

At what is now Dillingersville, Lower Milford, a Lutheran congregation was formed as early as 1743, and not long afterwards a log school-house was built and a school established. This was certainly prior to 1759, for in one of the old records it is stated that John Balthaser Goetz died in the school-house, and was buried on Easter Monday of that year. The congregation appointed three of its leading members a committee to select and take up a suitable tract of land for church and school purposes, and it seems that they selected a tract of about thirty acres a little west of the village site, which they patented in 1770. The building erected here was used both for church and school purposes until 1791, and after that time only for the latter, coming to be known as the "Upper Milford School-House." By act of Assembly this property was sold in 1871, the sum of four thousand and fifty dollars being realized, which is placed at interest as a special school fund.

The Moravians commenced the erection of a school building at Emaus in 1746, one year prior to the organization of their congregation there. When this occurred, July 30, 1747, Christopher Heyne and Mary Heyne were appointed *overseers* of the children, and in 1750, when the school which had been established at Oley, Berks Co., was moved here, a number of other teachers and assistants were appointed. The school was removed to Bethlehem in 1753 because the Moravians were fearful of Indian troubles.

A congregation was formed at Egypt, in Whitehall township, in 1733, and presumably a school was organized there soon afterwards. Lehigh Church, in Lower Macungie, was founded in 1750, and the school about the same time. New Tripoli, in Lynn, is probably the oldest school-site in that part of the county, and that at the Heidelberg Church the oldest in the northeastern portion. The congregation was organized in 1750. Two schools, one supported by the Lutherans and one by the German Reformed members, were for a time kept at this place, but were finally united.

We have already spoken of the endowed school at Dillingersville. There were several others in the county thus established or aided by far-seeing and liberal people, whose good deeds live after them even unto the present day, though changed in form. One of these was at Centreville, near Macungie borough, Lower Macungie township, where John and Jane Wetzel donated three acres of land for school purposes, and conveyed it by deed, Aug. 21, 1790, to the trustees and their successors. The property was sold in 1868 on ground-rent reservation, and the annual receipts from it now amount to one hundred and fifty dollars per year, which, in addition to the sum otherwise provided, enables the district to have an eight or nine months' term of school annually. On the 24th of September, 1790, Andrew Eisenhard, Cornelius Hughes, and John Herman donated two acres of land in what is now East Texas, and built thereon a school-

house at their own expense. This property was sold for thirty-seven hundred dollars in 1874, and the district derives a revenue of two hundred and twenty-six dollars annually from that sum, a portion of which is expended for a summer school. These instances show that during the past century there were not wanting people who appreciated the advantages of education, and were willing to advance the interests of the cause at their own expense. Their example, we may add, has been emulated by a number of individuals during the present century.¹

About 1760 harm was caused to the schools, says a good authority, from the fact "that many of the principal teachers, such as Miller, of Lynn, Roth, of Albany, Michael, and others, left their services as school-teachers and commenced to preach, because the congregations could get no other ministers. Less qualified men were taken as teachers, and the schools lost greatly thereby." Professor Knauss says, "This inaugurated a decline in the requirement for teachers, which continued for a considerable time, until the education of the children was considered a secondary thing, and, in consequence, much neglected. At this period almost any person that came along and made some pretension to education was employed as a teacher. This often brought into the school-room persons entirely unfit, morally and mentally, for the position. Nearly all of the old schools were noted for severity of discipline. Some of the teachers were not only severe, but cruel, in their punishments."

The German language was the sole vehicle or medium of instruction until 1800. Between 1800 and 1820 English was introduced in some of the more progressive schools, and taught in connection with German, while in the same period a very few distinctively English schools were organized. The first of these was at Egypt, in Whitehall. The house in which it was held was built in 1808, and the school opened Jan. 3, 1809. Jacob Kern, the first teacher, received fourteen dollars per month. The school was kept up regularly until 1857. The English School Society of New Tripoli, Lynn township, was organized in 1812, erected a building, and organized a school, which was continued until 1850. About the same time English schools were established in Allentown. The Balliettsville English school was established in 1816. The subscription stated, "The house is to be built twenty by twenty-four feet, and each of the twenty subscribers to said school is to deliver one short and one long log by the first day of May next" (1816). Another English school was established in Upper Saucon in 1833.

