hereby agree to convey the above described lands by good and sufficient warranty deeds, and furnish such abstracts of title as I now have and to assign without recourse and deliver said notes above described and assign the mortgages securing said notes. Dated and sealed this 20th day of May, A.D. 1914.

On May 26, 1914, the Trustees met to consider the proposition further, and by unanimous vote decided to accept the gift "on the terms indicated except in a few minor details which are to be worked out by the Board." The number of students which DePauw University had designated to receive free tuition, room, and board was not found.

The above contract provided for an immediate transfer of the Patterson land to the Academy by means of warranty deeds subject to a mortgage against the Academy in favor of Patterson. This mortgage could be cleared only at his death.

In order to make the annuity payment of $6,000.00 every six months, the Trustees frequently had to borrow emergency funds. These funds are itemized in Table V, page 83. However, no instance was discovered where the

4Ibid.

5Minutes of the Trustees, May 26, 1914, p. 89. See the Patterson official "Life Annuity Contract" in the appendix, page 138.
<table>
<thead>
<tr>
<th>Date of loan</th>
<th>Reason for borrowing funds</th>
<th>Amount borrowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5, 1915</td>
<td>Running expense and notes due—90 day loan</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>August 31, 1915</td>
<td>Patterson annuity contract—90 day loan</td>
<td>2,500.00</td>
</tr>
<tr>
<td>February 29, 1916</td>
<td>Patterson annuity contract—demand note</td>
<td>3,000.00</td>
</tr>
<tr>
<td>April 11, 1916</td>
<td>Teacher’s salaries and present emergencies</td>
<td>400.00</td>
</tr>
<tr>
<td>October 1, 1916</td>
<td>Patterson interest payment</td>
<td>6,000.00</td>
</tr>
<tr>
<td>March 1, 1917</td>
<td>Balance of interest due</td>
<td>500.00</td>
</tr>
<tr>
<td>March 13, 1917</td>
<td>Taxes, salaries, miscellaneous</td>
<td>1,000.00</td>
</tr>
<tr>
<td>October 3, 1917</td>
<td>Interest payment</td>
<td>2,000.00</td>
</tr>
<tr>
<td>November 21, 1917</td>
<td>No funds—30 day loan</td>
<td>1,000.00</td>
</tr>
<tr>
<td>December 18, 1917</td>
<td>Business of the Academy</td>
<td>5,000.00</td>
</tr>
<tr>
<td>February 27, 1919</td>
<td>Interest payment</td>
<td>5,000.00</td>
</tr>
<tr>
<td>August 25, 1919</td>
<td>Interest payment</td>
<td>4,000.00</td>
</tr>
<tr>
<td>February 18, 1920</td>
<td>Interest on Patterson annuity</td>
<td>7,000.00</td>
</tr>
<tr>
<td>July 14, 1920</td>
<td>Interest on annuity—oats crop failure</td>
<td>1,500.00</td>
</tr>
<tr>
<td>February 28, 1921</td>
<td>Interest on Patterson annuity</td>
<td>6,000.00</td>
</tr>
<tr>
<td>December ?, 1924</td>
<td>Attorney’s fees for Patterson lawsuit</td>
<td>10,000.00</td>
</tr>
<tr>
<td>August 28, 1931</td>
<td>Taxes due on Academy real estate</td>
<td>2,700.00</td>
</tr>
</tbody>
</table>

Total of Recorded Loans $62,100.00

*Vermilion Academy Treasurers' Reports, 1914-1931.*
Academy was delinquent in depositing these funds to the credit of Patterson. The prompt fulfillment of financial obligations was no doubt due to the fact that the Georgetown banker, O. P. Clark, was Academy Treasurer.

The Patterson bequest was mentioned regularly in the annual school catalogues for Vermilion Academy. From 1914 to 1921 the following identical paragraph was reprinted each year:

For the financial support of the school an endowment fund of $10,000 was provided in 1876. In 1885, by bequest of Elvin Haworth, a citizen of Vermilion Grove, a farm of 70 acres became the property of Vermilion Academy. In 1902 an additional $10,000 was pledged for endowment. In June, 1914, Golden Patterson, a citizen of Love Township, Vermilion County, Illinois, turned over to the Trustees of Vermilion Academy, real estate, notes and mortgages aggregating $200,000 as an annuity endowment upon which the Academy agrees to pay him 6 per cent interest during his lifetime. This will necessitate very careful management at present but it places the Academy on a safe financial basis and insures the future of the school.6

Patterson died April 1, 19217 after the Academy had paid him $84,000.00, according to the actual treasurer's reports studied by this writer. See Table VI, page 85.

Patterson Estate Documents. Six Patterson Estate documents were found pertinent to this history: (1) The Patterson Deed to Vermilion Academy, dated June 3, 1914;
## TABLE VI

**GOLDEN PATTERSON ENDOWMENT: INCOME AND ANNUAL PAYMENTS ON LIFE-ANNUITY CONTRACT**

<table>
<thead>
<tr>
<th>Treasurer's report</th>
<th>Income</th>
<th>Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Endowment</td>
<td>Farm</td>
</tr>
<tr>
<td>August 1, 1914-1915</td>
<td>$8,799.06</td>
<td>$4,302.49</td>
</tr>
<tr>
<td>August 1, 1915-1916</td>
<td>1,500.00</td>
<td>5,006.68</td>
</tr>
<tr>
<td>August 1, 1916-1917</td>
<td>4,740.04</td>
<td>4,923.88</td>
</tr>
<tr>
<td>August 1, 1917-1918</td>
<td>5,792.19</td>
<td>9,384.15</td>
</tr>
<tr>
<td>August 1, 1918-1919</td>
<td>5,455.75</td>
<td>7,315.56</td>
</tr>
<tr>
<td>August 1, 1919-1920</td>
<td>4,707.71</td>
<td>7,735.33</td>
</tr>
<tr>
<td>August 1, 1920-1921</td>
<td>5,157.85</td>
<td>5,990.51</td>
</tr>
<tr>
<td>August 1, 1921-1922</td>
<td>4,562.07</td>
<td>2,348.80</td>
</tr>
<tr>
<td>August 1, 1922-1923</td>
<td>6,630.17</td>
<td>3,353.04</td>
</tr>
<tr>
<td>August 1, 1923-1924</td>
<td>4,273.78</td>
<td>4,029.99</td>
</tr>
<tr>
<td>August 1, 1924-1925</td>
<td>3,478.74</td>
<td>3,945.28</td>
</tr>
<tr>
<td>August 1, 1925-1926 (11/30)</td>
<td>4,342.29</td>
<td>5,298.97</td>
</tr>
<tr>
<td>November 30, 1926-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 1, 1927</td>
<td>3,130.98</td>
<td>1,944.69</td>
</tr>
<tr>
<td>August 1, 1927-1928</td>
<td>3,626.89</td>
<td>2,674.73</td>
</tr>
<tr>
<td>August 1, 1928</td>
<td>1,962.33</td>
<td>3,235.54</td>
</tr>
<tr>
<td>July 31, 1929</td>
<td>1,835.55</td>
<td>3,235.54</td>
</tr>
<tr>
<td>August 31, 1930</td>
<td>4,529.65</td>
<td>3,235.54</td>
</tr>
</tbody>
</table>

*Golden Patterson died April 1, 1921 and the payments were discontinued according to contract.

**Farm and Endowment Income were combined in the reports.
(2) the Patterson Life Annuity Contract, an instrument which provided for the establishment of the Patterson Endowment Fund also, dated June 3, 1914; (3) a petition, filed April 4, 1921, by the Patterson heirs, requesting that the Court appoint an administrator to the estate of Golden Patterson, deceased; (4) an instrument dated May Term, A.D. 1922, Probate Court, informing the Court that "there is pending litigation against the Vermilion Academy which will necessitate keeping the estate open for some time"; (5) an instrument dated February Term, A.D. 1923, Probate Court:

And now on this 19th day of February, A.D. 1923, comes C. M. Harrold and Melissa Patterson, administrators of the estate of Golden Patterson, deceased, and file their petition herein asking for authority to pay to the special master, the sum of $268.80 for costs taxed against Golden Patterson and his estate in a petition pending in the Circuit Court of Vermilion County, wherein Golden Patterson during his lifetime, together with his heirs, had filed a proceeding against the Vermilion Grove Academy asking that the said Vermilion Grove Academy refund to the said Golden Patterson, the sum of two hundred thousand dollars which had been given to it on the basis that said money was to be used for educational purposes, and that the proof offered by Golden Patterson and his heirs, showed that the said funds were not used for educational purposes, and that the court being fully advised in the premises, doth order that the said C. M. Harrold and Melissa Patterson be, and they are hereby authorized to pay to the special master the sum of $268.80 and charge the same as costs in administering the estate of the said Golden Patterson, deceased. Signed: W. J. Bookwalter, JUDGE. 8

(6) A sixth document pertinent to this history was the "Report of Distribution" filed by the Administrators on

8Ibid.
April 12, 1926. The court appointed C. M. Harrold, banker at Ridgefarm, and Melissa Patterson as Administrators. The document reported that a total of $9,401.08 was divided among seventeen heirs.9

Document number five, quoted above, claimed that Patterson, during his lifetime, had filed a proceeding against the Vermilion Academy asking for the refund of the two hundred thousand dollars. It also stated that the heirs had offered proof to a special master of the Court that the money had not been used for educational purposes. The writer was unable to find the proof document. However, the legal conflict seemed to this writer to be based on two things: (1) a technicality in the original charter which stated that the school was established for educational purposes and not for pecuniary profit;10 and (2) that the Trustees were not to use any of the capital funds for any purpose except to re-invest as a part of the Patterson Endowment Fund.11 No internal evidence was found during the research that the money was used improperly.

