Child Life in Colonial Western Pennsylvania

By Percy B. Caley

(Continued from the July issue)

It is not to be supposed that the pupils in the pioneer schools were a whit less mischievous than their modern counterparts, and consequently discipline was just as necessary if the schools were to accomplish their ends. When the time came for taking up school, the master, in one instance at least, called out, “Books!” in a loud tone. (327) This was usually responded to promptly by the pupils, for tardiness was severely punished. (328) This punishment was commonly a whipping with birch rods. (329) So often was this method employed by the masters of that time that Wilkeson says that the ability to use the switch was sometimes their chief qualification. (330) Van Voorhis speaks of another instructor as being “successful in beating what he did know into the minds of others”. (331) At times, if the boy were a little too large for the master to handle, he was hoisted upon the back of another and chastised in this position. (332) An Irish teacher conceived of another kind of punishment which, we imagine, was rather effective. His “common mode of punishment consisted in putting the unruly scholars up the huge chimney and thereby giving them a good smoking.” (333) One may believe that the early schoolmasters had many a lively tussle with the larger boys before he could discipline them with these measures.

Pittsburgh was the only town of any size where education may be said to have differed from that in the schools above described. Even here the first schools were like those which prevailed generally at the time. (334) Such a one must have been that mentioned by the Quaker, James Kenny, who wrote in his journal, in 1761, that “Many of

327 Ibid., p. 51.
328 Ibid.
329 Lambing, op. cit., p. 82.
332 Pittsburgh Gazette, Nov. 24, 1798.
333 Van Voorhis, op. cit., p. 199.
334 Chapman, op. cit., p. 235.
ye inhabitants have hired a school master, and subscribed about sixty pounds for this year for him, and he has about twenty scholars." (335) This school must have answered their purpose for a number of years because in September, 1786, there were only two. (336) But by that time, the condition had reached the point where agitation was begun for better educational facilities for the young.

On September 2, 1786, an editorial appeared in the *Pittsburgh Gazette*, suggesting that land be appropriated for the support of an academy in their city. In the following issue, the Honorable H. H. Brackenridge, with admirable political foresight, saw fit to contribute the following statement: "I conceive it to be a public good to this country that the town of Pittsburgh be encouraged, that it be made a borough, that it have a seat of justice, that it have a school endowed in it." As a result of this agitation the Pittsburgh academy was chartered on September 10, 1787, and granted by the legislature 5,000 acres of public land for its support. (337) Due to the neglect of the trustees, however, no benefit was realized for some time, (338) and even as late as 1806, Thomas Ashe could describe the institution in his journal in these words:

"I am sorry that I cannot make a favorable report of the scholastic establishments of this town. There is but one of a public nature; which is called an academy, and supported by the voluntary munificence of the place [Mr. Ashe was probably misinformed in this respect]. It is under the direction of a number of trustees; who employ themselves so much in altercation whenever they meet, that they have not yet had time to come to any mutual understanding on its concerns. There is however a master appointed, who instructs about twenty boys in a sort of transatlantic Greek and Latin, something in the nature of what the French call *patois*, but which serves the purpose of the pupils as well as if their teacher were a disciple of Demosthenes or Cicero." (339)

335 Quoted in Thurston, *Allegheny County's Hundred Years*. p. 294.
Thus did the University of Pittsburgh begin its early struggles.