That slow progress was made in the introduction

¹ A notable instance of generosity to the common free schools was that of the late Frederick Miller, of Washington township, who by his last will, dated Jan. 17, 1854, bequeathed four thousand dollars to the school districts of Washington and Heidelberg, in the proportion of twenty-four hundred to the former and sixteen hundred dollars to the latter.

and practical use of English is shown by the report of County Superintendent C. W. Cooper (the first elected) for the year 1855. He says, "The approximate proportion studying in English books is seven-eighths, of whom but three-eighths understand the language."

"In the beginning of the first decade of the present century," says Rev. W. A. Helfrich, "educational matters began to grow better, but only in a few individual schools, such as at Lynn, where Salem and, later, Frederick Smith; in Heidelberg, Bergenmeyer; in Weissenberg, Busse; at the Ziegel Church, Storb and Allenborn, were teachers. These were all educated teachers from Europe. They not only taught the common branches, but also instructed in history, natural history, and natural philosophy, besides giving religious instruction. The schools were generally kept during the winter season, for four or five months."

In the foregoing we have an account of those schools which in their excellence were an exception to the rule. In most of the schools the instructors were men of a poor order of ability. He was more the school-master than the school-teacher. Dr. Balliet, of North Whitehall, describes a school which will answer as the average one of the period from 1816 to 1834, as follows: "The house was twenty-four by twenty feet, built of logs, had a very low ceiling and small windows, and was (sometimes) plastered inside. Along the three walls on the inside were long desks sloping up towards the wall, with high benches without backs. In the centre of the room, around a very large stove, on two rows of benches without backs, sat the abecedarians and the ab-abs. Near the stone, fronting the school, was the teacher's desk, painted red, about five feet high, with a high stool or bench to correspond. Behind this were hung, on pegs against the wall, the shawls, scarfs, hats, and caps. There too stood the bucket with water, often visited by the tired children, not to slake their thirst, but to relieve themselves of the monotony of the school-room. Near the bucket were stacks of dinner-baskets, the sight of which an hour before noon whetted the appetites to the highest pitch. The course of instruction in the English schools embraced reading, writing, spelling, and arithmetic. The following were the books used: Comly's 'Primer and Spelling-Book,' Murray's 'Introduction to the English Reader,' 'English Reader and Sequel,' Frost's 'United States History,' and Pike's 'Arithmetic.' Grammar and geography were seldom taught. . . . The day sessions were long. The school was frequently called at eight o'clock in the morning, and continued until four and a half or five o'clock P.M., with an intermission of an hour at noon. No recess in the half-day sessions was granted. . . . The German schools, particularly those at the churches, opened in the morning with singing and prayer. This was seldom the case with the English schools. The ex-

ercises in the forenoon consisted in reading twice and spelling once. In the afternoon the same routine was followed. The interval between reading and spelling was spent, by the larger ones, in writing and ciphering at their seats. In the early German schools the girls were not required to write and cipher. Little or no attention was given to writing by the majority of the masters. All the writing was done with the goose-quill; steel and gold pens were then unknown in these parts. The 'making and mending of pens' consumed much of the teacher's time and patience."

Holders of Permanent Certificates.—Following is a list of the holders of the permanent certificates issued by the school department at Harrisburg to teachers recommended by authorities of Lehigh County:

