**THADDEUS STEVENS ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description of View</th>
<th>Direction of Camera</th>
</tr>
</thead>
<tbody>
<tr>
<td>H150027_06B</td>
<td>Front facade of school.</td>
<td>NNE</td>
</tr>
</tbody>
</table>

**PHOTO INFORMATION**

**Photographer Name:** Melissa Timo  
**Negative Location:** CHRS, Inc.

**See Next Page**

---

**Prepared by CHRS, Inc.**

---

**NOT TO SCALE**

---

**See reverse for additional instructions**

---

**PHOTO LOCATION**

---

**Survey Code/Tax Parcel/Other No.:** 150027  
**County:** Lycoming  
**Municipality:** Williamsport City  
**Address:** 1150 Louisa Street, Williamsport, Pennsylvania 17701  
**Historic Name/Other Name:** Thaddeus Stevens Elementary School
**IDENTIFICATION AND LOCATION**

<table>
<thead>
<tr>
<th>Survey Code:</th>
<th>150027</th>
</tr>
</thead>
<tbody>
<tr>
<td>County:</td>
<td>1. Lycoming 0 8 1 2. Lycoming 0 2. Lycoming 0</td>
</tr>
<tr>
<td>Municipality:</td>
<td>1. Williamsport City 2. Williamsport City 2. Williamsport City 2. Williamsport City</td>
</tr>
<tr>
<td>Address:</td>
<td>1150 Louisa Street, Williamsport, Pennsylvania 17701</td>
</tr>
<tr>
<td>Historic Name:</td>
<td>Thaddeus Stevens Junior High School</td>
</tr>
<tr>
<td>Other Name:</td>
<td>Thaddeus Stevens Elementary School</td>
</tr>
<tr>
<td>Owner Name/Address:</td>
<td>Williamsport Area School District, 201 West Third Street, Williamsport, Pennsylvania 17701</td>
</tr>
<tr>
<td>Owner Category:</td>
<td>Private X Public-local Public-state Public-federal</td>
</tr>
<tr>
<td>Resource Category:</td>
<td>Building X District Site Structure Object</td>
</tr>
<tr>
<td>Number/Approximate Number of Resources Covered by This Form:</td>
<td>3</td>
</tr>
<tr>
<td>USGS Quad:</td>
<td>1. Williamsport, PA 2. Williamsport, PA</td>
</tr>
<tr>
<td>UTM A. zone</td>
<td>18 329971E 4567882N</td>
</tr>
<tr>
<td>References:</td>
<td>B. D.</td>
</tr>
</tbody>
</table>

**HISTORIC AND CURRENT FUNCTIONS**

<table>
<thead>
<tr>
<th>Historic Function Category:</th>
<th>Subcategory:</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Education</td>
<td>School</td>
<td>0 5 A</td>
</tr>
<tr>
<td>B. Recreation and Culture</td>
<td>Outdoor recreation</td>
<td>0 8 F</td>
</tr>
<tr>
<td>C. Landscape</td>
<td>Parking lot</td>
<td>0 15 A</td>
</tr>
</tbody>
</table>

**PHYSICAL DESCRIPTION**

<table>
<thead>
<tr>
<th>Architectural Classification:</th>
<th>A.</th>
<th>B.</th>
<th>C.</th>
<th>D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior Materials:</td>
<td>Foundation Brick</td>
<td>3 0 Roof Slate</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walls Brick</td>
<td>3 0 Walls Cast stone</td>
<td>8 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Width:</td>
<td>10 bays F 4 rooms</td>
<td>C 2 stories</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Depth:</td>
<td>4 rooms</td>
<td>C 2 stories</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Stories/Height:</td>
<td>2 stories</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HISTORICAL INFORMATION

Year Built: __ C. __1926 ___ to ___ C. __1927 ___ Additions/Alterations Dates: ___ X ___ C. __1981 ___; ___ C. ___
Basis for Dating: ___ X ___ Documentary ___ X ___ Physical
Explain: Based on historic maps, primary resources, secondary sources, aerial photographs, and examination of resource.

Cultural/Ethnic Affiliation: 1. N/A 2. 
Associated Individuals: 1. N/A 2. 
Associated Events: 1. N/A 2. 

MAJOR BIBLIOGRAPHICAL REFERENCES

See Continuation Sheet.

PREVIOUS SURVEY, DETERMINATIONS

No.