As it failed, however, to make adequate provision for the education of the girls, private schools were established at different times to meet this need. Among the first appears to have been that of Mrs. Pride who advertised in the *Pittsburgh Gazette* of November 11, 1786, that she intended to open a “Boarding and Day school for young ladies” on the 15th of the month, where would be taught needle work such as “Plain work, Coloured ditto, Flowering, Lace both by bobin and needle, fringing dresden, tabouring and embroidering”. If required, she would also teach “Reading, English, and knitting”. “Strictest care to the morals and good breeding of the young ladies” would be observed. No record was found to tell us whether or not Mrs. Pride was successful, though she appealed to all west of the “Alleghanies” for scholars. Margaret Stefens proposed to open a similar school in March, 1799, though concerning the fate of this enterprise we are likewise uninformed. However, we do know that by 1806 there were a “few” private schools where the “principles of grammar, rhetoric, and a sound English education”, might be acquired. (341)

It is not surprising to learn, after noting the educational facilities described above, that it was very difficult to keep the majority of the boys at school long enough to learn the little that was taught. Such a task has been very hard at all periods of our history but it was especially so then, for—

“The exciting influences which surrounded them, made the boys restless under restraint. Familiarized as they were to hardships from the cradle, and daily listening to stories of Indian massacres and depredations, and the heroic exploits of some neighboring pioneer, who had taken an Indian scalp, or by some daring effort saved his own, ignorant of the sports and toys with which children in other circumstances are wont to be amused, no wonder they desired to emulate the soldier, or engage in the scarcely less exciting adventures of the hunter.” (342)

340 *Pittsburgh Gazette*, Mar. 9, 1799.
341 Ashe, *op. cit.*, pp. 28f.
342 Wilkeson, *op. cit.*, p. 160; also p. 204 for a similar observation.
But the boys did not always, by any means, quit school because of their own inclinations. Oftimes it was either because the parents were too poor to pay for their schooling or because they were needed at home to help with the work, for hired white labor was at all times a difficult article to procure on the frontier. The latter circumstance made it possible for the father, if he could not properly provide work or sustenance for his older children, to hire them out to others. This custom was followed in Eastern Pennsylvania as early as 1725 (343) and was carried by the emigrants from that region to the western part of the state. (344) Moreover, under a law of Virginia, passed in 1748, parents could, by deed or will, dispose of the custody and tuition of their unmarried infant children until they reached the age of twenty-one, (345) and no doubt a few parents, at least, in Western Pennsylvania, exercised this right until 1780, for until that time this part of the state was a part of Augusta County, Virginia. Furthermore, it may be that the desire for cheap labor was the cause of the comparatively frequent (if one may judge from the Court Records of Yohogania County for 1777) seizure and detention of other people's children in this part of the country in the early days. (346) Perhaps, though, there may have been some

343 "Notes and Queries," Pa. Mag. of Hist. and Biog., III, 351. An Irishman, living in Delaware, Co., in writing to a friend in Ireland and urging him to come, says that, if he does not have money enough, he "may hire out 2 or 3 children."

344 Pittsburgh Gazette, Nov. 18, 1786. A farmer, in a contribution says: "My parents were poor, and they put me at twelve years of age to a farmer, with whom I lived till I was twenty-one." At this time he was sixty-five years old. Ashe, op. cit., pp. 14f., relates the story of a beautiful Irish lady who, as a child, had been bound out by a profligate father, when they arrived in this country. See also McKnight, C., op. cit., p. 225.

345 Henig, op. cit., V. 449.

346 "Minute Book of the Va. Court held for Yohogania Co.", Annals of the Carnegie Museum, II, 89. One Court order reads as follows: "Upon the Representation of Alen Tharp and Wife, that a Certain Michael Humble did forcibly and with a Strong hand Carry away from them, the Complainants, five of their children. Ordered—that the said Micheal Humble forthwith deliver the said Children to the afore-
other cause for this kidnapping, for the usual mode of securing child labor was by the legal process of apprenticeship. (347)

Since the earliest settlers in Western Pennsylvania had come mainly from Virginia, and since the country itself was considered a part of that state until 1780, the apprenticeship system as practiced here prior to that time was regulated by the laws of the state, enacted in 1748. These laws covered the cases of poor and orphan children, though there is little doubt but what voluntary apprenticeship was regulated by the same statutes.

