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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

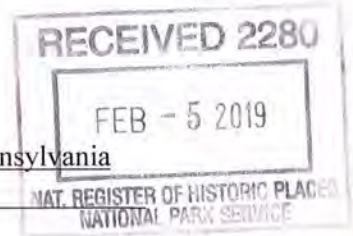
This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Edelman Schoolhouse

Other names/site number: N/A

Name of related multiple property listing: Historic Educational Resources of Pennsylvania



2. Location

Street & number: 165 Longley Road

City or town: Moore Township State: PA County: Northampton

Not For Publication: NA Vicinity: NA

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local Applicable National Register Criteria: X A B C D

| | |
|---|------------------|
| <u>Andrea McDonald</u> | <u>1/30/2019</u> |
| Signature of certifying official | Date |
| <u>Deputy SHPO, Pennsylvania Historical & Museum Commission</u> | |
| Title/State or Federal agency/bureau or Tribal Government | |

| | |
|---|-----------|
| In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria. | |
| <u> </u> | <u> </u> |
| Signature of commenting official | Date |
| <u> </u> | |
| Title/State or Federal agency/bureau or Tribal Government | |

4. National Park Service Certification

I hereby certify that this property is:

- X entered in the National Register
 determined eligible for the National Register
 determined not eligible for the National Register
 removed from the National Register
 other (explain:)

| | |
|-------------------------|----------------|
| <u>[Signature]</u> | <u>2/22/19</u> |
| Signature of the Keeper | Date of Action |

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5. Classification

Ownership of Property

Private:

☐

Public – Local

☒

Public – State

☐

Public – Federal

☐

Category of Property

Building(s)

☒

District

☐

Site

☐

Structure

☐

Object

☐

Number of Resources within Property

Contributing

Noncontributing

1

0

buildings

0

0

sites

0

0

structures

0

0

objects

1

0

Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions: Education/School

Current Functions: Work in Progress

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7. Description

Architectural Classification

No Style (Vernacular with Greek Revival influences)

Materials:

Principal exterior materials of the property: Brick (walls), Stone (foundation), Slate (roof)

Narrative Description

Summary Paragraph

The Edelman Schoolhouse is a vernacular one-room school built in 1859. The modest brick building has a south-facing gable-end entrance flanked by shuttered 9-over-6 windows, and three windows on the east and west sides. The north end of the building, which is adjacent to Longley Road, has no openings. The building stands on its original site and land parcel of just over 0.075 acres set aside from farmland to create a site for a school in 1859. The surrounding area remains agricultural. The school is the only extant building resource on the property, as a frame two-seater privy was demolished in 2000. The school served local students until consolidation in 1958. The building was then used by a neighboring farmer for storage. The only substantial change was the insertion of a side door on the east elevation c.1959, which has recently been reversed by local volunteers. Despite this change and a lengthy lack of use, the property retains integrity. The Edelman Schoolhouse was once one of 15 one-room schoolhouses in Moore Township, and is the least-altered of the surviving 11 schoolhouses; which have all been converted for residential or commercial purposes. In 2013, the Edelman Schoolhouse was purchased by Moore Township to restore and preserve it as a local public museum on rural education and rural life.

Setting

The school is set upon a very slight slope located due east of the "T" juncture of Longley Road and an unnamed farm lane connecting Longley Road to Bieber Road, to the south. The Edelman Schoolhouse is surrounded by large, tilled farm fields that have been cultivated for more than 225 years. This provides a highly-intact rural agricultural landscape. The farm lane is unstoned and retains its original contours. Longley Road, due north, is covered by crushed stone and asphalt and leads to the Edelman Schoolhouse and an adjacent set of farmstead buildings located northwest of the schoolhouse. The current farmlands surrounding the Edelman Schoolhouse are zoned for agricultural use by Moore Township. These adjacent farmlands are highly managed and are under the crop rotation system long used by farmers of this area, since the 18th century. Northwest of the school is the Edelman Farmstead, comprised of the 19th-century farmhouse and two 1960s to 1970s concrete block agricultural buildings. The scenic view from the Edelman Schoolhouse is one of the finest scenic views looking south across the metropolitan corridor of the distant Lehigh Valley.

The actual land parcel that the Edelman Schoolhouse is within is now mowed grass lawn, with two mature trees in front (south) of the schoolhouse. This land parcel also contains the site and historic archaeologic remains of the documented two-seater outhouse: one seat for males, one seat for females. This former frame and weatherboard-covered outhouse was located east of the schoolhouse, set near the land parcel's southern boundary line.

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Exterior

The Edelman Schoolhouse is a one and a half-story high, two-bay wide by three-bay long brick masonry rural school building. The Edelman Schoolhouse is similar to the "Class 1 – No. 1" Primary Rural School design and plan as illustrated and described in Thomas H. Burrowes' *Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common School Houses*, published in 1855. As such, the Edelman Schoolhouse appears to be an adaptation of this "Class 1 – No. 1" schoolhouse in overall design and interior plan, with local variation in design and detail. At present, the designer and/or builder is not known.

In terms of its design and style, the Edelman Schoolhouse features Greek Revival influences. The impact of the Greek Revival style was widespread, due to a popular idea of associating ancient Greek democracy with the democratic moral and social values of America at that time.

The cornice and the eaves of the roof are fitted with the original minimal Greek Revival wood millwork. This is comprised of a narrow, flat wood fascia board mounted onto the brick masonry. This fascia board then joins with an extended wood eave board approximately over 12 inches wide. This was designed to create an adequate water drip edge away from the foundation. The paint on the roof's cornice is of a typical linseed oil based white color, and is possibly original from 1859, but this requires final confirmation. The use of white paint color reflects an aesthetic preference of the Greek Revival style. The peaked slope roof itself is covered with slate, possibly from the original installation in 1859 (but this needs to be fully confirmed). The slate appears by its physical character to be from the once extensive slate quarries located in nearby Chapman Quarries. The axis of the gable end roof form is set in a north to south direction, with the south gable end elevation being the locale for the single and main door entrance into the Edelman Schoolhouse interior.

