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COVER PICTURE: The Newman School (1841-1955). Now The Little Red School House Museum, it is preserved for posterity by The Lycoming County Chapters, Pennsylvania Federation Junior Historians. The school is located on Route No. 220 near Hughesville, PA.



MEETINGS, 1977-1978 LYCOMING COUNTY HISTORICAL SOCIETY

- April 26, 1978, 6:30 p.m.
Dinner meeting at Eldred Township Fire Hall, Warrensville. Mr. John W. Heisey of York, Pa., will speak on the subject of "Genealogy." A short annual meeting will follow the program.
- May 12, 1978
Mrs. Mary Mussina Massey will act as our guide on a bus tour of Winterthur.
- June 10, 1978
A Memorial Service will be held at Calvary United Methodist Church, corner of West Fourth and Cemetery Streets, commemorating the 200th Anniversary of the Plum Thicket Massacre on this location.

GREETINGS FROM THE PRESIDENT'S DESK

March 9, 1978

Dear Members:

As we approach the end of our fiscal and program year, it is my pleasure to report to you some of the activities and achievements of our Society and Museum and to look ahead to plans for the coming year.

The monthly meetings of the Society have been well attended which attests to the interest of our members and the variety of interests which have been satisfied.

Our Museum Director, Andrew K. Grugan, and his staff continue to provide ever-changing special exhibits. Currently there are on display in the meeting room a number of oil paintings from the James V. Brown Library collection, and on the main floor an exhibit of six "Buildings of the Past" in Williamsport. We urge you to visit the Museum frequently so as not to miss any of these interesting "shows."

Still remaining on our schedule are the March 16 slide lecture on Winterthur by Mrs. Mary Mussina Massey and a bus tour on Friday, May 12, of Winterthur. This tour has been so popular that we are considering scheduling another trip next fall.

The annual dinner of the Society will be held at the Eldred Township Fire Hall, Warrensville, on Wednesday, April 26, at 6:30 p.m. Mr. John W. Heisey of York, Pa., will speak on the subject of Genealogy. A brief business meeting for the purpose of election of officers for 1978-1979 will follow the dinner.

A bicentennial observance is planned for Saturday afternoon, June 10, 1978, to commemorate the anniversary of the Plum Thicket Massacre, an event which took place at the present site of the Calvary United Methodist Church at the corner of West Fourth and Cemetery Streets.

Our Society will also participate in the sesquicentennial celebration of the first Dunkard Meeting House in the United States which is located at Bloomingrove. Details of these two events will be announced later.

Plans are being formulated for the next four years leading to the observance in 1982 of the seventy-fifth anniversary of the founding of our Society in 1907. Our desire is to put our Society on a firm financial basis by increasing membership, especially of sustaining members. As these plans are being developed we earnestly solicit your suggestions and support.

Sincerely yours,
Robert D. Smink, *President*
Lycoming County Historical
Society

PROCEEDINGS OF THE TEACHERS' INSTITUTE OF LYCOMING COUNTY EIGHTEENTH ANNUAL SESSION

The Eighteenth Annual Session of the Lycoming County Teachers' Institute was held at Muncy, Pa., from Monday, December 20, 1880, until Friday, December 24, 1880. The Proceedings were published in an 84-page hardback book. The week was filled with addresses, discussion groups, orations, essays, musical selections, and bits of poetry. In addition, the teachers were given test sentences in analysis and parsing, false syntax, pronunciation, and test words in spelling. It is also interesting to note that the book contained twelve pages of advertisements.

Because it would be too large an undertaking to reprint the Proceedings in their entirety, we have selected several of the discussions and addresses for your reading. If you have the time and the desire to read the book, it is available at the Museum. While it is especially fascinating reading for those in the field of education, we are certain most of the citizens of our area would find the book both informative and interesting. The Museum has on permanent display a one-room school, and on the wall next to it hangs a map prepared by Clarence McConnel which indicates the locations of many of the one-room schools of the county. At the time of his death, Mr. McConnel was making a scrapbook on the same subject--his widow has donated the book to the Museum.

"At 1:30 P.M., T. F. Gahan, Esq., ex-officio chairman, called the Institute to order and introduced the Rev. Mr. Leisenring, who followed the reading of the thirty-fourth Psalm with an appropriate and impressive prayer. The Superintendent then announced that Prof. C. S. Riddell would deliver the Address of Welcome."

Excerpt from the Address of Welcome:

".....The profession is a high and holy one, a profession of great responsibility; and he who is able to teach but from books, has yet very much to learn. You are constantly teaching by your deportment, by your conversation, or by your duties unfulfilled. You are now training children who, in a few years, shall occupy the busy walks of life. Whether those walks shall lead them to eminence or obscurity, to respectability or degradation, depends very largely on the instruction they receive while under your care. A good bishop once said, 'Let me be the teacher during the first seven years of a child's life, and I care not with what influence you surround him.' Let us not lose sight of the great fact that we must mould the character of every child entrusted to our care, and that we will be held responsible for the manner in which we have fulfilled the great trust. Fellow-teacher, if any habit of yours is helping to fill the minds of your pupils with false ideas of manhood or womanhood, it is time you leave a profession that should be filled by 'him who hath clean hands and a pure heart.'

"In every profession we find men of bad character, and some think notably so in ours; but when we consider the means at hand for determining the character of an applicant, and that all are considered innocent until proved guilty, we wonder not that there are so many, but that there are no more. We as teachers are responsible for whatever of bad there is in the profession. The disgrace is not that bad men get in, but that they are allowed to stay in. It is our duty as teachers to purge it of every element that will have a tendency to bring us into disrepute. Let us not be content until it shall be placed on so high a plain of morality, justice and right, that no man shall dare to reproach us. Let us seek every means to accomplish this end. Let us read books and journals upon teaching, and attend

every educational meeting. Let our first thought be of our great work, and how we can better qualify ourselves for its duties....."

Discussion: "Should pupils be allowed to attend school before seven years of age?"

"Mr. Whitehead said: The period between the ages of five and ten is the most eventful period in a person's life. During that age the principles take rise that generally govern you in your future life. It is a well-known fact that children who walk the streets from four to ten form habits that in after years will cause society to look down upon them. If you place a child at the age of five under a good teacher, he will lead the child up and place him, morally, alongside of himself; and after the age of ten is past, that child will be fitted to go forth and take his place alongside of that man, and to fill the highest places. The teacher who is not able to instill into the child the principle of morality between the ages of five and ten, ought not to be teaching in the county to-day.

"Mr. Rockey said: I differ with the gentleman, inasmuch as my experience has taught me that where children are detained from the public school till they are seven or eight years old, they are just as far advanced at the age of fifteen as those who attended at an earlier age. Of course they should receive instruction, but the instruction of our public schools in the rural districts is not adapted to children under eight years of age, unless the instruction be modified by a regular system of object lessons, which is the only proper kind of instruction.

"Mr. Cummings said: I agree with the first gentleman. The only criterion by which you can judge is the experience of the past, and that is that all children who attend school under the age of five or six years, or even at the age of four, are better off for so doing. The history of the masters of music teaches us that some of the greatest men in that science

obtained their perfection and made their debut at the age of nine. The start they acquire between the ages of five and seven is such that they cannot be overtaken afterwards. A child's ideas are more easily moulded between that age than any time afterwards.

"J. F. Strieby thought that the condition of our system at present was not adapted to the wants of children under the lawful age.

"Mr. Flanagan said: In these days a child can be taught the alphabet in two or three weeks, and how much can he be taught in five or seven years? I have seen children reading in the Second Reader between that age. In this county the children only attend school till they are from twelve to sixteen years of age. If they do not begin till eight, they would get only from five to eight years of schooling. Children learn more in seven than in four years.

"Prof. Reed said: I have seen those little prodigies in the schoolroom who have learned very rapidly, but living to see them grow up as a class, I see that the slow and plodding ones are in advance later in life. Such young children soon learn all their capacity admits, and are apt to take up something too difficult and make a failure of it. Formerly children were admitted at the age of five years, but experience showed it best to change it to six years.

"Mr. Miller: The physical condition of children is not suitable to send them to school under the age of five years. Children grow and develop physically by stirring around. The greatest wrong is developing the mind at the expense of the body. Before entering public school children ought to have sufficient physical ability to stand the labor.

"The County Superintendent then put to vote how many schools in the county had children in the school under the legal age. He thought we ought to stand on the letter of the law. Miss Sanford thought if parents insisted on sending children under the legal age to

school, the teacher ought to insist on their sending a cradle with them."

Miss Sanford, of Minneapolis, Minnesota, presented the following on "Primary Reading:"

"The first thing to do is to get the little children interested. To do this give short lessons. Do not try to hold a class longer than you can keep their attention. This, in the case of young pupils, does not exceed ten minutes. In the next place give variety. Make a point in each recitation. Do not attempt to give object lessons if you have no interest in them, and do not know how to make them successful. We should always give attention to the manner in which pupils walk and stand in their classes. I am in favor of having them toe the crack, or some other mark. Each pupil should know his place in the class and be required to keep it. Never have children stand with their arms folded in front, because this draws their shoulders out of place and into an unhealthy position. Teach them to walk quietly; but not on tip-toe. If you are unable to do a good work by the word method, after trying it, or can do better work by some other method, use that other method; but do not condemn any method because you do not know how to use it, without giving it a trial. In giving object lessons do not spend too much time in making nice and technical distinctions --as between an object and its picture--because it is not the reasoning, but the doing that is beneficial. After having fixed one word in the child's mind leave it and go to the next, but do not forget to return to the first; for children love to be questioned about something that they know."

Discussion: "What additional studies should be taught in our common schools, and in what order?"

"Mr. Flanagan thought the next study to be taken up in the common

schools should be physiology, for the reason that many teachers of the present day do not understand enough of physiology to properly ventilate their schoolrooms, thus causing the many dull and pallid cheeks in the schoolroom. Oxygen is the great purifier of the blood, and teachers should understand enough of physiology to know this fact and to know the quantity required, and the necessity of it, and to take advantage of it.

"Mr. Conkright thought that most schoolrooms were ventilated well enough in this county. The mind should be developed in its natural order, and as mathematics bring into requisition more faculties of the mind than any other study, algebra should be the next branch taught. Many pupils have mastered the arithmetic at the age of twelve or thirteen, and they should not then abandon mathematics, but should take something higher, as the law provides for their schooling till the age of twenty-one years.

