

SOME EARLY SCHOOLS,

In former papers, which I had the honor to present to this society, I enumerated some of the past and present industries of the Valley of the Octorara. In the present paper I desire to call your attention to some of the early and later educational facilities of this region, and briefly to refer to those whose pedagogical influence prepared many young men for lives of usefulness and honor, both in this and in other fields, and which have left an impress on this entire community, destined to elevate and ennoble future generations.

As you are aware' this valley was settled by Friends from Great Britain and Scotch-Irish Presbyterians, actuated by a common desire, the enjoyment of civil and religious liberty. They had forsaken their childhood homes' which are dear to everyone' and emigrated to the wilds of America, there to bear all the hardships of a frontier life, while menaced by a savage foe, all to escape from British persecution, intolerance and bigotry.

When settled in their new homes, in the Octorara Valley, a common impulse seized them, the desire to facilitate the opportunities for the education of their children.

It was here the British laws of entailment, based upon the conventional rights of primogenitureship' came to their rescue. The younger sons of wealthy British families, being deprived of an inheritance in the ancestral estates, were presented with the alternative of entering the learned professions, or of purchasing a commission in the British army' the idea

of which, to an Irishman, was revolting. Many of these scions of Irish families were highly educated, being graduates of Trinity College, in Dublin, where, it is said, the jaunting car drivers speak a purer Shakespearean English than do many of the professors of our American colleges. This, I think' is true of some of our American medical colleges. Emigration to America seemed a hopeful solution to the question how to obtain a livelihood, and since the younger sons of Ireland and Scotland were unused to toil, and therefore unfitted to enter the various avocations of labor, they consequently sought the congenial employment of teaching, for which there was a demand in Scotch-Irish and Friends' communities. For years this business was monopolized by these younger sons, and this profession was later known as that of the early Irish schoolmaster. These schools were supported by individual enterprise, the teacher receiving a certain amount for each pupil' generally not a very remunerative salary, from two to three cents daily from each pupil. The teacher often boarded around amongst the patrons of the school. This was the mode of establishing schools in early times in the Valley of the Octorara, prior to the advent of the public school system.

Amongst these Irish schoolmasters was one, Thos. Haslett' a peculiar character' irritable, combative and boisterous; however' an excellent scholar, said to be a graduate of Trinity College' as also a political refugee. He taught near Bartville, and was very severe in his government, which was enforced by the rod. Amongst his pupils I find J. F. Meginness, editor and historian, of 'Williamsport' Pa., an honorary member of this society; Mr. James H. Ferry, of Colerain township, (who is authority for the rash asser-

tion that Master Haslett would occasionally imbibe), and Mr. R. J. Houston, of this city. Chief amongst the mischievous boys were Ned. Reynolds, Ab. Davis and Bob. McCullough, the latter a half-brother of Prof. McCullough, hereinafter alluded to.

These pupils taxed the old man's ingenuity to the utmost to devise plans by which to administer suitable punishment for their continuous disregard of the master's formulated rules, and even for the proprieties of civilization. But the teacher was indefatigable in enforcing discipline, regardless of the means employed, except no dismissals from school, since this would curtail the revenue, none too great at any time. Haslett made his own astronomical calculations, for-telling the time of an eclipse with an accuracy that would have gladdened the hearts of the publishers of Bear's Almanac. When such events occurred the school was dismissed and the pupils gathered around the old gentleman, who' with a pail of water for a mirror' explained to an unappreciative audience these wonderful astronomical phenomena. The advent of the public school system relegated Master Haslett to the position of an emeritus teacher, and he died in the forties of the present century.

There Were Others.

Dr. Sharp was another old-time teacher, contemporaneous with Haslett. He was a graduate of the Medical Department of the University of Pennsylvania' but never practiced his profession, except in emergencies and in consultation.