A careful examination of the Treasurer's reports of Vermilion Academy, made by this writer, proved that the

9Ibid.


11See Patterson "Life Annuity Contract" in this appendix, page 138.
Academy had faithfully fulfilled its contract to pay to Golden Patterson a life annuity of $12,000.00 per year. No default in payment was found. These payments were made by the Academy each year from 1915 to 1921 inclusive, as shown in Table VI, page 83.

In 1924, the Minutes of the Trustees showed that a staggering bill of $10,000.00 in attorneys' fees for a "Patterson law suit" had been received. Two notes covering the full amount were given in payment.12

In April, 1931, O. P. Clark and Clay E. Thomas were given "power of attorney" to act for the Board of Trustees in a proposed settlement with the heirs of Golden Patterson. The Minutes reported that the Patterson heirs "are quite dissatisfied with the Golden Patterson bequest to Vermilion Academy."13

A legal agreement. The heirs of Patterson continued to threaten suit on the premise that "there had been a breach of the conditions" under which the Academy held the Patterson bequest. These alleged conditions were not stated. On October 8, 1931, a legal agreement was signed between the Academy and the Patterson heirs. This agreement expressed a desire to "compromise" the litigation and (1) conveyed to

12 Minutes of the Trustees, December, 1924, p. 158.
13 Ibid.
the Patterson heirs all of the land originally received from Golden Patterson, including the 1931 farm crop; (2) the Academy agreed to pay the 1931 taxes; (3) the Academy agreed to pay "ten thousand dollars ($10,000.00) in cash," to be placed in escrow until a decree should be rendered and the legal agreement recorded by the Circuit Court of Vermilion County, Illinois; and (4) the Patterson heirs agreed that they "shall forever release and discharge . . . all claim, right, title or interest" in any of the notes, securities or personal property given by Golden Patterson to the Academy during his lifetime.14

A difficult decision. The finances of the Academy were reviewed by the Trustees on August 20, 1932, and it was shown that the "assets and liabilities were nearly equal." The school was badly hurt but still solvent. The question of conducting school the coming year was discussed and "the outlook seemed very uncertain." A decision was made to call a mass meeting of the Vermilion Academy the following Monday. At this meeting a full account of the financial difficulties of the Academy was revealed.15


15Minutes of the Trustees, August 20, 1932, p. 202; Ibid., August 22.
At a meeting of the Trustees held four days later, Attorneys Acton and Houton, legal representatives for the Patterson heirs, were present and stated that their fees "for service for the litigation about taxes and adjustment with the Patterson heirs would be twelve thousand dollars." This sum was later adjusted to less than half the amount.

At this meeting Mrs. Hawks, the principal's wife, read letters from prospective teachers. It was decided that "with their offers of sacrificial service school could be carried on at about half the former rate." However, there were no funds to buy food for the dormitory and teachers' salaries were not yet paid for the previous year. "Every avenue for the necessary funds seemed closed, so with grieved hearts we voted to suspend school for the coming year."

Final business. An auditing committee composed of Clay Thomas, Florence Rees, O. P. Clark and Surrilda Ellis met at the Georgetown Bank to examine the Treasurer's reports. These were found to be correct.

In January, 1933, the Trustees met at the Georgetown Bank with a committee appointed by Vermilion Quarterly Meet-

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16 Ibid., August 26, 1932, p. 203; December 1, 1932, p. 205.
17 Ibid., p. 204.
18 Ibid.
19 Ibid., October 5, 1932, p. 205.
ing to consider the Academy's condition and advise a course to follow. The committee was composed of Simon Hester, Austin Osborn, Frank Haworth, Samuel Ellis and Georgia Henderson. After a full discussion the joint committee decided to submit the following report:

Your committee appointed as advisory to the Board of Trustees of Vermilion Academy held a joint meeting with said board and after hearing the financial report of the board and duly considering the condition of affairs, the present financial state, the probable future conditions, it seemed to us a hopeless possibility to plan to continue or reopen the Academy doors.

Therefore we the committee with the board are agreed to report to this meeting that we advise the discontinuance of the school; and that the board be given authority to make final settlement of the affairs of said Academy.20

The bequest of John Henderson was discussed in February, 1937, with representatives of Earlham College.21 Under the provisions of the Will, Earlham College was to receive the Henderson farm. (See copy of Henderson Will in the appendix, page 134.) However, on January 16, 1939, when a law suit was pending in the Circuit Court between Lindley M. Haworth, et al., plaintiffs, vs. Flora Hadely, et al., defendants, the Academy disclaimed "all interest, right, title, and estate in said lands."22

20 Ibid., January 2, 1933, p. 206.
21 Ibid., February 16, 1937, p. 212.
22 From a typewritten copy of a legal document filed in the Minutes of the Trustees' book, p. 213.
Gradually the Trustees were able to dispose of the real estate and other holdings. More than ten years after the school was closed, the last business of the Academy was transacted. On July 2, 1942, the Trustees met with a Quarterly Meeting committee to complete the work of distributing the balance of the Academy's funds:

We recommend that the remainder of the Vermilion Academy funds after all expenses are paid, be pro rated to the different Monthly Meetings according to the rate by which they pay their Quarterly and Yearly Meeting dues.23

The Treasurer's report for April 1, 1940, to March 10, 1942, showed a similar division of funds between the various Meetings:24

<table>
<thead>
<tr>
<th>Monthly Meeting</th>
<th>Funds ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermilion Quarterly Meeting</td>
<td>708.76</td>
</tr>
<tr>
<td>Vermilion Monthly Meeting</td>
<td>880.00</td>
</tr>
<tr>
<td>Hopewell Monthly Meeting</td>
<td>880.00</td>
</tr>
<tr>
<td>Friends Chapel Meeting</td>
<td>354.00</td>
</tr>
<tr>
<td>Newport Monthly Meeting</td>
<td>150.00</td>
</tr>
<tr>
<td>Ridgefarm Monthly Meeting</td>
<td>736.00</td>
</tr>
<tr>
<td>Elwood Monthly Meeting</td>
<td>120.00</td>
</tr>
<tr>
<td>Georgetown Monthly Meeting</td>
<td>880.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,708.76</strong></td>
</tr>
</tbody>
</table>

The evidence presented by this research has shown that the way of a subscription school was hard. It should be observed, however, that the financial integrity of the Academy was above reproach. In spite of the severe depression which reduced many holdings to mere scraps of paper,

23Minutes of the Trustees, July 2, 1942, p. 217.
the Trustees after ten years were able to complete the business of the Academy, apparently without default, and apply for an annulment of the charter. An examination of the book of "Miscellaneous Deeds" at the Courthouse revealed no record of any such annulment.

After being left vacant for several years the Academy property was deeded to the local public school district. Since that time it has been used as a two-room elementary school with an enrollment of around forty pupils in grades one to eight.

On August 10, 1958, the old bell from the Academy building was presented to the Vermilion Academy Alumni Association by a committee which had the bell mounted in a beautiful limestone memorial marker which was placed at the southeast corner of the campus.

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25 Minutes of the Trustees, July 2, 1942, p. 217.

CHAPTER V

DISTINCTIVE CLAIMS OF VERMILION ACADEMY

Vermilion Academy was an institution in a community which was closely integrated religiously, socially, and educationally. Nearly all of the families were Quakers with similar ideals and with a similar cultural background. The Academy was the result of that culture. It reflected the heritage of Quaker thought and ideals gleaned from more than three hundred years of denominational history. As a Quaker institution the Academy made several distinctive claims.

I. MISCELLANEOUS SCHOOL CATALOGUES, 1904-1931

Several school catalogues were examined in order to determine the claims made in regard to the educational advantages of Vermilion Academy.

Claims in 1904. The school catalogue of 1904 presented as advantages the facts:

1. Nearly half of the Academy graduates went on to institutions of higher learning.

2. The school was fortunately situated on the Cairo division of the Big Four Railroad, yet:

   ... beyond the evil influences incident to most railroad towns. There is no saloon or other place where intoxicants may be had, and few communities are so free
from influences which tend to attract pupils from school interests.¹

3. The school offered an opportunity for developing moral and religious values in a setting that was denominational but not sectarian:

We regard moral and religious development as important as intellectual, and great care is taken to place pupils under influences which will promote such development.²

The Academy fostered this moral and religious development through the regular worship services of the Friends church on the Sabbath, through the young people's Christian Endeavor Society, and through the required attendance of every student at the Thursday morning meeting for worship.³

Claims in 1905. The catalogue of 1905 claimed advantages in the facts:

1. The Academy was liberally endowed and offered special opportunity for young people to attend who wanted an education and lacked the funds.⁴

2. The Academy offered preparation for admission to "our best colleges and universities."⁵

3. It offered a superior athletic program:

¹Catalogue of Vermilion Academy, 1904-1905, p. 9.
²Ibid.
³Ibid.
⁴Ibid., 1905, p. 5.
⁵Ibid., p. 7.
Vermilion Academy has for several years maintained an enthusiastic spirit for athletics, having put out winning teams with but exceedingly few exceptions. Clean athletics is the motto of the Athletic Association. No student is allowed to represent the school in this department unless he does throughout the year passing work in three studies. A tennis association is maintained by the students and great interest is taken.6

4. The Academy was the only school in the county, with the exception of Danville High School, which had more than two teachers—"Christian men and women whose personal interest and help are at the student's disposal."7

Claims in 1913. The catalogue of 1913 claimed these advantages:

1. There was hourly commuting service between Vermilion Grove and Danville, Illinois, through the facilities of the Illinois Traction line.

2. The music department was now under the direction of the Trustees, with a teacher employed as an official member of the faculty, to offer lessons in piano and violin, and to teach a course in school singing.