"Mr. Moyer said he thought we had too much of mathematics in the schoolroom already. We want studies of more practical benefit. The first thing a man should do is to take care of his health. What is the use of a strong mind in a weak body? Pale-faced children are seen in almost every schoolroom. This is because they do not know how to take care of their health. They should be taught this. Hence physiology should next be taught in our schools.

"Mr. Rockey thought music came next in natural order, and should be the next study in our schools. The wealth, healthfulness and morality and general welfare of mankind depend on music.

"Mr. Gilmore thought we have enough studies in our schools at present, and more than we can do justice to in the short school days, and until the schools were all graded no new studies should be admitted.

"Prof. Riddell thought that composition was the next important branch. There is no study so much neglected as the study of English composition. Physi-

ology is a very good thing, but the people who know most about physiology were often the very persons who most disregarded its principles. It is useless to know a thing unless we can express what we know.

"Mr. Duncan thought all the studies mentioned were all good enough, but each was sufficiently taught in every school, and that the one study to be added was natural science.

"Mr. Cummings thought English composition would be the next in order, and that it was more important to every one to know how to write a letter than be able to give the formation of the rocks or the names of flowers.

"Mr. Whitehead thought composition was already taught in the schools through the written exercises in different studies, and that physiology should be next introduced.

"Mr. King thought bookkeeping should be next introduced, as it was very practicable.

"Mr. Knight advocated the introduction of physiology as the next study, as the demands of nature were a sound mind in a sound body.

"Mr. Pfoust thought bookkeeping was more essential than any of the other mentioned, as it provided against financial ruin.

"Mr. Gahan warned teachers against teaching studies beyond the comprehension of the pupils, and not introduce studies in the schools because they were able to teach them."

The following oration was presented by H. W. Whitehead.

The Responsibility of Teachers

"In the great drama of human affairs the teacher of to-day acts an important part. To him is delegated the

responsibility of moulding the character of those who, in after years, will control the destiny of America. Like the rough marble in the sculptor's hands are the characters of the rising generation in the hands of the teachers. However rough, it can be hewn and chiseled until there stands before you a statue beautiful in symmetry, magnificent in proportions, and perfect in all its parts. No government based upon the principle of popular sovereignty can long outlive the decay of individual integrity. True, our government, apparently, is in a prosperous condition. But are we secure in our prosperity? Ancient nations were once as prosperous as we.

"Rome reached that high political eminence from which she could look down upon the petty governments surrounding her in supreme contempt; or gather them under her imperial sway with one mighty sweep of her irresistible power.

"Greece boasted of her great statesmen and wise philosophers, and embraced in her academies the wisdom and learning of the world. And yet into the great political calendars of Greece and Rome came their Black Friday. On a dark and evil day--to them--were introduced games and amusements which in a few short years corrupted the morals and depraved the characters of their greatest leaders. The mighty Antony, that led Rome's fiercest rabble to shed tears over the murdered Caesar, sold the heritage of a king for the smiles of a courtesan--Cleopatra. Nero sank so far beneath the dignity of a king that the frantic screams and dying groans of his murdered subjects came to him like an anthem of song to his wicked and perverted nature. The licentiousness which their crowned heads indulged in soon extended to their subjects, until by and by the buying or selling of a Grecian or Roman was only a matter of price.

"But where are Greece and Rome to-day? Like the fog curling its fleecy fringes around the mountain's brow, that wastes with the first touches of the morning sun, they have vanished forever, except from the pages of history.

"The same dangers that overthrew the ancient republics of Greece and Rome are now busily at work undermining the foundation of our national government. Maine bartering her freemen's votes for a picayune or a song; Indiana selling her elective franchise to the highest bidder; New York bending its prowess to the nod of a Kelly, herald across this continent a warning voice that strikes terror to the heart of each patriot son, and fills his soul with the deepest solicitude for the safety of this grand old Republic that we have all learned to love and revere.

"The chivalrous blue-stocking laws of our old New England fathers contrast most woefully with the loose moral customs and habits of the western pioneers. The active, wide-awake and energetic yeoman of the prairies, too intent on increasing his broad acres, or filling his coffers with gold, disregards the landmarks and finger-boards on the old rutted road of religious training, and treats the homely precepts of keeping the Sabbath and reverencing God as the wild vagaries of an ill-guided and superstitious people.

"This utter lack of political integrity; this low bartering of the highest rights of an American freeman for the beggarly sum that would challenge the worth of a dollar; this compromising the elective franchise, that great boon purchased by our forefathers' blood and handed down to us as a sacred heritage, for a base and sordid advantage; this utter defiance of the old sabbatical law; this obliteration of the pious old custom of setting apart one-seventh of our time for the worship of God; this practically wiping out from the statute books the initial law upon which our government is founded, is the iron-fingered hand at the throat of the nation that, sooner or later, if not removed, will strangle it forever.

"But here gathered together are a part of those who have it in their power to wrench from the throat of the nation this iron hand, and to instill into its veins the pure blood that will cause its mighty heart to throb once again in quick and regular pulsations.

"The principles disseminated by the common school teacher are--or ought to be--the golden bands that cause the minds of the rising generation to reach up and up and up, until they catch the whispering of angels telling to the pine trees of Maine, to the Hoosiers of Indiana, and to the freemen of New York to spurn the hand that would dare offer to them, in exchange for their characters, the paltry riches of a nation.

"And in the past history of the great West is the beginning of that which, in the end, if rightly managed, will work out their salvation. The law that gave to them the many broad acres of land, the proceeds of which were to go to building up their common schools, and which places in every district a common school teacher, will in the end raise their standard of morality and cause their sturdy yeomanry to bow to the advancing tide of civilization and Christianity.

"On these principles of humility and probity, inculcated by our common school teachers, rest the stability and perpetuity of our government. How important then is it that none be chosen for this vocation but those who are able to instill into the minds of the rising generation the true principles of morality, and to teach them that as they go out into this broad world and battle for standing-room, that their great bulwark of defence will be their characters."

Miss Sanford gave a short talk on the subject of "Cleanliness."

"It has been well said that soap and civilization go hand in hand. Cleanliness is not only akin to godliness, but is godliness. Wherever we find material or bodily uncleanness, we will find mental and moral impurity. Degradation, vice and crime go hand in hand with personal uncleanness. Hence it is of the utmost importance to attend to the personal habits of the child on this point. They should be taught to keep their hair and nails and teeth clean, and their dress in proper order. Many children do not know that this is a part of civilization. Hence it is the teacher's duty to inform them and instruct them on this point. Encour-

age them in all attempts at personal tidiness, however crude. Teach them both by example and precept. Teach them the principles of cleanliness, and also of beauty, harmony of colors, etc. They should also be taught habits of order, and to take a pride in personal neatness and in the general tidiness of the school-room."

Several questions were asked by the teachers and answered by Miss Sanford. One question was, "What course should be pursued with a nine-year-old boy who openly rebels and refuses to mind?" Miss Sanford answered as follows: "Inflict the punishment that is hardest for him to bear, and most disagreeable to him. If fond of playing ball, deprive him of the privilege, etc. Inflict corporal punishment only as a final resort."

Mr. Charles Lose read the following paper:

The Laws of the School

"The wants and fears of individuals make it necessary that all states of society, promotive of good, be regulated by laws. If not regulated by laws the society must be in a state of license, which is undue liberty; anarchy, which is the absence of all law, or despotism, which interferes with just laws. Any of these states, or any combination of them, has been found to result always in trouble, often in ruin. A school is a state of society having for its object the normal, mental and physical improvement of its members. Since it is a state of society intended to be promotive of good in the highest sense, it follows that a school should be regulated by just laws. There may be schools of all voluntarily well-behaved pupils, and there may be teachers who have enough personal magnetism over pupils to govern without laws or system; out from the scarcity of both they must be exceptions, and can have no weight in the question. This much for the necessity of laws in the schoolroom. That they are a benefit is still more evident.

Our land is governed by laws firmly established and strictly enforced. He is no good citizen who has not the power or the will to obey these laws. A criminal must have begun his downward career at some particular time. Would just laws strictly enforced in his school life have hastened or retarded this time? I answer that they would have retarded it; possibly, have kept it off forever. Of all the criminals today in existence, nine-tenths have been made what they are by want of proper control in their youth. The school which is governed by just and strictly enforced law, is training pupils more easily to obey the laws of the land when they become men; it is lessening the number of men who fill our prisons; it is strengthening our government. From every point of view the same fact stares us boldly in the face. Schools must be governed by impartial laws rigidly enforced.

"This question of laws in the school will be more easily discussed if we divide it into the law-maker, the laws, the execution of the laws, and the penalties attached to the laws.

"The law-maker. It has always seemed to me that it is the duty of directors, and not of teachers, to make all the general laws of the schools. I mean by this, that the directors of each borough or township should make the general laws of the schools of that borough or township; and I mean by general laws, such laws as will govern all conduct of pupils that experience teaches these directors must be regulated by laws, in order that the pupils may receive the most benefit. There are many arguments that can be brought forward to prove that directors should make the laws. In the first place, it would take the making of the laws out of the hands of one, the teacher, and put it in the hands of a number, the directors; which by all analogy makes the laws the stronger. In the second place, it is evident that the men who have lived all their lives in a certain locality must know better what laws are right and necessary to govern the children of that locality than the teacher who has just entered it a

HIS FRIENDS TAKE GREAT DELIGHT IN HONORING



THEIR SCHOOLMASTER CHARLES LOSE, A.M.

"And gladly wolde he lerne and gladly teche"

Chaucer from the Canterbury Tales

COMMUNITY HOUSE, WILLIAMSPORT, PA.