No. of Certificate.	Name of Holder.	Post-Office Address.	Date of Certificate.
69	R. K. Buehler.....	Allentown.....	March 20, 1868.
70	R. Clay Hamersly.....	Catasauqua.....	March 24, 1868.
97	F. W. Siegfried.....	Allentown.....	May 9, 1868.
98	F. G. Bernd.....	Egypt.....	"
573	J. O. Knauss.....	Allentown.....	Feb. 25, 1870.
596	G. W. Brinker.....	Limeport.....	April 7, 1870.
597	E. D. Rhoads.....	Neff's.....	"
688	Anna M. Smith.....	Catasauqua.....	Nov. 25, 1870.
689	Kate M. Smith.....	".....	"
735	George P. Bates.....	Hokendauqua.....	March 21, 1871.
736	Miss E. J. Haines.....	Allentown.....	"
737	Miss A. E. Reichard.....	".....	"
756	Wm. K. Derr.....	Hokendauqua.....	April 11, 1871.
763	Henry G. Paff.....	Allentown.....	May 9, 1871.
856	Samuel C. Lee.....	Emmaus.....	Jan. 29, 1872.
857	B. C. Snyder.....	Catasauqua.....	"
858	R. A. Lyttle.....	".....	"
865	A. F. K. Krout.....	Coplay.....	Feb. 27, 1872.
866	J. F. Jacoby.....	Locust Valley.....	"
867	Rebecca Sigley.....	Catasauqua.....	"
868	Edwin H. Breder.....	".....	"
869	Charlotte Bear.....	".....	"
870	Cecilia Wonderly.....	".....	"
901	F. S. Hartzell.....	Bethlehem.....	June 3, 1872.
904	Owen K. Wilt.....	South Bethlehem.....	"
905	Wm. T. Morris.....	Catasauqua.....	"
906	Wm. H. Albright.....	Breinigsville.....	"
907	Joel P. Geiger.....	Saegersville.....	"
908	Theo. Smith.....	New Tripoli.....	"
909	Edward Hermany.....	Jacksonville.....	June 6, 1872.
910	Wm. R. Henninger.....	South Whitehall.....	"
933	Edwin Heilman.....	".....	June 20, 1872.
934	Geo. M. Kunkle.....	Macungie.....	"
944	E. A. Troxell.....	Catasauqua.....	July 27, 1872.
970	E. J. Young.....	Allentown.....	Oct. 22, 1872.
978	F. B. Heller.....	Limeport.....	Nov. 19, 1872.
1006	Mrs. C. S. Stoneback.....	Hokendauqua.....	Feb. 21, 1873.
1111	M. N. Bernhard.....	Allentown.....	Oct. 3, 1873.
1112	Lewis P. Hecker.....	".....	Oct. 4, 1873.
1113	B. F. Abbott.....	".....	"
1115	L. B. Landis.....	".....	Oct. 6, 1873.
1132	R. H. Kramm.....	".....	Nov. 13, 1873.
1153	Ella T. Gabriel.....	".....	Dec. 9, 1873.
1154	Annie F. Swartz.....	".....	"
1484	Lewis H. Jacoby.....	Locust Valley.....	July 27, 1875.
1540	A. N. Ulrich.....	Catasauqua.....	Dec. 24, 1875.
1612	Peter A. Lantz.....	Saegersville.....	May 22, 1876.
1616	Frank J. Stettler.....	Slatington.....	"
16 2	Clara A. Unger.....	Allentown.....	May 25, 1876.
1854	Miss E. J. Young.....	".....	Feb. 9, 1877.
1907	Wm. H. Knauss.....	".....	April 30, 1877.
2289	J. Winters Rodgers.....	".....	July 15, 1878.
2290	Miss L. J. Busse.....	".....	"
2412	M. R. Schaffer.....	Orefield.....	May 12, 1879.
2413	J. H. Mushlitz.....	Catasauqua.....	"
2414	T. F. Frederick.....	".....	"
2416	Alvin Rupp.....	Lynnville.....	"
2625	F. D. Raub.....	Allentown.....	1880.
3349	M. F. Cawley.....	".....	1882.
3516	P. B. Oswald.....	New Tripoli.....	1883.
3525	Laura E. Busse.....	Allentown.....	"
3529	J. George Kerschner.....	Orefield.....	"
3538	C. H. Rhoads.....	Allentown.....	"
3548	Sol. F. Rupp.....	Seipstown.....	"
3549	Henry F. Rupp.....	".....	"

