Education in Pennsylvania, Sixty-five Years Ago.

An Interesting Article on the Educational Facilities of That Time, and the Establish ment of Improved Schools and Academies.

COMPILED BY DR. THOMAS C. VAN TRIES.

valley previous to the year 1850, and to one page in English, it was no exception supplement this statement with a brief to the above rule. The Centre Hall Reporsketch of the history of the several Acad- ter is its lineal descendant. Many of the school as much as they ought to have emies which sprang up in some of the villages of the Valley about that time.

The term education as here employed implies more than a mere knowledge of the studies named in the curriculum of the schools. It is here used in a more

young people, and many of maturer stood on. years, are entirely ignorant of the situa-

tion of affairs in those days.

The school, the pulpit, and the press have always been regarded as the main sources of information for the masses of the people, they largely mold public opinship in every community.

The public school system of Pennsylvania was adopted in 1834. For several years after its introduction it met with decided opposition in some of the rural districts of the State. This dissatisfac-tion was largely due to the prevailing ignorance of its design among the people, and their opposition to the taxation which the system imposed. Some parts of as formidable and persistent as in some ally voted against its adoption. This was no doubt due to their want of knowledge of the advantages of an education, and some times got a little ahead of the old

school system was very unsatisfactory and inefficient during the first 10 or 15 years of its existence. The teaching was largely rudimentary, imperfect, and incorrect, its greatest defect lay in the utter incompetency of the great majority of conceptions of the duties and obligations of their calling. The writer's first experience in going to school was at the Musschool, two young girls brought with the cause them an English grammar. The teacher of education.

The was succeeded by others whose names them are English grammar. It cannot now give. I do not know just when the Academy was about the succeeded by others whose names them are the Academy. gave it a very hasty examination and

boarding round had been abandoned in a teacher. Yet he was permitted to enjoy some of its luxuries during a winter term taught in Butler county, Penna., a generous rivalry among the housewives of the district made the boarding quite respectable. Among other luxuries we had buckwheat cakes twenty-one times a

There were no other schools in the Val e/ in those days, save an occasional summer, or subscription school, usually taught by young girls, who were generally more incompetent than the public school teachers. It is true there may have been one or two small select schools in the Valley, but their advantages were available to but few.

Some of the Sabbath schools of that

day held very errnoeous views as to their proper mission, and design. In the first school the writer ever attended, he in common with other primary scholars, was given lessons in spelling and reading. There was very little, if any, religious instruction given. The adult Bible class-es usually passed the time in reading "verse about" without any comment or explanation by the teacher. Lesson leaves were entirely unknown. Each school made its own lesson plan, if they

It would be unjust not to give due credit to the ministry of those days for their earnest and self denying labors to instruct and elevate the people. They and godly men, some of them were above the average in point of ability. They were the most efficient educators of that day. The people respected the ministry and generally attended faithfulthan at present. Many farmers kept a barrel of whiskey in their cellars, and all the family had free access to it. Beer was but little used, perhaps because it could not be had. Whiskey was the universal beverage. It was cheap and there was little legal restraint upon its use. The best could be had for twelve and a half cents a gallon.

Much is said in the present day about drugging modern liquors especially whis-key. Strychnine whiskey is nonsense, key. Strychnine waskey is alcohol is the intoxicating principal in all alcohol is the intoxicating principal in all

It is proposed to give an account of the lished at Aaronsburg in his boyhood situation of educational matters in Penns- days. It was printed in German, with so they had little opportunity of mingling with more intelligent and enlightened

Under such meagre and imperfect educational advantages it is not surpriscomprehensive sense, and relates rather ing that some of the people were both to the standard of intelligence prevailing ignorant and illiterate. The superintendin the community. What is here said ent of a prominent Sabbath school when applies also to Brush and George's val- | addressing the children told them that leys, adjacent to it.