The Edelman Schoolhouse is set upon a course stone foundation comprised of a mix of local limestone and sandstone rocks set in a clay and slaked lime mortar bed mix. This stone foundation is not set up high but in a low exposed physical condition. This stone foundation is set with two rectangular vent openings located centrally on the east and west elevations. These provided cross-ventilation under the Main Classroom. There is no full cellar under the Main Classroom. A small, partial cellar was built under the eastern half of the Foyer/Entry to store coal for heating fuel; this still survives intact.

The uprising exterior walls are comprised of locally-made brick masonry laid in an American or Stretcher Bond pattern set in a high-content slaked lime mortar bed and flat pointing. This brick masonry is comprised of higher-fired bricks of local clay for the exterior face and a lower-fired, softer inner brick masonry. The original exterior, one-and-a-half story, brick masonry walls are fully intact, except in the recently-restored two-window bay wall section on the east elevation. After 1958, when the building was used for storage, these two window bays were removed and a new opening created to provide a two-bay wide doorway, which allowed farm machinery to be brought in and stored in the classroom. Recently, this missing area of exterior brick masonry has been restored with salvaged, matching 19th-century exterior brick, in an American or Stretcher Bond pattern, along with restored window openings.

The southern elevation's single central doorway entrance still retains its original 1859 wood door frame. This central door is aligned almost equal to the height of the adjacent window lintels that flank this central door. The original door frame still retains its original two-pane window transom sash. However, the

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current wood door appears to not date from 1859 and might be an early 20th-century replacement from around 1900-1910. This front door is comprised of five lineal recessed door panels.

A prominent exterior feature is a high-fired ceramic chimney flue located centrally at the roof's peak. This once connected to a cast iron heating stove (in storage, awaiting re-installation), via metal stove pipe (some intact), and may date from 1859. The second remaining exterior feature is the massive, original stone slab that serves as a landing in front of the entry, set on course masonry. More recently, two concrete steps have been added immediately in front of this stone slab.

At present, the Edelman Schoolhouse is fitted with four original wood window frames on the first-floor level. Of these window frames, three still retain their original nine over six wood window sash. Some of these window sash retain a number of what appear to be original window panes. An exact reproduction of the missing window sash is in production. These original exterior window frames and sash closely match the description created by Thomas H. Burrowes, as follows:

All the window frames will be made casing with double boxes; the sash one and a half inches thick, hung with the best axle pulleys, patent sash, cord and weights, and secured on the outside with shutters one and a half inches thick made in pairs, and in three equal panels, sunken on one side, and bead and butt on the other, hung with strap hinges, and fastened with ten-inch shutter bolts, and secured when open with turn buckles.¹

Only some of the original exterior paneled shutters still survive. Recently, Moore Township has installed protective exterior plywood shutters on all windows, (painted gray), carefully mounted on the original window frames to provide security and protection from adverse weather and malicious entry. On the attic level on the southern frontal elevation, the brick masonry gable end is set with one central original wood window frame set with six over six window sash. At present, this attic level window opening is covered by protective plywood sheathing.

On the northern brick masonry wall, there is evidence that this elevation was once covered by vertical wooden studs, with horizontal wooden siding. This is now all gone. It is likely that this wooden siding was added toward 1900 to serve as an insulation buffer for the colder conditions of winter. This insulation practice on houses and some schoolhouse is known to have been common amongst Pennsylvania German rural communities.

Interior

The first-floor interior of the 1859 Edelman Schoolhouse is comprised of its two original rooms. These rooms are the narrow Foyer/Entry on the southern end and the large Main Classroom. These two rooms still retain, to a very high extent, their original interior millwork, plaster, and 1859 to 1958 paint surfaces on woodwork and plaster. It is clear that the first floor retains all of its 1859 heart yellow pine flooring, set on an underlying system of sawn floor joists. On this flooring, the 1859 wooden stud partition separating the Foyer/Entry and the Main Classroom was installed and remains intact.

¹ Burrowes, Thomas H., *Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common School Houses*, Harrisburg, A. Boyd Hamilton, pub. 1855, pg. 33

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The Foyer/Entry is a narrow room that retains its 1859 interior architectural millwork, fittings, surfaces and detailing. It is fitted with wood wainscoting about four feet in height from the floor, comprised of original, milled tongue-and-grooved vertical boards. This vertical beaded wainscoting is fitted at its base by narrow-edge wooden trim. The top of the wainscoting is set with an extended horizontal wood rail molding.

The Foyer/Entry retains its original four rows of wood shelves on its west internal wall, once used to store student lunches and personal articles. An original, simple wood bench is along the Foyer/Entry's south wall, extending east from the adjacent shelves. A simple wood ladder to the attic is located just above this bench. The south face of the partition wall in the foyer retains its original hat and coat rack wood rail and heavy iron shaped hooks.

The easterly half of the Foyer/Entry is set with an original wood bench along its partition internal wall. There is a wood trap door located in the floor in front of this bench. This trap door provided access to a coal storage room under the floor. This coal storage area is well-preserved and retains its wood ladder. Another hat and coat rack is set between the central internal door leading into the Main Classroom and adjacent internal nine over six windows.

All of the plaster on the walls of the Foyer/Entry appears original and is well-preserved, and retains strong traces of what appears to be blue calcimine or distemper paint. The ceiling of this room is comprised of the original milled wood boards, retaining its historic paint color surface. The partition walls retain two nine over six windows that flank the central door leading into the Main Classroom. These windows were installed to transmit light into the interior and to provide the teacher visibility of student activity in the Foyer/Entry. The central doorway leading into the Main Classroom is the original four-panel wooden door. This 1859 interior door is hung on two cast iron butt hinges. This door still retains its original cast iron lock and white ceramic door knob.