3. The school offered regular classes in the new gymnasium for both boys and girls.8

Claims in 1914. The school catalogue of 1914 pointed out as an advantage for attending the Academy the fact that

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6Ibid., p. 13.  
7Ibid., p. 15.  
8Ibid., 1913, pp. 3, 6.
the school had a strong Bible department:

The secular schools are coming to recognize the value of Bible study in an educational way, and are arranging their curricula to include it. For the past three years the Academy has maintained a course requiring Scripture study on the part of all students unless otherwise arranged between the parents and the Principal. This department is a strong feature of the school and the three years' course is so planned as to be specially helpful to students of high school age and to make a good foundation for a more extended course of Bible study.9

Claims in 1915. The school catalogue of 1915 reported a course of study that had "kept pace with the advancing requirements of the Public Schools," and that two new departments—Manual Training and Domestic Science—were being established in the school.10

Claims in 1917. In 1917, it was reported:

1. The school had a devotional atmosphere with a growing appreciation for the Bible; this was maintained through daily chapel services and required scripture study.11

2. A distinct contribution was being made by the Literary Society as a part of the English Department.12

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9Ibid., 1914, p. 8.
10Ibid., 1915; p. 5.
11Ibid., 1917, p. 5.
12The Literary Society met once each week during school hours. Grades for the work presented on the Literary program were counted toward the daily grade in the various English classes.
Claims in 1919. The school assets in this year:

1. A strong supporting community group known as the Vermilion Grove Improvement Association:

   ... an organization of some of the leading men of the community who will gladly co-operate with those who wish to buy or rent property in the community in order to send their children to the Academy.13

2. A girls' devotional group and a boys' study group which met during the noon-hour activities.

3. Two Gospel Teams, one for boys and one for girls, was organized to visit the different meetings of the Quarterly Meeting and to "render assistance in promoting Christian living."14

4. It owned an interesting collection of implements, utensils and curios illustrating the manners and customs of the tribes of the Friends' African field.

5. It had a library of about 850 regular bound volumes, supplemented by the Carnegie Library in Ridgefarm, two miles away.15

6. It had founded a History Department with a "new interpretation of history":

   One of the chief objects in the study of history is to enable the rising generation to profit by the experiences of the past. The new interpretation of history

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14 Ibid.
15 Ibid., 1919, p. 8.
places emphasis upon the positive, constructive movements, events, and forces which build up civilization and from which progress really comes. With this object in view, the History Department will try to give a fair, unbiased interpretation of the principal events of the world's history, show clearly the relation between cause and effect, make practical application of past events to present situations, and suggest the living of Christian principles as the hope for the future.16

7. It was giving an opportunity to improve penmanship:

Because so many students enter High School showing the lack of adequate training in the fundamentals of writing and because of the advantages in later life in being able to write a legible hand, a course in penmanship is required of all Freshmen.17

8. There is a congenial atmosphere in which an adult might feel free to seek a high school education:

Students who have been unable to secure a secondary education while of average high school age may enter Vermilion Academy without the embarrassment which is often felt in many high schools.18

Claims in 1921. In 1921 the Vermilion Academy was recommended as a good place to secure an education for the reasons:

1. The community loyally supported the Academy program:

The Academy . . . is situated in a small village surrounded by a fertile and progressive farming community, which loyally supports the interests of the school.19

16 Ibid., p. 15. 17 Ibid., p. 16. 18 Ibid., p. 17. 19 Ibid., 1921, p. 5.
2. The dormitory life offered a unique type of education for high school students:

Thoughtful parents are coming to recognize the value of a guarded education for their children during the high school period. The school has been handicapped for a number of years because of the lack of suitable boarding and rooming accommodations for the boys and girls who wished to come to the Academy from a distance too great to be traveled each day. To meet this growing demand the Board of Trustees was fortunate in securing the services of one experienced in the oversight and training of girls to act as matron.

The girls enjoy singing and often linger after the evening meal and spend an hour in song.

In sickness and in health, in times of sorrow and enjoyment, the members of the little family have mingled with one another and through sharing common experiences have lightened each other's burdens and multiplied one another's joys, thus making school life a pleasure.

Of the many helpful features in a boarding school one of the strongest is that which comes from the close association between students and teachers found in dormitory life. As yet we cannot offer to students a modern, up-to-date dormitory, but we do have two cottages used entirely for the school, one of which has a commodious dining room used by all. Besides this there are a few private homes that open their doors to students who need accommodations.

Believing that the cultivation of the spiritual nature is essential to a well rounded character, each student who spends the week ends at the dormitory is expected to attend Sunday School and church services.

3. A library reading center presented an opportunity to keep abreast of current affairs through an outstanding selection of periodicals:

Many boys and girls sometime during their Academy days become conscious of the fact that they are a part

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Ibid., pp. 5-6. 

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of a plan which includes far more than the happenings of their immediate community. And their interest in other communities, which may be stimulated in the classroom or increased by utterances of chapel speakers, furnishes an opportunity to encourage them in the study of current events. Because of this desire, on the part of the students of Vermilion Academy, to know what is happening in our own and other lands the following periodicals have been accessible, during the past school year, to those who do passing work in their regular studies:

The Review of Reviews
Scientific American
Physical Culture Magazine
The American Magazine
The American Friend
The World Tomorrow
The Light
Penn Chronicle
The Indianapolis News

The National Geographic
Saturday Evening Post
Literary Digest
Association Men
The Quaker
The Christian Endeavor World
Earlham Press
Whittier Campus
The Advocate of Peace

A valuable collection of geological specimen and fossils had just been given to the school by George H. Moore, formerly principal of the Academy for ten years.22

5. The Academy had a select student body: "the school satisfies itself . . . in regard to the character of those desiring admission before admission is granted."23

6. The Academy offered an education which would prepare one for the teaching profession:

Vermilion Academy is on the accredited list of the Illinois State University; Earlham College, Richmond, Indiana; and Penn College, Oskaloosa, Iowa; and her graduates are admitted to those institutions without entrance examinations. She is recognized by the State Superintendent's Office and students who have satis-

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21Ibid., p. 8.
22Ibid.
23Ibid., p. 10.
factorily completed two years work are admitted to the regular county teacher's examinations.24

7. The Academy had an outstanding Speech Department which had gained a high reputation for success in the declamatory and oratorical contests which were held annually:

The annual declamatory and oratorical contests have come to occupy a very important part in the program of Vermilion Academy. Throughout the surrounding county and among neighboring towns the Academy bears a reputation for staging contests on very high merit. Last year at each of the preliminary contests the assembly room was crowded and the final contest was held in the church.

Twenty-one declaimers and seven orators competed in the four preliminary contests. From this number six declaimers and two orators were selected to contest for final honors. The training received by those who participate in these events is of inestimable value to them in later life and the progress made is often remarkable.

The Inter-Academic feature of the contests is an event that is looked forward to from year to year by the student body. Spiceland and Fairmount Academy are in a triangle with Vermilion and the past year the contest was held at Fairmount, Ind. This afforded an opportunity for a number of academy students to get in close touch with life as it is lived in one of our sister institutions, and furnishes a great incentive to academy students to excel in scholarship and athletic ability.

Vermilion Academy won first place in both Oratory and Declamation the past two years.25

8. An expanded curriculum had been adopted which included a course in Agriculture with "a number of field trips, study of soils, crops and cropping, animal husbandry, orcharding, horticulture, and diseases of plants and

24 Ibid., p. 11. 25 Ibid., p. 13.
animals."\textsuperscript{26} There was also a laboratory period in Physics with a major project of studying the automobile in some detail: "The auto will be of a popular make and the fundamental parts will be studied with a view to making the student his own mechanic."\textsuperscript{27}

An evaluation of the claims. The assets, advantages, et cetera pointed out in the school catalogues revealed two things: First, the nature of the Academy's promotional literature over an extended period; and second, the kind of a philosophy of education which was held by the Quaker community. The strong optimism indicated in the preceding material was realistically altered in at least one place in the catalogues by a presentation of the actual needs of the Academy:

Because of the increasing demand for better educational facilities that the boys and girls of America may be fitted to play a more useful part as citizens of the Great Republic, our public schools have been steadily adding to their equipment and the efficiency of their teaching force. While we do not believe that the strength or influence of any school can be rightly measured simply in terms of equipment or teaching force, we do realize that our private schools have not been keeping pace with the public schools in providing apparatus for our classrooms and laboratories. Until such fixtures are installed we cannot give our boys and girls the advantages they deserve.\textsuperscript{28}

\textsuperscript{26}Ibid., p. 18. \textsuperscript{27}Ibid. \textsuperscript{28}Ibid., 1923, p. 23.
Throughout this research the writer has progressively pointed out that the one basic need of the Academy movement was the need for an adequate economic base upon which to build the Academy's educational superstructure. That the leaders in the community were deeply aware of this was seen in the concluding paragraph of the 1927 catalogue:

The Academy was founded over fifty years ago, when the secondary education was very meagre and inadequate. Friends, realizing the importance of an institution of this kind, worked untiringly and loyally in an effort to realize their ideal in a church school offering secondary education. Since the founding of the school, many people have been blessed and their horizon has been broadened by the efforts of this institution. A good many of the possibilities of this institution lie dormant because of financial limitations. As the Academy maintains full accrediting standards to meet public requirements, yet offers by its atmosphere and religious instruction, an element that is not paralleled in many public secondary schools, the possibilities for the future of the Academy are unlimited.29

II. TWO OUTSTANDING ALUMNI

Among other distinctive claims of Vermilion Academy, the contributions of alumni might be considered. It is impossible, in a research of this scope, to name all of the men and women who have made contributions of lasting value in the various fields of human endeavor. Two distinguished alumni, however, have rendered unique service in the fields of missions and social concern.