The only apology offered for presenting such an article is that the majority of the such an article is that the majority of the such an article is that the majority of the such as a s

The above is a brief description of the situation of educational matters in Pennsvalley previous to the year 1850. The writer has endeavored to give a candid and impartial account of the same. The masses were either indifferent or opposion, and regulate the standard of citizen- ed to it because they did not know of its

Yet in pleasing contrast with this som-bre view of the situation it is refreshing to know that there always had been a respectable minority of intelligent and public spirited citizens throughout the Valley, who were the ardent friends of education, and had long felt the want of better schools for their own and their neighbors' children. Many of them were Pennsvalley were not entirely guiltless in people of culture and refinement, and this matter but their opposition was not fully realized the deplorable situation. The truth is Pennsvalley has produced other parts of the State. Yet in one or many worthy and reputable men, who two of the townships it is said they actu-A new era was now beginning to dawn

in the cause of education, and many peotheir erroneous conceptions of the purposes and intentions of the system. They knew nothing of the great necessity there was for some latent influence that would inspire the young people with higher resolves and nobler aims in life. They solves and nobler aims in life. They reparation for their work. Schools for preparation for their work. The writer resonable was preparation for their work. The writer resonable was preparation for their work. The county Superintendency and the County Teacher's Institute had been established. These greatly helped to arouse the people to the importance of as the first principal Mr. B. F. Ward, a graduate of Jefferson College, an energy and the county Teacher's Institute had been established. These greatly helped to arouse the people to the importance of as the first principal Mr. B. F. Ward, a graduate of Jefferson College, an energy and the county Teacher's Institute had been established. These greatly helped to arouse the people to the importance of as the first principal Mr. B. F. Ward, a graduate of Jefferson College, an energy and pleasing personality. The writer reple began to realize its importance and were satisfied if their children knew as much as their parents. When Mrs. preparation for their work. Schools for that purpose had become an absolute Partington enjoined upon her precocious son Ike, the duty of his
walking in his father's foot-steps, he very

Aaronsburg, Potter's Mills, Boalsburg,
and Pine Crove Mills, all of these schools promptly replied, "Blame it marm, do and Pine Grove Mills, all of these schools you think it would be any harm if I flourished for several years. They drew patronage from the surrounding country, and also from adjoining counties. All It has already been intimated that the chool system was very unsatisfactory and inefficient during the first 10 or 15 schools, yet they greatly aided in preparations. ing more competent and efficient teachers for the public schools. The Teachers' Institutes, both County and District, also did much to elevate the standard of E. Thomas, a graduate of Jefferson Colthe teachers. They were deficient in teaching and teachers. Their efforts both scholarship and methods of teachboth scholarship and methods of teachcontinued under his care until lace when he, along with a number of

The Farmers' High school of Pa., (now ser school house in the northwest end of State College), was organized about the Gregg township. On the first day of same time (1855). It also did much to He was succeeded by others whose names

their wages were from \$15.00 to \$20.00 a Before proceeding with the history of church and State. If time and space other. month, the teachers paying their own the Academies it is thought best to add a boarding. There may have been an occasional district which paid \$25.00. If so, the Centre County Teachers' Institute. they were like angel visits. The annual There seems to be no record of the date school term was from 3 to 4 months, and place of its origin, and it is almost impossible to obtain reliable information Centre county before the writer became concerning an event which occurred seventy years ago when it is not a matter of record. It has met annually, and its 69th session was recently held at Philipsburg, Pa. So it evidently was organized about the year 1846 or 1847. From the testimony of several of the older citizens it seems to have originated at Oak Hall, in Harris township, about the year 1846 or 1847. William G. Waring, Thomas Holihan, John H. Orvis, and Orrin T. Noble, were likely the originators of that move ment. Their efforts were heartily endorsed by Christian Dale, Henry Keller, and other citizens; it has been a most potent factor in promoting the education al uplift of the last sixty years. District Institutes were instituted soon after it in different parts of the county, and also did much to awaken public sentiment on the subject of education. The County Superintendency was not established until 1854, Rev. Dr. Wm. J. Gibson being

the first County Superintendent.