The Main Classroom retains its original flooring, 90% of its wood wainscoting, plaster walls, and all of its original milled wooden board ceiling. All of these 1859 features are of the same design and materials of the previously described Foyer/Entry. The original plaster throughout appears comprised of "two coats of brown mortar, and one coat of hard white finish; the brown mortar to be composed of fresh wood burnt lime, and clean sharp sand, well haired."² All of the woodwork, both in the Foyer/Entry and the Main Classroom, is "painted with three coats of pure white lead, and best linseed oil."³

At the north end of the room is a slightly raised platform, which was reserved for the teacher's use and a large teacher's desk. This raised platform denoted and symbolized the teacher's authority over the students. Further, this raised platform created internal acoustics for the teacher's voice to carry above and across the full student body and for the teacher to more easily view all the students.

The Main Classroom's wood ceiling still retains a top section of the rolled metal stove pipe that was attached to a central heating stove, fueled by coal. The historic cast iron heating stove that was installed here still survives and is stored and secured off-site by the Moore Township Historical Commission. This stove will be restored to its original location during the ongoing restoration process. The ceiling of the Main Classroom still retains three Art Deco-style fluorescent lights, installed after rural electrification

² Burrowes, pp. 34-35

³ Burrowes, pg. 35

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extended into Moore Township. These are one of the few architectural changes to the 1859 Edelman Schoolhouse made within the 1859-1958 period of significance.

There is an almost total survival of the original coat and hat racks, and all original wall-mounted slate chalkboards, which surround the teacher's platform, survive intact. Such a survival of original chalkboards is rare today. By its texture and color, the slate used appears to be from the nearby Chapman [Slate] Quarries, which operated from 1850 to 1965.

Above the Main Classroom and Foyer/Entry is an attic area that is reached by the wood ladder located in the Foyer/Entry. This attic room area is original to how it looked when constructed in 1859. In this attic, one can see the fully intact wooden structural framing of sawn roof rafters and sawn horizontal lath on which the slate roofing is laid down and nailed into.

After 1958, when the Edelman Schoolhouse was sold to a local farmer, a farm equipment entrance was cut into the central portion of the Main Classroom's east wall. This resulted in the complete removal of two windows and brick masonry. Recently, the Moore Township Historical Commission has undertaken restoration of the exterior brick masonry using locally salvaged mid-19th century bricks, matching the original. The two window openings have been returned, awaiting the installation of accurate reproductions of the 1859 window frames, sash, and glazing. This was the most significant alteration to the historic Edelman Schoolhouse, but this missing 10% section of brick masonry has since been repaired and restored. This has brought back the historic integrity of the Edelman Schoolhouse. Once fully completed, the 10% area of missing plaster, one section of coat and hat rack, and wainscoting is planned to be accurately restored, matching the original in materials, design and finish, on the interior.

Physical Integrity

The 1859 Edelman Schoolhouse is an important well-preserved example of a mid-19th century rural one-room schoolhouse used into the mid-20th century. As described above, this historic rural one-room schoolhouse was essentially unaltered from its original construction in 1859 other than replacement of the front entry door on the southern elevation, the apparent installation of wood horizontal siding on the northern gable end c.1900 (subsequently removed), electrification (and new lighting) c.1948, and the creation of an equipment access on the east wall post-1958. The detached, 19th-century frame two-seat outhouse was torn down in 2000 by the prior owner before Moore Township purchased the property. This loss does not negate the overall historic integrity of the property.

During its decades of use as a school, the building was well-maintained but in a very cost-conservative manner. This resulted in a high survival of original historic layers of painted and plastered surfaces throughout the schoolhouse interior of two rooms. After 1958, the property was sold to a local farmer who used the building to store farm equipment, creating a large opening on the east wall. Although this action resulted in the most substantial physical change to the building, this storage use inadvertently ended up preserving this schoolhouse. In 1958, there were 14 other 19th-century schoolhouses still standing in Moore Township. After 1958, some of these were torn down, and the rest were heavily altered when converted into private residences or other uses.

Because of its relatively intact historic details and features, efforts to save the Edelman Schoolhouse began in the latter 1980s. By this time, regular maintenance of the exterior and interior had declined. This resulted in the decay of window shutters and exterior painted surfaces, and some limited loss to an

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additional nine over six window sash on the west elevation. But as described, approximately 90% of the original historic building continued to survive into 2013.

In December 2013, Moore Township was able to negotiate an agreement of sale from the estate of Fred Jaendl, and purchased the historic Edelman Schoolhouse. Very recently, through the efforts of the Moore Township Historical Commission, restoration work began. To date, the post-1958 two-bay wide farm equipment opening has been removed and the former fenestration pattern returned. The Moore Township Historical Commission has also actively been searching for historic school equipment furniture possibly from the Edelman Schoolhouse and the other 14 rural one-room schoolhouses that may still survive.

The setting, feeling and association of the Edelman Schoolhouse remain intact. This rural one-room schoolhouse stands on its original site of construction in 1859. It is surrounded by a highly-intact historic cultural landscape of tilled open agricultural fields. These agricultural fields have been farmed at least since the 1770s, after the virgin forest cover was cut down. Located near the Edelman Schoolhouse are the remains of the 19th-century Edelman Family Farmstead. In this setting the property strongly conveys the integrity aspects of feeling and association, as the school clearly depicts the use and the period of significance, the historic physical context of a 19th-century, one-room rural schoolhouse for Moore Township and more broadly for Northampton County. Importantly, the interior Main Classroom and Foyer/Entry retain a rich and meaningful environ of original architectural details and a very high survival of painted surfaces. For these finishes to survive is quite rare, and these will be conserved during the restoration process.

The Edelman Schoolhouse retains overall integrity and a survival of about 90% of its original, 1859 building fabric. The only notable post-period of significance change, the creation of an equipment opening on the east elevation, has been reversed. The foundation is fully comprised of all the original course stone masonry, set in slaked lime and clay mortar bond. The surmounting original, 1859 brick masonry walls are fully intact, excepting the central bay area of the eastern elevation. Here, Moore Township has fully restored this area with historic-period, locally-salvaged brick, matching the original. The roof is comprised of locally-quarried slate, possibly the original from 1859. The exterior wood trim is all original, including the cornice and eaves for the peaked roof of Greek Revival Vernacular Style design.