The law governing the apprenticing of poor children reads as follows:

"And to prevent the evil consequences attending the neglect or inability of poor people to bring up their children in an honest and orderly course of life, Be it further enacted, by the authority aforesaid, That where any person or persons shall be, by their county court, judged incapable of supporting and bringing up their child or children, in honest courses, or where it shall appear to the court, that he, she, or they, neglect to take due care of the education of his, her, or their child or children, and their instruction in the principles of Christianity, in any such case it shall be lawful for the churchwardens of the parish, where such child or children inhabit, by order of their county court, to bind every such child or children apprentices, in the same manner, and under such covenants and conditions as the law directs for poor orphan children." (348)

Under this law four children were bound out (two at the request of their mother) between 1776-1780, by the Yohogania County Court sitting at Augusta Town (now Washington, Pa.), and afterwards on the Andrew Heath Farm near West Elizabeth. (349) However, this same court

said Alen Tharp and Wife." See also similar orders pp 115, 117.

347 Very seldom by the process of indentured servitude, for the indentured servant was usually an adult and almost invariably came from abroad. See Douglas, "American Apprenticeship and Industrial Education", Columbia Univ. Studies in Hist., Econ. and Public Law, XCV, 28f.

348 Hening, op. cit., VI, 32.

pensioned the children of indigent soldiers, who had served in the Revolution, instead of apprenticing them. (350)

Due to Indian depredations and massacres, and the Revolutionary War, as well as to the usual causes, there were many orphans to be provided for. When a child was left in such a state a guardian was appointed by law, who was to provide for his charge in every way and was to be reimbursed for such expense from the orphan's estate (351) If the guardian died the orphan's estate was secured before any other debt could be paid. (352) However, it was further provided:

"... that where such estate shall be of so small value, that no person will educate and maintain him or her for the profits thereof, such orphan shall, by direction of the court, be bound apprentice, every male to some tradesman, merchant, mariner, or other person approved of by the court, until he shall attain the age of one and twenty years, and every female to some suitable trade or employment, 'til her age of eighteen years; and the master or mistress of every such servant, shall find and provide for him or her diet, cloths, lodgings and accommodations fit and necessary and shall teach, or cause him or her to be taught to read and write, and at the expiration of his or her apprenticeship, shall pay every such servant, the like allowance as is by law appointed for servants by indenture or custom, and on refusal, shall be compellable thereto in like manner. And if upon complaint made to the county court, it shall appear, that any such apprentice is ill used, or not taught the trade or profession to which he or she was bound, it shall be lawful for such court to remove and bind him or her to such other person or persons as they shall think fit." (353)

Under this law fifteen children were apprenticed by the Yohogania County Court in the years 1778-1780. (354)

In November 1769, the colony of Virginia saw fit to

350 Ibid., pp. 215, 242, 243, and many others. The order on p. 215 reads as follows: "Ordered that two children of Peter McCorkeys a soldier in the Continental Service be allowed the sum of two pounds per month for their Subsistence."
351 Hening, op. cit., V, 452.
352 Ibid., p. 453.
353 Ibid.
enact a law providing that every illegitimate child should be bound out as an apprentice. (355) Apparently this law was not followed by the Yohogania County Court, for, in six cases brought to their notice in July and August, 1780, each of the unfortunate women was fined fifty shillings, but in only one instance was the child provided for. In this case the father with another man, his security, "came into Court and entered into Recognizance of two Thousand pounds each etc. for the sufficient maintenance of sd. Child so as to Indemnify the Parrish". (357) The other five children may have been taken care of as the law required, but if so, it was not recorded.