COMPARATIVE TABULAR STATEMENT OF LEHIGH COUNTY SCHOOLS, 1855 to 1883.¹

		SCHOOLS.						TEACHERS.													
	Date of accepting the Common School Law of 1834.	Whole No. of Schools, 1855.	Whole No. of Schools, 1883.	No. of Graded Schools, 1855.	No. of Graded Schools, 1883.	Average No. of Months taught, 1855.	Average No. of Months taught, 1883.	No. of Male Teachers, 1855.	No. of Male Teachers, 1883.	No. of Female Teachers, 1855.	No. of Female Teachers, 1883.	Average Salaries of Male Teachers per Month, 1855.	Average Salaries of Male Teachers per Month, 1883.	Average Salaries of Female Teachers per Month, 1855.	Average Salaries of Female Teachers per Month, 1883.	No. of Male Scholars, 1855.	No. of Male Scholars, 1883.	No. of Female Scholars, 1855.	No. of Female Scholars, 1883.	No. of Taxables at the Time of accepting the Law.	Amount of first State Appropriation to the accepting Districts.
1. Catasauqua borough *	Feb. 1, 1853	4	14	4	14	5	10	2	4	2	10	\$45.00	\$68.75	\$25.00	\$33.90	108	348	108	326	.....	.....
2. Coopersburg borough *	1880	.....	2	.....	2	.....	6 1/2	.....	1	.....	1	.....	37.00	.....	26.00	.....	47	.....	39	.....	.....
3. Coplay borough *	April 7, 1859	.....	4	.....	4	3	9	2	2	2	2	.....	51.00	.....	26.50	.....	72	.....	118	.....	.....
4. Emaus borough *	Oct. 5, 1859	.....	4	.....	4	3	6	2	4	2	1	.....	38.12	.....	.....	.....	98	.....	88	.....	.....
5. Grim's, Independent †	April 8, 1861	.....	1	.....	4	3	5	2	1	2	1	.....	42.00	.....	.....	.....	23	.....	25	.....	.....
6. Hanover township	1834	8	11	.....	7	5	6	8	7	2	4	22.00	37.00	.....	35.00	218	257	166	264	251	\$162.50
7. Hanover, Independent †	June 3, 1873	.....	5	.....	5	5	10	8	2	2	4	.....	44.70	.....	28.25	.....	149	.....	167	.....	.....
8. Heidelberg township	1849	7	9 1/2	.....	4	5	.....	7	7	2	2	19.15	29.71	.....	29.50	244	214	207	171	296	127.28
9. Hokendauqua, Indept. †	April 7, 1865	.....	5	.....	4	4	10	7	2	2	3	.....	69.50	.....	32.57	.....	142	.....	132	.....	.....
10. Lowhill township	1849	1	6 1/2	.....	5	4	5	7	7	2	3	14.28	30.00	.....	.....	137	154	117	129	176	87.74
11. Lynn township	1838	13	17 1/2	.....	2	4	5	12	16	2	1	20.42	28.69	.....	26.00	352	389	252	307	375	242.78
12. Macungie borough *	Nov. 13, 1857	.....	3	.....	3	4	7	13	1	2	2	.....	50.00	.....	33.75	.....	66	.....	72	.....	.....
13. Macungie, Upper, twp.	1842	10	19	.....	5	5	5	10	18	2	1	23.00	33.50	.....	32.00	327	425	264	311	334	216.00
14. Macungie, Lower, twp.	1849	14	23	.....	7	4	5	14	21	2	3	20.00	33.58	.....	29.00	363	532	308	429	560	240.80
15. Milford, Upper, twp.	1844	9	14	.....	2	4	5	9	14	2	3	20.00	32.00	.....	29.00	225	308	177	247	643	415.80
16. Milford, Lower, twp.	Dec. 9, 1852	9	10	.....	.....	4	5	9	10	2	3	20.00	30.00	.....	29.00	257	227	177	163	.....	.....
17. Salisbury township	1838	11	15	.....	7	5	5 1/2	11	12	2	3	22.00	33.42	.....	28.00	302	388	205	313	330	213.64
18. Saucon, Upper, township.	1848	10	13	.....	6	5	8 1/2	10	13	2	3	20.00	32.00	.....	28.00	337	385	262	322	452	194.36
19. Slatington borough *	Sept. 7, 1846	.....	6	.....	6	6	8	10	3	2	3	.....	44.00	.....	25.00	.....	216	.....	253	.....	.....
20. Washington township	1848	10	14	.....	4	4	5	9	14	1	3	22.18	35.71	10.99	.....	343	354	260	348	328	141.04
21. Weissenberg township	1849	11	11 1/2	.....	4	4	5	11	11	1	1	22.00	29.00	.....	29.00	300	255	229	189	300	151.70
22. Whitehall, North, twp.	1844	11	20	.....	2	5	6	10	19	1	1	26.58	34.21	18.75	30.00	512	421	404	381	451	231.64
23. Whitehall, South, twp.	1839	15	13	.....	.....	5	6	14	13	1	.....	24.00	33.00	24.00	.....	495	380	318	309	438	283.24
24. Whitehall	Oct. 31, 1867	.....	15	.....	11	.....	6	14	9	1	6	.....	36.00	24.00	25.00	.....	37	.....	331	.....	.....
Totals and averages.....		149	256	4	90	5	63	144	211	5	47	\$22.91	\$38.85	\$18.94	\$29.34	4581	6223	3454	5440	4934	\$2768.52