FEBRUARY 3, 1921

stranger. Again, this arrangement would obviate the change of laws which usually takes place under the administration of each new teacher, and pupils seeing that certain laws had governed former pupils, would have more respect for them, and would more willingly obey them than they would laws which this winter are strictly enforced, and which last winter were not in existence at all. And this arrangement would also greatly assist the teachers. It would place the directors between them and the people, where they properly belong, and not in the background where they so often are. I had a painful experience of fighting patrons, with the directors far in the rear of the battle, or if in the conflict at all, on the enemies' side. I have seen a community where the women tongue-lashed the teacher, the men shook their fists in his face, and the directors stood back and saw him fight the whole battle single-handed. If he won, he showed his ability; if he failed, he was not fitted for the position he had tried to occupy. You may have some objections to this plan of giving the directors the power and requiring that they do make the laws. You may say that the teacher has had more experience in the schoolroom than they, and can make better laws. My only answer to this is that directors, by proper management and study, can make laws better suited to their locality than can any single teacher. They could and would receive much aid from the superintendent and all experienced teachers interested in the welfare of our public schools. But let it be plainly understood that these laws have been made and established by the directors, and are not subject to the change of each new teacher, and you put school government on a solid foundation. Again, you may say that school directors are poorly paid, and might object to this additional work and responsibility. Let them be paid, then. We cannot count cost when the result is the weal or woe of young America, and in the end of old America. Then you may offer the objection that the teacher will be cramped by these fixed laws, and in the management of his school must keep in a certain groove that would hinder him. The objection has no weight when you

fully understand that the laws which the directors make are only general laws. It would require a thousand rules to regulate the minutiae incidental to everyday school life, and this must always be left to the judgment of the teacher. I think that in many large cities, and some boroughs of our land, directors do make the laws of the schools; but I know that in Lycoming county this work is done by the teacher, and I now plead for the schools and the teachers.

"The laws themselves. I do not intend to take upon myself the responsibility of laying down any general laws, much less any particular ones by which schools may be governed. Certain laws are beneficial to the schools of certain localities, that would be entirely out of place in other communities. He who would undertake to make a set of laws governing each and every school in Lycoming county, would be engaged in a more than difficult task. In this division of my subject I shall mention only a few things that are applicable to all school laws. The first is the *ex post facto* law, or the law made after the fact or commission of a crime. If the directors were to make the laws, and these laws were strictly adhered to, there could be no such thing as an *ex post facto* law. There would be certain cases under morals and manners which, from their almost infinite number, could not be reached by set laws, and must be punished or commended by the teacher as they occur; but the general laws governing the conduct of pupils being laid down before, must be free from this kind of law. But since we teachers may be compelled to make our own laws for some time yet, we may discuss this point with some profit. To make a law after an individual has committed a crime, to punish him for this crime is, in the eyes of man, a most unjust thing. And why not equally unjust to children? Old and experienced teachers tell us that the teacher who on the first day of school pins up against the wall a set of cast-iron rules, is laying up for himself a store of trouble. It may be true; but let us look at the other side of the question. We shall suppose that he makes no rules

in the start. The second day a boy commits an offense for which he must be punished, in order that the school may be set an example. The teacher punishes him. Now hereafter he must punish every boy who commits that offense, or he is not an impartial teacher. Hence, when he punished the first boy he established the law, against that particular offense. He established the law on the second day, instead of on the first. He gains one day's time and loses the good-will of the boy, by punishing him for an offense against which there was no law. It is very probable that had he established the law on the first day, the boy would never have broken it. If he had broken it, he would know that he merited punishment; and in receiving this punishment must feel that he is punished by the law, and not by the teacher's passion. Thus the teacher rises to the dignity of one who only fairly executes just laws, and is not a tyrant in the eyes of his school. No, the teacher who makes laws only as certain offenses drive him to it, is a coward. He is simply staving off from day to day what should have been settled in the beginning. I know that teachers sometimes make laws which they find it impossible to enforce; but this, instead of damaging my argument, only proves the teacher's want of skill or foresight. Again, the laws should be so made that even the dullest pupil may understand them. It is an evidence of fairness and good intentions on the part of the teacher. Caligula, according to Dio Cassius, wrote his laws in a very small character and hung them upon high pillars, the more effectually to ensnare the people. Teachers have sometimes become Caligulas, not through intention, but through carelessness and ignorance. Then the laws should be so made that their interpretation does not admit of their evasion. This requires ability in the law-maker. But I cannot allow that the mass of teachers and directors lack ability. I have known a quick-witted and willfully-malicious boy to harass a teacher for weeks with deeds that were just outside the grasp of the laws. I have seen a college professor so imposed upon by an entire class that his life was a torment. I could never pity either the

teacher or the professor. His laws were imperfect, or he was unable to enforce them, or both. Teachers, see to it well that you are governing your schools by the best of laws.

"Execution of laws. No teacher lives who has never been opposed in the execution of his laws. This opposition comes from patrons, pupils, directors. As no teacher should teach where he has not the support of the directors, or cannot gain their support, and as all opposition from pupils may be traced back to parents, I shall discuss only the question of opposition by patrons. Patrons often oppose teachers for very trifling reasons. Their opposition sometimes has as much foundation as had that of the man who opposed the present school system because, when he went to school, p-f-v-b spelled churn, and now it would spell nothing. I knew a teacher to be opposed by patrons because she would teach the little ones to print; another to be opposed because he wished to teach grammar in his school; another because he was small; another because he was large; one because he had a queer gait in walking; some because they punished too much; others too little; and to sum it all up, a teacher to suit all people cannot be found on this sphere. He must be imported from another world. Patrons sometimes oppose teachers when they hardly realize that they are doing so. I have heard my father say that when one of his sons was punished at school he would receive a chastisement at home. He believed this. It was not true. He intended that it should be true; but he never made it so. The first question he asked when one of us came home sobbing was: 'Why did the teacher punish you?' In asking that question he opposed the teacher. He gave the boy a chance to tell his story, and from the nature of things it must be one-sided. The boy omitted nothing damaging to the teacher, everything damaging to himself, and, in the end, if he received little sympathy, he received less blame; and he went back to school feeling that the teacher had wronged him. There my father opposed the teacher through his son. Of how many fathers is this same thing true? Patrons

often oppose teachers by discussing them before their sons and daughters. There must always be two sides to a question or there can be no discussion, and the conversation will soon cease for want of material. If there are two sides to the question, the teacher's demerits must be brought out on one of them, and the pupils thinking that old and wise heads have seen flaws in the teacher, lose a certain amount of respect for him, and no teacher can afford to lose any respect of his pupils. This discussing of teachers by patrons may seem a trifling thing to many, but when you know that there are communities where the principal topic of conversation, in every home and every store, for five long months, is the teacher, it may seem a graver matter. I know it to be a grave matter for the teacher. Teachers, from the make-up of human nature, you will always be opposed, more or less, in the execution of your laws. But I think I can offer you one bit of encouragement. It is this: The people elect the best men in the district as directors. One of the duties of these directors is to employ the teachers best suited for their schools. You are one of those teachers. Now the people had sufficient confidence in the directors to elect them, the directors had enough confidence in your ability to hire you, and the patron who knowing all this opposes you intentionally, and to work you harm, is too insignificant for a second thought from you. Do not go into the schoolroom with the same spirit with which the man went into the pen and clubbed the hogs around, only to show them that he was boss; but when you are sure you are right, you should heed not opposition.

"Aids in the execution of the laws. Teachers have many aids in the execution of their laws if they would but use them. First, the municipal law. The law is nearly always in favor of the teacher, because when the matter is sifted he nearly always has the merits of the case. Many teachers have been tried for injustice in the execution of their laws, but few have been convicted. Second, your fellow-teachers. We are a profession,

and he who is not willing to aid his professional brother, should receive the condemnation of the rest of that profession. The young and inexperienced must be, and are helped by the older and more experienced. The weak must be upheld by the strong. The unskilled must be taught how better to do their work by the skilled. And among the members of no other profession is there found less rivalry and more genuine friendship, than can be found among the members of the teacher's profession. Third, the best people in every community will help you when you are in the right. There can be found no people so totally ignorant as to oppose one who is doing their children a great and lasting good. If there is such a community, it would never have any schools. And you will find that, whenever you teach, the men of the best common sense, and consequently the men who have the most influence, are on your side and will stand by you in your execution of just laws. There may be rich men in the locality in which you teach who, having no children, grumble at schools because they must pay school taxes, and receive no direct return; but a man who grumbles at his school tax is not one of the best men of a community. And fourth, the majority of the pupils are on your side. I say the majority, because the majority of the pupils in any school do, or can be made to, so respect their teacher as to assist him in everything he undertakes. Teachers, by unwise proceeding, sometimes alienate their pupils, and so destroy their most powerful auxiliary. But man by nature loves God; all through the scale of existence it is a principle that the inferior clings to the superior, and the teacher, if he wishes, can always gain the good-will and respect of the majority of his pupils. Teachers, your opposition is always feeble; your support always strong, and if your laws are just, you can execute them and succeed.

"Penalties attached to the laws. Blackstone says that the dread of evil is a much more forcible principle of human action than the prospect of good. Hence laws are rather vindicatory than remuner-

atory, or to consist rather in punishment than in rewards. Laws of the school are of little use without penalties attached to them, and these penalties must always be strictly meted out to the offender. In this division of my topic I shall speak only of punishments, as Blackstone's principle will apply to boys and girls as well as to men and women, and my own experience has taught me that though it may be proper to reward a pupil for good conduct, yet the anticipation of a reward has very little effect in restraining pupils from doing what is wrong. The teacher has but four punishments which he may attach to his laws as penalties. These are corporal punishment, expulsion, suspension, and assigned tasks. You may find a set of philanthropists, with hearts as soft as their heads, who will oppose three of these punishments. They say that corporal punishment is barbarous and is behind the nineteenth century, that expulsion makes an outlaw of the pupil, and suspension does the same to a less degree, and they leave only the last, which is practically worthless; for a pupil who has rebelled against a law may with equal propriety rebel against performing an assigned task. If we follow this advice, we must govern our pupils by laws behind which there is no force. It is the old, old story of 'bricks without straw.' I claim that every one of these punishments is right and proper in its place. First, a corporal punishment is sometimes necessary to overcome obstinacy. The victorious obstinacy of a single boy makes his future endeavors of reformation or instruction totally ineffectual. Obstinacy must never be victorious. Locke, in his treatise of education, mentions a mother with applause who whipped an infant eight times before she subdued it; for had she stopped at the seventh act of correction, her child, says he, would have been ruined. Teachers should use this punishment with moderation, but obstinacy and rebellion make it sometimes necessary, and we dare not strike it from our list of penalties. Expulsion: A pupil whose conduct makes him injurious to the rest of the pupils, morally and mentally, and who cannot possibly be so governed that he may associate with them without their receiving harm, should be expelled. A

man who, by breaking the laws, endangers the lives and property of the people among whom he lives, is expelled from that community; he is sent to the penitentiary. A pupil who cannot be prevented from breaking the laws of the school, and who is a continual injury to it, should be expelled. No matter what becomes of him after that. We dare not risk the moral life of a number that we may possibly reform one. The story of the ninety-and-nine has no application here. Third, suspension: I have seen a teacher make a pupil very repentant for an offense, by treating him as an alien until he showed by his conduct that he was sorry for what he had done, and wished again to enjoy the teacher's friendship and approval. This is one kind of suspension, and in my mind the most effectual kind. It may take experience to learn how thus to suspend a pupil, but it is worthy the study of every earnest teacher. The suspension from the schoolroom is decidedly a poor punishment, and seldom accomplishes the desired results. Last, assigned tasks: This is a punishment that seldom reforms the pupil. The holding of a knot-hole in the floor by a pupil may serve to amuse his companions and divert them from their studies, but it seldom helps either the boy or the knot-hole. Committing to memory so many verses may benefit the pupil, inasmuch as he will know that many verses which, without the punishment, he would not have known; but it is a light punishment, and should be used only when the offense has been slight.