29Ibid., 1927, p. 20.
Emory J. Rees, Missionary to Africa. An outstanding contribution was made to the people of Kenya Colony, in British East Africa, by Emory J. Rees, one of the alumni of Vermilion Academy. Rees was sent out to the mission field in 1902, and was supported by the Christian Endeavor Society in the community. In Africa, Rees helped to reduce the native tongue to a written language. He then began work on a translation of the New Testament into the new language. The work was done under the auspices of the American Bible Society. For many years after his return to America, he continued to work on the manuscript while living at Champaign, Illinois.  

In March, 1952, a copy of the entire Old and New Testaments was presented to the Vermilion Grove church:  

Ragoli Bible. To Vermilion Grove Friends Church: this Ragoli Bible is given in memory of Emory J. Rees, Minister-Missionary and Fellow-Translator with Jefferson W. Ford, in giving the entire Bible in the Ragoli Language to the African people whom they loved and served.  

By Albert W. Copeland, March 1952.  

Alice Shaffer, UNICEF. Miss Alice Shaffer, Chief of the United Nations International Children's Emergency Fund

30 Interview with Alice Rees, August 10, 1958, at the Vermilion Academy Alumni Reunion.  

31 Kitabu Kitakatifu, a translation of the Holy Bible in the Ragoli Language. Published by the American Bible Society and presented to Vermilion Grove Friends Church, Vermilion Grove, Illinois, in memory of Emory J. Rees, translator.
in Central America, is an alumna of Vermilion Academy. She returned to her home community in February, 1958, after being away for many years. The following is the result of an interview at that time.

Alice Shaffer lived in Vermilion Grove as a child and attended the elementary school on the Bert Callahan place. She attended Vermilion Academy when it was an active boarding school, and edited the Academy Echoes yearbook in 1924. Miss Shaffer received the M.A. degree from the University of Chicago, where she taught in the School of Social Administration from 1935 to 1939. In June, 1939, she went to Germany under the auspices of the American Friends Service Committee, and a year later returned to the University. Through the work of the Inter-American Cooperative Program under Nelson Rockefeller, Miss Shaffer came to the attention of the United States Children's Bureau which asked for her services. She was sent to Paraguay to help develop a school of social work and then to Costa Rica as a consultant in child welfare. While there she helped to establish another school of social work. The following year, in 1943, the same program was initiated in Cuba.

At this time the charter for the United Nations was being written. The United States government felt a need for a national policy in various fields, and set up a Division of International Labor, Health, and Social Affairs in the
State Department with Alice Shaffer working with the State Department in Washington, D.C.

During the summer of 1945, Miss Shaffer was given a three-months leave of absence to go to Germany. She was the first to contact German Friends after the bombing of Frankfurt. For ten days she walked in trying to find the first Friends family. The Friends Center in Frankfurt had been bombed. The homes of Friends had been bombed. No one was left. Finally, the army helped locate one of the Friends families, and through that family others were located.

Alice Shaffer returned to the State Department, but left in 1947 and went back to Berlin. There she headed an American Friends Service Committee sponsored Community Rest Home for Professional People—German doctors, nurses, and teachers. They were given a free one-month vacation to try to get hold of themselves. After a few weeks they would go out to help others. From this pilot project, the German people organized eleven centers in Berlin within two years.32

This writer asked Alice Shaffer to evaluate the work of Vermilion Academy as she knew it. The following points were given:

The Academy was an integrating, all-consuming thing: it was your social, it was your educational, it was your

32Personal interview with Alice Shaffer, Chief of the UNICEF Area Office for Central America and the Caribbean, and an alumna of Vermilion Academy. February, 1958.
religious life. Teachers were a part of every activity—the literary society, the Christian Endeavor, the hay rides, the choir, everything.

The caliber of the teachers was mentioned as being of outstanding value. The tutorial idea of pupil-teacher relationships in a boarding-school integrated community was ranked by Alice Shaffer as the ultimate in educational opportunity and growth.

The Literary Society, according to Miss Shaffer, was of outstanding educational value:

My mother never threw away any of our old clothes. She had a trunk full of dresses and stage properties, and nearly every week there would be students come to get things for an oratorical or declamatory presentation, or to take part in the Literary Society.

The four years of Latin were also mentioned as having been of great help in mastering the Spanish language. In the Physics Department, under Milton Hadley, Alice Shaffer was required to build a radio and take a car apart. All of these experiences were mentioned as a part of a rich, creative type of education being offered by Vermilion Academy during the twenties.33

33 Ibid.
CHAPTER VI

VERMILION ACADEMY COMPARED AND CONTRASTED TO THE GREAT AMERICAN IDEAL

The public school system of America has developed according to a concept that has been called "the great American ideal of a free, nonsectarian, compulsory, tax-supported, state-controlled, public school system." The American Academy movement, in the history of American education, reached a height in 1850 and was clearly transitional. Cubberley gives these statistics on academies:

By 1850, according to Inglis, when the wave of interest in their establishment reached its crest, there were, of all kinds, 1007 academies in New England, 1636 in the Middle Atlantic States, 2640 in the Southern States, 753 in the Upper Mississippi Valley States, and a total reported for the entire United States of 6085, with 12,260 teachers employed and 263,096 pupils enrolled. A phenomenal development, considering that there were but 6000 high schools as late as 1890.

However, by 1932, the Academy movement had largely run its course, and its educational program had been transplanted by the public high school.

There was a pronounced decline in the number of academies in America several years before the high school


movement began, according to Cubberly in Figure 1. This early decline of American academies was, therefore, related to causes other than the fact that there was an increase in the number of free high schools. A direct relationship was seen, by this writer, between the failure of Vermilion Academy and the failure of the academy movement in general. The academy movement failed because it was deprived of the benefit of educational support through compulsory taxation.

The great American ideal foresaw a school that was (1) tuition free, (2) nonsectarian, (3) compulsory in attendance, (4) tax-supported, and (5) state-controlled.

A comparison of Vermilion Academy with the above concepts is given below:

1. In 1914, Vermilion Academy was made free from tuition and was open to any student who was qualified. Some students commuted daily from as far away as Danville via the electric trolley in order to attend the Academy.

2. Regarding the term "nonsectarian" the Vermilion Academy stood in direct contrast to the ideal. It was a school that stood for something definite and was proud of it. It was a school that professed distinction because it was free to be biased, free to be distinctly Quaker, and free to avoid the great divorce between education and religion.

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3Minutes of the Trustees, June 19, 1914, p. 90.
FIG. 1. THE DEVELOPMENT OF SECONDARY SCHOOLS IN THE UNITED STATES*

3. Also in contrast to the ideal was the absence of a "compulsory" attendance law that would have applied to the Academy. Only those attended who desired an education and were socially acceptable; hence, the school avoided the problem of lethargy and indifference which has characterized some of the students under compulsory attendance laws.  

4. Probably the greatest single cause of the decline of academies was the fact that they were not "tax-supported." The economic structure of the academy, in many places, was in constant jeopardy through lack of an adequate, enforceable plan of finance.

5. Vermilion Academy was similar to the public school in that it was administered by the local community since the great majority of families were of Quaker faith. It was under state control in regard to requirements for accreditation, but it was not under state control in regard to the governing corporation. In this respect the Academy was in direct contrast to the idea of state control.

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4 Illinois passed a compulsory school law in 1883 requiring attendance from twelve to twenty weeks, only a portion of which need be consecutive. Cubberly, op. cit., p. 564.
CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary. This study was undertaken with a threefold purpose: (1) to trace the history of Vermilion Academy from its beginning to its close; (2) to study the factors responsible for its close; and (3) to evaluate the purposes and achievements of the Academy as compared to a concept called "the great American ideal of a free, nonsectarian, compulsory, tax supported, state-controlled public school system."

The historical method of research was followed. Hundreds of notes were made from original Academy records, literary society papers, finance reports, deeds and wills, court proceedings, letters and personal interviews.

Vermilion Academy was founded in 1874 in Vermilion County, Illinois, by the Society of Friends, commonly called Quakers. The school was administered by a board of six trustees who were responsible for administration and educational policies, and for the raising of finance to sustain the Academy. Accredited high schools were few in number.

During the first quarter century of the Academy's history, many of its graduates went into the teaching profession.

Financed mainly through subscriptions and endowments, the Academy faced a continual financial struggle. During
its fifty-eight years of active history, there were twenty-seven different principal-teacher administrations; this was an average of one new principal approximately every two years. The short tenure of principals was partly due to inexperience, uncertain salaries, and overwork.

The Academy was finally closed (1) because of the depression in 1932, and (2) because of a threatened law suit which forced an annulment of a two hundred thousand dollar contract on which the Academy had paid a total of $84,000.00 preceding the death of the benefactor.

The Academy paid a total of $12,000.00 per year without default as contracted, until the death of the benefactor in 1921. In 1925, an additional one thousand dollars was paid beyond the original contract as a compromise settlement with dissatisfied heirs. In 1932, as a result of an impending suit probably based on a technical flaw in the charter, the endowment property was sold in a final compromise settlement with the heirs, and the Academy was closed. Ten years later the Trustees liquidated the remaining assets and pro rated the balance back to the various churches in the Quarterly Meeting.

The Academy was founded during the time when high schools in Illinois were meagre and inadequate. Members of the Society of Friends were people of vision who gave courageous leadership in the face of many difficulties to the cause of secondary education in Vermilion County.
Vermilion Academy was for many years a boarding school and, as such, had a strong moral and spiritual influence in the lives of its young people.

In comparison with the great American ideal of a free, nonsectarian, compulsory, tax-supported, state-controlled public school system, Vermilion Academy, in some respects, was found to be moving in the direction of the public high school. It was, however, destined to fail for lack of the compulsory tax-laws which gave the high school movement a workable financial base.