¹ *Explanation.*—The changes, especially where a decrease is noticed in the several items in the above table, are accounted for by the changes made by the division of townships, or by the organization of independent school districts, or by the incorporation of several of the villages into boroughs. The following will explain the apparent discrepancy :

1. Coopersburg borough, taken from Upper Saucon township territory.
2. Coplay borough, taken from Whitehall territory.
3. Emaus borough, taken from Salisbury and Upper Milford townships.
4. Macungie borough, taken from Lower Macungie township.
5. Slatington borough, taken from Washington township.
6. West Bethlehem, Independent, taken from Hanover township.
7. Grim's, Independent, taken from Upper Macungie and Weissenberg in Lehigh County, and Maxatawny in Berks County.
8. Hokendauqua, Independent, taken from Whitehall, then South Whitehall.

* Date of incorporation as a borough.

† Date of formation into an independent school district.

NAMES OF MEMBERS OF THE FIRST SCHOOL BOARDS AND THE OFFICERS. WHERE THE OFFICERS WERE KNOWN, THEY ONLY ARE MENTIONED.

Coopersburg borough—Jacob Schaffer, president ; Dr. H. T. Trumbauer, secretary ; Henry R. Landis, treasurer.

Coplay borough—S. A. Leinbach, president ; O. L. Schreiber, secretary ; M. Rothermal, treasurer.

Emaus borough—Abrm. Ziegenfusz, R. Shuler, Jas. Christ, J. Hammon, R. Miller, I. Egner.

Grim's, Independent—Jacob Grim, A. Brouse, Daniel Clader, Seth Grim, Samuel Grim.

Hanover township—Samuel Breder, president ; C. S. Bush, secretary ; Timothy Weiss, treasurer.

Hanover, Independent—William Transue, president ; Enos Lehr, secretary ; L. J. Krause, treasurer.

Heidelberg township—J. Hensinger, president ; Peter Miller, secretary ; John Saeger, treasurer.

Hokendauqua, Independent—Y. W. Weaver, president ; Edwin Mickley, secretary ; Thomas H. Green, treasurer.

Lowhill township—Peter Ertel, president ; Levi Dornblaser, secretary ; Andrew Knerr, treasurer.

Lynn township—J. Hermany, president ; J. S. Kistler, secretary ; Daniel Brobst, treasurer.

Macungie, Upper, township—David Schall, president ; J. Lichtenwallner, secretary ; Solomon Fogel, treasurer.

Macungie, Lower, township—Jacob Wenner, president ; James Weiler, secretary ; George Ludwig, treasurer.

Milford, Upper, township—W. Gabel, president ; W. Hittle, secretary ; Andrew Krause, treasurer.

Salisbury township—D. Kline, president ; J. Spinner, secretary ; John Ritter, treasurer.

Saucon, Upper, township—C. E. Christ, president ; George Blank, secretary ; Henry Yeager, treasurer.

Slatington borough—Rich. H. Dyer, Moses Kuhns, William Peter, D. Lewes, D. Heintzelman, L. C. Smith.

Washington township—I. F. Heiler, president ; B. S. Levan, secretary ; Charles Peter, treasurer.

Weissenberg township—G. S. Eisenhard, president ; Joshua Seiberling, secretary ; George Muse, treasurer.

Whitehall, North, township—John Sheirer, president ; Joseph Steckel, secretary ; Daniel Saeger, treasurer.

Whitehall, South, township—Gideon Ibach, president ; George Frederick, secretary ; Solomon Griesemer, treasurer.

Whitehall—G. W. Daniels, president ; Franklin J. Newhard, secretary ; Adam Sheirer, treasurer.

Education of Poor Children—The Schools under the Law of 1834.—The first entry in the treasurer's report of funds for the education of the children of the poor is for the year 1819, and shows that the sum then devoted to that purpose was \$95.68. In the year following it was \$77.82. In 1821 the sum was considerably larger, being \$245.13. In 1822 it was \$288.27; in 1823, \$548.73; in 1824, \$558.95; in 1825, \$412.30; in 1826, \$510.57; in 1827, \$456.73. In 1828 the fund amounted to \$508.98, distributed as follows:

Borough of Northampton, townships of Salisbury and Northampton.....	\$421.71
Hanover.....	22.30
North Whitehall.....	15.01
South Whitehall.....	9.32
Upper Saucon.....	12.95
Weissenberg.....	10.17
Upper Milford.....	5.53
Macungie.....	3.97
Total.....	\$508.98