It is interesting, however, to peruse the abbreviated indentures of the nineteen poor and orphan children who were bound out as apprentices by the Yohogania County Court. As might be supposed there was no minimum age at which a child could be bound out, often, in the case of orphans, in mere infancy, and the term lasted until they had attained manhood or womanhood. (358) In ten of the nineteen cases the trade to be taught was not specified; three were to be taught the "art and mistry" of farming; (359) two, the cooper's trade; (360) one, the blacksmith's trade; (361) one, the tanning trade; (362) one, the wheelwright's trade; (363) and one girl to learn to be a Mantua maker. (364) Of the two girls bound "according to Law", one was required to be taught "to read the English Language" and that was all; (365) in the record for the other nothing is specified beyond the phrase "according to Law". (366) Of the seventeen boys, three had to be content with a similar provision, (367) though in four

355 Hening, op. cit., VIII, 376.
357 Ibid., p. 408.
358 Ibid., pp. 399, 408.
359 Ibid., pp. 334, 399, 408.
360 Ibid., p. 410.
361 Ibid., p. 354.
362 Ibid., p. 405.
363 Ibid., p. 411.
364 Ibid., p. 334.
365 Ibid., p. 334.
366 Ibid., p. 357.
367 Ibid., pp. 357, 389.
cases even that phrase is not recorded; (368) the rest were to be taught to "Read, Write and Cypher." four "as far as the Rule of three", (369) and six "the five common rules of Arithmetic". (370) Various things were to be given these apprentices at the end of their service: for one girl nothing is specified, (371) the other was to receive "one Cow and Calf one Spining Wheel and Bible"; (372) one boy was to be given "two suits of Cloathing, sufficient shirts, stockings and shoes or equivalent, ax grubing hoe—wedzes"; (373) another "two Suits of Clothes one of which is to be New"; (374) another, "one new suit of Cloth, a Bible, Crubing how and ax"; (375) another, a "a new Bible and £10"; (376) another, "one Ax one Grubbing Hoe and one Bible"; (377) another, "a horse and saddle"; (378) two others "the usual Freedom dues" (379) (what the usual Freedom dues were would be hard to tell from this list); and the remainder, according to the record, nothing. (380)

In 1780 this region became a part of the state of Pennsylvania, so from then on, apprenticeship was regulated by her laws. The system had been recognized from the first by William Penn as a method of training all children to earn their livelihood. (381) In 1705, overseers of the poor were empowered to use it as a means of providing for the poor children. (382) Then, in 1713, an Orphan's Court was established by law, composed of the Justices of the Court of General Quarter Sessions of the Peace in each

366 Ibid., pp. 405, 410.
369 Ibid., pp. 334, 399, 408, 411.
370 Ibid., pp. 343, 347, 354.
371 Ibid.
372 Ibid., p. 357.
373 Ibid., p. 408.
374 Ibid., p. 411.
375 Ibid., p. 399.
376 Ibid., p. 357.
377 Ibid.
378 Ibid., p. 389.
379 Ibid., p. 410.
381 Pa. Archives (4th series, 1900), I, 42.
382 Mitchell and Flanders, compilers, The Statutes at Large of Pa., from 1682-1801, II, 253.
county, which could "order and direct the binding or putting out of minors apprentices to trades, husbandry or other employments, as shall be thought fit". (383) By 1770, complaints were so common, either by master or apprentice against the other, that laws were enacted empowering the Justices of the Peace of the Counties to decide the cases as they thought fit; if the master were at fault, the apprentice might be freed from his obligation, but, if the latter were at fault, he could be punished. (384) It was also provided that if an apprentice ran away and was captured the Justice of the County wherein the apprentice was captured might try the case; if it was decided against the apprentice, he had either to return or serve his time in jail. (385) Furthermore, persons concealing a runaway apprentice could be made to pay to the master twenty shillings for every day the apprentice was away. (386) A year later, 1771, another enactment made it possible for the Justices of the Peace of the County "to put out as apprentices all such poor children", whose parents were dead or unable to maintain them, "males to the age of twenty-one, and females to the age of eighteen years". (387) Such were the statutes regulating apprenticeship when the country west of the Alleghenies became a part of the state. The operation of the system under these laws, in the care of the poor and orphan children, was no doubt very similar to that under the Virginia laws, consequently a description of its working would be but repetition. However, the operation of voluntary apprenticeship occupies a prominent place in this period, due to the greater population and more varied industries, and therefore deserves some attention.