Conclusions. Three conclusions were reached by the writer during this research:

1. The failure of Vermilion Academy as a continuing educational force in the community was basically due to the lack of an adequate method of finance such as that provided by compulsory tax laws in the high school movement.

The possibility of a quarterly Meeting school-tax within the church was considered. Such a hypothetical tax would have been levied on the premise: it is the duty of all of the members of the Society of Friends to share in an equitable manner in the education of all of its children at the secondary level. To enforce such a tax would have made necessary the use of sanctions against those who failed to comply.

Historically, such methods of compulsory taxation have been imposed by society upon itself through the con-
stituted laws of the state; individuals who do not comply with the tax law have but one alternative—the confiscation of their property.

2. The existence of an enforceable church tax structure, within a democratic state which guarantees freedom of religion, is a contradiction. Churches and church organizations cannot tax their members by force in a democratic state which guarantees such freedom. For freedom of religion means freedom to have no part in religion. It means freedom to send one's children either to a public school or a private academy as one desires.

3. Therefore, the academy movement in general, and Vermilion Academy in particular, was destined to stand or fall in direct relationship to the value-system of its supporting society.

Areas for further research. Some areas for further research are suggested: (1) the study of the church-related academies which continue to function successfully; (2) a study of the possibilities of self-help for high school students through school owned industries; and (3) a study of the possibility for the revival of the academy type school through foundation support.
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BIBLIOGRAPHY

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The average enrollment for 35 years was 46.6 pupils per year.

*Compiled from Township Trustee Reports in Courthouse.*
VANNEMAN LETTER

A letter written in 1922 by Dr. A. W. Vanneman, one of the first Academy students, contains impressions of the Academy life fifty years before. Written with irony and candor, with humor and appreciation, the letter revealed much in color and detail that would otherwise have been lost.

The incident of my graduation at the Academy was rather unique, in that I didn't know that the honor had been thrust upon me until some ten years after the event was dated.

You see in those early days of the Academy no account of a pupil's progress was taken. Indeed, I am not certain but that the straight-laced fathers and mothers of the church would not have been dreadfully shocked and considered it fit matter for a special session of the elders (who I imagine would have promptly decided that the idea was prompted by the devil himself) had anyone suggested that the pupil on finishing the course should be awarded some token becomingly presented.

Those were the days when there was no paint on the inside of the meeting house, and there was a partition between the "Bills" and the "Nannies." . . . the old boys, who were permitted to sit in the gallery, did so (according to the belief of us young satellites of satan, who went to meeting a fuerzas) because of their vigilance in trying to catching us doing something that was "taboo."

I remember that many a time the entire hour of devotion was perfectly silent. I also remember that one of the brethren's discourse consisted in saying, "Let them alone, let them alone, they've joined themselves to their idols." I don't think that any of us ever understood the application of the sermon. Those too were the days when it was not permitted to sing . . . the women friends wore a funny little poke-bonnet covered with silk that tried very hard to hide a pretty face, but only succeeded in making a common face look worse. The "spirit" was supposed to "move" anyone who had a message to give. Sometimes two or three "spirits" got busy at the same time,
in which event whichever of the spokesmen of the "spirit" who could speak most positively and loudly, held the floor and the others waited their chance later.

It all seems like a comedy from this distance. In their zeal to be plain they closely approached to bigotry, but it is not my province to criticise them. Well, as I started to say, there was no graduation exercise and we of the first class didn't know that we were fit subjects for the honor until many years afterwards when, I am informed, . . . Prof. Moore took the pains to whip the courses into a system and acted on the matter. I remember that I was in California at the time and had already received both my Bachelor and Master degree [sic] from the Illinois Wesleyan University.

The events that stand out most prominently in my mind concerning those early days are:

1. The opening of the Academy in 1874. I was the youngest pupil to enroll, and was so young and unsophisticated that Principal Horney would have frightened me to death if he had said "boo" to me. The Academy building was not quite completed and the first week was spent in the old meeting house.

2. The day when Asa Folger went up to the belfry to fix the bell and stuck his foot through the ceiling, and gave us an unexpected shower of plaster and laths. The place where the event took place was commemorated by a patch that was still in evidence the last time that I was at the Academy.

3. The literary society, and the debates and parliamentary practice that we had. Especially vivid is the moonlight night, following one literary session, that I escorted the very handsome daughter of one of the trustees to and from the meeting. It added some three miles to the eight miles walk that I had to make, but that was of no consequence. On returning I had to pass through the Academy grounds and found two brothers of the young lady and another boy playing cards. They invited me to join them and I did so. Next morning the same young lady brought a note from her father saying: "If Albert Vanneman is in school tell him to take his hat and go home. His presence is not wanted. He is suspended." It was like a crack of doom to me. I didn't even know of the existence of a law prohibiting the playing of cards, but there was such a law. The other three boys were not
recognized evidently, and I am proud of myself that I didn't preach on them.

4. The death and funeral of Prof. Lamb... He was one of the most diversely talented men that I have ever known. His lectures on geology, botany, and zoology are still imprinted in my mind—although rather abstractly so. And he seemed equally erudite in mathematics, history, languages and other sciences. A wonderful man and cut down on the even [sic] of his wedding day.

The work at the Academy in those days was rather elective but it gave me admission to the Freshman class in the University that I entered later. I remember the Academy with a great deal of gratitude. Long may she continue to deal out knowledge to the boys and girls—but I sincerely hope that they have abolished that beastly law about playing cards.1

1 Academy Echoes, 1922, pp. 9-10. Letter written for the 1922 Yearbook by Albert Vanneman, a first student of the Academy.
One of the basic factors in the successful working of any organization is its board of directors. This was especially true of the Board of Trustees of Vermilion Academy. In a very inconspicuous way they were the "power behind the throne," from the earliest beginning of the school. Its work was not one of ostentation or show, yet it was very essential. The work of the Board of Trustees entailed much sacrifice, patience and effort on the part of the members--with no compensation but the unstinted criticism of some, the persistent indifference of many, and a rare word of commendation from the few who appreciated the responsibility of such a position and a consciousness of duty faithfully performed.

The first and possibly the greatest work of the Board was in the employment of teachers. In this it kept before it the Christian ideals joined with educational and professional training--and to a remarkable degree succeeded in securing teachers in whose lives these high ideals were exemplified. Few schools were favored with such a galaxy of teachers whose lives were above reproach, whose interest in pupils was vital and personal and whose ideals were such that lifted, not only the student body, but trustees, community and quarterly meeting.

Almost equal in importance with the duty of securing suitable teachers was the obtaining of funds for the necessary expense of running the school. This was done by endowments, gifts and careful economy. The Board was often compelled to refuse to take advance steps because of lack of funds or to let most desirable teachers go elsewhere because with the limited means it could not pay the salary asked. The management of the farms which came to the Academy by bequest fell to the lot of the trustees.

A work of a very different character belonged to the Board—that of judge or court in extreme cases of misconduct of students. The Board heartily co-operated with the faculty and stood loyally behind it in all testing times.

In these and numerous other ways the Board worked continuously, faithfully, and loyally with the goal ever
in mind of giving an opportunity for a guarded Christian education to its young people.

One might go back to the beginning of the Academy's history, name each particular member of the Board of Trustees and note some worthy service rendered; but let it suffice here to mention only a few who were outstanding in the length of their term of office or who gave special service to the Academy.

Perhaps first among these was the name of John M. Elliott, the father of Florence E. Rees. He probably retained his position the longest of any one as he was secretary for twenty-three years. Only one who knows the value of keeping accurate records and the work entailed in so doing would have an equal appreciation for his faithful and efficient work in this capacity.

John G. Clark, the father of the Academy treasurer O. P. Clark, served the school for many years as treasurer. This work was always one of great responsibility but especially so when funds fell short of meeting all the needs as was almost always true in Friends' Academies. While primarily the supplying of necessary funds rested with the whole Board, yet in reality it fell largely upon the treasurer. John Clark accepted this responsibility and discharged it creditably.

Another outstanding member of the Board was Moses Reynolds who presided at its meetings for almost sixteen years. While his work in this official position was in itself of much importance, yet of far greater value was his personal interest in the individual student and in fact all young people. He was able to get next to the life of each particular student as perhaps no other member of the Board was ever able to do.

Still another deserves mention, not because of a lengthy term of service, but rather for her exceptionally high standards and ideals for the school as well as her deep interest in all boys and girls--Florence Fellers.

Thus one might continue, not stopping until every one was named including the members of the present Board. Perhaps no heavier responsibility has rested on the Board at any time than now, and probably no Board has ever accepted the responsibility more willingly or discharged its obligations more conscientiously.2

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"PASSING AWAY"

A TRIBUTE TO DR. THOMAS W. LAMB

The following tribute written at the time of Dr. Lamb's death appeared in 1876 in the fall issue of "The Bud" which he had helped to found.

"Passing away" is written on every material object. The beautiful and complicated works of man’s device; and those of nature, from the humblest little flower that blooms to the most magnificent and stupendous operations of a "Divine Hand," bear the same inscription "passing away."

But it is not the inanimate things alone, that are destined to change; for man, the noblest part of creation, must leave this earth with all its charms, and pass away into an untried future.

Even now I am thinking of one who many of us had learned to love—one with whom many of us have been associated—almost as parent and children—one who had occupied the time allotted to him in youth—in storing his mind with useful knowledge—whose delight it was, in later years, to impart the same to those with whom he associated—one in the prime and vigor of manhood—with fair prospects of a life of usefulness before him—surrounded by everything the mind could wish for—to secure its happiness here below—the favorite of a fond, and affectionate mother, and respected by a large circle of acquaintances. Yet amid all the endearments of life—to part with them was his destiny.