In 1829 the fund for the education of poor children was almost exactly the same as for 1828, and in 1830 it fell off to \$360.76. In 1831 it was \$452.39, and in 1832, \$526.14, while in 1833 it reached \$763.41, which was distributed as follows:

Borough of Northampton.....	\$434.77
Salisbury.....	59.60
Lower Macungie.....	51.48 ¹ / ₄
South Whitehall.....	43.91
Upper Milford.....	41.09
Northampton.....	36.73
Upper Saucon.....	30.22
Hanover.....	21.39
Weissenberg.....	21.12
Upper Macungie.....	8.27
North Whitehall.....	8.07
Heidelberg.....	6.42
Lowhill.....	30
Total.....	\$763.41 ¹ / ₂

In 1834 the amount raised for the purpose of defraying the tuition of the indigent children exceeded \$1000, the distribution being as follows:

Borough of Northampton.....	\$440.58
Salisbury.....	144.69
South Whitehall.....	25.61
Upper Saucon.....	76.41
Upper Milford.....	46.39
Upper Macungie.....	23.80
Lower Macungie.....	28.53
North Whitehall.....	22.59
Heidelberg.....	12.45
Weissenberg.....	25.04
Hanover.....	108.24
Lowhill.....	82
Lynn.....	2.00
Northampton.....	42.84
Total.....	\$1000.05

The following year (1835) a still greater sum, \$1153.43, was divided among the townships.

In the mean time the free school law of 1834 had been passed. Of this law Thaddeus Stevens is generally acknowledged to have been the most powerful and effective champion. While the Pennsylvania Germans were, as a rule, opposed to the establishment of free schools,—partly because the measure was a novelty, and partly because it severed education from positive religion,—it is a notable fact that the first Governor who took a decided stand in favor of the system was a Pennsylvania German. Governor John Andrew Schulze, of Bucks County, came out strongly

in favor of establishing a system of free schools as early as 1827. Governor George Wolf, who “signed with warm indorsement” the bill of 1834, was also a Pennsylvania German,—a native of Northampton County.

The general law of the State, enacted in 1809, provided for the education of the poor gratis, and it was under its provisions that the sums of money we have already stated were raised and applied. The law failed to do the good that was intended by its framers, chiefly for the reason that there were few families who cared to place themselves on record as being too poor to pay the tuition of their children. In his great speech in the House of Representatives, Thaddeus Stevens said that the bill of 1809 instead of being called a public school law, ought to be entitled “an act for branding and marking the poor, so that they may be known from the rich and proud.” While the country was sparsely settled, the system of schools under the law of 1809 was perhaps the best that could be devised and operated.

The new law (of 1834) made the schools free alike to rich and poor, high and low, and provided for their support by taxation. It was made optional for townships to accept or reject by election the provisions of the act. There was a strong opposition to the law in Lehigh County, the rich being in most cases unwilling to pay a heavy tax for the poor, and the latter frequently unwilling to pay the small share that would fall upon them. Therefore, when the township elections were held, there were heavy votes cast against the free-school law. Allentown and the township of Hanover accepted it the first year, and then followed Lynn through the influence of the Kistlers and Mosers. (The dates of acceptance by the different townships are all given in the table on the preceding page.) Those townships which refused to accept the new law continued the operation of the old one, and in 1839 the total amount received for the education of their poor children was \$1022.16, distributed as follows:

Upper Milford.....	\$211.47
Upper Saucon.....	155.67
Lower Macungie.....	144.27
South Whitehall.....	144.53
North Whitehall.....	118.05
Upper Macungie.....	130.80
Lowhill.....	83.43
Weissenberg.....	31.92
Heidelberg.....	2.01
Total.....	\$1022.16

The effect of the law of 1834 is thus described by Prof. Knauss:

“The free-school system at first gave no better teachers, but it regulated the location of school-houses, formed new districts, and brought the children into the schools. If a person had to pay tax he wanted the value of his money. The children learned what was to be learned under the old teachers. Better ones were not to be had, but more teachers were appointed. Soon, however, young men saw that teaching was a profession, and many devoted themselves more to the cause, sought for education, and

the teaching power grew. In this way the schools were gradually improved, until the higher and normal schools commenced to educate and prepare better teachers."