There must have been a relatively large number of voluntary apprentices in these years, else the publishers of the *Pittsburgh Gazette* would not have found it profitable to print and advertise for sale blank indentures. (388) Such apprenticeship was not entered into at all ages, for the master workmen usually demanded boys and girls of four-

384 Ibid., pp. 309ff.
385 Ibid.
386 Ibid.
387 Ibid., p. 335.
388 Feb. 8, 1794.
teen years or thereabouts; (389) and the time served probably varied with the trade to be learned as was the custom in the eastern part of the state. (390) But frontier boys were apparently as difficult to secure to learn the trades as they were to keep at school, for hatters, rope-makers, "taylors", coopers, and men in the cutlery business found it necessary to advertise for boys to become their apprentices. (391) And sometimes their advertisements ran for months before they could secure suitable applicants; (392) indeed, the last time the printer advertised, June 30, 1798, the notice appeared in every issue until February, 1799, (393) but this was probably because he desired a lad who could already read and write.

Either because they found the labor irksome or because of harsh treatment, many apprentices ran away, as the comparatively frequent notices in the *Pittsburgh Gazette* attest. (394) The rewards offered for runaway apprentices are laughable when compared with those offered for runaway servants, slaves, and horses. Six cents rewards were common for apprentices, (395) though one Scotch master (judging from his name) could not find it in his heart to offer over one cent! (396) But in the same paper one man offered $20 reward for a runaway slave; and another $4 for a lost horse; while rewards as high as $40 were offered for runaway servants. (397) So prevalent did this running away become that, in 1799, a law was pas-

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389 *Pittsburgh Gazette*, Jan. 19, 1788; Mar. 22, 1788; Mar. 21, 1789; Jan. 16, 1790; Nov. 2, 1793; Mar. 3, 1794; Nov. 14, 1795; June 30, 1798.
391 *Pittsburgh Gazette*. Hatter's adv. in issue of Jan. 19, 1788; rope-maker's, Feb. 16, 1788 and Nov. 14, 1795; printer's, Mar. 22, 1788, Nov. 2, 1793 and June 30, 1798; shoemaker's, Mar. 21, 1789 and Mar. 3, 1794; locksmith's, Sept. 26, 1789; weaver's, Nov. 14, 1795; tailor's Jan. 12, 1799; cooper's, Aug. 31, 1799; cutlery business', Jan. 16, 1790.
392 The hatter's adv. ran for 1½ mo.; first adv. of the shoemaker for 2 mo.; and the second for 3½ mo.
393 *Pittsburgh Gazette*.
394 For instance the issue of Aug. 16, 1794; Sept. 6, 1794; Apr. 20, 1799; May 25, 1799; June 29, 1799; Oct 19, 1799; Dec. 7, 1799.
395 *Pittsburgh Gazette*, Sept. 6, 1794; Jan. 12, 1799; May 25, 1799.
sed making the guilty apprentice liable for damages to his master after attaining the age of twenty-one, for unlawful absences taken prior to that time. (398)

Though the system unquestionably had its defects, it was still about the best method of poor relief possible under frontier conditions. Moreover, it furnished a much needed labor supply, trained artisans for future services in the communities, and provided a practical education for boys and girls who would otherwise have had none whatever. These contributions to the welfare of the country were a sufficient justification for its existence.

No account of child life in colonial Western Pennsylvania would be complete without some reference to their experiences with the Indians, for the records are filled with accounts of the depredations of the savages upon the outlying frontier settlements. Unexpected daylight attacks, ambuscades, and the paralyzing midnight war whoops were sufficiently horrifying to the men, long inured to the dangers of such life, but to the women and children whose eyes had beheld the scenes of previous atrocities and whose ears had often been filled with stories of the terrible and ghastly work of the red men, these experiences were doubly so. Nevertheless when such occasions arose, the latter were compelled by necessity to stifle their fears and feelings and do their part in the defense of their lives and homes.