He married Mrs. Ferry, the mother of James H. Ferry' above referred to, as also of Brevet-Major Joseph Ferry, a graduate of West Point, appointed from Colerain township, Lancaster county. Major Ferry was killed when

leading the charge on Molino del Ray during the war with Mexico. Eleven officers out of thirteen were killed in that charge' two only surviving the successful and terrible onslaught. Mr. James H. Ferry has in his possession a letter from General Worth, commending the bravery of Major Ferry. Two sons were born to Dr. Sharp and Mrs. Ferry-Sharp. The eldest, Judge Isaac Sharp, now of Washington, D. C., formerly of Kansas, was twice the Gubernatorial candidate of the forlorn hope of the Democratic party of that State' and reduced the Republican majority during one campaign from 40,000 to 15,000. As a criminal lawyer, he stood in the front rank of Kansas attorneys.

The other son, Hon. Lewis Sharp, of Kansas, has been honored with many positions of political significance by the Republican party of his adopted State.

Another old-time schoolmaster was one, Fitzsimmons, who came from Philadelphia to Bart township, about 1840, to teach in Mars Hill school district. He was a walking encyclopedia, but a failure as a teacher. He had an expensive family to support' and, his salary not being regulated by Klondike schedules, he was soon deeply in debt, and, in accordance with the then existing laws, was thrown into the Lancaster county prison, but as the prosecutors had to pay his prison boarding they soon relented, and he was liberated. He returned to Philadelphia.

Henry Courtney belonged to this class of teachers, and the following short biographical sketch is by one of his former pupils, "John of Lancaster" (John F. Meginness): "One of the first teachers in the Old Brick school house in Bart township was Henry Courtney. He was an irascible Irish pedagogue, noted for his liberal and violent use of the rod, but as an educator he was

not a success; he finally emigrated to the barrens of York county, where rods were more plentiful, and there he passed his final examination, more than forty years ago." Mr. Meginness may be somewhat prejudiced since he told me that during his Courtney pupilage two whippings a day was the average.

Wm. Dungan, late of Eden township, belonged to the class of old-time teachers' and was famous for disciplining mischievous boys. He was born in Bucks county about the beginning of the present century' and died in 1875.

Master James Hudson was an early Irish schoolmaster of this region. He was somewhat given to inebriety, in fact, never failed to improve an opportunity to indulge his appetite for firewater. As may be inferred, he was not successful in his profession, and was retired by popular acclamation early in the fifties.

The One a Linguist.

James Hanley, another of the old-time teachers, commenced the' to him, arduous duties of his profession about 1820. He was a thorough linguist, fair in other branches, but had no spirit in his business. He, however, continued to teach public schools as late as 1860, when he retired from teaching and spent the evening of his days in managing a small farm on which he had located.

Some Female Teachers Also.

Amongst the first school marms, in the Octorara slope was Sally Ann Baker. Some doubt existed as to whether it would be possible for Sally Ann to maintain discipline in the average school, and her advent as a teacher was regarded by the people as an experiment, but the croakers were disappointed, for Sally was quite successful in preserving order, and instructing in the three R's. She continued

teaching until the standard was above her grasp, when she yielded to the persuasive eloquence of one Mr. Ubil, bid adieu to celibacy, and with dignity presided over the household, as she had formerly over her schools. She taught for a period of twenty years, from the early forties. Another aspirant for pedagogical honors was Miss Mary Bailey, a granddaughter of Col. Bailey, of Revolutionary fame. She had spent the early part of her life in waiting for Mr. Robert Sproul, a bachelor ironmaster of that region, to make overtures for Mary's hand. After it was settled that Mr. Sproul did not contemplate doing such a rash act, Mary then, although she had been in her teens for thirty years, began studying with a view of preparing herself for teaching. After attending a few terms at school at "The Old Brick" in Bart she became a candidate for a position as a teacher' being unsuccessful in her quest. She then turned her attention to building, and erected a dwelling and store house at the Nine Points. After residing here for some time, she disposed of these properties and erected an humble cottage near the former buildings, and retired from public business. Her ambition to prove herself an important unit in that community had been a failure and she died, some say from a broken heart' a few years since, as she approached the century mark.

This One a Missionary.