"Teachers, in listening to this paper you may have come to the conclusion that I have little love for children, or have had a hard experience as a teacher. Neither is true. I have seen so many teachers fail because they could not govern their schools; so many schools containing bright and eager pupils to be ruined, winter after winter, by the willfully malicious conduct of one or two of its members; so many teachers with plenty of ability, and a more than willingness to do well, opposed by patrons until they were so discouraged that they could hardly be driven into teaching again.

These things have come under my own observation time and again, and must have come under the observation of most of you. If there were no remedy, then talking about them would be a waste of time and words. But there is a remedy. Teachers, use it. First have just and well-framed laws made and established, either by yourself or the directors. Then enforce those laws, no matter what be the quantity or quality of your opposition. And last, use your punishments in enforcing these laws. Let every offender be visited with the penalty attached to the law he has broken. In doing this you prove yourselves teachers who are masters of the situation, you make school government tangible, and not a set of empty words, and you work posterity a great and lasting good by training children to know and respect law. I may be blamed for lack of experience in this matter, but I cannot be blamed for lack of conviction."

Miss Sanford gave the following talk on the subject of "Ventilation":

"Well ventilated school houses were like angels' visits, few and far between. Very few teachers know what a well ventilated school house is. The amount of foul air which we breathe in the school house is simply disgusting. We can and should cultivate a taste for pure air. There are many systems of ventilation, but none has ever yet been devised that will properly and thoroughly ventilate a schoolroom on a cold but still winter day. Ventilation is not only essential to the health of the pupil and teacher, but to the progress of the school. In order to have good ventilation it is not necessary to be cold; warm air may be pure, and cold air may be very impure. Pure air, even though cold, gives greater warmth to the body than warm but impure air, because it increases chemical and vital action. There is a method by which the air, even in the country schoolroom, may be kept tolerably pure. It is this: At every intermission, at recess and noon, and at the close of the day, throw wide open all the doors and windows long enough for the air to circulate through the whole room and carry out the foul, impure

air; and several times during each session, whenever the air becomes very bad, throw open the doors and windows for one or two minutes. If there be any children who are not well or who are in front of the doors or windows, have them change their position temporarily, or place something over their shoulders.

Mr. Walter C. Gilmore delivered the following oration:

Educational Progress in Lycoming County During the Last Decade

"Our age is an age of progress. To us this is plainly proven every day of our lives. Every branch of industry verifies the same fact, and it is brought emphatically home to us when we contemplate the vast interests of humanity which we see on every side. Science both proves and illustrates that 'the world does move.' Literature has been making giant strides toward perfection, and in whatever way we may turn can be seen this self-same system of progress permeating every department of the concerns of human kind. But it matters not so much to us whether we be conversant with the lore of ages past, or with every page that has been filled with the chronicles of our own time, important though they be; but that the youth of our land should be brought up to protect the interests of our nation, that education should be infused in every mind, and that our common schools should go on and on, are truths that directly concern you and me, and every one throughout our broad land.

"The history of education in our county is full of instruction and encouragement as well. Let us then, for a short time, turn back and read over some of the instructive chapters, and live over in our minds the more important scenes therein portrayed. Turn back with me half a score of years, and together let us enter in upon the first body of teachers assembled within our borders for mutual deliberation: The newspapers wondered what new notion those fanatics had in their minds, and pitying their assump-

tion, passed them by in silence. You mark well that the hall is not filled to hear what the teacher may say. Yea, only a little band of instructors is all that you see; but each one actuated by a motive high above self, and with the earnest purpose to aid in giving the cause of education such an onward impetus that it had never felt before.

"Pass with me from this unpromising assembly and enter the old log school house of the village. We all remember it well. There is the rod in its accustomed place, close by the master's hand. The benches are all ranged around the wall in their well-remembered order. And every crack and crevice and cobweb was by us invested with a history peculiarly its own. We involuntarily tremble when we enter, lest we feel the weight of the master's wrath for lessons that we could not learn. And we severally call to mind how we used to treasure up our childish griefs, and wonder whether there ever could be a school in which a teacher would understand the wants and feelings of his pupils.

"Silently and swiftly ten years have passed over the county we represent. The time has not sped by in vain. No longer is the teacher a zero in society at large. No longer is one of their deliberative bodies slighted by representatives of the press. But on the contrary, when we look over these assembled people, with countenances reflecting an earnest, noble purpose, and note the mighty interests of society and state the teacher controls; when we see our whole people anxious to know what the teacher is next going to do for the common good, the thought comes irresistibly home to us all that, somehow or other, during the last ten years the teacher has become an important factor in the affairs of our common weal.

"Again we pass to yonder village. The old log hut in which we finished our education has given place to the beautiful school house of today. We stop and wonder at the threshold whether this is the same place where we spent many a sad, sad day o'er our unfinished

tasks. Yet 'tis on the same sheltered hillside; the same brook sings its merry song in the same way as it did in days of yore, and the same sturdy oak trees nod their proud heads to the summer winds. We knock and enter. The rod has gone from sight. No sorrowful faces are here to remind us of our school-boy days of probation; but cheerfulness, activity and life plainly tell us that many a little fellow is now spared what we endured, that our boyish ideal of a school has at length been realized, and that the harsh, exacting master of that time has given way to the teacher of the present, with feelings and sympathies for the young intrusted to his care.

"Truly, the course of the last ten years has been fraught with happy changes for us. Then the teachers were not in common with their work; now a bond of social harmony pervades the whole system. Then education attracted little attention; now our exchanges and institutes fill the need and arouse enthusiastic interest. Then we were afflicted with the school-keeper; now we have the faithful, earnest teacher leading his pupils through the mazes of learning by the powers of lore alone. In short, then education was a dormant sluggard; but now a mighty giant aroused to perform prodigies of labor. As we trace the doings in this special field, a scene grows before our eyes of surpassing beauty, and one conveying a plainer lesson to us than was ever taught by the living canvas; for success is indelibly stamped on every lineament of the scene, and progress in unmistakable characters is plainly and legibly written beneath the picture of the last decade.

"Fellow-teachers of Lycoming county, our predecessors have done a noble work. They have proven themselves worthy soldiers in doing service in a noble cause. They have carried many an outpost of Castle Ignorance, and now it only remains for us to send up the shout all along the line, and advancing with solid front to plant our sacred banners high on the ramparts of ignorance and superstition, and truly glorious shall be our triumph. Let us then draw inspiration

from the past, and so strive to acquit ourselves as not to dishonor the memory of those who have gone before us; and when another ten years shall have circled away, and we stand at the threshold of another era, we can look back on time well-spent and not be sorry for our labors.

"A glad and happy scene passes before my eyes. In the near future I see the cause of education penetrating every home and moving our whole land by its

silent, irresistible influence. I see the profession of teachers honored with the thanks of a grateful people, and every mind ready and willing to learn all that is good for man to know. May that near future be very near! May it be the time when the mists that have enveloped man's mind for centuries will be rolled away like fog before the summer's sun! And may we be enabled, one and all, to look forth on a world once in darkness, but now a race of intellectual freemen!"

The following are sample advertisements published in the Proceedings of the Teachers' Institute of Lycoming County--Eighteenth Annual Session--December, 1880.

CRAWFORD HOUSE

TURKISH BATH ROOMS,


OPEN FOR GENTS

MONDAYS, WEDNESDAYS, THURSDAYS, SATURDAYS, SUNDAYS,

TILL 12 M.

For Ladies, Tuesdays and Fridays.

SINGLE BATH, \$1; SIX BATHS, \$5; THIRTEEN BATHS, \$10.

 Special rates to parties wishing to take the bath regularly.

HIRAM CRAW,
Proprietor

CORSETS A SPECIALTY.

All Nos. From 17 to 40.

Mrs. Moody's Abdominal, Nursing, Misses', Fancy Merinos, Bon Ton,
Dr. Warner's and many others.

SOLE AGENTS FOR THE

"QUEEN BESS" HEALTH CORSET AND SKIRT SUPPORTER.

It is a perfect fitting Corset, cut short on the hips to avoid pressure; high in the back to give support to the shoulders; boned sufficiently heavy to support the body; combined with Shoulder Straps, and a bustle sufficiently heavy to support the clothing.

DUBLE & CORNELL

DRUGGISTS AND PHARMACISTS,

Williamsport, Penna.

Special care given to Prescriptions. Only the purest and choicest materials used in all our productions. Store accessible at all hours, day and night. Night bell on Fourth Street entrance. All prescriptions, requiring more than fifteen minutes for their preparation, will be delivered promptly to customer's residence. Prompt attention given to orders by mail, no matter how small.

EARLY SCHOOLMASTERS

(From "Stories of the West Branch Valley" by Katharine W. Bennet.
This article was printed in *The Sun*, August 15, 1928.)

During the years that the agents of justice, healing, and religion took to the highways, the old-time schoolmaster was an itinerant, too. He had no legal license to teach and usually wandered from district to district and "boarded round."