Disease marked him for its victim—and his once stalwart frame was reduced, and confined to a bed of pain, and languishing.

Medical attendance was called—and every attention paid him—but alas! as time passed—day by day gave evidence, that without a change, he must soon yield up his life to the fell destroyer—Death.

Human skill was powerless to save—and in a short time he "passed away"—it was on a bright, beautiful day
in July—the sun had been shining with all his power and splendor—and was slowly sinking in the western horizon, not a cloud appeared to soil the quiet beauty of the sky—the forests were covered with their green foliage and the fields were filled with golden grain ready for the harvest—meadows with their coats of green—and the tender grass of the school lawn looked tempting to the eye of the passerby—all nature looked bright and lovely—indeed it seemed one would cling to life on such a day—but it was also a fitting time for the spirit to "wing its upward flight" from this to a far more beautiful and delightful clime—and then, there, far separated from any and all kindred ties, with no fond father or mother, to witness his expiring moments, he gently "passed away."

"The pall was settled; he who slept beneath was straightened for the grave."

Then came the final parting, and Oh! how sad, as home toward his last resting place by the hands of strong men, followed by many who were young in years—who but a short time before had been his students—and had then learned to love him—yet no one in that mournful throng could say "he was my son" "my brother"—no not even "he was my relative."

Yet the solemnity of that funeral procession, as it moved slowly to the tomb—will not soon be forgotten by many of the participants therein.

No! though a few months have elapsed since the occurrence of this scene—it is as fresh in my memory as though it took place yesterday—and I can hardly realize the fact that it has been so long ago.

But time too is fast fleeting away. The youth are growing old and both old and young are swiftly passing from the stage of action. Man who today is engaged in the enjoyments of worldly pursuits, to-morrow passes from this to another world.

All things with which we are connected proclaim that "passing away" is indelibly inscribed upon the brow of nature, and written in the heart of man. Yes, Where'er our footsteps wander, There is nothing our eyes can survey, But that bears this inscription "Passing away"—Passing away.

—Author unknown

"Last Will and Testament" of Elvin C. Haworth

The Last Will of Elvin C. Haworth, deceased, was filed August 28, 1885, by the County Clerk, Vermilion County, Illinois, in Will Record, pp. 106-108. The following was copied from the original Will. This interesting document was penciled in longhand on ten pages of cheap newsprint. The document revealed an interesting ability to record and state in legal terms the purpose and intent of the testator. (Elvin C. Haworth had been an active member of the Academy Board, listed in Minutes, September 27, 1882.)

Elvin Haworth of the County of Vermilion and State of Illinois do hereby make declare and publish my Last Will and Testament as follows that is to say--

I give and devise to Hannah M. Haworth widow of my nephew Thomas Haworth deceased for and during her natural life and no longer the following described real estate situated in the County of Vermilion and State of Illinois that is to say--

Commencing at the south-west corner of the south-east quarter section thirteen in township seventeen north of range twelve west thence north on the half section line one hundred rods thence east one hundred rods thence south one hundred rods to the section line and center of the public road and thence on the said section line to the place of commencement.

I give and devise to The Vermilion Academy of the County of Vermilion and State of Illinois for the purposes of its organization but for the uses and upon the condition hereinafter specified the following described real estate situated [sic] in the County of Vermilion and State of Illinois that is to say--

All the right title and interest (except however the life estate of the said Hannah M. Haworth before devised but including the remainder thereof) of which I may die devise in and to the south-east quarter of section thirteen in township seventeen north of range twelve west--for the uses and upon the condition following that is to
say First to lease the said real estate to the best advantage and to apply the rents and profits thereof toward the advancement of the interest and improvement of the said The Vermilion Academy in the discretion and under the determination of its trustees Second to sell out of the said real estate improved town lots and apply the proceeds of the sale thereof to the advancement of the interests and improvement of the said The Vermilion Academy in the discretion and under the determination of the trustees aforesaid and Third I hereby give and devise the said real estate upon the express condition that in every conveyance and lease of the said real estate or parcel thereof the said The Vermilion Academy shall expressly stipulate in every such conveyance and lease and enforce the same by forfeiture of the estate or otherwise that spirituous or intoxicating liquors of any kind shall not as a beverage be sold bartered or given upon the said real estate or any part thereof by any owner or lessees of the said real estate or any part thereof.

I give and devise to the said The Vermilion Academy for the purposes of its organization for the uses herein after specified the following described real estate in the County of Vermilion and State of Illinois that is to say--

All the right title and interest of which I may die listed in and to the west half of the north-west quarter of section thirteen and the west half of the south-west quarter of section twelve in township seventeen north of range twelve west—for the uses following that is to say—To sell the said real estate and loan the proceeds of the sale thereof to the best advantage for interest payable annually on unencumbered real estate security and to apply the interest to the payment at the said The Vermilion Academy of the tuition of worthy poor pupils and to the current expenses of the said The Vermilion (Academy) in the discretion and under the determination of The Vermilion Quarterly meeting of Friends. Until the said real estate is sold it shall be leased by the said The Vermilion Academy to the best advantage and the rents and profits thereof applied in the same manner and for the same purposes as provided for the interest aforesaid.

I will and direct that a monument suitable to my condition in life be erected to my memory and that a sum of money not exceeding the sum of $______ out of my estate be used for that purpose by the executor or administrator.
I give bequeath and devise all the residue of my property personal and real wherever found or situate(d) to Vermilion Academy.

I recommend that the real estate in the south-east quarter of section thirteen herein devised to the said The Vermilion Academy when leased be leased for periods of from three to twenty years and in tracts of about five acres each.

Should the said The Vermilion Academy hereafter become a college or other institution of learning of a higher grade than it now is I hereby will and direct that the devises and all benefits thereof herein provided in favor of the said The Vermilion Academy shall pass to and become devises in favor of such college or other institution of learning of a higher grade but should the said The Vermilion Academy by non use or by a judgment of Court become dissolved then I will and direct that the said real estate herein devised to the said The Vermilion Academy and remaining undisposed of (be returned) to my heirs at law.

I give and bequeath to Frances Euoline Hutchens the use of my scholarship in the said The Vermilion Academy as long as she desires to use the same.

Lastly I hereby nominate John Henderson and William Hester the Executor hereof.

The above will is written on ten sheets of paper--

I acknowledge this to be my last will and testament this the Eight day of Eighth Month in the Year of our Lord One thousand Eight Hundred and Eighty five--

ELVIN HAWORTH

We the undersigned saw Elvin Haworth sign his name as above:

Wm. F. Henderson
M. C. Mendenhall
Silas D. Underwood
DEDICATORY SERVICE

At a meeting of Vermilion Academy held February 17, 1912, for the purpose of dedicating the new addition to the Academy building, the following program was carried out.

Invocation ........... Mary Moore Meredith
Song ................... School
School Life and Character
   Building ............ Franklin Meredith
New Features of Education .......... Surrilda Ellis
Quartet ................ Georgetown
Need of Secondary Education in the
   Business World ............... W. P. Holaday
Value of Vermilion Academy to the
   Community and to the Quarterly Meeting  . Perry Rees
Trio .................. Ridgefarm
Vermilion Academy Today ................ George H. Moore
Quartet ................ Georgetown

Dedication Service Led by G. H. Moore

Leader--To the glory of God our Father by whose favor we have built this house, to the honor of Jesus Christ the Son of the Living God our Lord and Saviour; to the praise of the Holy Spirit, source of light and life:

Congregation--We dedicate this house.

Leader--For comfort and cheer, for joy and pleasure, for strengthening Christian character, for help in right living:

Congregation--We dedicate this house.

Leader--For the development of the physical nature, for relaxation and merriment, for rest and refreshment, for appreciation of the beautiful:

Congregation--We dedicate this house.

Leader--For the culture of the brain, for the training of the hand, for proficiency at home, for increased ability in business:
Congregation--We dedicate this house.

Leader--For bettering the condition of daily living, for advancing the interests of the home, for strengthening the Church of Christ, for hastening the kingdom of God:

Congregation--We dedicate this house.

Leader--As a tribute of gratitude and love:

Congregation--We, the people of this community and this Quarterly Meeting now dedicate this entire building in the name of the Father, the Son and the Holy Spirit. Amen.

All--Glory be to the Father and to the Son and to the Holy Spirit; as it was in the beginning, is now and ever shall be, world without end. Amen.

Benediction . . . . . . . . . . . . Melissa Haworth

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Minutes of the Trustees, February 17, 1912, pp. 59-60.
"Last Will and Testament" of John Henderson

March 12, 1913, and August 9, 1919

By this writing, I, John Henderson, at this time a resident of the County of Vermilion, the state of Indiana, and being of sound and disposing mind and memory, and realizing the uncertainty of life at my age, (for I was born August 20, 1831) do hereby make this my last will and testament, hereby revoking and making void all former will by me made.

Item 1st. To my beloved wife, Dinah Towell Henderson, I give and bequeath absolutely all personal property which shall be left after the payment of all my just indebtedness and the settlement of expenses of my estate.

Item 2nd. To my said wife, Dinah Towell Henderson, I give the use, rents, profits and control, during her natural life, of all the real estate which I may own at the time of my death; and to her estate after she may die to the end of the crop season of the year in which she may die.

Item 3rd. I give and devise to the Vermilion Academy, located at Vermilion Grove in the county of Vermilion, and state of Illinois the fee simple title, as a permanent fund, of all real estate I may die the owner of, SUBJECT HOWEVER, to the provisions and conditions mentioned and contained in Item 2nd of this my last will and testament; to be used by the Trustees of said Academy, for establishing and maintaining a separate department in said school for instruction in the Holy Bible under the direction of such Trustees.