One of the most successful old time female teachers was Miss Isabella Sweeney. She was born about 1809, and commenced to teach in 1832 in private schools. After the public school system was inaugurated she taught in the public schools for about twelve years. She then taught a select school for a few years. In 1851 she went as

a missionary to Africa, where, in 1852, she married the Rev. James L. Mackey, also a missionary of the Presbyterian Church. In Coriso' Africa, they continued the work assigned them until 1865, when they returned to Pennsylvania and settled in New London, Chester county. Here they resided up to the time of her death in 1872. Miss Isabella Sweeney ranked high as a teacher, notwithstanding at that time there was a prejudice against female teachers, which happily for educational interests is fugitive to-day. Miss Sweeney did much to dissipate this prejudice by her untiring zeal and successful results in the school room. "John, of Lancaster," one of her early pupils, writes in commendation of Miss Sweeney as only he can write. He promised to furnish me with material to biographize Miss Sweeney, but I forgive him for his neglect, as he is now visiting the scenes of his childhood, where each hill and dale, each forest and plain, each spring and brook appeals to his active memory, and he is gathering inspiration which at no distant day may cause to flow from his classic pen into the archives of the Lancaster County Historical Society some reminiscences of the Octorara Valley with which he was so intimately associated during his boyhood days, and whose remembrance he keeps green by occasional pilgrimages to the shrine of revered early associations, where amid sylvan halls he can in reverie live over again youth's cherished waking dreams.

An Old Time Custom.

In these early days' the chief object of the master was to maintain order and discipline, and physical prowess was considered a requisite in the pedagogue. The rod was not only the last appellate tribunal, but too often the first means resorted to to accomplish the above desired end.

These old time teachers were subjected to many annoyances in their vocation, chief amongst which was the "barring out of the master" about Christmas time. This act was sustained by precedent in the minds of the pupils and the communities generally endorsed the procedure. The manner by which it was consummated was by the pupils assisting the master to close the shutters, when the building possessed such appendages. One or more were left unlocked, by which means of ingress a half dozen of the larger boys gained possession of the citadel. Early on the following morning' before the pedagogue put in an appearance, the doors and windows -were barricaded, and admittance was denied the teacher' until he signed an order on the proprietor of a nearby country store for a sufficient quantity of mintsticks, liquorice balls, four tor a penny cigars, crackers, and other dainties, for a general feast for the entire school; pretzels and chewing gum were then unknown. Frequently a quart of "levy" whiskey was added to the refreshments; the last article was often an inducement for the master to sign the order, since he was permitted to partake of the delicacies furnished, especially the liquid one. Generally, there was no session of the school that day; it was without warrant of law a legal holiday.

The Early School House.

The school houses of the early part of the present century deserve a passing notice. They were frequently abandoned dwellings, the owners of which by thrift and economy having been enabled to erect more pretentious structures. They were heated by an extensive fireplace on the open hearth plan, nine-tenth of the heat escaping by means of the capacious chimney. When the school houses were built ex-

pressly for school purposes they were constructed of logs or stone, and of suitable dimensions to seat the attending pupils. The edifice was generally quadrilateral, though some were octagonal in shape; one story high was the limit. They were well supplied with windows, (which acted as ventilators) filled with 8x10 inch glass' which were not so costly as modern plate glass when an accident occurred by the ball used in playing being deflected from the intended line of flight, subjecting the unfortunate boy to the penalty of replacing the glass. The door was of the batten style of architecture, with wooden hinges and latch, the latter operated by a leather thong. The locking arrangements consisted of a chain and padlock. The desks were boards fastened at an incline' arranged around the room so that the pupils faced the walls. These desks were only for those who were writing and cyphering. Benches alone were supplied to the small boy yet in the first R. These benches were manufactured from slabs with from four to six feet, tenoned into holes bored in the slab at a suitable angle. The benches were of a common height for the big boys. When the small boy was assigned to one of these benches his feet dangled in midair, and it required an effort to gain the allotted perch. A huge stove was in the centre of the room, capable of admitting a cordwood stick cut into two pieces. The teacher's desk, a high stool, a water pail and tincup, with the swinging paddle marked on one side with large conspicuous letters IN, on the other side OUT, constituted the furniture of the school room. The wash bowl and common towel are modern innovations.