One of the first of the old-time masters in the valley was Caleb Bailey, who appeared in 1796. The seat of his activities is not recorded, but he probably taught in the log schoolhouse erected that year by Michael Ross on the northeast corner of the courthouse square. Other masters who taught in this primitive seat of learning were Robert Knapp, Apollos Woodward, James Watson, a man named Dixon, and Francis Graham. None of the early teachers tarried longer than a couple of years. On April 27, 1808, the following advertisement appeared in the *Lycoming Gazette*:

"A SCHOOLMASTER WANTED

One who is capable of teaching reading, writing, arithmetic, etc., will meet with good encouragement by applying to the trustees in the borough of Williamsport."

Of these early masters, Apollos Woodward settled in the Williamsport area and became one of its leading pioneer citizens. He divided his interest in matters educational with a taste for the military, and before coming to Williamsport had accompanied General Washington as an aide to Westmoreland County during the whiskey insurrection. The Woodward Guards were named in his honor, and he always took a great interest in their welfare.

Francis Graham taught but one year in the old log schoolhouse. Then in 1812

he opened a school of his own in a building which stood on the northeast corner of West and North Streets. He taught for ten years with great success. When the old log schoolhouse was abandoned is unknown, but it probably was soon after Graham ceased to use it.

Among the restless-footed of the teaching fraternity were the itinerant writing masters who wandered through the country gathering pupils in remote farmhouses and towns. One of these masters of flourishing penmanship, George Patton, appeared in Williamsport in October, 1812, and announced that he would engage to form the hand of the true system, without which the most extensive practice will never produce good writing. His terms were three dollars per quarter, with a reasonable proportion of firewood.

Father Kitley, a quaint old Quaker schoolmaster, conducted a school as early as 1790 in a humble log house on his farm between the present Pennsdale and Hughesville. Jaysburg had a schoolhouse before one was built in Michael Ross's town. The settlers were principally Holland-Dutch and Scotch-Irish, and trouble usually arose in selecting a teacher. At one time a riot was imminent and was averted only by the erection of another schoolhouse so that the pupils could be separated according to nationality; each had a teacher speaking their mother tongue.

One of the first institutions for higher learning in the valley was "The Seminary in the Wilderness," founded by John Norris and his wife on Little Pine Creek in 1806. This was a bold venture for the times, but it proved eminently successful. The seminary could be reached by the Williamson Road that had been opened a few years before from Loyalsock, now Montoursville, to Painted Post. Many daughters of early pioneers

attended this female seminary. A few of their names have been preserved. Among them are Ann Blackwell, afterward the wife of Benjamin Lamb; Hannah Blackwell, wife of Henry Lamb; Maria Davidson, daughter of Dr. James Davidson, the Revolutionary surgeon; Elizabeth Burrow of Montoursville who became the wife of Tunison Coryell, afterward married to Samuel Morrison; Priscilla Morrison, married to Thomas Martin; and Elizabeth Porter.

The primitive log schoolhouse, which was so similar in structure to the pioneer cabin, eventually gave way to a new style of architecture--an octagonal building with windows of bull's eye glass, usually heated by a Franklin ten-plate stove.

Two of these octagonal schoolhouses were well-known institutions of learning. The "Williamsport Academy for the Education of Youth in English and other languages, in the Useful Arts, Science, and Literature," was built in 1814 at the corner of Third and West Streets. State aid to the extent of \$2,000 was obtained on condition that a number of poor children, not exceeding five, should be taught there without charge. This sum, augmented by subscriptions from citizens of the borough and county, made possible the erection of a substantial brick building, octagonal form, that was a landmark for many years. The academy was served by a line of Scotch-Irish masters until 1835 when it passed out of existence. After this, Miss M. A. Heylman and Miss P. Hall conducted a young ladies' seminary in the old building for a number of years.

An octagonal stone schoolhouse was erected in Montoursville in 1818 on a plot on East Broad Street, now a part of the town's spacious playground. It was a noted seat of learning for many years.

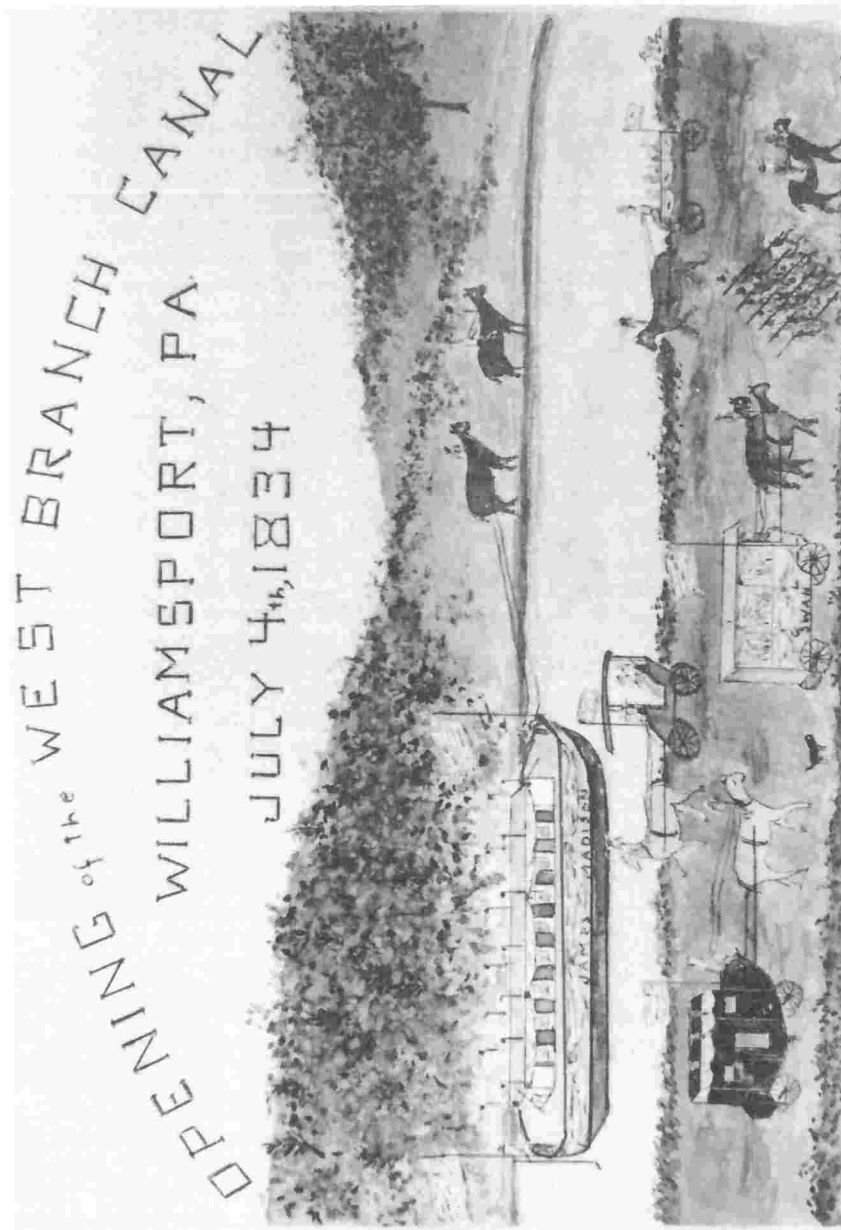
Muncy's most famous early school was the Young Ladies' Seminary founded by Mrs. Belinda Smaley, wife of the Rev. John Smaley, in 1836. When Mr. Life succeeded Mr. Smaley in 1857, his wife continued the school. It was during the time of Mrs. Life that Miss Rose Cleveland, a well-known educator and sister of Grover Cleveland, was employed as teacher.

There were many school buildings throughout Pennsylvania, but thousands of children were not near these schools, and thousands of others were too poor to pay the fee. So a great demand arose for public schools for all the children.

Like all great movements, the public school system was planned, and worked, for many years. The organized system of elementary education is due to the unselfish and untiring efforts of three German governors of the state (Schulze, Wolf, and Ritner).

The first of these governors to take a bold stand for public education was John Andrew Schulze, a finely educated Lutheran clergyman, twice elected governor, serving from 1823 to 1829. After the expiration of his term of office, Governor Schulze came to the West Branch Valley and settled on the farm along East Broad Street, Montoursville, now the home of James Eck.





OPENING OF THE WEST BRANCH CANAL

By Richard L. Mix

The opening of the West Branch Canal as far as the Loyalsock Creek, as reported in the two weekly newspapers, The Lycoming Weekly Chronicle and The Lycoming Weekly Gazette, was one of the greatest events that happened in the West Branch Valley up to that time.

The headline in The Chronicle read:

"THE CELEBRATION-FOURTH OF JULY OPENING OF A NEW SECTION OF THE W. B. CANAL"

The Harrisburg Legislature approved a bill in 1828 to let contracts for the building of a canal from Northumberland to the Bald Eagle Creek on the West Branch of the Susquehanna River. The bridge at Northumberland which connected the West Branch Canal with the Susquehanna Canal was completed in 1831, and it took three years to finish the line as far as the mouth of the Loyalsock Creek.

A great celebration was planned for the passengers and guests of the first packet boat that traveled from Northumberland to the west guard lock on the Loyalsock Creek. Advertisements were placed in newspapers of the day for the Lycoming Cavalry, the Williamsport Guards, and the Lafayette Rangers to be prepared to march in the celebration of the opening of the canal on July 4, 1834.

Once the lower division of the Lycoming Line was completed from the pool of the Muncy Dam to the Loyalsock, a committee was formed to plan the day's events that would mark the opening of the canal. The committee was made up of James Armstrong, Robert Fleming, S. H. Lloyd, John H. Cowden, John Elliot, A. B. Cummings, John Grafius, James Gamble and G. W. Lathy. Mr. James Taggart of Northumberland "kindly tendered his splendid packet boat, the 'James Madison' under the charge

of Capt. M'Connel, for the accommodation of the party, and on Thursday evening left the wharf at Northumberland, with a fashionable assemblage of the youth and beauty of that village and the neighboring town of Sunbury, accompanied by Mr. McCormick, the Supervisor of the Susquehanna Line."