The interior retains fully 90% of its well-preserved wood trim and 90% of its original plaster walls. Its interior also still retains 100% of its historic wall-mounted slate boards and 100% of its original yellow pine flooring. The presence of historic painted surfaces on the interior trim and undisturbed plastered wall surfaces is exceptional. This creates a rich patina of surfaces, including a blue calcimine and possibly distemper paints on the plaster wall surfaces. The Edelman Schoolhouse was built with high standard brick and stone masonry materials and detailing. The wood millwork was of high standard materials. The interior plaster work was of equal quality.

The Edelman Schoolhouse is the best preserved historic one-room schoolhouse in Moore Township and is a member of a handful of surviving well-preserved 19th-century rural common schoolhouses in Northampton County and the Lehigh Valley Metropolitan Region today.

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8. Statement of Significance

Applicable National Register Criteria

- ☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B. Property is associated with the lives of persons significant in our past.
- ☐ C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

- ☐ A. Owned by a religious institution or used for religious purposes
- ☐ B. Removed from its original location
- ☐ C. A birthplace or grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

Education

Period of Significance

1859-1958

Significant Dates

1859

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Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

Narrative Statement of Significance

Statement of Significance Summary Paragraph

The 1859 Edelman Schoolhouse functioned for 99 years as a rural one-room school. It is a well-preserved building now in the initial stages of restoration. Within Moore Township, it is the only one-room school to survive relatively intact and retains approximately 90% of its historic building fabric from 1859 to 1958, the period of significance. The Edelman Schoolhouse is also one of a handful of intact rural one-room schoolhouses remaining in Northampton County, as most others have been demolished or converted to new uses. The Edelman Schoolhouse meets National Register Criterion A for its ability to convey rural education of the later 19th and early 20th centuries, and has an important distinction for its association with the Moore Township School Board's commissioning and publishing of a combined English and German language textbook. This practical textbook was possibly the first of its kind to facilitate teaching practical English to the youth of Pennsylvania German communities. The Edelman Schoolhouse meets the Registration Requirements of the *Historic Educational Resources of Pennsylvania* Multiple Property Documentation Form.

History

The Education of Youth in Northampton County and Moore Township, 1740- 1818

Moore Township in Northampton County has been stated by varied published works to have been settled in the early 1740s or possibly earlier. Documentation on this is sparse and is associated with the history of its earliest churches. Emmanuel Lutheran Church was established in 1750. Another church nearby in Emmanuelsville was known as the "Old Schoolhouse Congregation," whose 18th-century schoolhouse was built of hewn logs, combined with stone. Such an early school building was known to Pennsylvania Germans as a "Gemeinhaus."⁴

The permanent historic settlers of today's Moore Township were almost in total of Germanic, and more specifically, Palatine origins. It is well documented that Pennsylvania German settlers valued education of their children, provided at first through their churches. Very frequently, such Germanic-origin communities would build a hewn log schoolhouse near the church. Often, such 18th-century schoolhouses were used as a school and for conducting church services as well. Such dual-purpose use is well-documented in the history of the 1st United Church of Christ in nearby Easton, PA. In these faith-based

⁴ Emmanuels Online, "An Overview of the History Surrounding the Emmanuel's Evangelical Lutheran Church Founded 1723," compiled by Ray Walker and Keith K. Bird. emmanuels.org.

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rural schools, teachers held classes continuing the traditions of Germanic practices of education, with a heavy focus on Bible reading, moral education and teaching reading, writing and arithmetic.

Such faith-based education appears to have been conducted in rural Moore Township in the Germanic language through the 18th century into the early 19th century. In this language context literacy became high in German language, with rates of 80% for rural children. But teaching in English was low and at first non-existent. Church-based schools would continue in an apparent parallel manner into the mid-19th century. (This is a history poorly studied still.) This appears true for Moore Township and other rural townships in Northampton County that had a very high Germanic-origin population centered on farming families living in the social economic physical context of single-family farms.

There are no known historic photographs of the functioning of these rural schools in Moore Township. There are however, two illustrations, one from the 18th century and another post-Civil War, that suggest what the schools may have looked like. (see Historic Illustrations 1 and 2, below.) The first illustration is a wood block print made by Christopher Sauer, (1678-September 25, 1758), the noted printer in the English and Germanic language based in Germantown, Pennsylvania. The attached wood cut from around 1794 from the "Reformed ABC Book" shows the "Schulmeister" at his raised writing desk. The pupils are lined along the interior walls, sharing a continuous, sloped writing desk and sitting on long wooden benches. Note the large black bound bible, emphasizing the role it had in religious and moral teaching conducted, as well as to teach reading in such rural one-room schoolhouses.

The post-Civil War illustration is from H. L. (Henry Lee) Fischer's, (1822-1909), book of Pennsylvania German Poetry titled "S Alt Marik-Haus Mittes In D'r Schadt Un Die Alte' Zeite' En Centennial Poem in Pennsylvania Deutsch, In Zwe Dhel," published in 1879. Fischer would have been 12 years old when the Education Reform Act of 1834 was passed into law in Pennsylvania. Thus, Fischer would have been educated in a typical one-room schoolhouse of rural Pennsylvania German communities before and possibly after 1834. His illustration is of a hewn log schoolhouse, similar to those that were typical to rural Northampton County and Moore Township. The school room is crowded, with students sitting at a shared continuous sloped reading and writing desk, sharing long wooden benches for seating. The youngest students sit on long benches with no sloped reading and writing desks. Boys and girls sit in a mixed manner doing their class work, while the male teacher conducted specific instruction to a group of standing male students of varied ages. It appears the teacher is instructing by a rectification method. A single student is sitting on a stool being punished, wearing a coned dunce cap.

