

Exploring the Past

3. Tootsy's Education

Helen Elizabeth Smith Biggs (Tootsy) and her sister, Anna Catherine (Annie) attended the Union Seminary in New Berlin. Today, you are going to learn about schooling in Pennsylvania, especially New Berlin and Mifflinburg and try your hand at some school exercises.

The state of Pennsylvania passed the Public School Act in 1834. Before that, towns like Mifflinburg had subscription schools, which were private schools run by a teacher who was paid directly by the parents. In Mifflinburg there were two subscription schools, the Franklin School, known as the English school because classes were taught in English and the German School where classes were taught in German. Mifflinburg's first public school was the Mifflinburg Academy, located at the corner of Green and Sixth Streets (where the Buggy Museum Visitor Center is located today). Mifflinburg also had a public school where the cemetery is located today, used the Elias Church for a time and then built the current schools starting in the 1950s.

The first school in Longstown, as New Berlin was originally known opened in 1800 with George Malick as teacher. By 1830, there were three more subscription schools, among the teachers were J. H. Hickok, from Connecticut; Thomas Grier, whose brothers were a judge and a minister and George Snyder, the son of Pennsylvania Governor, Simon Snyder. When the public school act was passed, the voters of Union County (all white men) voted against it. Citizens of New Berlin voted for it, although it was rejected a few years later. In the winter of 1841, New Berlin had two new subscription schools, one for boys and one for girls. By the following year, 'free schools' were again voted in.

The Evangelical Association, later the United Methodist Church had its roots in New Berlin. They began a publishing house there in 1816. By 1854, the publishing house had moved to Cleveland, Ohio. The editor of the *Evangelical Messenger*, William Orwig wrote an article suggesting a school at New Berlin. The Evangelical Association had wanted to start a school, but it had not done so. By 1856, the money had been raised, a three story brick building had been constructed and William Orwig had been chosen as the first principal. The school year was divided into two terms, the first beginning in January and lasting until June, the second beginning in August and lasting until December. The school accepted boys and girls to prepare them to teach or to meet the requirements of college. The first charter (how the school could operate) allowed the school to graduate women in three years, but men needed to go elsewhere to complete the required school work before they went to college. Classes at the Seminary were suspended (stopped) from 1863 through 1865 due to the American Civil War. When classes began again in 1866, tuition, room and board (cost of classes, a place to stay and meals) cost \$44.25 per semester and there were now four semesters of 11 weeks each. The school continued until 1902. At that time, the Evangelical Association merged its school with Albright College in Myerstown, Pennsylvania. Albright College eventually

moved to Reading, where it is still located. The building was used as a school, but not run by the Evangelical Association, from 1904 to 1911. The building was used briefly by a business, but was unused for decades before it began to fall down in the 1940s. The remainder of the building was razed (torn down and removed) in 1944-45.

When the school was in operation it offered classes in the classics – theology (the study of religion), science, mathematics, Greek, Latin, reading and grammar. Annie and Tootsy Smith attended the Union Seminary. The following pages are taken from text books, one from the Union Seminary itself. Try your hand at any of the lessons.

Tarbell's Lessons in Language, Book II, 1896
From the Cook family collection, Vicksburg, PA

EXCERCISE I

Lesson 68 Letters of Introduction

A letter of introduction is one in which the writer introduces a friend or an acquaintance to another. Such a letter is intended to be carried by the person introduced, and should never be sealed. On the lower left hand corner of the envelope should be written the word "Introducing," with the name of the person introduced.

Copy the following short letter of introduction –

21 Euclid Ave., Cleveland, Ohio
Sept. 9, 1878

Mrs. E. L. Mason,
Omaha, Kansas.

My dear Friend, -

It is with much pleasure that I introduce to you Miss Marion Westfall, a friend of whom you have often heard me speak.

Miss Westfall is intending to spend the winter in your city, and any kindness that you can show her during her stay will be most gratefully appreciated by

Your sincere friend,
Josephine R. Gould

Write a letter introducing a friend of yours to a cousin.