The "James Madison" stopped at Milton to pick up more celebrators and early on Friday morning the boat departed for Muncy. It arrived at Muncy at eleven o'clock in the morning and was met by a large group of Muncy and Williamsport officials, including William F. Packer, Superintendent of the West Branch Division, Robert Farries, Principal Engineer, W. E. Morris and W. R. Wilson. While moored at the outlet lock at Muncy, the party was saluted by the "Muncy Troop," under the command of Capt. Frederick, by the repeated firing of a four pounder. The boat left Muncy at one o'clock with a passenger list of nearly fifty persons.

When the boat arrived at the farm of J. Andrew Schulze, it stopped and the former governor joined the party on its route to the Loyalsock Creek. Former Governor Schulze was governor when the original bill creating the Pennsylvania Canal System was passed and it was he who turned the first shovel full of dirt to mark the beginning of construction on July 4, 1826. Schulze's house still stands in Montoursville. It is located back of the Weis Food Market near the State Police Station.

The boat continued on, "drawn by four fine horses at the rate of five miles an hour." At half past two it docked at the guard lock east of the Loyalsock Creek. There it was met by the Williamsport Guards under the command of Capt. Grafius. They gave a military salute "in a manner highly creditable to themselves and honorable to their commanding officer." There was also a large number

of local citizens who cheered the "James Madison" at the pool of the Loyalsock Creek. At three o'clock the boat moored at the guard lock on the west side of the creek. The Lycoming Cavalry commanded by Capt. Cowden "was drawn up in line and after passing the customary salutations prepared to escort the party to Williamsport, a distance of about three miles." The committee in charge of the celebration met the boat party with twenty carriages and with a military escort proceeded to the borough of Williamsport. The Chronicle article stated, "It was an imposing spectacle to witness the approach of between twenty and thirty carriages--containing the youth and beauty of our neighboring towns--each flanked by a trooper on either side, with all our citizens, old and young, greeting their arrival with joyous countenances."

At the cavalcade's arrival in Williamsport, it was saluted by the Lafayette Rangers commanded by Capt. Alden. The party then proceeded up "Third Street to Market Street, up Market Street to Fourth Street, up Fourth Street to Pine Street, down Pine Street to Third Street and down Third Street to the public house of Thos. Hall, and there partook of a sumptuous repast, which had been prepared for the occasion. The evening was passed in the utmost hilarity, nothing having occurred to mar the pleasures of the day."

The next day, July 5, 1834, the party departed and returned to Northumberland "highly gratified with the excursion."

Although July 4, 1834, was celebrated as the opening of the West Branch Canal to Williamsport, the waterway was finished for passage only to the guard lock west of the Loyalsock Creek. It was on November 7, 1834, that the first boat, "The West Branch Trader," under the command of Captain Christ, passed through the borough of Williamsport on its way to Jersey Shore and Lock Haven.

The year 1834 was a milestone in the development of the West Branch Valley and in particular Williamsport, because with the opening of the Lycoming Line of the Canal, the North Central part of the state was now linked directly with major industrial and populated centers of the Commonwealth. The natural resources of the area could now be shipped to different parts of the state and finished products could be sent directly to the West Branch area by the way of the canal. Our great lumber industry used the canal at first to ship its products down state until the Boom was built and railroads replaced the canal. Thus the West Branch Canal, although short lived, was a very important link in the development of our area.

Sources: The Lycoming Weekly Chronicle, July 9, 1834

The Lycoming Weekly Gazette, July 9, 1834

The drawing was made by Mrs. John J. Swan, Williamsport.



FRANCIS MANEVAL

By Gladys Tozier

Mr. Francis Maneval is a man of many talents. Because he is interested in history, the Lycoming County Historical Museum has benefited from his varied activities, for he gives freely of his knowledge and skills. He serves as Curator of Industrial Exhibits and has been a major contributor to the Museum of artifacts and archival materials. He has devoted much time and effort to the planning and construction of the gristmill in the basement of the Museum, locating the old lumber, grindstone, and mill equipment from old, abandoned mills in the vicinity. He had the assistance of Mr. Lloyd Skriptchuck in building the forge.

Mr. Maneval has been instrumental in developing the adjoining woodworking shop, machine shop, and blacksmith shop. These fine exhibits have proven to be a great attraction to the visiting public and the many school groups, particularly with Mr. Grugan's discourse and demonstration. Recently Mr. Maneval has worked on the butchering and sugaring exhibits.

For years he collected old radios, from the beginning of that industry, and has now presented this important group to the Museum.

The comprehensive Maneval family records, with the interrelated families, is a notable addition to our genealogy file. Of interest, one ancestor was secretary to Hitler and another to Napoleon.

Using documented court, church, and official records, Mr. Maneval has written a definitive history in pamphlet form entitled, Annals of Jackson Township. It is indexed and comprises valuable historical and genealogical data from 1768 to 1846.

He is historian of the Liberty Area Historical Society and has written another

booklet, Life in Liberty, 1893-1974, also now in the Archives.

Mr. Maneval brought to this department a beautifully drawn sketch of the original Blockhouse, south of Liberty, with the names and dates of each owner. This log building was built in 1702 by Berezy. It was sold in 1793 to the Patterson brothers, who remodeled it for a hotel and store, sold again in 1794 to Philip Anthonson. In 1813 Johnathan Sebring acquired it and called it the Sebring Hotel. In 1880 it was torn down. With this sketch is a drawing of the tracts of land along the district line at Blockhouse, with the name and date of the settler for each plot. A township school of 1815 is shown, the Blue Ball Inn of 1820, and Camp Springs of 1792.

Before Memorial Day of this year, while visiting Wildwood Cemetery, Mr. Maneval saw many gravemarkers scattered around, lying on the ground, many of them at some distance from the grave to which they belonged. Not liking this condition, he did something about it to restore order.

Chapters of the Daughters of the American Revolution place a marker at the grave of a member who has proven Revolutionary ancestry. The same practice is followed by the Sons of the American Revolution. The Veterans organizations also place markers at the graves of soldiers. Mr. Maneval repaired all broken and bent markers and went to the cemetery records office to locate the marker for the right grave. He drilled holes in the ground to keep the markers securely in place and put them at the side of the gravestone so that the mowing machine would not displace them. On Memorial Day it was a beautiful sight to see all the flags waving proudly--all was in order.

How's that for a public-spirited citizen!

THE PRESBYTERIAN MINISTERS OF LYCOMING COUNTY (Continuation)

By Warren L. Marsh

Rev. Herbert Ure

The Rev. Mr. H. Ure was born in Newark, New Jersey, September 15, 1874, son of William A. and Martha Simonds Ure. He attended Newark Academy, graduating in 1896. After graduation he was a reporter for a year for the former Newark Call newspaper, of which his father was then part owner and editor. He then entered Princeton Theological Seminary after graduating from Princeton University, receiving his theological and MA degrees in 1900.

He was ordained at the Memorial Presbyterian Church, Newark, New Jersey, by the Presbytery of Newark, November 20, 1900, and went to Mount Carmel, Penna. as assistant pastor prior to his successor's retirement. He served here until 1905 when he came to Williamsport, Penna.

At a congregational meeting held October 12, 1905, a total of 104 votes unanimously elected the Rev. Herbert Ure pastor of the Presbyterian Church of the Covenant. Upon acceptance of this call, Mr. Ure came to Williamsport, Penna. November 15, 1905, and preached his first sermon Sunday morning, November 19, 1905. He was installed as pastor of the Church on December 4, 1905.

As the pastor and his family are endeared to the congregation, it is not uncommon to find the son of some family named after the pastor. Although the relationship is not known, if any, the following is noted from church records: Herbert Ure Zimmer chosen deacon in 1941.

Herbert Ure acted as Clerk of Judicial Commission of Presbytery in the case of the Presbyterian Church U. S. A. against the Rev. William D. Grant, PhD, who was charged with "Disseminating doctrines, contrary to the Holy Scriptures and Standards of said church" in 1910.

On March 8, 1916, Rev. Ure appeared before Session and stated that he had been considering prayerfully, the question of giving up the Pastorate of the Church of the Covenant, and it seemed to him that the work had now reached the highest mark possible under his pastorate, and feeling that he needed a period of rest and study, personally, had come to the conclusion that now was the opportune time for him to give the work up that another might take it up and do what he felt it was impossible for him to accomplish, and requested the session to call a meeting of the Church and Congregation to take under consideration his resignation.

On Sunday, May 21st, in accordance with the action of Presbytery at Bloomsburg, Pa., April 18th, the pastorate of Rev. Herbert Ure, over the Church of the Covenant was terminated. The congregation concurring with him in asking for the dissolution of the Pastoral relation only because it was his wish and his request, at a congregational meeting held on the evening of March 15, 1916.

In tribute to his work among us the following resolutions drawn up Friday, September 22, 1916, are worthy of this family:

"Whereas, the departure of the Rev. Herbert Ure and family from the city of Williamsport, Pa., where their lives had become such a strong part of the religious influences of the city--and terminated a pastorate there of over a decade in the Presbyterian Church of the Covenant, marked by intense effort and the accomplishment of a real work of reconstruction in the church, and whereas as Moderator of the Board of Deacons of the said Church of the Covenant, his prayerful interest therein actuates the members of said Board to inscribe upon its minutes an appreciation of the

pleasure they had in sitting in Council with him, and to pay to him and his devoted wife a tribute--for the quickening influences of their lives for good in the community:--Therefore be it Resolved:

"That as individual members of the Board of Deacons of the Presbyterian Church of the Covenant, we shall feel sorely his absence in our future deliberations and our church the loss of a true minister of the Gospel of Jesus Christ. We wish also to add to this testimonial our appreciation of his life in all its departments during the decade they tarried in this part of His earthly kingdom.

"Be it further resolved, that it is our prayer, that our Great Heavenly Father, for whom we had such great love and adoration, will preserve him in health and strength for long years of service in the interest of His Kingdom here on earth.

Committee: W. E. Hench
C. W. Manigal
W. W. Gray"

The Rev. Herbert Ure then served in the First Presbyterian Church of Columbus, Ohio, from January 1917 to November 1920. His next charge was in Woodbury, New Jersey, where he served six years, from 1920 until 1926 when he resigned to become Acting Prof. of the Bible at Wilson College, Chambersburg, Penna.