Some Successful Teachers.

When the public school system first went into operation in Bart and Cole-

rain township the great want experienced was for competent teachers, and to say that the system was not a brilliant success for a few years would be simply stating the truth. However, there were some notable exceptions to the general charge of incompetency of the teachers.

Ranking high amongst those who served to popularize this free school system was the veteran editor of "The New Era." Educated, cultured, and refined, with all the natural qualifications necessary for the successful teacher, he infused into his pupils a love for study, which' after all is said, is the only road to high educational attainments.

The patrons of the Old Brick School House district, in Bart township, secured his services for a time' and the impress of his master hand as a teacher was felt for years in that district. J. F. Meginness, the historian, James Scott Brown, the poet' James H. Kennedy, the theologian, and R. J. Houston were among his pupils, and here imbibed the first lessons leading up to a love for study. But "The New Era" man's services were in demand, and he left for fairer fields ere the germination of the seed he had sown. The next luminary to grace the profession of teaching in Bart township after Mr. Geist had shaken the dust of Bart from off his feet was James McCullough. He was born in Colerain township, Lancaster county, in 1818. He was descended from a renowned Irish family' noted for piety and knowledge, located near Dublin. Dr. McCullough, the present incumbent of the Irish estates, is an educated and accomplished gentleman; he was a cousin of our teacher, James McCullough. After teaching a few terms in our public schools he entered New Garden Academy, Chester county' then under the principalship of Enoch Lewis, the

celebrated Chester county mathematician. On returning to his native heath he organized Rock Mills Academy, in Bart township. Here he remained two years, infusing a new educational life into the young people of that community. Among his pupils at Rock Mills were Dr. J. S. Sutton, Dr. John Houston, Dr. J. C. Campbell, all deceased, Rev. William Campbell, Prof. E. O. Dare' of Harrisburg, and R. J. Houston, of Lancaster. After an other term at New Garden Academy, Prof. McCullough removed his school to Bartville' where he remained one term, many of his former pupils being in attendance whilst new arrivals augmented the list notably; amongst the latter was the late Dr. Josiah Martin, of Strasburg. The following year found his school at Morrison's, in Colerain township, where good work was done' and an impetus given to higher education, which culminated in after years in establishing the Union High School, under the late lamented Prof. James W. Andrews. Mr. McCullough, in connection with his regular school curriculum' introduced the

feature of debating societies; one evening of each week was devoted to debate, and questions of lesser note were discussed by the pupils, each one being required to participate in the discussion; certainly, he was successful in this scholastic feature. Some of his pupils became all around wordy combatants, which trait continues with them even in their declining years. Mr. McCullough gave up

teaching for some years and became manager of Black Rock Furnace' for Charles Brooke, Jr. & Co. After continuing in this position for eight years' owing to the decline in the iron industry he purchased a farm having previously married Miss _____ Lovett and spent his declining years in husbandry and teaching dur-

ing the winter months in the nearby public schools. He served as assessor for Colerain township for thirteen years. He was killed by a falling tree in 1891. He left a widow and five children' four sons and one daughter, Laura, the wife of Baxter Caughey, of Colerain township. His sons are Clement Brooke, Madison Lovett, popular druggists of Oxford, Chester county, Cheynie and Edgar.

Few men have lived such a life of usefulness as James McCullough and the impress of his labors is found on every hand throughout that entire region. In addition to his distinguished pupils above enumerated, we desire to add the names of Dr. Charles H. Bushong, physician, author' and teacher of New York city, and Edwin Gilbert, Esq., of the Lancaster Bar.

Here We Have a Poet.

After Prof. McCullough had removed his school to Morrison, some four miles southwest from Bartville, James Scott Brown opened Brown's Academy, two miles east from the latter place. Mr. Brown was a pupil of Mr. Geist's at the Old Brick School House, and was known as the Edgar A. Poe of Lancaster county.