Discipline was often stern in such rural one-room schoolhouses, which is reflected in the following quote written by Henry Lee Fischer: "Oh for the lessons learned by heart!/Aye, though the very birches smart/Should mark those hours again;/I'd kiss the rod and be resigned/Beneath the stroke, and even find/Some sugar in the cane."⁵

Today, there are no known surviving 18th-century hewn log one-room schoolhouses in Northampton County. However, within Northampton County still stands the 1st United Church of Christ's limestone masonry schoolhouse, erected in 1778. It retains its original multipurpose cooking and heating fireplaces, flooring, partitions and classroom areas, as well as an area for the schoolmaster to live in. In its cellar there are a number of earlier hewn logs salvaged for use to serve as floor joists for the first floor. These hewn logs date from the first schoolhouse, erected in 1755, which also served as a place to hold worship services. I have examined these extant, 1755 logs in detail. Enough physical fabric survives to form a basis as to how it was generally built. On this evidence, it appears that the 1755 first schoolhouse and

⁵ Fischer, H. L., "S Alt Marik-Haus Mittes In D'r Schadt Un Die Alte' Zeite' En Centennial Poem in Pennsylvania Deutsch, In Zwe Dhel," pub. 1879, p. 190.

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combined church of the 1st UCC of Easton, PA, is generally similar to the 1732 surviving hewn horizontal log schoolhouse and church of Old Goschenhoppen Reformed Church in the Village of Woxall, PA. This indicates a potential—to date unspecified— vernacular building form and type for an institutional building amongst the Pennsylvania German communities in 18th-century southeastern Pennsylvania and the Great Valley. That such hewn log structures were built in the early formative decades of Moore Township is very plausible but requires further research and revealed historic archaeologic evidence.

At present, for rural communities in Northampton County, there are only a few narrative descriptions of the conditions and general content of rural education outside of the Moravian communities and the well-documented 18th-century schoolhouse at the 1st United Church of Christ in Easton, PA. In 1871, B. F. Raesly, the Northampton County superintendent, stated the following as to what he knew and understood about its early hewn log schoolhouses:

The earliest settlers, upon their arrival, were not dilatory where a sufficient number of families lived near enough to each other to render the project of a school practicable, all would assemble at some critical point, armed with axes, handspikes, mauls, and wedges, to erect a schoolhouse, while some felled trees, others notched the logs and put them in their place, and still others split clapboards or shingles for the roof. Some sought out shapely stones for the fireplace, and some prepared the sticks and mud for the chimney. When the [school]house was completed, it presented a cheerless appearance, being sadly deficient in everything except ventilation. It also was used as a place of worship.⁶

In 1877, Raesly went on to further describe specific 18th-century hewn log schoolhouses in Northampton County as follows: “...there were three schoolhouses in the old township of Forks... they were log buildings, with very small windows, rough doors, with wooden hinges and fastenings and leather latch strings.”⁷ Asa K. McIlhaney provides further the following: “The Palatinate Germans...their schools were of a character far inferior to those which were under the management of the Moravians, usually their term of teaching covered only a few weeks of the winter season.”⁸

McIlhaney goes on to provide a very general description of the rural Pennsylvania German one-room schoolhouse of the 18th century in Northampton County as follows: “The Old Log Schoolhouses they had rough floors. The Teacher’s desk was usually placed in the centre. It was made of rough timber which rested upon pegs driven into the walls between the logs, and at one end of the room was the old clay constructed chimney.”⁹

In such environs, rural boys and girls from Moore Township’s Germanic families would have been taught the subjects of reading, writing and arithmetic, conducted only in German, with apparent little variation into the Early American Republic years after the American Revolutionary War.

⁶ “Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the Year Ending June 3, 1872, issued under J. P. Wickersham, Superintendent of Common Schools” page 436

⁷ Ibid, page 438

⁸ McIlhaney, Asa K., “Brief Educational History of Old Northampton,” published around 1900, page 15

⁹ Ibid, page 17.

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Education in Moore Township During the Rise of the Common School System, 1818 to 1867¹⁰

One of the earliest general descriptions of Moore Township is provided by the noted early historian Daniel Rupp, as follows:

There are five grist mills, five saw mills and two fulling mills in this township. There are two small villages in it, Kernsville, or Petersville, situated between the forks of the Hockendocque [Creek], in the south-west angle of the township, consisting of seven dwellings, two stores and a grist mill. Klecknersville, a post [office] village, four miles north of Bath, consisting of several dwellings, one store and one tavern. The country around is gravel soil, but well improved. The population in 1820 was 1,645; 1830, 1,853; 1840, 2,389.¹¹

Beyond Rupp's brief description of Moore Township, the historic cultural landscape was comprised of numerous single-family farms, populated by descendants of Palatine-Germanic origin people engaged in varied agricultural endeavors.

From about 1820 to 1834, within Moore Township, there appears to have been built and in use, two stone masonry Octagonal Schoolhouses. Around 1900, McIlhaney described such Octagonal Schoolhouses within Northampton County as follows:

In those countries from which the English settlers came, the custom had been...especially among the middle classes, to build their mission chapels and schoolhouses of the six-square and eight-square type.... In Northampton County, for instance, in the vicinity of Bath, originally settled by Scotch-Irish people, there were seven or eight octagonal schoolhouses built in the early times as follows... One in Upper Nazareth Township, near Bath, which stood until the year 1878, at Edelman's in Moore Township, disappeared in 1860, at Siegfried's, same township, disappeared in 1862, at Dannersville, same township, disappeared in 1855, at Schall's in Moorestown, Moore Township, disappeared in 1870, another near Young's Creamery, in Moore Township, which has also disappeared these many years.¹²

The direct reference to the Octagonal Schoolhouse at Edelman's strongly indicates that this distinctly-shaped one-room schoolhouse stood at a yet-to-be confirmed location near the current brick Edelman Schoolhouse, erected in 1859. The precise location of the earlier Octagonal Schoolhouse will need to be confirmed by further research.

The adoption of the Anglo-origin Octagonal Schoolhouse form by the predominant Pennsylvania Germans of Moore Township is evident by the 1820s. There is only one description of such Octagonal Schoolhouses that once stood in Northampton County, which is as follows:

The only one of which we have any considerable record, is that of the octagonal house erected in 1828 and known as the Union Schoolhouse, near Bath.... It was built by means of contributions from the surrounding community.... It was built of limestone quarried in

¹⁰ This and other periods are defined in the Multiple Property Documentation Form *Historic Educational Resources of Pennsylvania*, by Dominic Vitiello for the PA SHPO, 2007.