By way of preparation for such emergencies, the boys were very early taught to recognize the calls of the wild birds, (399) as these were sometimes used by the Indians in signalling to one another when about to make an attack. As a further preparation the youngsters were taught to shoot as soon as they could hold a rifle, and, when necessity demanded it, well-grown boys of twelve and thirteen years of age were given a small rifle and some shot, and assigned to portholes as soldiers. (400) Some of the lads became quite skillful marksmen, as in the case of Lewis Wetzel, a celebrated Indian hunter of West Virginia, who, while only fourteen years of age, succeeded in killing, by being able to load his gun as he ran, three Indians who

398 Bioren, op. cit., III, 386.
399 Doddridge, op. cit., p. 122.
400 Ibid., p. 123.
were pursuing him. (401) Others were just as valiant, perhaps, but unfortunately no one was near to record their deed of valor.

When an alarm was given in the dead of night, the family was instantly astir. The father seized his weapons and prepared to defend his home while the mother and children hastily dressed in the dark, not daring to make a light and filled their arms with articles of clothing and provisions before making their hurried and silent departure for the blockhouse. (402) Great care was taken not to waken the baby, if there were one, lest his wail might draw the attention of the foe; from the other children not a whimper was heard, for well they knew the danger of such a mistake. (403) If the blockhouse or fort were safely reached, they were usually out of danger, for the Indians, having no artillery, seldom took one of these defenses, if it were well commanded and provisioned. (404) If provisions were scanty however, and the Indians laid siege to the place, the children were called upon to bear their share of the consequent privation, as at Fort Pitt, in August 1763, when S. Ecuyer, the commandant, in issuing orders regarding the distribution of food, wrote, “The children to have half a ration only.” (405)

To subsist on only half enough food was a real hardship to such healthy and hungry youngsters, but it is on record that, in some instances, the brave little souls stood staunch and firm at even the threats of massacre and death. In 1777, Fort Henry, near Wheeling, while garrisoned with only ten or twelve men and boys, was besieged by a party of Indians under a British officer, and threatened with massacre by the latter, if they did not surrender. In reply to his threat Colonel Shepherd, in command of the Fort answered:

“Sir, we have consulted our wives and children, and all have resolved to perish at their posts rather than place themselves under the protection of savages with you at the head.” (406)

401 McKnight, C., op. cit., p. 329.
402 Doddridge, op. cit., p. 95.
403 Ibid.
404 Ibid.
405 Darlington, Fort Pitt and Letters from the Frontier, p. 172.
406 McKnight, C., op. cit., p. 519.
In another instance, a boat load of immigrants on the Ohio River, was attacked by Indians in 1791. At the beginning of the encounter the children were ordered to keep quiet. After the fighting was over, a little boy came to the Captain of the boat and asked him to take a bullet out of his head—

"On examination it appeared that a bullet which had passed through the side of the boat, had penetrated the forehead of this little hero, and remaining under the skin. The Captain took it out, and the youth, observing, 'That is not all', raised his arm, and exhibited a piece of bone at the elbow, which had been shot off and hung only by the skin. His mother exclaimed, 'Why did you not tell me of this?' 'Because,' he coolly replied, 'the Captain directed us to be silent during the action, and I thought you would be likely to make a noise if I told you.' " (407)

Another narrow escape was experienced by some young people who, when returning one evening from milking the cows in a meadow at a distance from home, heard the warning war whoop of Indians, and hid themselves under the floor of an old cabin that stood near by. They had not been concealed long before the Indians entered and actually spent the night there, dancing and whooping, but all unaware of the prize within their grasp. When morning came the Indians departed and the milkers escaped to their home. (408)

Such adventures were not by any means unusual for the children of the early pioneers.