EVALUATION (Survey Director/Consultants Only)

Individual NR Potential: ___ X ___ Yes ___ No Context(s): Architecture, history of education
Contributes to Potential District ___ Yes ___ No ___ X District Name/Status:
Explain: Reflective of both Thaddeus Stevens’ beliefs in the early nineteenth century and trends in educational theory in the early twentieth century, the school’s commitment to instilling ideals and citizenship in its students is depicted in the language used in the school environment and the programs used to inspire students to meet high standards. The community’s involvement in the school and its educational system is evident in the availability and use of school spaces and activities to the public. The period’s emphasis on improving public health is evident in the design and everyday function of the school. In addition to physical education, music, and art, students’ core classes were divided by discipline, a curriculum shift also typical of the period. Constructed as a junior high school, it was one of a building boom of such schools intended to retain late elementary school/pre-high school-age children in the educational system. As the school reflects a variety of elements of educational theory during the early twentieth century, it is recommended eligible for listing in the National Register of Historic Places under Criterion A. Although Thaddeus Stevens may have been significant due to his political involvement with Pennsylvania’s educational history, the school is not associated with any of his activities. The property is recommended not eligible for listing in the National Register of Historic Places under Criterion B. Thaddeus Stevens Elementary School is a relatively unaltered example of a significant architectural style, Collegiate Gothic, used by noted school architects Guilbert & Betelle during the early twentieth century. The property is also recommended eligible for listing in the National Register under Criterion C. Eligibility under Criterion D cannot be fully addressed since the property has not been subject to archaeological testing.

THREATS

Explain:

SURVEYOR INFORMATION

Surveyor Name/Title: Laura S. Black/Senior Project Manager Date: June 25, 2007
Project Name: Historic Pennsylvania Schools Survey
Organization: Cultural Heritage Research Services, Inc.
Street and No.: 403 E. Walnut Street
City State: North Wales, PA Zip Code: 19454
Associated Survey Codes: Site plan, floor plan, aerial photographs, photographs, and property location appended.
This school is located at 1150 Louisa Street, Williamsport, Pennsylvania, in the City of Williamsport, Lycoming County. It is part of the Williamsport Area School District, 201 West Third Street, Williamsport, Pennsylvania 17701. The tax parcel number is unavailable. The 1926-27 school is situated on a berm on a partially wooded urban lot bounded on the rear by a hillside. The school building is set back from Louisa Street by a narrow lawn with mature trees and landscaping. A stone retaining wall separates the lawn from a narrow concrete sidewalk along the roadway. A brick-lined concrete walkway and stairs lead to the main entrance on the asymmetrical façade of the school. East of the school are baseball and soccer fields, and modern playground equipment. North of the school building is a paved parking lot with basketball courts in the northeast corner. A maintenance access drive and modern one-story gabled garage are also located north of the school. West of the building is a grove of trees with picnic tables and a walkway which honors retired teachers. Some trees on the property were planted ca. 1997. A ca. 1990s one-story flat-roof modular classroom unit is located near the west end of the building.

The 1926-27 Collegiate Gothic school building measures ten bays wide and four rooms deep. The building is arranged in a T-plan with a main section facing south towards Louisa Street and a rear wing. Most of the school is two stories tall. The eastern end of the structure and rear wing also have a basement level. The Flemish-bond brick structure is embellished with a variety of decorative cast stone details around windows and doors, and on a three-story clock tower over the entrance. “Thaddeus Stevens Junior High School” is embossed in cast stone over the main entrance. A plaque installed over the two-story bay window over the main entrance reads, “Est. 1981; Thaddeus Stevens Elementary School.” A decorative cast-stone book at the top of the clock tower includes the date “1926.” The building sits on a brick foundation. Slate covers the gabled portions of the school roof. Wood materials cover the flat roof of the rear wing. The roof of the school features a variety of cross gables and castellated parapets. The building has multiple decorative brick interior chimneys. A large unadorned exterior brick chimney is located at the rear of a boiler room in the rear wing. The main entrance of the school contains two sets of metal-frame glass doors with a transom, inset behind a flattened pointed arch surround in the base of the clock tower. Secondary entrances are metal-frame glass double doors with segmental arch transoms, set into cast-stone surrounds. The school is lit by metal-frame double-hung windows arranged in multi-sash sets. Cast-stone embellished hexagonal bay windows with similar sash are located on gable-front projections at either end of the front façade and above the main entrance on the projecting clock tower. Both the doors and windows were installed during 1981 renovations. The replacement windows are smaller than the original double-hung sash, resulting in the need to install small solid panels above the new windows.
The school is an example of one of the preferred styles of the Newark-based architecture firm of Guilbert & Betelle, Collegiate Gothic, an early twentieth-century architectural development. “As nationally recognized experts in scholastic design their approach to plan and style demonstrated the ideals of the time. The two architects placed little value on the historical correctness of decorative features. Their ornamental system was instead based on a sense of contextual accuracy. Betelle explained, ‘Architects use a number of different historical styles in the buildings they design, none of which are exact copies of the old examples—the old examples are used as a basis for modification and adaptation to meet present day requirement.’ Betelle believed that the architect should consider the appropriateness of stylistic features in relation to school buildings in general and to a specific site. When there were no particular site-specific requirements, Collegiate Gothic was a preferable style because it was ‘scholastic in character’ and allowed for large windows and accommodating irregular façades. When considering site and stylistic appropriateness, the architect took into account a variety of factors that included the style of neighboring buildings, regional architectural traditions, local history, population density, topography, neighborhood ethnicity, and the socio-economic status of the students” (Alfson, Sager and Ruth 2004:36).