There was a show of improvement going on in the schools during the years following the passage of the free-school law, but no decisive step of advancement was taken until twenty years later, in 1854, when the office of county superintendent was established. Charles W. Cooper, Esq., was elected to this office in Lehigh County on June 5th, and had the honor of being the pioneer in a new field. The task which confronted him was a difficult one, but he entered upon it with zeal, and discharged the duties of the office with ability and good results until September, 1855, when he resigned, Tilghman Good being appointed his successor.¹

Mr. Cooper's report of 1855 is interesting reading at the present day, and affords a very good idea of the condition of the schools of Lehigh County thirty years ago. Of the teachers he says, "The strict letter of the law would have compelled me to reject a still greater number (greater than twenty-nine), but under the circumstances I did not consider it policy, though the character of some of the certificates amounted to more than a rejection. I will mention one as an illustration. In one of the districts, where the compensation of teachers is not very liberal, I was requested to examine a young man pronounced by those who had previously employed him and who desired again to employ as a very competent teacher. After having spent quite a long time in endeavoring to ascertain in what branches he excelled, I gave him a temporary certificate, with every branch erased except orthography, reading, and elementary principles of arithmetic, with a written addition below of, 'That which is not erased the holder is still very deficient in.' The applicant was much pleased with his certificate, and was afterwards employed to teach the best school in the district, the written addition below being taken to mean an *extra* recommendation. This, however, was the only case in which so much deficiency received even a scrap of paper from me."

That there were teachers doing duty in the county who were not possessed of extraordinary ability or qualifications for the profession would seem certain from the following application for a certificate, here copied with literal exactness:

— TOWNSHIP, Lehigh county
"Der Sir,, I Have tried all means To Become a teacher in our School hous And It Seems thare is nun To be fount So i am obliged to Due it myself again. They All a Satisfied without me having A Satesicat from you,, But I would Rether Have one from you,, I am able to Teach Reading, Riting, English and Cherman Pike Rose Mensuration Surveying & Which is not all Required in our School And this i am able to Due purfect, Now if you pleas Sent me a Satificat By male,, If you will come and visit my School you may Exeman me if you think Prope to Due

¹ The names of all the county school superintendents are given in the chapter containing the civil list.

So,, you know I have Bin at ——— at the time of your Examination, I think it Is very Obyous to you that i amable To teach School and the Black Board,, i am Also able to Support in all practical questions, Intrest, Bark, Stone,, Circle questions and obticks, Coans, Squares and cimme circles and all Cints of questions that you will
"Require of Me
"Yourth Respectfully
"

— Post office"
The address upon the envelope was :
"C W COOPER Esq
"County Superintent
"Coopersburg
"Pa

"If i mistake not"
And that there were such teachers does not seem strange when there were trustees in office capable of the following :

— TOWNSHIP Oct 10th 1854
"We the undersined the Trostbies of the — Cool Tistricht to Rec-
comant — as our Cool Deeger To Mr C Cooper the Lehigh County
Super In tentend wish him have him to be Xamined &c
"Yours Rasptfully
" } Trustees"

Notwithstanding some untoward circumstances, Mr. Cooper found the schools in general in a promising condition. He says, "The schools I found well attended, some too well, and as a general thing quite an interest was manifested by both teacher and scholars. It was an easy task, however, to distinguish the districts which had accepted the system previous to the act of 1849.² In all such districts I found better system, better teachers, better pay, and consequently better instruction than in those which have only had the system since 1849. There seems to be a determination in every district to 'put the shoulder to the wheel,' and to push on the cause of education. With such a spirit manifesting itself, it will not be long before Lehigh can be justly proud of her public schools."

"Of our school-houses," he continues, "I hardly know what to say. If I must be candid, I will only say they are 'nothing to brag of.' They are either of the octagon or square order, with desks attached to the wall, and high seats, without distinction, where little 'shavers' can neither touch the bottom or support backs from the opening of school to the time of dismissal, and who are only kept from giving out under such *corporal punishment* by the magic power of the rod. With the exception of a very fine building at Balliettsville, North Whitehall, and several buildings in the boroughs of Catasauqua and Allentown, all the school-houses in this county agree with the foregoing description."

In 1856, Mr. Good stated in his report that "twenty-six teachers give full satisfaction; sixty-two may be called medium, and employed till better ones can be procured; seventy-nine would better be dismissed from the service."

² An act compelling acceptance of the provisions of the law of 1834.