¹¹ Rupp, Daniel, "History of Northampton, Lehigh, Monroe, Carbon and Schuylkill Counties," pub. 1845, by Hickok and Cantine, Printers & Binders, pp. 67-68.

¹² McIlhaney, page 17.

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the vicinity.... Its walls were eighteen inches thick, solidly built, neatly plastered and whitewashed on the inside and rough cast on the outside.¹³

There is a single historic photograph of such an Octagonal Schoolhouse built for Upper and Lower Nazareth Townships that stood used from 1828 to 1878. (Historic Illustration 5) It is probable that the Octagonal Schoolhouse that apparently stood at Edelman's in Moore Township from the 1820s to 1858 looked similar. The classes that were conducted in the Octagonal Edelman Schoolhouse would have been done in German, as was previously practiced. The courses taught would have been for reading, writing and arithmetic, along with religious content based on the teachings in the Bible.

The Impact of the 1834 Free School Act of Pennsylvania on Moore Township

In 1834, the Legislature of Pennsylvania passed the landmark Free School Act. After 1834, a gradual process began in which local common school districts on a township government level evolved and built numerous rural one-room schoolhouses statewide. The overall intent of this movement can be described as follows.

The common schools promised to help make the Commonwealth's children, including many immigrants and children of immigrants, into productive citizens able to support themselves, contribute to the economy and participate in the social and political life of a state and a nation just two or three generations old.¹⁴

The political champion of this Free School Act of 1834 was then Governor George Wolf, (1777-1840), born and raised in Northampton County and regarded as the "Father of the Public School System" in Pennsylvania. Wolf was born in Allen Township, adjacent to the south of Moore Township. He was educated at an advanced rural academy where he was taught in a then-advanced Classical School Curricula.

Wolf's sensitivity to providing free public education to Pennsylvania's full population, both urban and rural, was predicated by the following on a state government level.

- In 1795, five thousand dollars was given by the Pennsylvania legislature to the University of Pennsylvania and Dickinson College "on the condition that students not exceeding ten in number should be educated free in reading, writing and arithmetic..."
- In the early 19th century, "laws were enacted making appropriations to academies in many counties. These academies were of all sorts, sometimes managed by popular vote, sometimes by the religious bodies, but always intended for the whole community, and the acceptance of the grant from the state required a certain amount of free instruction of the poor.... Academies founded to secure state grants did not receive the support from their neighborhoods which would maintain them; they had no [common public] schools below them, and had to do all the elementary work themselves. In many places, the people were oblivious to the advantages of education and the plan of creating a demand by one central institution, radiating light and stimulating interest, did not work out good results. It was necessary to start at the bottom, not part way up. Nevertheless, the process continued till about 1840, even after the establishment of the public school system. After this date, there was little state aid granted to academies and female seminaries, the experiment being gradually adjudged a failure."

¹³ Ibid, page 19

¹⁴ Vitiello, Domenic, "Historic Educational Resources of Pennsylvania," pg. 22

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- “Laws passed in 1802, 1804, and 1809 provided for an enrollment of all children whose parents were financially unable to educate them. These were permitted to attend the most convenient school, and the county treasurers were authorized and directed to pay the bills.”¹⁵ “Thus it was that in 1831, Pennsylvania alone of the Northern States had no comprehensive school system.... One estimate places the number in the state at this date unable to read and write at three hundred and seventy thousand.”¹⁶

Governor Wolf, supported in part by the efforts of “the Pennsylvania Society for the Promotion of Public Schools,” established in 1827, led concerted efforts for legislation in the fall of 1833. The “Act to Establish a General System of Education by Schools” passed in 1834. Acceptance of this Act became divisive around the state. At first, “about one-half of the nine hundred and eighty-seven [school] districts either voted negatively or declined to have any election [of school boards and directors].... The Lutherans, the German Reformed, the Mennonites and the Friends [Quakers] generally opposed it.... In the German counties, the opposition was the most determined and successful. These religious bodies had their own system of schools, which they were loath to see destroyed and they were firmly convinced that education could not safely be made wholly secular. The connection between the school and the church was to the German [Pennsylvania Dutch] and the Quaker mind a vital connection, and are sealed by two centuries of sacrifice.... Governor Wolf probably paid the penalty for his hearty advocacy of the school system by his defeat in 1835.”¹⁷

It is likely that the Pennsylvania German [Dutch] families of Moore Township at first were reserved and resistant to adopting the 1834 Common School Act of Pennsylvania. Northampton County, even by 1856, is known to have had pupils in schools comprised of “one-thousand and sixty-nine [who] speak English only, four thousand seven hundred and twenty-three [who] speak German only, and only two-thousand six hundred and ninety-five [who] speak English and German.”¹⁸ (This is out of a total population of 8,487 pupils in schools in Northampton County in 1856. This means that over 55% of pupils could not speak and/or read any English, and that over 31% could speak German and only in part English.

This lack of English fluency presented a significant problem for education in not only the rural school, but also in the village and town areas of Northampton County. Moore Township shared in this challenge for its youth to be educated, and by the 1850s it would become innovative to solve this problem not only for Northampton County, but to a broader extent for the Germanic [Pennsylvania Dutch] communities in the state. Surprisingly, prior to the latter 1850s, all schools in the state appear to have lacked any textbooks in the combined German and English languages. Teachers had to use either purely German language textbooks or purely English language textbooks for the appropriate levels of learning. This was true for the first Common Public Schools in rural Moore Township prior to 1856.

Some aspects of the education and schools in Moore Township can be discerned through available resources. From 1834 up to 1856, Moore Township’s school buildings were known to have been built of either stone masonry one room school houses or earlier 18th-century hewn log, of which there is very little historic documentation. There is, however, an important level of

¹⁵ Harpless, Isaac, “Two Centuries of Pennsylvania History,” pub. 1900; pp. 298-300.