Write a letter introducing a young musician to a music teacher in Dresden, Germany.

EXCERCISE II

Lesson 69

Good Manners

Write two rules for polite conduct at the table, at a lecture, when making a visit, in a store.

EXERCISE III

Lesson 114

Synonyms.

Fill each blank in this lesson with the correct word from this list, you will use one word twice:

crowd	herd	drove	shoal	flock
gang	crew	band	company	swarm

A _____ of fish had surrounded the ship.

There was too great a _____ of people for comfort.

A _____ of cattle now grazes where the house once stood.

The _____ of bees alighted upon the nearest bough.

The horse was so badly frightened by a _____ of swine that it became unmanageable.

He fired into a _____ of wild pigeons and killed many of them.

There was a _____ of robbers awaiting the train.

A _____ of wild horses roamed over the prairies.

Beneath, a _____ of silver fishes glides.

A mutiny arose among the ship's _____.

How many lambs are there in this _____?

The first section of this school book is dedicated to elocution (the pronunciation of words), the second to rhetorical (abstract, not literal) reading. Read the following story and answer the questions at the end. Use a dictionary if there are additional words you do not know.

Exercise IV

Lesson IV

Accustomed – used, habituated

Plantations – settlements

Protection – safety, defense

Reproachful – reproving (disapproving)

Captured – taken prisoners

Decided – concluded

Coronet – little crown

Saluted – greeted

Monarch – sovereign, ruler

Concealed – hid, secreted

Restored – brought back

Violence – outrage, wrong

Rebuked – reproved (criticize)

League – compact, alliance (group)

Terrible – fearful, dreadful

Attendant – waiter, servant

The Young Captives

1. Many years ago, during the early settlements in New England, the children were accustomed to gather large quantities of nuts, which grew in great abundance in the forests that surrounded their little plantations.
2. In one of these nut-gatherings, a little boy and girl, the one eight and the other four years of age, whose mother was dead, became separated from their companions. On their way home, they came across some wild grapes, and were busily engaged in gathering them, till the last rays of the setting sun were fading away.
3. Suddenly they were seized by two Indians. The boy struggled violently, and his little sister cried to him for protection; but in vain. The Indians soon bore them far beyond the bounds of the settlement. Night was far advanced before they halted. Then they kindled a fire, and offered the children some food.
4. The heart of the boy swelled high with grief and anger, and he refused to eat. But the poor little girl took some parched corn from the hand of the Indian who held her on his knee. He smiled as he saw her eat the kernels, and look up in his face with a wondering, yet reproachful eye. Then they lay down to sleep in the dark forest, each with an arm over his little captive.
5. Great was the alarm in the colony when these children did not return. Every spot was searched, where it was thought possible they might have lost their way. But when, at length, their little basket was found, overturned in a tangled thicket, they came to the conclusion that they must have been captured by the Indians.
6. It was decided that before any warlike measures were adopted, the father should go peacefully to the Indian king, and demand his children. At the earliest dawn of morning, he departed with his companions. They met a friendly Indian pursuing the chase, who consented to be their guide.