The first County Institute the writer attended was held at Milesburg between the holidays in 1857—just fifty-eight years ago. J. Ilgen Burrell was County Superintendent, an excellent man and

fine scholar. We now return to the history of the Academies. The school year of all Academies in those days consisted of two terms of five months each. The summer term usually began the first of May, and the winter term the first of Novemdid much to mold and control public ber. These terms often closed with an sentiment. Many of them were devout was much friendly feeling between the schools, and they attended their respec-tive exhibitions. The writer well remembers when a boy of fourteen or fifteen years, of riding back and forth on a ly upon the means of grace. The morals two horse road wagon from Potter's Mills of the respective communities were fully up to the standard of the present day, if we except the *drink habit* and its consequences, it was much more prevalent The roads were not as smooth then as now.

MONT VIEW ACADEMY. Mont View Academy, at Potters Mills, was founded by Dr. Wm. I. Wilson and Samuel Van Tries in the spring of 1852. They secured the principal, and before the school was opened obligated themselves to pay him a salary of \$500,00 a year. John Williamson was the first principal; he was a raw Irishman, a good scholar, but not a successful teacher. He taught one term, and was succeeded in the fall of alcohol is the intoxicating principal in all liquors used as a beverage. The fighting propensity so common among men in those days was largely the result of the drink habit. Men generally settled their difficulties with their fists. On the days of the militia training it was a common thing for two men to meet and settle their former grievances in a pitched hattle.

1852 by Mr. John S. Love, a graduate of Jefferson College. Mr. Love was an excellent teacher, a man of pleasing personality, and executive ability. Under his management the school flourished and saw its palmiest days. He taught three terms, and then resigned to study medicine. He was succeeded by Mr. John B. Davidson in the spring of 1854, he was also a graduate of Jefferson College. battle.

Few of the people ever saw a daily paper. The weekly papers contributed but little towards instructing the people, and they were poorly patronized. The writer recalls the Centre Berichter pub-

off. He taught two terms, and was succeeded in the Spring of 1855, by Mr. S. S. Orris. He was a most excellent man, a fine scholar, and had few equals as a teacher. The state of his health unfitted him for the work, and he only taught one term. Mr. Orris was afterwards professor of Greek in Princeton University for 25 years. While this school had a patronage of from seventy to seventy-five scholars under Dr. Love, yet all the other Academies outlived it. At that time the village contained quite a number of cultured, refined, and intelligent families, yet the community did not encourage the people never went outside of the Valley, done. Social antagonisms sometimes interfere with, and blast business projects. BOALSBURG ACADEMY.

The Rev. David McKinney, D. D., pastor of the Pennsvalley Presbyterian church, opened a select school in the village in the year 1836. It continued in successful operation until 1841. It was well patronized. After an interval of eleven years it was revived in the year 1852, with Rev. James G. Austin as prin-In the Spring of 1853 the academy building was erected by a joint stock company. The lower story was occupied by the Reformed congregation as a house of worship, Rev. Austin being their pastor. The upper story was used for school purposes until the building was torn down in 1892, and the present Presbyterian church was erected on its foundations. The school flourished under Mr. Austin's administration. He closed his labors as principal in 1856. He was succeeded by Theophilus Weaver. After him the principals were as follows in the order named, viz: Capt. James J. Patterson—1858-1862. Rev. L. Kryder Evans-1863. Rev. D. M. Wolf-1863-1865. The school continued under sundry principals until the year 1892, when building was torn down. It had a large patronage and did a good work.

A reunion of its students was held September 9th, 1897, and an account of it published in the Bellefonte papers. it contains an extended history of the school.

PINE GROVE MILLS ACADEMY. and pleasing personality. The writer remembers him well although it is more than sixty years ago. He taught two years, and the school was a decided success during his administration. He was followed by a Mr. Campbell who taught one year. He was succeeded by a Mr. Kennon and a Mr. Davis, each of them taught one term. In the Fall of 1855 the citizens formed a joint Stock company and proceeded to erect an Acidemy building which is still standing (1915.) The school opened in this building in the Fall of 1856 under the charge of Prof. J. the County Superintendent, who was ex-officio President of the County Instischool, and continued to be its principal until his death October 28th, 1872. He was a good man and did a good work. The original intention of the writer think the building is now used for public when the Academy was abandoned, I gave it a very hasty examination and then said, he guessed it was a good book, "For my part I never see'd one afore."