¹⁶ Ibid, p. 301.

¹⁷ Ibid, p.304-306.

¹⁸ “Report of the Superintendent of Common Schools of Pennsylvania for the year 1856” pg. 208.

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documentation of Moore Township's rural schools and conduct of education contained in the Annual Reports on the Common Schools from 1836 up to 1918.

In 1836, the Annual Report on the Common Schools, Academies, and Colleges of Pennsylvania, issued under Thomas H. Burrowes, reported the following profile of the rural one-room schoolhouse for Moore Township:

Moore Township—Number of Common Schoolhouse, 9; [Funds] from [Northampton] County, \$45; [Funds] from [Moore Township School] District, \$150; Average Salaries Per Teacher, Male, \$15.00; Cost of Schoolhouses' repairs and rent, \$2.00; Other expenses of Schools, \$40 . . . Further; Character and qualifications of Teachers, Not the best, but as good as can [be] had for the wages given; Branches [Courses] Taught: Reading, Writing and Arithmetic; Progress of Scholars: As good as can be expected.¹⁹

It is known who were the first elected School (Board) Directors for Moore Township: "School Officers in [Moore] Township . . . in 1837 Moore Township: President, M. Hoffman; Treasurer, David Siegfried; Secretary, C. Steckel; Taxables, \$430; [received in Moore Township]; State Appropriations, \$310.75."²⁰

In 1844, the "Eleventh Annual Report of the Superintendent of Common Schools of Pennsylvania for the School Year Ending June 3, 1844," issued under Charles McClure, the state superintendent, recorded the following on Moore Township's rural education:

Moore—Number of Schools, 12; Number Yet Required, 4; Average number of months taught, 4; Number of Male Teachers, 12; Number of Female Teachers, 0; Number of Male Scholars, 312; Number of Female Scholars, 288 ["scholars" meant students]; Average number of Scholars in Each School, 50; [Moore Township School] District Tax [income], \$525.00; State Appropriation, \$516.00; Cost of Instruction, \$928.75; Fuel and Contingencies, \$64.67; Cost of School-house, purchasing, building, renting, repairing, etc., \$46.07 [for the full year of 1843].²¹

This profile of 1843 reveals that from 1836 to 1844, the number of rural one-room Common schoolhouses increased from nine in 1836 to 12 by 1844. During these years, three new public schoolhouses were built. But even with this increase, with an average of 50 students per schoolhouse, conditions were crowded in the schoolrooms. So, the above statistics mean that up to 50 students could have been crammed into the Octagonal Schoolhouse at Edelmans by 1843, on a given day, a not often very conducive physical environment in which to conduct classes.

The 1850s, A Time of Innovation and Advancement

In 1855, the "Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the School Year Ending June 4, 1855, issued under A. G. Curtin," reports specifically on the earnest efforts to improve public education within Moore Township.

¹⁹ "Annual Report [1836] on the Common Schools, Academies, and Colleges of Pennsylvania, issued under Thomas H. Burrowes," pub. 1837, pg. 23.

²⁰ "Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the Year Ending June 3, 1877, pg. 439.

²¹ "Eleventh Annual Report of the Superintendent of Common Schools of Pennsylvania for the School Year Ending June 3, 1844," issued under Charles McClure, 1844, pg. 44.

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Moore Township: A ray of light is glimmering even in Moore Township. The school directors are actively engaged in building three new school houses in one year. This looks well. It is earnestly hoped that things will look better a year hence. Besides the three schoolhouses which are now being built, there is not a good one in the township, the whole number being thirteen.²²

Physical progress was being made in Moore Township but remained hampered by poor physical conditions of the earlier nine, pre-1855, one-room schoolhouses of hewn log and/or Octagon-shaped stone masonry construction. By 1856, Moore Township only had one schoolhouse of what was termed first-class physical character, with one of the second class. In Northampton County, there were a total of 74 built of stone masonry, 16 of hewn log construction, 26 of brick masonry construction and 48 of frame construction. But school furniture in this county had only 10 of a Good rating, 23 of a Middling rating, and 132 of a Poor rating. Ventilation was done “by letting down the top of the windows, numbered 45. 199 of these schoolhouses had no ventilation at all, thus creating stifling conditions in heat, affecting mental focus and concentration of students.”²³

By this time, (1856), public education throughout Northampton County faced a significant issue with its system’s teachers, as reported by Val Hilburn, Northampton County Superintendent:

In my last annual report, I said ‘Teachers devoted to the cause of education and who look upon the business of teaching as their occupation during life, are now the great desideratum [Latin] to the permanent improvement of our schools. Most teachers look upon the business of teaching as a mere makeshift, during the winter season, when they can find nothing else to do or use it as a stepping stone to get into something better and more respectable occupation.... For as long as active young men can find employment as [railroad] brakemen on coal trains at forty dollars a month, it can scarcely be expected that they will engage in one of the most harassing employments for less compensation,’ meaning teaching.²⁴

In part to address this situation in 1855, the Northampton County Teachers Association was founded along with three teacher institutes. These teacher institutes were divided up as:

- The 1st Southern [Teacher] Institute
- The 2nd Northwestern [Teacher] Institute, (This included Moore Township.)
- The 3rd Northeastern [Teacher] Institute

These actions were a landmark for the advancement and improvement of public education in Northampton County, and County Superintendent Val Hillburn deserves hereto unrecognized credit for piloting these efforts. Within this framework of Institutes and Associations for Teachers, by means of lectures, common meetings and formal training, employed school teachers, both rural- and urban-based would improve in the mid- to latter-19th century into the 20th century.

²² “Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the School Year Ending June 4, 1855, issued under A. G. Curtin,” reported by Val Hilburn, Northampton County Superintendent, Easton, October 24, 1855; pg. 181.

²³ Ibid; pg. 208.

²⁴ Ibid, pg. 209.