Returning to the active ministry in 1927 the Rev. Mr. Ure was pastor in the Athens, Penna., church of the Lackawanna Presbytery from 1927 until July 12, 1931. He resigned at this time to make a world-wide tour of the Foreign Missions Field. He retired after his return but served as Stated Supply in Montrose, Olyphant, and Kingston churches. He resided at two locations in Forty-Fort, Penna., from 1933 until 1943 when he removed to East Orange, New Jersey, after the sudden death of his wife, the former Miss Ethel Allcock, of Newark, N. J.

Mr. Ure's last active participation in

church work was as Supply Pastor at the Manhattan Park Presbyterian Church in Irvington, N. J., which he served until 1946, retaining his residence in East Orange, N. J. During his long term of service he was Moderator of Lackawanna Presbytery and served as commissioner to the General Assembly of the Presbyterian Church of the U. S. A. three times.

He was a faithful Presbyter and attended the regularly Stated Spring Meeting of Lackawanna Presbytery in the Kingston Church April 1948--just prior to his death. He adorned the Gospel of Jesus Christ, being loyal to his Lord for nearly 50 years.

The Rev. Herbert Ure died at his home, 125 S. Harrison St., East Orange, New Jersey, after a two-month illness, at the age of 73 on July 8, 1948. Surviving were a daughter, Miss Ruth Ure, of the home address, a former missionary to India, and at present a Secretary of the Board of Foreign Missions, and a sister, Mrs. C. A. Backoven of East Orange, N. J. The Rev. William S. Ackerman, Associate Pastor of the First Presbyterian Church of Orange, N. J., conducted funeral services at the Colonial Home, 132 S. Harrison St., East Orange, N. J. Burial services were conducted in Forty-Fort, Penna., by the Rev. Joseph L. Weisley, D. D. on July 10, 1948.

Quoting from a letter by his daughter, Ruth Ure, dated August 12, 1948--"Father was, of course, eager to enter into Heaven, and I must rejoice in the joy that is now his." "Tomorrow (Aug. 13, 1948) I sail for Amsterdam, the World Council, and the New Life Movement in Europe, and the International Missionary Council. I am sure you are praying for the Holy Spirit's control in these meetings."

☆☆☆☆

Miss Ruth Ure

The Rev. Herbert Ure married in 1901 at Mt. Carmel and their daughter, Ruth, was born there. Following her childhood, Miss Ure went to Wilson

College and took an S. T. B. degree at Biblical Seminary in New York, and served in village work in the Punjab Mission from 1929 to 1941. It was when Miss Ure first went to India as a missionary in 1929 that the Ruth Ure Guild was formed. In 1941 Miss Ure became a Secretary of the National Christian Council of India, Burma and Ceylon with responsibility for literacy and literature, Christian Home, and Youth Work.

When Mrs. Herbert Ure died in 1943, their daughter Ruth returned home to be with her father and accepted a position as Secretary of the Board of Foreign Missions. Two of the special privileges of these years for Miss Ure in her responsible position were trips to South America and to Europe, the latter for the First Assembly of the World Council of Churches and the New Life Deputation to Holland, Belgium and France. When the Rev. Ure died in 1948 God again laid His hand on Miss Ruth Ure for India, and she is at present Literature Secretary of the Christian Council of India and Pakistan.

Miss Ruth Ure resigned from this position in April 1953 following her marriage January 27, 1953 in India to Mr. William H. Warren, a widower, who is Chairman and General Secretary of Christian Literature for the Wesley Press, Mysore City, South India.

It is interesting to note for the record that on May 30, 1915, Miss Ruth Ure appeared before the Session of the Presbyterian Church of the Covenant as a candidate for church membership and after a satisfactory examination was, on motion, received. Following the local pastorate of her father, Miss Ure was granted Letter of Dismission March 30, 1917 to the First Presbyterian Church of Columbus, Ohio.

Perhaps no one is better qualified to describe her father and his pastorate in Williamsport than Miss Ruth Ure, and we quote from a letter a few interesting notes:

"Perhaps I have not much to add to

what you have already discovered. For since I was only twelve when we left Williamsport there are those in the congregation who know the details of those years so much better than I,--Miss LaReine Melick, Mrs. Gibson, Mrs. Rhodes, Mrs. Jeeves, Mrs. Keagle, and dozens of others.

"In 1905 father was called to the Covenant Church. There had recently been the splitting off of the Congregational Church and father felt keenly the challenge of developing the spirit of Christian fellowship and of working toward unity. He was eager to build up cooperation with all the Presbyterian Churches, Bethany, First, Newberry, and most especially did he work toward this union with Central Church which finally came about after he had left.

"Familiar details (concerning Herbert Ure) are hard to give, for they are personal and childish rather than congregational. He was known as a tennis player in the early days. He was always a tiny man, only slightly overtopping mother's 5'1½". And always a righteous man, filled with indignation and grief over any kind of evil. One of the congregation said to me much later: 'I never knew anyone as thoroughly good as your father - and I never loved anyone as much as I loved your mother.' I believe they were dearly loved by the whole community and to all three of the Ure's, Williamsport has always been the home of our hearts.

"Both mother and father found great joy in working among the young people of the church. Each spring was a boys' camp at Trout Run--father and Ed, the church janitor, in the spacious cabin spilling over with boys, while mother and I stayed at a nearby farm. (Ask "Miss Lou Deemer" and Ed Gearhart about this.) Then all winter these boys and girls dropped in and out of the house. Many Saturdays there were hikes. After the church remodeled its basement with a wooden floor there were even roller skating parties. Senior and Junior Christian Endeavor were developed. Perhaps the influence among the young folk was the greatest part of that ministry.

"But the pastoral side was also strong. It seemed to me that every late afternoon or evening mother and father started off on their calling--though Mrs. Rhodes has told me mother would never be out when it was time for me to say my prayers! They tried to cover all homes every so often. And after Sunday morning service they took the card catalogue of the membership and read every name to see who had been present and who needed special prayer and help. Mother Rhodes, father always called his 'Assistant' and declared that though he went at once when word came of illness or emergency, she (Mrs. Rhodes) always managed to arrive first.

"My memories are of Mr. Gould's singing, "Open the Gates of the Temple," of the beautiful green plush seats where an elder passed me peppermints if I was good during the long prayer, and where I rose up one day to exclaim despairingly, 'Father will never get through!' of the heavenly smile on my father's face as he closed the Bible within two or three sentences of the end of the sermon. For me they were years of being the minister's daughter in a perfect situation. And I remember well the agony of all three of us when it seemed clear that God wanted us to move on to a new service."

☆☆☆☆

Rev. Charles Everest Granger, D. D.

By a unanimous vote at the Congregational meeting held on February 18, 1917, at which Rev. W. C. Watson was moderator, the Rev. Charles Everest Granger was elected to the pastorate of the Presbyterian Church of the Covenant and Jno. T. Fredericks and John C. Way were appointed as commissioners to present the call before Presbytery.

The Rev. Charles Everest Granger, D. D. was installed as Pastor of the Presbyterian Church of the Covenant on the evening of May 16, 1917, with the Rev. Bernard J. Brinhema, moderator of Presbytery, presiding and propounding the constitutional questions. Rev. E. C. Armstrong, D. D. gave the charge to

the pastor and Rev. William Charles Hogg gave the charge to the people. The scripture lesson was read by Rev. James Bahn and the installation prayer was given by Rev. W. C. Watson.

Dr. Granger acted as supply for this church on two occasions prior to his election as pastor. His sermons were based on The Gospel according to You:

"February 4, 1917

You are writing a Gospel,
A chapter each day
By deeds that you do,
By words that you say.
Men read what you write
Whether faithless or true
Say! What is the Gospel
According to You.

"February 18, 1917 The Reply of the Church

You have preached us the Gospel,
Your words sounded true.
We liked well your discourse,
We also liked you.
We need an example
In all that we do--
Say! Teach us this Gospel
According to You.

At a testimonial service at the Church of the Covenant the evening of February 19, 1922, commemorating Five Years of Devoted Service held under the auspices of Brotherhood of The Church of the Covenant, the following appeared on the program:

"Since you have been with us,
Five years to the Day,
You have taught us the Gospel,
And lived it away.
We said that we liked you,
Now we know it for true.
Say! Keep teaching that Gospel
According to You."

Dr. Granger was born in Brooklyn, N. Y., June 16, 1872, the son of George Mowbrey and Annie Wilcox Granger. He was one of six children. After attending the Brooklyn schools, he entered Brooklyn Polytechnical Institute. He also attended Centenary Collegiate Institute, Hackettstown, N. J., and Yale University. He was a member of Delta Kappa Epsilon Fraternity.

He was ordained into the ministry September 5, 1895, at Congregational Church, Bay Shore, L. I., remaining there for about two years. In 1898 he assumed charge of the Third Congregational Church, Waterbury, Conn. From 1902 until 1910 he served the congregation of the Central Presbyterian Church, Newark, N. J. His next charge was the Gunton-Temple Memorial Presbyterian Church, Washington, D. C. He was pastor of that church until he came to Williamsport in 1917.

On October 2, 1895, Dr. Granger was married to Helen May Seaman, of Cold Spring Harbor, L. I., who was born at this place July 24, 1875, the daughter of the late Henry and Phoebe Brown Seaman. Mrs. Granger, aged 76, died at the Quakertown Community Hospital, Wednesday, November 14, 1951, and was survived by two married daughters, Mrs. A. R. Weishaar of Quakertown, and Mrs. Leslie N. Peterson of Staten Island, and five grandchildren.

At the time of the merger of the Church of the Covenant and the Central Presbyterian Church, and the Central Presbyterian Church being without a pastor, the united congregations unanimously elected Dr. Granger to serve the Covenant-Central Presbyterian Church. He was installed Sunday, June 15, 1924, and served the merged church until his resignation was received by the church December 31, 1933. The resignation was received and accepted by Presbytery as of February 13, 1934.

The time of the merger and the period of his pastorate following it was a considerable ordeal to Dr. Granger. There were many who felt the merger should not have taken place. There were many who felt the church building they worshiped in should have been used and others who were lifetime members of the Central Church, to which building the merged church retired, who did not like to give up their seating arrangements or church effects they were used to. It was a period of adjustment and the endeavor towards cooperation among the members of the newly merged congregation. Dr.

Granger is indeed to be commended for his steady and courageous stand following the merger and his untiring efforts towards this union which had been born under the pastorate of Rev. Ure.