The outlook for the young ladies learning grammar was not very promising.

The incompetency of the teachers is a resident that the progress of these respective schools.

The original intention of the writer think the building is now used for public school purposes. A reunion of the old students was held June 18th, 1897, when Mr. D. F. Fortney gave a very complete history of the school in an historical adverse. The school sent out quite a number of the progress of these respective schools. permitted it would be interesting to give

reminiscences of some of them. AARONSBURG ACADEMY. men chiefly interested in its origin were the Rev. M. J. Alleman, D. D., pastor of the Lutheran church; Rev. Martin Smith, pastor of the Reformed church; Henry S. Gross, John B. Holloway, Thomas Yearick, and George W. Shoup. The first principal was Ezra Shield-Knecht. He taught one year. The second principal was John Ilgen Burrell, who taught two years, and then became County Superintendent. J. W. Schwartz had charge of the school for a time. The third principal was Rev. J. R. Dimm, who took charge in the fall of 1857. The academy building was erected in 1856. The school flourished under Dr. Dimm. He had from 70 to 75 students. A number of men who afterwards became prominent as ministers were students under him. Mr. Spangler Kieffer probably succeeded Dr. Dimm. Dr. Jeremiah Hoy, and Rev. Wm. H. Gotwald, D. D., were also principals for some time. All of the men who were at any time principals of this Academy were graduates of Penna. College at Gettysburg, Pa. The school was very prosperous, and ran up as high as 130 students at one time. The writer cannot say how long it continued, or when it suspended.

Space and time are too limited to give a detailed statement of the history of these schools and those identified with them. Each school would afford abundant material for a separate article.

I am specially indebted to Rev. Dr. H. C. Holloway, of Harrisburg, Rev. J. R. Dimm, D. D., of Selinsgrove, and Rev. W. H. Schoch, of Lilly, Pa., for the facts as given above.

THE SITUATION TODAY.

The writer trusts he may not be misunderstood or his motives misconstrued in publishing this article. In writing the early history of the Valley he had to deal with facts as he found them. While he with facts as he found them. While he has spoken plainly, he meant no disrespect to the worthy and estimable people of that day. He lived among them during twelve years of his boyhood days, and knew them well. They were a kind, accommodating, and hospitable people. The masses of them were good neighbors and unright citizens. and upright citizens.

The thoughtful reader, as he has gone over this narrative, has doubtless been instinctively led to compare the situation in those days with present conditions.
There has been very marked improvement in everything relating to school affairs. The standard of scholarship, methods of teaching and school government, along with teachers wages have all undergone a radical change. Perhaps the greatest change has been in public senti-ment. It has been completely revolutionized, no man now dares to oppose education. He knows better. He wants his children to have all the advantages of it. He realizes that it promotes their in-

Candles on the tree aglow. Holly red and mistletoe; Radiant faces, rapturous cries, In the nursery wondering eyes, Stockings full and bulging out, Toys of every sort about; Music, joyous, glad and gay; All of Christendom at play; Season of the Holy Child, Dearest gift, divine and mild. Angel songs, dispelling fear, Yule, the blessed Yule is here!

MANNER OF GIVING PRESENTS

Simple Little Embellishments Such as Ribbons, Seals and Holly Count for Much.

-Rose Mills Powers, in Youth's Compan-

At no time does the manner of doing a thing count for so much as at the time of Christmas giving; and while in a few instances there are those who overdo the outward embellishment of gifts, none of us now like to offer the simplest little remembrance unless wrapped in spotless paper, tied with gay ribbons and adorned with bright seals expressing merry

And this is as it should be for the holiday season gains a great deal of cheeriness and zest from the multiplicity of beribboned white parcels whisking to and fro, and we do not regret the passing of the yellow paper bundle of our grandmother's day.

But the attractive appearance of the gift is not all that counts; we must be careful of the how and when and where of presenting it.

The time that custom more and more sets apart for the exchanging of gifts among friends is Christmas eve. any time from dusk to midnight; but Christmas day itself is sacred to prethe packages in the presence of each

Never give a gift in person if you can contrive to send it or put it where It will be found awaiting the recipient This school was organized in 1854, the when he or she is alone, for when received in this way the gift makes its strongest appeal to one's appreciation. In giving money, even to near rela-

tives, the utmost care should be taken to give it in the most delicate way possible; especially if you know the money is needed.