The main entrance to the school leads to stairs that access the first floor. The entryway features a plaster ceiling with hanging light fixtures, terrazzo floor tiles and marble steps, marble panel and plaster walls, and decorative copper murals. Wood pane-and-panel doors with multi-pane wood transom windows separate the entryway from the main hallway on the first floor. The first and second floor hallways are both linear corridors running east to west, flanked on either side by primarily classroom space. Projecting staircases are located at the ends of these corridors. The eastern staircase accesses both the second floor and the basement level. The main hallway floor features decorative tile patterns. Classroom doors are restored pane-and-panel wood with molded surrounds. The main hallway also features inset wall display units with molded surrounds. Original porcelain water fountains are extant in the school.

Directly across from the main entrance on the first floor are administrative and health offices, constructed with false walls in what had originally been the entry lobby of the auditorium. Original double-door entrances to the auditorium lobby, consisting of intact pane-and-panel wood doors with molded lintels, provide access to the office area or are left closed and function unobtrusively as wall space. Bathrooms are located off the main hallway, on either side of the auditorium/office area.

The auditorium extends into the rear wing. It features wood floors and seats, plaster walls and decorative molding, wood paneling, a plaster ceiling, and a flattened pointed-arch prosenium stage. Draperies cover large bricked-in window openings. Two statements are painted onto the auditorium walls: “Study and show thyself approved unto God” and “Lead me in thy truth and teach me.” Access to the auditorium is through side entrances of pane-and-panel double doors. Above the administration offices is an enclosed auditorium balcony. A library is now located in the original balcony, accessed from the second floor. It was added in 1981 and features carpet, and a dropped ceiling with acoustic ceiling tiles and fluorescent lights. The library was moved here from another location in the building.

Two narrow hallways flank the administration offices and auditorium on the first floor. They access the school gymnasium located behind the auditorium, shower/locker rooms, athletic storage space, and two classrooms. The gymnasium features carpeting, painted brick walls, truss ceiling, and wall-mounted basketball hoops. The classrooms, shower/locker rooms, and storage space located on either side of the gymnasium are one story tall.
PHYSICAL DESCRIPTION (Continued):

Located at the basement level are a cafeteria, faculty dining room, kitchen, art studio, boiler room, and storage area. These are located beneath the eastern end of the main section of the school building and approximately half of the rear wing. The cafeteria features a tiled floor, a dropped ceiling with acoustic tiles, fluorescent lights, and painted brick walls. Folding table and bench units are situated between brick support columns.

Specialized classrooms include, or have included, an art room and a music practice room.

HISTORICAL NARRATIVE:

With the Pennsylvania General Assembly’s passage of the sweeping Edmonds Act of 1921, “junior high school” became an official scholastic designation of the newly created State Council of Education (Pennsylvania State Archives 2007:n.p.). The term and model was adopted several years later by the Williamsport School Board as it sought to accommodate a growing population of pre-high-school-age students in its Thaddeus Stevens Elementary School on the corner of Erie Avenue (present-day Memorial Avenue) and Edy Street. The School Board decided to replace the nineteenth-century Stevens School building with a modern elementary school structure, while also constructing a spacious junior high school approximately 600 meters to the northwest, in a still-rural northern section of Williamsport abutting Loyalsock Township. The Thaddeus Stevens Junior High School would sit “on an elevation at 1150 Louisa Street, with the beautiful Vallamont Hills in the background, and two rows of magnificent elms along the entire front row of the grounds” (Sanborn Map Company 1912:Sheet 68; Stabler 1930:20). Within a decade or so the school would overlook a residential urban neighborhood (United States Department of Agriculture 1938).