The school was quite well patronized for a few years' but Mr. Brown's poetic nature did not take kindly to the monotony of teaching, and the school was discontinued. Mr. Brown years since published a duodecimo volume of one hundred and twenty-four pages of poems, but the collection was not appreciated by the people, who were doubtless lacking in poetic cultivation. Certainly, the "Whip-porwill," a weird and fantastic poem' outravened the "Raven." Mr. Brown's life was a perfect counterpart of Poe's, lacking Poe's vanity and selfishness, and in his death a few years since the simile was continued.

Shortly after the collapse of the James Scott Brown Academy, Mr. Thomas Baker, a gentleman well known to many members of this society, removed from Chester county to Colerain township' Lancaster county.

Mr. Baker was born near Chatham, Chester county, was a Friend by birth-right, and descended from the old and honorable Baker family of Chester county. He was a cousin of Dr. Thomas Baker, late of the Millersville Normal School. Mr. Baker attended public schools in his early years, was a pupil for one session in Moses Cheyney Academy, at Doe Run, and studied two sessions at the Chatham Academy. For one year he was a pupil at the Unionville Academy, under the teaching of the famed Jonathan Gause. Bayard Taylor was also trained in Unionville Academy. Mr. Baker was then selected by Prof. Gause as an *assistant* teacher, in which capacity he continued for several years. Having a desire to engage in farming and civil engineering' he purchased a farm in Colerain township' married Miss Eliza Jackson, and settled down to a life of husbandry and surveying. But the community in which he had located would not have it so. His reputation as a teacher had preceded him, and was well known throughout the surrounding region. He was importuned to establish a school at Andrew's Bridge, one mile distant from his home. Being fond of teaching, his decision to give up this business was reconsidered, and he was prevailed upon to take charge of the Octorara Seminary in the fall of 1854. This school was continued during the winter months for five years, the number of pupils only limited by the capacity of the school room, which was equipped with \$150 worth of electrical and philosophical instruments, with which the students became familiar, and could

demonstrate many intricate problems in these sciences. Surveying was thoroughly taught' and many of the pupils became expert with the compass and theodolite.

I remember on one occasion, when Prof. Baker was sick during a school term, that Mr. Brown had laid down his poetic pen and consented to take charge of the school until the Professor recovered sufficiently to again resume his duties. One condition was exacted; that the physician in attendance upon the Professor should teach the lessons in physiology and chemistry at the time he paid his morning visits. The doctor, who was an old teacher, succeeded well with his assigned classes; but his ambition had been flattered by his success, and he assumed to offer gratuitous advice on various other studies. One morning Mr. Brown called the doctor's attention to a class which had been stranded for some time upon a question in surveying, Mr. Brown admitting that he was rusty, and had forgotten some things essential to the elucidation of the problem. The doctor, with self-confidence in his ability, assumed charge of the class. Had he not devised a new demonstration of the forty-seventh problem of the first book of Euclid that was hailed with joy by all Free Masons? He read and re-read the question, but the way to the solution was shrouded in darkness. When the perspiration was gathering in the sudoriferous glands, ready to deluge his face, a happy idea was evolved. Why not return to first principles, thence follow the labyrinthine paths to the goal? He then turned to the primary rules involved, and was eloquently explaining to the class something he did not fully understand himself. About this stage of the demonstration, Mr. Asahel Moore, the leader of the class, exclaimed, "Yes,

yes, I understand it now." "Well," said the doctor, "you explain it to the class." The doctor retired, and to this day is ignorant of the demonstration of the problem, although the class gave him credit for profound geometrical knowledge. Mr. John Rutter, another member of the class, approached the doctor a few days since' and politely asked him if he remembered the above incident.

Mr. Rutter was still impressed with the doctor's engineering knowledge.

In 1859 Prof. Baker removed his school to his residence, one mile north of Andrew's Bridge, erected a suitable building' of largely increased capacity, so that an assistant was employed, and the school duly inaugurated under the name of Chestnut Hill Seminary; which was continued every winter up to 1877, except the years 1867 and 1868, when the Professor was making a tour of Europe. In 1877 he relinquished teaching, and the school was discontinued until 1885, when Mr. Eugene Baker, son of the Professor' opened the Seminary again, and here taught each winter up to 1890' when he removed to Philadelphia to take charge of the Friends' school at Fifteenth and Race streets, where he continues to teach.