One of the cleverest ways is to take a tiny Japanese umbrella, place the money in a paper bag and, after rolling and tying the bag around the upper part of the handle underneath, close the umbrella over it and tie with narrow ribbon.

Another good way is to present an attractive little booklet with a check or a greenback for a bookmark, writing on the flyleaf, "note page 14." Turning to see what is noted, the fresh new paper money is seen and the recipient appreciates the manner of its presentation no less than the material benefit.

WHY YOU HANG STOCKINGS

Popular Christmas Custom Said to Have Come Down to Us From Old Italian Practice.

There is a story from Italy which some suppose to be the beginning of the present idea of the Christmas stocking. Years ago good old St. Nicholas of Padua used to throw knitted purses with money in them in at the windows of the poor. These knitted purses were not unlike a stocking without a foot, and later it became the custom of the people to hang this knitted sack just inside the window that St. Nicholas might put something in as he passed. When these purses went out of use the stockings were substituted. In the northern part of Italy it was a little too chilly to leave the windows open and the stockings were hung by the mantel place so that they might be filled from the chimney.

claimed that all this elevation of the standard of intelligence has resulted entirely from the improved schools. A knowledge of the outside world greatly enlarges our conceptions of life and its duties. Railroad facilities and travel add vastly to our store of knowledge.

The Grange has also done much to improve the social condition, and promote intelligence, among the farmers. They have become a reading people, many of them take the daily papers.

In conclusion, it may be truthfully said that Pennsvalley in all these particulars, will today compare favorably with the best of rural communities. In some things it surpasses them.

ristmas Holiday ailments

How to Avoid Condition Brought About by Overeating.

Plenty of Vigorous Outdoor Exercise Will Help Digestive Organs Assimilate Food-Better Than Doctor's Prescription.

By IRENE WESTON.

O MANY people habitually feel more or less out-of-sorts for the few days following Christmas that Christmas ailments have come to be recognized as a necessary aftermath of the festivities.

Of course, the children will always overeat themselves; if they were not allowed to eat all sorts of indigestible things, they would feel they were being cheated out of half the joy of the gay Christmas season. As a matter of fact, it is not the children at all who make up the bulk of sufferers from Christmas complaints. It is the grownups who, simply through carelessly neglecting to subscribe to one simple rule of health, frequently find themselves more or less unhappy inside, and more tired and run down physically at the end of the Christmas holidays than before them.

Of course, children do overeat themselves more often than grown people. They rejoice, however, in the possession of powers of recuperation which grown-ups, even in the prime of life, an only look back on with envy. Too nuch plum pudding, too many sausages with turkey, too many sweets between meals, may bring on a sharp ligestive upset, but in a few hours all races of it have disappeared, and the one-time sufferer is soon eager for more of the rich foods which caused nim pain.

With grown people, after-Christmas ailments are not so much due to indiscriminate eating of indigestible foods as to an utter neglect of any precautions to adapt their systems to the new conditions which reign during the Christmas holidays.

Take the case of the average father of a family who leaves all office work behind. How does the change affect him? In the first place, the dull monotony of his days is broken in upon and his brain can relax from the high pressure of the office. This much, of course, is a change in the right direction. All work and no play makes Jack a dull boy physically as well as mentally. At the same time, however, staying at home has drawbacks of its own, for it means less exercise, which in its turn should suggest a cutting lown of the food supplied to the body.

Too much food and too little exertion are almost certain to upset the digestion and clog up the various organs whose duty it is to separate the waste matters from the good in the food we eat and rid the body of those poisonous products.

The remedy is perfectly simple. There is no need to stint yourself of the good things of the table. Eat, Irink and be merry, within fair moderation, of course. However, you must help your digestive organs by taking plenty of vigorous outdoor exercise.