But many young people were not so fortunate as those just mentioned. Mr. Baily, writing in 1796, says: "A person travelling this country will often hear the sad story of sons and daughters being shot within a few yards of the house, whilst following the plow or tending the cattle, by Indians." (409) In fact, the savages, when successful in attacking a home or village, generally massacred men, women and children indiscriminately. In such cases their cruelty was unmeasured. Apparently the favorite mode of dispatching young babes was to dash their brains out against a nearby

407 Ibid., p. 608.
408 Van Voorhis, op. cit., p. 268.
tree, often before the eyes of their mothers. (410) In one instance a country school was attacked and master and pupils tomahawked and scalped. (411) In another instance a mother and five children, while on their way to church, were killed and scalped. (412) These instances are only examples of many others that might be cited to show that the pioneers' constant dread of Indians was not unfounded.

Not a few children, however, were saved from death by being taken captive. (413) Sometimes these unfortunates were roughly handled, for one who had passed through the experience records that "my mother, the two boys and girls, were taken into the town, at the same time having their hair pulled, faces scratched, and beaten in an unmerciful manner." (414) In another instance two captive white children would have been tomahawked by an irate Indian had it not been for the interference of a young chief who was kindly disposed toward them. (415) On the other hand, boys and sometimes girls, were frequently adopted by the red men. In such cases the savages treated them as if they were their own children. (416) Many such instances might be cited but three or four will suffice. John Brickell, who lived near Uniontown, Pa., in 1791, was taken prisoner when ten years old and became a thorough Indian boy. (417) Isaac Zane, of the family famous in these parts at that time, was taken prisoner when only nine years of age, carried to an Indian town and kept captive four years without seeing a white man. (418) Catherine Malott, taken captive at Fort Redstone in 1779, when fifteen years of age, was wooed by and married, in an Indian village three years later, to Simon Girty, the notorious

410 McKnight, C., op. cit., pp. 674, 637, 705.
411 Ibid., p. 223.
413 Doddridge, op. cit., pp. 169, 266; also McKnight, C., op. cit., p. 675; many others might be cited.
414 McKnight, C., op. cit., p. 227, quoted from the story of Richard Bard.
415 Ibid., p. 585.
416 Ibid., p. 159. Quoted from the report of Capt. Thomas Hutchins who was assistant engineer with Col. H. Bouquet, before referred to, in 1763.
417 Ibid., p. 736.
418 Ibid., p. 347.
renegade of the border. (419) John Ward, taken captive in 1758, when only three years old, grew up among his captors, married an Indian woman and had several children. Unknowingly, he fought in a battle against his brothers and father, the latter being killed in the engagement and he himself wounded. (420) Thus very young children, when taken prisoner, soon forgot their parents and home and became veritable savages. In fact, one authority tells us that they "became so well satisfied and pleased with the way of living that they did not care to leave them, and were often more brutish, boisterous in their behavior and loose in their manners than the Indians." (421)

Sometimes the red men were forced to make wholesale deliveries of their prisoners when the frontiersmen had swooped down upon their villages and brought them to terms. In one instance there were freed "of Virginians thirty-two males and fifty-eight females and children, and of Pennsylvanians forty-nine males and sixty-seven females and children, a total of two hundred six." (422) An eyewitness of this deliverance tells us:

"It was a most affecting spectacle to see fathers and mothers recognizing and clasping their once lost babes; ... sisters and brothers scarce able to speak the same language, or, for some time to be sure they were children of the same parents." (423)

Often it was extremely difficult to discover the parents of those children who had been captured while very young, for they could not speak a word of English, and could not recognize their parents; nor could their mothers and fathers recognize them. (424) For many of the Indians, however, it was a sad occasion, since numbers of them had grown to love their adopted children. These foster parents gave up their captives with great reluctance, giving them