At a congregational meeting Wednesday evening, January 17, 1934, the following letter was read: "Believing that the time has come when a change of Pastors for this church is desirable, I hereby tender my resignation of the Pastoral office, to take effect on the first day of January, 1934. In doing so, I ask the church to unite with me in a request to Presbytery to dissolve the Pastoral relationship between me and the Covenant-Central Church as per date above mentioned. Signed C. Everest Granger."

That the strain and tension within the church made this resignation desirable in Dr. Granger's eyes is evidenced by the following personal letter read the same evening: "I want at this time to urge all my friends to vote to accept my resignation. I am very sincere in this request, I earnestly ask also that everyone remain loyal to the Church, in spite of all that has happened. I pray that there may be no rupture or schism in the Church and that with 'malice toward none' all differences may be overcome in the Spirit of Christ the Great Hand of the Church."

In the summer of 1934 he accepted a call to Bethel Presbyterian Church, Bottle Run Road, as supply pastor. In October of that year Dr. Granger assumed the duties of a stated supply pastor at Lycoming Church and was serving both congregations at the time of his death.

Dr. Charles Everest Granger was a man of distinction. He was a highly educated individual, and a leading figure in civic affairs not only in Williamsport, but in the country at large. He was active in local community campaigns, having served as Lycoming County chairman for the Near East Relief Work during World War I and took a prominent part in the Red Cross and Liberty Loan drives during that period. He was selected as one of four men from Pennsylvania to assist

with reconstruction work in Europe following the war, but had to decline the offer because of his duties here.

It was largely through the efforts of Dr. Granger that the old Lycoming Church burial ground was cleaned, renovated, and landscaped to form an attractive community park. He had recently been selected to the board of trustees of the new Park Home and was a member of the Williamsport Consistory. At one time he served as moderator of the Northumberland Presbytery and twice he was a delegate to the general assembly of the Presbyterian Church of the U.S.A.

The Rev. Dr. C. Everest Granger died at his home, 833 Arch Street, Williamsport, Pa., at 5:30 o'clock Sunday

morning, November 19, 1939, of coronary thrombosis. He was 67 years of age. The funeral services were in charge of the Rev. Dr. David D. Burrell, pastor of First Presbyterian Church, assisted by the Rev. William C. Watson, Bethany Presbyterian Church, and the Rev. Ganse Little, of Covenant-Central Presbyterian Church. The funeral was held on Tuesday, November 21, 1939, at which time the public was given an opportunity to pay their respects. Burial was made at Huntington, Long Island.

Mr. Granger was survived by his wife, two married daughters before mentioned and by two sisters, Mrs. George McLean, Pasadena, California, and Mrs. Hayward Halsey, Hollywood, and three grandchildren, Phoebe and Hope Weishaar and Judith Peterson.



DEATH OF AGED WOMAN

Has Many Relatives
Living in Candor

Mrs. Emily Cooper died at the hospital shortly before one o'clock this morning from the result of injuries received by falling as she was about to board a trolley car at the corner of Fourth and Elmira Streets. The accident resulted in the aged woman sustaining a broken hip. She received her injuries on Sunday afternoon, November 21, and several hours later was admitted to the hospital, where she had been a patient since. Despite her age, it was expected for several weeks that she would recover, but lately her condition was not considered as favorable.

For many years Mrs. Cooper had made her home with her daughter, Mrs. Fred R. Miller, 820 Glenwood Avenue, Vallamont.

Mrs. Cooper who was about 80 years old, had been a regular attendant of the First Baptist Church. Following the regular service, on the day of the accident she remained for the exercises of the Sunday School. Wilson Jones and his wife, who live on Elmira Street, asked Mrs. Cooper to go to their home for dinner, but she demurred, saying her daughter expected her to dine at her home.

The aged lady left Mr. and Mrs. Jones at the corner of Fourth and Elmira Streets and they passed on out the street to their home, leaving Mrs. Cooper to wait for an eastbound street car. A few minutes later Mrs. Cooper was taken to their home in the automobile of Albert D. Hermance. Mr. Jones summoned the ambulance of the city police department and Mrs. Cooper, accompanied by friends, was taken to the Williamsport Hospital.

An examination by surgeons showed that she had sustained a fracture of the left hip. Mrs. Cooper, about two years

ago, while visiting in New York state, fell and fractured her knee cap, and from this injury she had never fully recovered.

During a series of robberies in this city and Vallamont prior to the sad death of Patrolman Maloney, Mrs. Cooper, it is said, identified George Nelson, the slayer of the late officer, as one of the men who robbed the Fred R. Miller home in Vallamont. Her identification was not, however, fully established by Chief Evans. The aged woman had a thrilling experience on that occasion. She was alone in the house with the light shut off from the windows and doors of her room. Hearing a noise in the hallway, she investigated and confronted a man supposed to be Nelson. The latter fired one shot point blank at the woman, but fortunately the bullet went wide of the intended mark and embedded in the wall. Nelson fled from the building. Her description of the intruder gave the police an additional clue that finally resulted in the fatal encounter between Nelson and the brave patrolman.

(This article from the December 30, 1909, edition of the Gazette & Bulletin was reprinted in the January 20, 1910, edition of the Candor Courier, Candor, New York, from which this paper was copied.)

PRESIDENT WILL KEEP CONGRESS BUSY-- MUCH OF INTEREST AT THE NATIONAL CAPITOL

(Part of article taken from Candor Courier, January 20, 1910, Candor, N. Y.)

Washington has experienced the greatest excitement of a decade, in the last few days, which was occasioned by the dismissal of Clifford Pinchot, the chief forester of the government. Mr. Pinchot is one of the purest patriots that ever lived and he has demonstrated that he is one of the wisest statesmen of our age. It was he who largely originated the idea of conserving our natural resources, which were going to waste. It was at his suggestion that Mr. Roosevelt called the conservation congress, over which he presided, and which was addressed by Andrew Carnegie, W. J. Bryan and others. That Congress marked a new era in our national life, and in the calling of that Congress, Mr. Roosevelt freely gave the credit for the same to the great forester, Mr. Clifford Pinchot. Mr. Pinchot has openly charged Secretary Ballinger in his administration of the Interior Department with acting as an enemy of conservation, and has made specific and general charges against the Secretary of the Interior.

Mr. Taft considered this action, on the part of Mr. Pinchot, as such an act of insubordination as to necessitate the dismissal of Mr. Pinchot, which was done.

The matter is now in the hands of Congress, and it was the purpose of Speaker Cannon to appoint a committee to "whitewash the Secretary" of the Interior, but the insurgents in Congress, who are the Republicans of the middle west, and the solid Democratic vote overruled Speaker Cannon and decided to elect the committee who would give a thorough and honest investigation and ascertain the facts about the Secretary of the Interior so that the country might know the truth.

This is the greatest fall that Speaker Cannon has ever had since he became Speaker, and it is the first time the House ever threw him down, and it is freely predicted that his end as Speaker is in sight and that the death knell of Cannonism has been sounded.

One effect of these proceedings has served to bring Mr. Pinchot to the front as a Republican candidate for the Presidency two years hence.

It is freely predicted on all sides that he will be a formidable power in the future. He is a man of unlimited wealth and in his valuable services to the Government, he has demonstrated the incorruptibility of his character, the honesty of his motive, the purity of his patriotism and the greatness of his statesmanship. It is further freely predicted on all sides that he would make as great a run as President Roosevelt made in 1904, and that he would carry a large block of the southern states, which would recompense for a number of the big states in the middle west, which will very likely be lost to the Republican party in the next election on account of the injustice and trickery of the last tariff bill.

(Copied from the Candor Courier, Vol. XI, No. 29, January 20, 1910, Candor, New York. Article on page 1, "President Will Keep Congress Busy--Much of the Interest at the National Capitol.")

Be Prompt.

Be Attentive.

Be Teachable.

TEACHERS' INSTITUTE

--of--

Lycoming County.

1895.

Program For Wednesday, Dec. 18.

☆☆☆☆☆☆☆☆

Forenoon.

- 9:00--Opening Exercises.
- 9:15--Instruction, Mrs. Ella B. Hallock.
- 10:00--Class Exercise, conducted by Miss Schuyler.
- 10:15--Recess.
- 10:30--Instruction, Dr. A. T. Smith.
- 11:15--Paper and Discussion--"The Individual Pupil,"
Miss M. Low Parker, David Updegraff,

Afternoon.

- 1:30--Opening Exercises.
- 1:45--Instruction, Dr. A. T. Smith.
- 2:15--Instruction, Mrs. Ella B. Hallock.
- 2:45--Recess.
- 3:00--Instruction, Dr. E. T. Nelson.
- 3:30--Discussion: Is Vertical Writing a Good Thing or is
it a Fad?
J. P. Snyder, H. Phillips.

Evening.

8:00--Entertainment. Boston Ideal Club.

Musical Conductor Prof. C. M. Parker.
Pianist Miss Sade DeLany.

A FINE LINE OF _____
Watches, Jewelry, Silver Novelties,
BOOKS AND STATIONERY . . .
Suitable for Christmas Presents can be found
at PAINTER'S Book and Jewelry Store, opposite the
MUNCY VALLEY HOUSE.

If your Watch or Jewelry need repairing take it to PAINTER'S where an experienced workman can be found.

CLOSING EXERCISES!

☆☆☆

NORMAL SCHOOL, MONTOURSVILLE, PA. *

at The Lutheran Church,

Tuesday Evening, Sept. 15th, 1868.

PROGRAMME.

Gentlemen's Introductory	C. S. Riddell.
Ladies' Introductory	Fannie Stryker.
Intemperance	Jno. Sanger.
Blighted Hopes	Emma J. Buck.
Industry Ensures Success	J. F. Starr.
Social Drinking	Clara Sweley.
Civilization	J. F. Strieby.
Persevere	Clara Crawford.
Life--What we Make it	Thos. Bubb.
Indolence	C. J. Fry.
Woman	Clara F. Davis.
Past and Present	J. S. Lewars.
Influence of Woman	Jennie Crawford.
Wealth and Fame	D. S. Bennett.
Intellectual Improvement	C. R. Colburn.
Final Essay	Clara M. Lewars.
Final Oration	W. C. Casselberry.

*This Normal School later became the Muncy Normal School.