Said Trustees may appoint a competent and permanent instructor to be placed in charge of such department and provide for his maintenance out of the proceeds of such fund; and invest such fund in their judgment by sale and loan (well secured) thereof, as they may determine. And Provided however, in event the Biblical department of said Vermilion Academy should cease to exist, then whatever remains of said real estate or the money derived from the sale thereof, shall go to the Biblical Department of Earlham College, located at Richmond, Indiana.

Item 4th. I hereby nominate, constitute, and appoint my friend Allen J. Walthall, executor of this my last will and testament.
Item 5th. In witness whereof, I, the said John Henderson, hereby declare the foregoing, written on these two sheets of paper, to be my last will, and I hereto set my hand and seal, this 12th day of March, A. D. 1913.

John Henderson (Seal)

The foregoing instrument, signed, sealed and acknowledged by said John Henderson, as and for his will and testament, in our presence, who at his request, in his presence and the presence of each other, have subscribed our names as witnesses thereto this 12th day of March, A. D. 1913.

Allen J. Walthall
Birtie C. Cooke   Witnesses
Samuel L. Ellis
A Codicil to My Will

August 9, 1919

I, John Henderson, at this time a resident of Vermilion County, in the state of Indiana, being of sound and disposing mind and memory, and having heretofore executed my last will and testament, bearing date of March 12th, 1913, do now make, publish and declare this to be a codicil thereto:

First. Having in my said will given and bequested to my beloved wife, Dinah Towell Henderson, all the personal property of which I may die the owner of, after the payment of all my just indebtedness and the settlement of expenses of my estate, it is my will that no sale of any of said personal property be made by my executor; unless it be necessary to make assets with which to pay said indebtedness and expenses, but all sales of personal property, if any, otherwise to be made by my said wife as she wills to.

Second. It is my will and I hereby declare Item 3rd. of my said last will and testament to be null and void, and in lieu thereof, the same to be amended to read as follows, to wit:

Item 3rd. I give and devise to the Vermilion Academy, located at Vermilion Grove, in the county of Vermilion, and in the state of Illinois, the fee simple title, as a permanent fund, of all real estate I may die the owner of SUBJECT, however, to the provisions and conditions mentioned and contained in Item 2nd of my last will and testament; to be used by the Trustees of said Academy, for the establishing and maintaining a separate department in said school for instruction in the Holy Bible, and such instructions to be in accordance with our declaration of faith as published in the Friends Book of Discipline adopted by the Western Yearly Meeting of the Friends Church, held at Plainfield, Indiana, in 1901, as published in said book of discipline, and containing an epistle address by George Fox and others, to the Governor of Barbadoes in 1671; also our declaration of Christian doctrine adopted by the General Conference of Friends Church, held in Richmond, Indiana, U. S. A., in 1887 and printed in said book of discipline on pages 13 to 37 inclusive; and it shall be the duty of the Trustees of said Academy to see that said instructions are given in accordance with said Friends Book of Discipline, and if they fail to have said instructions given in accordance with said Friends Book of Discipline, then the estate remaining at such time,
hereby bequeathed shall at once go to the Biblical Department of Earlham College, Richmond, Indiana. Said Trustees may appoint a competent and permanent instructor to be placed in charge of such department and provide for his maintenance out of the proceeds of such fund; and invest such fund in their judgment by sale and loan (well secured) thereof, as they may determine. And provided however, in event the Biblical Department of said Vermilion Academy should cease to exist, then whatever remains of said real estate or the money derived from the sale thereof, shall go to the Biblical Department of Earlham College, located at Richmond, Indiana.

Third. In all other respects I reaffirm the provisions contained in my said will and testament.

Witness my hand and seal this 9th day of August, A. D. 1919, at my residence in Vermillion Township, Vermillion County, Indiana.

John Henderson (Seal)

Signed, sealed and acknowledged by the said John Henderson as a codicil to his last will and testament in our presence, who at his request, in his presence and in the presence of each other, have subscribed our names as witnesses thereto this 9th day of August, A. D. 1919.

Samuel L. Ellis Witness

Birtie C. Cooke Witness
This agreement, executed in duplicate, between Golden Patterson, as party of the first part, and Vermilion Academy, a corporation, duly organized under and by virtue of the laws of the state of Illinois, for educational purposes, and not for pecuniary profit, as party of the second part, witnesseth;-

That whereas the party of the first part has been largely prosperous in life and has accumulated considerable farm lands and notes and mortgages, and has no wife or child to whom to leave his property; and,

Whereas, he has been interested for sometime in selecting some Institution that he could endow with his property in order that it would do great good in the future; and,

Whereas, he is interested in enlarging the opportunity of young men and women and believes that he can do so in no better way than to aid them in obtaining an education under Christian influence; and,

Whereas, the party of the second part is a corporation organized under the laws of the state of Illinois, for educational purposes and not for pecuniary profit, and is conducted under the auspices of the Friends Church at Vermilion Grove, in Vermilion County, Illinois; and the mother of the party of the first part was a devoted member of said Church, and both the father and mother of the party of the first part now rest in the Cemetery of said Church; and said Vermilion Academy is a home institution and is situated in the community where he has lived all his life, and is engaged in educational work that he feels is worthy of support, and by endowing said Academy, it should assist the boys and girls of his old friends and neighbors and be a great advantage to the community where he has always lived and expects to die, and which he loves dearly; and,

Whereas, he desires at the same time he makes the endowment hereinafter mentioned, to secure a competency and income to himself so long as he lives, therefore, it is agreed between the parties hereto, as follows;-

1. That the party of the first part for and in consideration of the covenants and agreements of the party
of the second part hereinafter mentioned, does hereby endorse to the party of the second part, without recourse, and transfer, sell and deliver unto the party of the second part, the following described notes, signed by the following named persons, with the dates, amounts, rate of interest, credit on the same, as follows, that is to say:

1. Howard and Mattie L. Pugh, March 1, 1911, $4000.00, with interest at six per cent from date, interest paid for two years.

2. W. H. and Blanche B. Long, May 23, 1911, $9,000.00, with interest at six per cent from date, $500.00 paid on principal and interest paid to May 23, 1913.

3. Sylvester and Minerva J. Thompson, March 5, 1913, $10,000.00, with interest at six per cent from date, payable to Isaac Patterson, and by him endorsed to Golden Patterson, and no interest paid.

4. Howard and Mattie L. Pugh, February 20, 1914, $4000, with interest at six per cent from date, and interest paid to February 20, 1913.

5. Manford Darnall, March 3, 1913, $11,500, with interest at five per cent from date, $3500.00 paid on principal, and interest paid to March 3, 1914.

6. Malisa Patterson, April 6, 1905, $6500.00 with interest at five per cent from date on which interest has been paid to April 6, 1911.

7. J. C. and Arthur Jones, C. W. Busby, John J. Pugh, J. E. Castle, R. S. Bines, Richard Mills and J. L. Brown, Dated April 15, 1912, $6,000.00, with interest at six per cent from date, with interest paid to April 15, 1914.

8. Elmer B. and Mary E. Coolley, and James A. and Flora E. Church, October 1, 1910, $8,000.00 with interest at six per cent from date, with interest paid to October 1, 1913.

9. Isaac Patterson, dated March 12, 1913, $40,000.00, with interest at five per cent per annum, from date, with no interest paid, except $1500.00.

10. Golden Patterson and Isaac Patterson, March 12, 1913, $1775.00, with interest at seven per cent from date,
11. William and Ida Ross, May 25, 1908, $200,00 interest at seven per cent from date, with interest paid to May 25, 1913.

To have and to hold said notes and the unpaid interest thereon, with the full right to collect said notes when due and to hold said notes and the moneys received upon collection of the same, and interest thereon, in trust as an endowment fund of the party of the first part, to be known as the "Golden Patterson Endowment Fund"; the said endowment fund to be loaned and kept out at interest by the party of the second part and the income derived therefrom to be used by the party of the second part exclusively for school purposes for which the party of the second part has been incorporated, and the party of the second part shall have no lawful right or power to use any part of the principal for any purpose except to loan the same and thereby raise an annual income to be used exclusively for school purposes as aforesaid, and not with a view to profit, and any court of competent jurisdiction shall have full power and jurisdiction to enforce this trust and compel the proper management and control of said endowment fund; providing that should the party of the second part at any time fail or refuse to maintain an institution for educational purposes under its charter and fail or refuse to expend the annual income exclusively for school purposes as provided for in its articles of incorporation, then said endowment fund hereby granted, shall revert to and vest in the party of the first part, his heirs, executors, administrators or assigns.

2. That the party of the first part for the same consideration shall convey by good and sufficient deed of conveyance to the party of the second part, the following described real estate, to wit;

all situated in the county of Vermilion, and state of Illinois, said real estate to be held by the party of the second part in trust and the income therefrom to be used exclusively for school purposes, for which the party of the second part has been incorporated, and not to be used with a view to profit, with the full right in the party of the second part, after the death of the party of the first part, to sell and convey said lands, or any part thereof by a good and sufficient deed of conveyance, and any moneys realized from the sale of said lands, or any part thereof, shall be held by the party of the second part in trust as a part of the endowment
fund mentioned in paragraph one above, and exactly upon
the same terms and conditions and for the same purposes,
and with the same rights, powers and liabilities in said
paragraph one above mentioned, provided, that should
the party of the second part fail or refuse to maintain
an institution for educational purposes under its charter
at any time prior to the sale of said land, or any part
thereof, then such land remaining unsold shall in the
event of the failure of the party of the second part to
maintain an institution for educational purposes as
provided for in its articles of incorporation, revert
to the party of the first part, his heirs or assigns.