419 Ibid., p. 423.
420 Ibid., p. 602.
421 Albert, The Frontier Forts of Western Pa., II, (second edition), 78. Taken from the report of Michel La Chauvignerie Jr.
422 McKnight, C., op. cit., p. 157. This was a result of Col. Henry Bouquet's expedition against the Indians in 1763.
423 Ibid., p. 158. Quoted from Capt. Hutchin's report.
424 Ibid., p. 160; also the report of Geo. Croghan in Colonial Records of Pa., IX, 252.
presents and shedding "torrents of tears" at the separation. (425) Nor were such children overjoyed at the parting, for:

"Among the children who had been carried off young and had long lived with the Indians, it is not to be expected that any marks of joy would appear on being restored to their parents or relatives. Having been accustomed to look upon the Indians as the only connections they had; having been tenderly treated by them and speaking their language it is no wonder they parted from the savages with tears." (426) Indeed, they sometimes eluded their rescuers and returned to their adopted parents. One girl jumped from the canoe in which she was being borne homeward, and tried to get away. (427) Two other girls were more successful, actually making their escape and returning to the Indians. (428) To such tragic experiences as we have been relating here, could be added many more, but enough have been given to enable us to understand, in some faint degree, at least, what it cost to conquer the wilderness, and what part of that cost was paid by the children.

Looking back over this story of the life of children in colonial Western Pennsylvania we must conclude that they had many hardships with which to contend and few comforts to enjoy. Bobbing across the mountains in a wicker basket carried on the backs of packhorses, bounced in the cumbrous Conestoga wagons, or born in humble cabins on the forest clearings; taking their first naps, pestered by fleas, flies and bed-bugs, in home made cradles and beds; donning their first clothing of deerskin and homespun; eating their first meals of crude fare out of wooden bowls and trenchers; assisting their mothers and fathers, as they grew older, in the work of the house and farm; rejoicing in their homely pastimes and games when the few opportunities presented themselves; fighting with their robust

425 McKnight, C., op. cit., p. 159. Again quoted from Hutchins' report.
426 Ibid., p. 160.
428 McKnight, C., op. cit., p. 224. Quoted from John McCullough's account.
young strength and ineffective pioneer remedies the ravage of disease; seeking instruction at the knee of their mother or through the birch switches of the itinerant schoolmaster; toiling away their days of youth in long terms of apprenticeship; and continually exposed to the scalping knives of the Indians—so might run the record for the hundreds of pioneer children. Thus it is manifest that their whole life was a constant struggle against great difficulties and dangers.

Small wonder, therefore, that the second generation of the Alleghenies grew to be strong men and women, for only the strongest of them could survive the ordeals of their tender years. Moreover, such qualities were their heritage for few indeed were the parents of weak and timid nature who dared to leave their eastern homes, where there were comparative comfort and safety, for the strenuous life on the western borders and the subjugation of the wilderness. Nor is it surprising to learn that the children reared under such conditions, or stirred by the romantic and adventurous tales of their parents, were among the first to float down the broad Ohio to the fertile plans of the middle west and there conquer another frontier. In those regions today one often meets families who boast of their descent from the “Pennsylvania Dutch” or the Scotch-Irish pioneers of the Keystone state.

Furthermore, the life they were compelled to live tended to develop characteristic Americans. Their homes located on widely separated farms or in isolated settlements presented an excellent opportunity for the development of that spirit of independence which tolerated no abuse, and for the cultivation of a democracy which recognized no class distinctions. Thrown upon their own resources for sometimes months at a time, each family providing its shelter, food, and clothing by the united efforts of all; indebted to no man for their health, wealth and happiness; and rich and poor alike fighting shoulder to shoulder against the Indians; it is not strange that the doctrine of the equality of men was a natural development among the pioneers nor that their children continued to uphold that principle as the keystone of their government.
Appendix II.

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