The School Board engaged Guilbert & Betelle—the prominent Newark, New Jersey architectural firm specializing in educational structures—to design the junior high school building (Thaddeus Stevens Elementary School 2005a:n.p.). Founder James O. Betelle was still alive when this project got underway; his partner Ernest F. Guilbert had died in 1916 (Fortune Story Magazine 1929:n.p.). Betelle’s lofty reputation was described as follows in a magazine profile published in 1929, a couple of years after the completion of the Thaddeus Stevens Junior High School:

From a two-dollar-a-week office boy to the position of America’s foremost designer of schools is the record of James O. Betelle. The secret of his success can be found in the old formula of hard work plus perseverance which all must follow who seek fame and fortune.

The son of parents of humble circumstances, Betelle had to leave school at the age of sixteen. But the youth early decided to become an architect, and made up his mind that he would provide himself with the best possible education for his chosen work.

He experienced many hardships in his pursuit of knowledge, due to lack of funds. But he capitalized his time, made his spare hours colossal ones through intensified concentration, devoured the technicalities of his architectural studies, enlarged his scope of interests, because he realized that an architect must be a man of broad training with a strong cultural background. And he—sketched, sketched, sketched.
Finally he and another man [Chicago native Ernest F. Guilbert] formed a partnership—Guilbert & Betelle, Architects. Their first office was in an attic room over an art store in Newark, New Jersey. At first there was no salary paid the partners. All money available went to pay for needed draftsmen and other expenses.

Soon they were able to get schools to design. By hard work, by writing articles for magazines of the profession, and by availing themselves of every opportunity to gain publicity, they got their name before the public.

Guilbert died in 1916 and Betelle became the sole guiding force of the organization. Business improved steadily until the World War. Then—bang! Everything was wiped out.

Betelle joined the army and obtained a commission as captain in the sanitary corps. After the war he started business again, and the seeds already sown began to bear fruit. There was a great interest in education—and a shortage of school houses.

In 1919 Pierre duPont retired from active business to devote himself to improving the educational opportunities of the youth in Delaware, his native State. DuPont created a fund of several million dollars to carry out this work. Betelle was selected as architect, and designed more than a hundred and twenty-five schools throughout Delaware!

And now cities throughout the country have examples of his art and handicraft. In all he has designed two hundred and fifty schools, besides numerous banks, office buildings, hospitals, clubs, and residences. The cost of the school buildings alone amounts to more than fifty million dollars!

. . . From the little attic office over the art store, Betelle’s business has grown until it occupies an entire floor in the Newark Chamber of Commerce Building—designed by him. But Betelle’s tremendous business is far overshadowed by his work, which is lasting, far-reaching in its influence on America of to-day and to-morrow (Fortune Story Magazine 1929:n.p.).

The cornerstone of the Betelle-designed Thaddeus Stevens Junior High School was laid on July 20, 1926, and through the efforts of contractor John Cunningham and his subcontractors, the School welcomed its first students in September 1927. A service of dedication was held on December 9, 1927 (Thaddeus Stevens Elementary School 2005b:n.p.).

The school was named for Thaddeus Stevens, a nineteenth-century legislator influential in establishing a free public school system in Pennsylvania. In 1835, in opposition to a proposed repeal of the 1834 Free Public School Act, Representative Stevens delivered a speech that swayed the House to defeat the repeal. Stevens argued that public education was a key factor towards the public good. He stated:
HISTORICAL NARRATIVE (Continued):

If an elective republic is to endure for any great length of time, every elector must have sufficient information, not only to accumulate wealth and take care of his pecuniary concerns, but to direct wisely the Legislature, the Ambassadors, and the Executive of the nation; for some part of all these things, some agency in approving or disapproving of them, falls to every freeman. If, then, the permanency of our government depends upon such knowledge, it is the duty of government to see that the means of information be diffused to every citizen. This is a sufficient answer to those who deem education a private and not a public duty—who argue that they are willing to educate their own children, but not their neighbor’s children. (Commonwealth of Pennsylvania, Department of Public Instruction 1934:17-18).