In 1858 the superintendent said, "The various boards of directors are no longer satisfied with the mere fact that a person calls himself a teacher. In many instances he is troubled with questions, frequently such as these, to wit: How many years have you been engaged in the profession? Where did you teach last year? What kind of a certificate do you hold, and what mode of teaching and government do you adopt in your school?"

In 1860 the superintendent noted that "the teachers have improved, both in scholarship and manner of imparting instruction."

In 1871 "the first strictly rural graded school is found in Whitehall District, and has been very successful."

Thus it will be noticed there was a general and gradual improvement in the efficiency of the teachers, and consequently in the condition of the schools. One of the most important factors in the onward movement was the Teachers' Institute, which was first held in 1858, and has since been maintained, holding one session annually, with the exception of a period of three years. These teachers' meetings have stimulated study on the part of those engaged in giving instruction, and have also favorably moulded public opinion.

CHAPTER XII.

LEHIGH COUNTY IN THE WAR OF THE REBELLION.

Lehigh Men among the first in the Field—Histories and Rosters of the Forty-seventh and Other Regiments—The Emergency Men—Action of County Officials during the Rebellion.

THE 12th of April, 1861, is memorable from the fact that then began the most colossal and bloody civil strife that the world ever witnessed. The Executive of Pennsylvania on that morning received a telegram in these words: "The war is commenced. The batteries began firing at four o'clock this morning. Maj. Anderson replied, and a brisk cannonading commenced. This is reliable and has just come to the Associated Press. The vessels were not in sight." This startling intelligence was flashed by wire throughout the United States. The Northern people, who had hoped that war might be averted, could not mistake the import of this first overt act of the enemies of the Union. They accepted the arbitrament of the sword. On the 15th of April, three days after the firing upon Fort Sumter, President Lincoln issued his proclamation calling out the militia of the several States to the number of seventy-five thousand. On the afternoon of the same day the Secretary of War telegraphed to Governor Curtin that a call had been made on Pennsylvania for sixteen regiments, and that two regiments were wanted within three days,

for the national capital was entirely unprotected, and it was feared that it would be attacked. The Executive telegraphed to every part of the commonwealth an appeal for men to come forward in companies and squads with the utmost dispatch for the defense of Washington. Soon the air and human hearts were everywhere pulsating with the wild war music of the fife and drum.

The officers of the few organized companies in the State, as the intelligence of the appeal reached them, hastily called their men together and tendered their services to the Governor. One of the first thus promptly to respond was the Allen Guard, of Allentown, commanded by Capt. Thomas Yeager.

Just here, before entering upon the history of this company, it may be well to remark that no sooner had these men left for the field than action was taken by the authorities for the relief of their families, the first of a series of patriotic measures on the part of Lehigh County officials, of which we shall have more to say at the conclusion of this chapter.

The Allen Guard, One of the first Five Companies of the State.—The Allen Guard having tendered their services to the State and being accepted by the Governor, proceeded to Harrisburg on the 17th of April, and were mustered into service on the following day. Arriving simultaneously, or nearly so, with this company were the Ringgold Light Artillery, Capt. McKnight, of Reading; the Logan Guards, Capt. Selheimer, of Lewiston; the Washington Guards, Capt. Wren; and the National Light Infantry, Capt. McDonald, of Pottsville. On the morning of the 18th there also arrived from the West a detachment of regulars of Company H, Fourth Artillery, under command of Lieut. Pemberton (afterward a lieutenant-general of the Confederate army). These regulars and the volunteers of the five companies departed on the same train, at nine o'clock A.M. of the 18th, the former for Fort McHenry, near Baltimore, and the latter for Washington, and arrived at Baltimore at one P.M. The volunteers were under the necessity of marching about two miles through the city from one station to another. The volunteers, mostly unarmed, were crowded and hustled along their line of march by a wild mob, composed of thousands of the rebel roughs of Baltimore, the same infuriated horde which made a brutal and bloody attack upon the Massachusetts Sixth on the following day. At seven o'clock P.M. of the 18th "these five companies, the head of the grand column of two millions of men who were afterwards mustered and marched in their footprints, arrived in Washington. Their timely arrival was the occasion of much joy. They immediately commenced barricading the capitol, and remained in the city ready for any emergency. After twenty-four other regiments were organized and fully equipped, these first companies, which were justly entitled to the first place in the first regiment, were organized as a part of the Twenty-fifth and last regiment of three months'