How Orators Were Made.

When Prof. Baker opened the Chestnut Hill Seminary, a lyceum and debating society was organized, holding weekly sessions, the object being to drill the students in presiding over public meetings, to become familiar with parliamentary rules' and to cultivate their oratorical powers. A paper, "The Students' Banner," was issued weekly. The debates were open to the public' and some hard-fought, wordy battles resulted, since many of the old debaters of that region were permitted to participate in the discussions, which

involved the great questions agitating our country at that time, and in which all good citizens were interested. The oldest and most intelligent people of the neighborhood were members, and served to popularize the institution. Among the membership I find the names of Abraham Rakestraw, Thomas Whitson, Sr., Thomas Whitson' Jr., James Jackson, Sr., Joseph H. Brosius' Abner Davis' Joseph B. Davis, Jehu Baker, Prof. George F. Baker, Wm. McElwain' Benjamin Carter, Wm. Hoy, James Scott Brown, H. H. Bower' Philip Bush, J. Williams Thorne' Wm. Brosius, Marriott Brosius' M. B. Kent, Drs. A. Vi B. Orr, Wright and Houston. Those familiar with the above galaxy of star debaters will realize that the battles were fought under competent and skilled leadership, and the fight to a finish.

Prof. Baker was a thorough scholar and teacher, and never failed to interest his pupils in their studies; he was abreast of the times in all matters pertaining to education' and now in his declining years can look back through his three score and ten and feel that his life has been well spent' that he has fought a good fight, and that his name will be revered in that community when his body has returned to dust. As a citizen Prof. Baker is highly esteemed; he is foremost in all good works. May his sunset be as happy and serene as his life has been useful and profitable to others.

Mrs. Eliza Baker, his wife, who died a few years since, was well-known throughout the county as a leader and earnest worker in the non-partisan Women's Christian Temperance Union. She was a model wife and mother, and judiciously supported all reformatory movements with the courage due to her convictions of right.

I now desire to call your attention to one well known to many of those present with us to-day, I refer to James Wilson Andrews, A. M. Professor Andrews was the eldest son of Hon. Hugh Andrews and Francoria, his wife. He was born in Union village, Colerain township' on the 19th of December, 1824, in the first house erected in that hamlet. He spent his boyhood days on his father's farm, now Jeremiah Kepperling's. He attended the academy of the Rev. David McCarter, in Strasburg, this county' for some time, in preparing for the profession of teacher' and engaged in that business in the public schools during the winter months, after his return to the old homestead. On attaining his majority, he opened a country store in Union, his father being a partner. A new building was erected for the purpose on the paternal estate; here he remained for five years. Seeking wider fields for his unfolding ambition, ne became associated with the firm of Peter T. Wright & Co., wholesale druggists in Philadelphia, in 1851, at which time his father removed his family to Lancaster. In 1853 Professor Andrews had an attack of paralysis, completely disabling his right arm and lower extremities. He never regained the use of these limbs, bit had to be carried ever afterward. He was brought to Lancaster to his father's, and for two years was unable to leave his bed chamber' much of the time being bed ridden and suffering intense pain, but a constitution free from hereditary taints and an indomitable will came to his rescue. After he had recovered sufficiently to sit up **in** his chair, he began the study of the classics and other of the higher branches of learning, under the supervision of Dr. Theodore Appel, by whose cheerful counsel he was sustained in

the almost hopeless task' crippled as he was' of preparing himself to execute the arduous duties devolving upon teachers. His eminent success in this undertaking is known to many members of this Society. Dr. Appel' you knew not when planting the harvest you would reap. In 1856 he had so far recovered *as* to be able to take charge of Hopewell Academy, in Chester county, one mile west from Oxford. Here he continued as principal for three years' discharging the duties of that position to the eminent satisfaction of those patronizing the school. In 1859 the people of the Octorara slope being desirous of possessing facilities for the better education of their children than those afforded by the public schools, succeeded in interesting Professor Andrews in the enterprise of establishing a high school in Union village' of which he was to take charge as principal. The school was opened on the 8th of August, 1859, and has continued in active operation until the present time. In 1879' after twenty years' existence of the school, a reunion was held' and the following statistics published: During this period 580 pupils, of which number 328 were males, had availed themselves of the advantages of the institution, and what is remarkable, of this number' only one student entered the ministry, although the school was conducted upon the orthodox Presbyterian style, the Professor himself being a devoted Christian man, having religious services interjected into the curriculum of study. Three entered the legal profession, and seven ministered to the physical ailments of their fellow beings. The love for teaching must have been successfully cultivated, since one hundred and twenty of the pupils entered that profession.