7. They traveled through rude paths, until the day drew near a close. Then, approaching a circle of native dwellings, in the midst of which was a tent, they saw a man of lofty form, with a coronet of feathers upon his brow, and surrounded by warriors. The guide saluted him as his monarch, and the bereaved father, bowing down, thus addressed him:
8. “King of the red men, thou seest a father in pursuit of his lost children. He has heard that your people will not harm the stranger in distress. So he trusts himself fearlessly among you. The kind of our own native land, who should have protected us, became our foe. We fled from our dear homes – from the graves of our fathers.
9. “The ocean wave brought us to this New World. We are a peaceful race, pure from the blood of all men. We seek to take the hand of our red brethren. Of my own kindred, none inhabit this wilderness, save two little buds, from a broken buried stem.
10. “Last night, sorrow entered into my soul, because I found them not. Knowest thou, O king, if they people have taken my children? Knowest thou where they have concealed them? Cause them, I pray thee, to be restored to my arms. So shall the Great Spirit bless they own tender plants, lift up thy heart when it weigheth heavily on thy bosom.’
11. The Indian monarch, fixing on him a piercing glance, said: “Knowest thou me? Look in my eyes! Look! Answer me! Are they the eyes of a stranger?” The bereaved father replied that he had no recollection of having ever before seen his countenance.
12. “Thus it is with the white man. He is dim-eyed. He looketh on the *garments* more than on the *soul*. Where your plows turn up the earth, oft have I stood watching your toil. There was no coronet on my brow. But I was king. And you knew it not.
13. “I looked upon your people. I saw neither pride nor violence. I went an *enemy*, but returned a *friend*. I said to my warriors, ‘Do these men no harm. They do not hate Indians.’ Then our white-haired prophet of the Great Spirit rebuked me. He bade me make no league with the pale faces, lest angry words should be spoken of me, among the shades of our buried kings.
14. “Yet, again, I went where thy brethren have reared their dwellings. Yes; I entered thy house. *And thou knowest not this brow*? I could tell *thine* at midnight, if but a single star trembled through the clouds. My ear would know *thy* voice, though the storm was abroad with all its thunders.
15. “I have said that I was king. Yet I came to thee hungry, and thou gavest me bread. My head was wet with the tempest. Thou badest me lie down on thy couch, and thy son, for whom thou mournest, covered me.
16. “I was sad in spirit, and thy little daughter, whom thou seekest with tears, sat on my knee. She smiled when I told her how the beaver buildeth his house in the forest. My heart was comforted, for I saw that she did not hate Indians.
17. “Turn not on me such a terrible eye. I am no stealer of babes. I have reproved the people who took thy children. I have sheltered them for thee. Not a hair of their head is hurt. Thinkest thou that the red man can forget kindness? They are sleeping in my tent. Had I but a single blanket, it should have been their bed. Take them, and return unto thy people.”
18. He waved his hand to an attendant, and, in a moment, the two children were in the arms of their father. The white men were kindly sheltered for that night, and, the next day, they bore the children to their home, and the people rejoiced at their safe return.

Questions. –

1. By whom were these children taken captive?
2. Who went in search of them?
3. What did he say to the king of the tribe?
4. What reply did the Indian monarch make?
5. Were the children restored to their father?
6. What is meant by *New World*, 9th paragraph?
7. What [is meant] by *two little buds, from a broken, buried stem*, same [9th] paragraph?

The New Normal Mental Arithmetic, 1873.

Exercise V

Addition

1. Mary has 4 peaches, and Sarah has 2 peaches; how many peaches have they both?
2. There were 6 birds in the garden, when 2 more flew in; how many birds were in the garden then?
3. How many are 13 and 2? 15 and 2? 18 and 2? 9 and 2? 14 and 2?

Subtraction

1. If I have 5 apples, and give 2 of them away; how many apples shall I have remaining?
2. 4 pupils (students) were absent from a class of 17 pupils; how many pupils were in the class?
3. How many are 3 from 5? 3 from 14? 3 from 10? 3 from 15? 3 from 22?

Multiplication

1. How many boys are seated on 5 benches, if there are 8 boys sitting on each bench?
2. What will 7 bunches of roses cost, at the rate of 6 cents per bunch?
3. How many are 6 times 7? 6 times 3? 6 times 9? 6 times 12?

Division

1. If I can buy 1 peach for 2 cents, how many peaches can I buy for 18 cents?
2. If I buy 3 dollars a yard, how many yards of silk can I buy for 21 dollars?
3. How many times is 4 contained in 16? In 32? In 40? In 20?

Advanced Math

1. Allen and Ben hired a pasture for \$36.00. Allen pastured 4 cows and Ben pastured 5 cows; how much should each pay?