A two hours' walk before the midday meal, a round of golf or some other outdoor game with the children in midafternoon, and a brisk two-mile walk in the half-hour before the evening meal will be found worth more than any amount of doctor's prescriptions directed towards relieving the first symptoms of biliousness, the mental irritability, disturbed sleep, sour taste in the mouth, loss of appetite, etc., which are such a common aftermath of the Christmas holidays.

********************* Unselfishness is the key to Christmas happiness.

*********************** ENVIOUS.



"Do you ever wish you were a girl?" asked the visitor. "Only at Christmas time," answered

the boy. "Why do you wish it then?"

"Because of the stockings they

Cultivating the Christmas Spirit, "Alas!" sighed the moody man, there is no gladness for me in this joyous season.

"Tut-tut!" said the optimist. "Surely there is a ray of sunshine for you, as there is for all of us if we but look for it."

"No," replied the moody one. "I have not a single friend and no relatives with whom I am on speaking terms."

"Cheer up, then," advised the other. with a shade of envy in his tone. "Car't you be glad because you will not have to buy any Christmas pres-

AN IRREPRESSIBLE BOY



WORRIED the cat, he played 5 rat-tat-tat On the roller skates a full hour by the clock.
He tried roller skates where dishes and plates In jeopardy lay, till some fell with a

With an Indian yell on the doll's house he fell, And added poor dolly's scalp to his belt; Then knocked off its toes and its fair Grecian nose

Which same was of wax-he proceeded to melt. I wo tubs he upset without one regret; He stood on his head till his face it

A curtain he tore and then sighed for Inventively mischievous things he might

He hid granny's specs, but that didn't vex; Her face brightened up with his fun and "One sweet kiss repaid all," so she said, Resignedly adding that "boys will be

But strangest of all at night's quiet fall How meekly, how placidly, this rogue would say:
"Good-night, mamma dear. Good-night, papa dear. "I've tried hard to be such a good boy to-

EAT REMAINS OF CANDLES

Christmas Services Among the Eskimos of Labrador-Part Most Enjoyed by the Children.

Somebody has said that when the world was being made the Creator gathered up all the waste material he had left over and made Labrador out of it. Some people say the Creator never intended it to be inhabited. But inhabited it is with a sturdy, taciturn band of Eskimos, who, thanks to the Moravian missionaries who have penetrated to that country, celebrate Christmas in their own peculiar way.

As service time in the church draws near all the inhabitants, old and young, the men on one side and the women on the other, are waiting in eager expectation. It is quite dark by four o'clock and the bell rings. All come trooping in clad in the best clothes they can muster.

No one stays at home from these services unless he is sick or lame. and whenever it is possible sleighs are used to bring these disabled ones

to church. For the little children the happiest part of the services comes later when each child receives a lighted candle, symbolizing the light of the world. Each candle stands in a white turnip which serves as a candlestick. Most of the candles are made from deer tallow which the Eskimos bring to the missionaries. After the services the children eat not only the turnip, but what is left of the candle as well.

One year only about ten persons, mostly men, could come from the nearest island. The ice had been driven together, and rather than miss the Christmas service they had risked their lives in crossing over on that moving, heaving, broken ice to the mainland. Then they had to climb the mountains and walk through the deep snow until they reached the mission station after twenty-three hours of danger and a fearfully exhausting march through the snow.

How happy they were to be in time to celebrate the Christmas festival in the house of their God! About six days later, when the ice had formed, all the rest of the people came, but oh! so sad and downhearted. Like little children they told the missionaries their tale of sorrow. They described how sad they all had been when they found that it would be impossible to come to the mission station for the Christmas service.

"Christmas Past."

It was indeed a gracious time, and as we read of the revels and ceremonies and find foolish beliefs of Christmas Past, we might regret what we have lost in this tamer and less picturesque age, if we did not know that never before in history was Christmas kept so truly and heartily in the spirit of the day as it is now. We have dropped a good many rude and some pretty customs, but we have gained a broadening spirit of almost universal charity, a feeling of real brotherhood, that is perhaps none the less real that it is held in check a good dea! during the rest of the year. -Charles Dudley Warner.

A French Custom.

In France children place their shoes before the mantlepiece, in anticipation of a visit from Father Christmas.