The course of instruction in the Union High School was thorough.

There was no varnish nor veneer laid upon those sent out of this institution. They were manufactured from solid quartered oak. No school of similar grade with which I have been conversant has ever equalled the results attained by the Union High School while under Prof. Andrews. Finite mind cannot compute the advantages and benefits derived from the training received and disseminated through this school from its institution to the present time. Prof. Andrews continued in charge of the school until 1887, when he retired from teaching and removed to Oxford, Chester county. Here he remained a short time and in May, 1888, he came to Lancaster. On the 19th of June of that year he departed this life. In 1868 Prof. Andrews married Miss Mary White' who faithfully and affectionately cared for and ministered to his physical wants until he was summoned home to receive his reward. Prof. Andrews was exceedingly modest, and to the public retiring, yet one of the most genial of friends. He was possessed of a courage and perseverance even in his helplessness and suffering, which I have never seen equalled. Possessed of perfect self-control, he was an ideal disciplinarian, governing by a magnetic and forceful character all who came within his presence. He never compromised with wrong doing and his pupils were constrained to do right by his integrity and Christian manhood; nor was this influence limited to his schoolroom, but the entire community was environed by emanations from the Professor's life, leading up to a higher intellectual and moral plane.

Princeton College honored Prof. Andrews with the degree of Master of Arts in 18

The early settlers of Chester county seem to have been in advance of Lancaster county people in establishing

educational institutions, and they encircled the western border of Chester county with a cordon of five schools' near to the inter-county line, from one to six miles distant' which drew largely upon Lancaster county for patronage, and served to prevent schools from being established in Lancaster county. The oldest of these schools was Faggs Manor classical school, called the "Log College," founded in 1739 by Rev. Samuel Blair, and continued for a period of three decades. In 1847, an attempt was made to revive Blair Hall on the old site' which survived eight years. The old school was prolific in distinguished scholars. In 1743, Dr. Alison, an educated Irishman, opened the New London Academy, which became justly celebrated. Dr. Alison was at a later period vice provost of the University of Pennsylvania. It was here Thomas McKean, Judge of Supreme Court and Governor of Pennsylvania' was born and educated. George Reed, husband of Gertrude, sister of our own George Ross, was here a schoolmate of McKean's. Here James Smith' of York, received his education. McKean, Reed and Smith were all Signers of the Declaration of Independence. Here Charles Thompson, Secretary of the Continental Congress, received his scholastic training. Dr. Ramsey' the historian, attended this school. In 1752' New London Academy was removed to Newark, Delaware, and became Delaware College. New London Academy was revived in 1828, and is now in a flourishing condition.

The Nottingham Academy was instituted in 1744' by Dr. Finley, an eminent Scotch divine, and it had a colonial reputation. Finley was afterward President of Princeton College. It was here Richard Stockton, of New Jersey' and Dr. Benjamin Rush, of Philadelphia, both Signers of the Declaration of Independence, were trained for col-

lege. It is now across Mason's and Dixon's line in Maryland.

The Moscow Academy, on the old Lancaster road, was established by Dr. Latta, in 1826, and continued to 1840. In 1834, Hopewell Academy, sometimes called Pone Hill' was inaugurated by Thompson Hudson. In 1841 Hon. Jesse C. Dickey became principal, and continued the school up to 1861. For three years Prof. Andrews was the principal teacher.

In conclusion, permit me to say that I know this paper is an imperfect epitome of the schools of the Octorara Valley. Let us hope one more competent will continue the work.

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