Almost one hundred years later, the junior high school named in Stevens’ honor strove to fulfill the core idea of his argument—improved citizenship. In a review of the first years of the school H.E. Stabler, its principal, wrote:

During the three years this school has been organized, it has worked successfully under its Merit system, whereby groups and individuals are encouraged to work in harmony for higher and better standards in scholarship and citizenship. Pupils may be elevated and advanced by three degrees: first, by becoming a Distinguished Citizen; secondly, by becoming a Most Distinguished Citizen; and lastly, by becoming a Royal Citizen and receiving the Gold Star. The object of it all is to improve the scholarship, to obtain better health, to prepare for complete living and citizenship, and to build noble character (Stabler 1930:20).

Community involvement and public health were also key elements in the development of Thaddeus Stevens Junior High School. Sports events in the gymnasium were attended by the public. The community also enjoyed a variety of exhibits located in the library of “the first school to have a well located and attractive library” (Stabler 1930:20). In addition, the auditorium, built directly across from the main entrance, appears to have been designed for community use and enjoyment. With a cafeteria to serve students “a warm, wholesome lunch,” it was possible to reduce lunch periods from ninety minutes to thirty. “This meant that pupils might be dismissed a half hour earlier in the afternoon, and this half hour in the open air is very valuable to the adolescent boy or girl (Stabler 1930:20). Math, English, social science, and science were among the many subjects students studied at Thaddeus Stevens Junior High School (Gorman n.d.:21).

The school served junior high school students for the next half-century, until its closure for renovations following the 1976-77 school year (Thaddeus Stevens Elementary School 2005b:n.p.). By the time it opened again—at the beginning of the 1981-82 term—it had been refitted as an elementary school at a cost of $2.22 million. Able to accommodate as many as 593 students, the reconstituted Thaddeus Stevens Elementary School served 484 students in 21 classrooms during the 1981-82 school year, with oversight provided by 24 teachers and 14 administrators and support staff (Thaddeus Stevens Elementary School n.d.:n.p.). In notes prepared for the observation of the elementary school’s twenty-fifth anniversary in 2005, Principal Kirk Felix remarked:
HISTORICAL NARRATIVE (Continued):

Stevens is a three-story, 22-classroom, handicapped-accessible building that offers students many special features and stands as an asset to the Williamsport area community. The building is carpeted and includes an attractive marble foyer, office and health suite, spacious library, music suite, art studios, a 350-seat auditorium, gymnasium, and superior interior and exterior maintenance. Stevens provides a safe school environment through secured building initiatives and video surveillance. Stevens has a tight-knit, business-like staff rallying to help one another; they are committed and supportive and work together for one common goal: the success of approximately 420 members of the student body in a very diverse environment (Thaddeus Stevens Elementary School 2005b:n.p.).

During a twenty-fifth anniversary ceremony held on November 16, 2005, Principal Felix added: “Observers still marvel [in 2005] at the architecture and sturdiness of the structure. So impressive was the 1981 renovation of Stevens that it still attracts the attention of everyone who visits. Visitors [to] Stevens go away amazed at how a 78-year-old structure could continue to function as a modern education facility designed to meet the current needs of its users—the Stevens students” (Thaddeus Stevens Elementary School 2005a:n.p.). As of the 2006-07 school term, the Thaddeus Stevens Elementary School served 399 students in kindergarten through grade five (GreatSchools 2007:n.p.).

NATIONAL REGISTER EVALUATION:

The Thaddeus Stevens Elementary School was evaluated according to criteria set forth in the National Register Bulletin 15: “How to Apply the National Register Criteria for Evaluation” (National Park Service 1997). The Draft Pennsylvania Public Schools Historic Context was also used to evaluate the resource (Vitiello 2006). Reflective of both Thaddeus Stevens’ beliefs in the early nineteenth century and trends in educational theory in the early twentieth century, the school’s commitment to instilling ideals and citizenship in its students is depicted in the language used in the school environment and the programs used to inspire students to meet high standards. The community’s involvement in the school and its educational system is evident in the availability and use of school spaces and activities to the public. The school’s elevation above its neighborhood and wide staircase leading to a prominent entrance along Louisa Street reflects its relationship with the surrounding community. The period’s emphasis on improving public health is evident in the design and everyday function of the school. The inclusion of a cafeteria allowed for the distribution of healthy meals and time to enjoy afternoon sunlight and fresh air. Large exterior windows and interior transom windows allow natural light and air in the building. The landscaped lot was chosen for its elevated location and natural surroundings. Bathrooms, shower/locker rooms, and water fountains also contribute to the health of the school population. In addition to physical education, music, and art, students’ core classes were divided by discipline, a curriculum shift also typical of the period. Constructed as a junior high school, it was one of a building boom of such schools intended to retain late elementary school/pre-high school-age children in the educational system. As the school reflects a variety of elements of educational theory during the early twentieth century, it is recommended eligible for listing in the National Register of Historic Places under Criterion A.
Although Thaddeus Stevens may have been significant due to his political involvement with Pennsylvania’s educational history, the school is not associated with any of his activities. The school commemorates, and post-dates, his activities. The property is recommended not eligible for listing in the National Register of Historic Places under Criterion B. Thaddeus Stevens Elementary School is a relatively unaltered example of a significant architectural style, Collegiate Gothic, used by noted school architects Guilbert & Betelle during the early twentieth century. There are no additions to the building. While some exterior architectural elements have been replaced, such as windows and doors, these changes have not altered the overall feel of the original design. Interior renovations have been conducted in a relatively sympathetic manner and many original architectural and design elements were retained and/or restored such as those in the main entry area. More extensive changes to the auditorium and auditorium balcony to accommodate the evolving needs of the educational facility are visually distinct and do not compromise the architectural integrity of the remaining section of the space. Although two small modern structures have been added to the property, the school surroundings retain their original feel and association. The property is also recommended eligible for listing in the National Register under Criterion C. Eligibility under Criterion D cannot be fully addressed since the property has not been subject to archaeological testing.

The proposed National Register boundary for the Thaddeus Stevens Elementary School begins at the northwest corner of the intersection of Louisa Street and 7th Avenue. The boundary heads west along the north edge of a municipal sidewalk along Louisa Street for approximately 800 feet, out to a point at the northeast corner of the intersection of Louisa Street and N. Grier Street. The boundary then turns north and follows the outside edge of a treeline of the partially wooded school property. The boundary follows the treeline on the east side of N. Grier Street for approximately 400 feet, then turns east and follows the treeline and edge of the property along the south side of Rural Avenue for a total of approximately 1100 feet as the roadway curves around the rear of the property. The boundary then turns south at the southwest corner of Rural Avenue and 7th Avenue and follows the east edge of the property and a treeline along the west side of 7th Avenue for approximately 400 feet to the point of beginning.

The period of significance for the Thaddeus Stevens Elementary School extends from 1926 to 1977. This encompasses the period during which it was constructed and functioned as a junior high school. The resource’s significance after this period could be evaluated at a future time. The proposed boundary includes those features historically associated with the school, including the main school building, walkways and stairways, stone retaining wall, mature trees and landscaping, and recreational fields. Modern elements including a modular classroom and gable garage are non-contributing. This boundary was prepared in accordance with guidelines set forth in the National Register Bulletin, “Defining Boundaries for National Register Properties” (Seifert et al. 1997).
REFERENCES CITED:

Alfson, Mary S., Jonathan Sager, and Phil Ruth

Commonwealth of Pennsylvania, Department of Public Instruction
1934 100 Years of Free Public Schools in Pennsylvania; 1834-1934. Harrisburg: Commonwealth of Pennsylvania, Department of Public Instruction.

Fortune Story Magazine

Gorman, Mary G.
n.d. “A Faculty Meeting at the Thaddeus Stevens Junior High School.” Incomplete photocopy of article in the collection of the Thaddeus Stevens Elementary School, Williamsport, PA.

GreatSchools

National Park Service

Pennsylvania State Archives

Sanborn Map Company

Seifert, Donna, Barbara J. Little, Beth L. Savage, and John H. Sprinkle, Jr.

Stabler, H.E. (Principal)
REFERENCES CITED (Continued):

Thaddeus Stevens Elementary School

2005a “Thaddeus Stevens Elementary: Continuing a Distinguished Heritage in Education.” Twenty-Fifth Anniversary program. In the collection of the Thaddeus Stevens Elementary School, Williamsport, PA.


United States Department of Agriculture

United States Geological Survey
1994a Williamsport NE, PA Aerial Photograph. USGS Reference Number 410077-B1-02-PHT. Created on April 18, 1994.


Vitiello, Domenic
WILLIAMSPORT

Thaddeus Stevens Elementary School
Williamsport City, Lycoming County