3. That in consideration of this agreement and the
assignment of said notes and mortgages and the conveyance
of said real estate above described, the party of the
second part agrees to pay to the party of the first part
the sum of six per cent per annum from March 1, 1914,
upon the sum of two hundred thousand dollars ($200,000.00),
(the same being the value placed upon all the property
above described by the party of the first part), the
first payment of twelve thousand dollars ($12,000.00) to
be made to the party of the first part on March 1, 1915,
and thereafter said payment of six per cent per annum
on said two hundred thousand dollars ($200,000.00) shall
be made semi-annually, on September 1st and March 1st of
each year thereafter, commencing with September 1st,
1915, so long as the party of the first part shall live;
and the party of the second part shall also furnish good
and suitable board, room and tuition free to two scholars
to be selected by the party of the first part, commencing
with the beginning of the school year in September 1914,
so long as the party of the first part may live, and
after the death of the party of the first part, the
party of the second part shall furnish board, room and
tuition free to two scholars from Love Township in said
County, to be selected by the supervisor of said Town
of Love, provided such scholars be worthy, and both
scholars and parents are financially unable to pay the
expenses of such education, and this privilege shall
exist so long as said endowment fund shall be retained
by the party of the second part; and the party of the
second part shall execute, acknowledge and deliver back
to the party of the first part a good and sufficient
first mortgage on all the real estate above described,
to secure the faithful performance of all the agreements
and covenants herein made on the part of the party of
the second part.
4. That the party of the first part shall have the right either to credit any of the notes above described with such amount as may be necessary to reduce the total amount of the principal and interest accrued on said notes up to March 1, 1914, down to the total sum of One Hundred Thousand Dollars ($100,000.00) or such excess may be collected by the party of the second part on the accrued interest thereon and paid to the party of the first part at his option, to the end that the total amount of principal and interest on said notes delivered to the party of the second part shall amount to One Hundred Thousand Dollars ($100,000.00) on March 1, 1914; and the party of the first part shall also assign and deliver to the party of the second part all farm leases on any of the lands above described, and the party of the second part shall be entitled to collect the rents and profits from said lands for the year beginning March 1, 1914, and shall also pay the taxes on said lands and notes above described for the year 1914.

Dated and sealed this third day of June, A.D. 1914.

(CORPORATE SEAL)

Vermilion Academy,

By Aurilena Ellis, (Seal)
President.

Florence E. Rees, (Seal)
Secretary.

Golden Patterson, (Seal)
The grantor, Golden Patterson, unmarried, of Hume-Rick, in the County of Vermilion and state of Illinois, for and in consideration of one dollar ($1.00) and other good and valuable consideration, in hand paid, conveys and warrants to Vermilion Academy, a corporation duly organized and existing under the laws of the state of Illinois, the following described real estate:—

all situated in the county of Vermilion, in the state of Illinois, hereby releasing and waiving all rights under and by virtue of the Homestead Exemption Laws of this state, in trust for the following purposes, to-wit:—

1. To receive all the rents, issues and profits arising from said land and use the same exclusively for school purposes, for which the said Vermilion Academy has been incorporated, and not to be used with a view to profit.

2. At any time after the death of the said Golden Patterson, at the option of the said grantee, the said grantee shall have the full right to sell and convey the above described real estate, or any part thereof, by a good and sufficient deed of conveyance, and thereby convey the full fee simple title in and to said lands or any part thereof, to any purchaser, and any moneys realized from the sale of said lands, or any part thereof, shall be held by the grantee in trust as a part of the permanent endowment fund to be known as the "Golden Patterson Endowment Fund"; the said endowment fund to be loaned and kept out at interest by the said grantee and the income derived therefrom to be used by the said grantee exclusively for school purposes, for which the said grantee has been incorporated, and the said grantee shall have no lawful right or power to use any part of the principal of said endowment fund but shall have the right only to loan the same and thereby raise an annual income to be used exclusively for the school purposes for which the said grantee has been incorporated, and shall not be used with a view to profit, and any court of competent jurisdiction shall have full power and jurisdiction to enforce this trust and compel the proper management of said endowment fund upon the sale of said lands; provided
that should the grantee at any time fail or refuse to maintain an institution for educational purposes under its charter, then, and in such event, such land remaining unsold upon such failure of the grantee to maintain such institution of learning, and any moneys in said endowment fund realized from the sale or any part of such land shall revert to the party of the first part, his heirs, executors, administrators or assigns, but this provision shall not in any way prevent the said grantee from making sale and conveyance of said lands or any part thereof, after the death of the grantor.

Dated this third day of June, A.D. 1914.

Golden Patterson,  (Seal)
LEGAL AGREEMENT—PATTERSON HEIRS AND VERMILION ACADEMY, OCTOBER 8, 1931

THIS AGREEMENT, Made and executed in duplicate by and between A. L. Patterson and Pleasant W. Patterson, by Morris & South, their attorneys in fact, and all of the remaining heirs at law of Golden Patterson, deceased, by C. M. Harold and H. G. Barker, Their Attorneys in fact, as parties of the first part, and the Vermilion Academy a Corporation of Vermilion Grove, Illinois, as party of the second part.

WITNESSETH:

WHEREAS the parties of the first part are the sole and only heirs at law of one Golden Patterson, deceased, and

WHEREAS the said Golden Patterson, deceased, in his lifetime conveyed to the party of the second part about six hundred (600) acres of land in Vermilion County, Illinois, and delivered to the party of the second part personal property consisting of notes and securities of the value at that time of about One Hundred Thousand Dollars ($100,000.00) and the terms of said conveyance and gift being set forth in a written contract between the said Golden Patterson and the party of the second part, to which reference is hereby made, and

WHEREAS the parties of the first part claim that there has been a breach of the conditions under which the said party of the second part holds said lands, and said personal property, and that there is a right in the parties of the first part to have said gift revoked and all of said real and personal property returned to the parties of the first part as the heirs of said Golden Patterson, deceased, and the parties of the first part are about to file a bill in chancery in the Circuit Court of Vermilion County, Illinois, to revoke said conveyances and gift of said real and personal property and to ask a decree accordingly, and

WHEREAS all the parties hereto desire to compromise said litigation as hereinafter set forth, therefore, for and in consideration of the mutual covenants and promises of the parties hereto, it is stipulated and agreed as follows:

1. That the party of the second part shall convey to parties of the first part or to some person to be designated
by them, to hold said lands in trust for them, all of said land conveyed by said Golden Patterson to the party of the second part as shown by said written contract above mentioned, the party of the second part to reserve crops and rents until March 1, 1932, and to pay the general taxes for the year 1931, payable in 1932, and said conveyance to be made subject to the existing tenancies of said land for the year beginning March 1, 1932; and the party of the second part shall also pay to the parties of the first part Ten Thousand Dollars ($10,000.00) in cash, and to secure the payment of said Ten Thousand Dollars ($10,000.00) in cash, the party of the second part shall at this time place in escrow with W. M. Acton of Danville, Illinois, notes and mortgages as follows:

Samuel W. King and wife in the amount of $5,000.00
Walter D. Smith and wife in the amount of $8,000.00
W. H. Long and wife in the amount of $7,500.00

and it is agreed that the second party will at once have the owners of the land covered by said mortgages aforesaid, apply for a loan with some loan company for the largest amount for which they can procure loans on said lands so as to raise the Ten Thousand Dollars ($10,000.00) in cash, to be paid to the first parties and said W. M. Acton is authorized to deliver to second parties either and all of said mortgages upon procuring the cash realized from the new loans and second mortgages from the owners of said lands to cover the difference between the new loan and the present mortgages and as soon as said Ten Thousand Dollars ($10,000.00) can be procured, and the decree of the Circuit Court of Vermilion County, Illinois, entered as hereinbefore provided for; the said W. M. Acton is authorized to pay said Ten Thousand Dollars ($10,000.00) to the parties of the first part or to their attorneys in fact, and deliver to the second party any of the notes or mortgages then remaining in his hands so such escrow holder; the party of the second part shall also deliver to the parties of the first part all abstracts they have for said lands.

2. That the parties of the first part shall forever release and discharge to the party of the second part all claim, right, title or interest, either in possession, reversion, remainder or otherwise, in and to any of the notes, securities, or other personal property given by Golden Patterson in his lifetime to the party of the second part and mentioned in said contract aforesaid.

3. That the parties of the first part shall bring their contemplated suit in the Circuit Court of Vermilion
County above mentioned as soon as possible and the party of the second part will enter their appearance therein and thereupon both parties will ask said court to enter a decree in said cause in accordance with this compromise agreement, and upon said decree being made and entered of record in said cause, this compromise agreement shall be carried out just as soon thereafter as is reasonably possible.

4. It is understood and agreed that all of the lands above mentioned shall be conveyed free of any liens or incumbrances placed or permitted thereon by party of the second part.

In witness whereof the above agreement was signed by the said Morris & South and C. M. Harold and R. G. Barker as attorneys in fact for all of the heirs at law of said Golden Patterson, deceased, and the said Vermilion Academy has caused said agreement to be signed by its duly authorized attorneys in fact, this 8th day of October, A.D. 1931.

Morris & South

C. M. Harold

R. G. Barker

As attorneys in fact for all of the heirs of Golden Patterson, deceased.

G. F. Clark

Clay E. Thomas

As Attorneys in fact for the Vermilion Academy, a corporation.

Some time after the above contract was signed it was discovered that A. L. Patterson had a provision in his power of Attorney that any agreement which his attorneys made was to be subject to his approval. As a result it was necessary to make a concession in the above contract. The Academy paying the said A. L. Patterson five thousand five hundred dollars (5,500.00) as his part of the Patterson Estate and the Academy to retain a 1/16 interest which was the foresaid A. L. Patterson interest in the Patterson estate.