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The Moore Township English-German Phrase Textbook

The School Directors of Moore Township appear to have responded to this effort by undertaking and effecting a distinct initiative to improve its rural schools' general education. This effort addressed the serious issue of language education, the teaching of the English language to its Pennsylvania German children. Northampton County School Superintendent Hilburn wrote in October 6, 1857, a detailed description of this effort:

But still a greater obstacle lies in our way in Northampton County, but it is not, as ignorantly supposed, in the presence of the German language, but in the absence of the English. In another part of this report, your Department will perceive that more than half the children of this County do not speak the English language, whilst English books are put into their hands, in which they are required to study. If children under this absurd system, (which has been pursued for more than fifty years), come to the conclusion that books are a nuisance and teachers are a set of tyrants, can it be a matter of astonishment with any reflecting man! In Moore Township, out of seven hundred and sixty-four children only fourteen can [speak] English Yet under these discouraging circumstances, the parents who were themselves robbed of their education by this absurd system, had the patience to be taxed for the building of three new schoolhouses in one year. This was the last year, and the school directors besides are building one this year, have determined to build one every year until they have a sufficient number of Good schoolhouses. A small work has been written for the express purpose to remove this difficulty. The book consists of easy sentences printed in German and English. All the pupils are required to remove their books and to sit facing the teacher, who reads the book, which the pupils have carefully looked over, a sentence in German and then repeats it slowly and distinctly in English, when the pupils carefully and in unison repeat the same after him. These exercises last at least half an hour each morning and afternoon. If this course is properly pursued, four months are deemed sufficient to enable children to speak the English language with tolerable accuracy. Experience has shown this. After which the progress of the pupils in their studies is very rapid. This is the great point to be gained in this.”²⁵

This “small work” individually researched, financed and published by the Moore Township School Board Directors, beginning in 1856, is quite important. By all current records, this teaching innovation is the first documented step in Pennsylvania to teach Pennsylvania German students practical English. The impact of this innovation did not go unnoticed and led to the expansion of dual English and German textbooks thereafter in Moore Township, Northampton County, and then into Pennsylvania German communities statewide. The Edelman Schoolhouse, 1859, is the best-preserved one-room public common schoolhouse standing today where this “small work” was used and taught in Moore Township and in Northampton County. It is apparent that this “small work” within a short time had significant influence in how English would be taught to children of Pennsylvania German families in Pennsylvania and beyond, into the adjacent states of Maryland and into Ohio. After this initiative, a process began in which similar textbooks were written, published and used. At present, the published “small work,” translating German to English to teach the children of Moore Township, appears to be the first created for America’s public schools.

²⁵ “Report of the Superintendent of Common Schools of Pennsylvania for the Year 1856”; pgs 211-212.

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The Edelman Schoolhouse of 1859

By 1859, the earlier stone masonry Octagon(-shaped) One-Room Schoolhouse in the area in or surrounding the standing brick masonry Edelman Schoolhouse was to be replaced through the actions of the School Board Directors of Moore Township. The erection of the extant Edelman Schoolhouse is a component of the School Board Director's annual program of building one new schoolhouse per year at this time. Within its brick walls, the important innovation of teaching the English language to Pennsylvania German pupils progressed and expanded along with all the rural one-room schoolhouses of this township.

In 1859, the Edelman Schoolhouse was built on land donated by John Edelman and his wife, under the conveyance of only \$1.00. When originally completed, in 1859, construction of the Edelman Schoolhouse probably cost about \$430.00: "...the cost of this plan would be four hundred and thirty without a [full] cellar."²⁶ To a great extent, the plan and design of the Edelman Schoolhouse was inspired by the "Class 1 – No. 1" model of rural school design illustrated and described in Thomas H. Burrowes' "Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common School Houses."

Burrowes, of Pennsylvania, was directly influenced by the accretion of published writings and books by Henry Barnard that began in 1838, based in Rhode Island, as that state's Commissioner of Schools.

To the heterogeneous committees that planned local schools, Barnard offered much improved patterns for facades, floors, yards, mechanical equipment.... Barnard excelled as a compiler...he crammed available statistics, representative plans and elevations for various exemplary schoolhouses, design for effective ventilation and heating systems, and the better catalogues and descriptions of instructional aids.²⁷

In 1848, Barnard wrote and had published, the highly influential book, "School Architecture; or Contribution to the Improvement of School-Houses in the United States" by Commissioner of Schools in Rhode Island. In this book, Barnard portrayed schoolhouses that he had designed in the Windsor and Washington District in Connecticut. Barnard gave both schools what has become to be called Greek Revival facades, apparently for reasons of association. Henry Barnard stated directly the meaning of these associative aesthetic and moral values in his book, "School Architecture, 2nd Edition," as follows: "Every schoolhouse should be a temple, consecrated in prayer to the physical, intellectual, and moral culture of every child in the community, and be associated in every heart with the earliest and strongest impression of truth, justice, patriotism and religion."²⁸

Described in Barnard's book on school architecture, the "Plans are of School House District No. 6, Windsor, Connecticut" became one of the most influential school house designs for rural and/or small town public schools, ever. (See historic illustrations 6 and 7 below.) In comparing with the School House District No. 6, the 1859 Edelman Schoolhouse follows the overall lines, design, proportions, materials and architectural styling of Barnard's architectural design. Barnard added that such a schoolhouse should

²⁶ Burrowes, pg. 35

²⁷ McClintock, Robert and Jean, "Henry Barnard's School Architecture," pub. Teacher College Press Columbia University, 1970, pg. 3.

²⁸ McClintock, Robert and Jean, "Henry Barnard's School Architecture," published by Teacher College Press Columbia University, 1970 pg. 5.

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be built in brick masonry, with an internal Teacher's Platform, "a library...and a globe, outline maps and other apparatus...a blackboard [with] a trough to receive the chalk and the sponge or soft cloth."²⁹

Barnard further stated: "Each pupil is provided with a desk.... The desks are two feet long by 18 inches wide with a shelf beneath for books.... The level portion of the desk has a groove running along the line of the slope so as to prevent pencils and pens from rolling off, and an opening to receive an inkstand, which is covered by a metallic lid...the windows...are hung (both upper and lower sash) with weights so as to admit of being raised or lowered conveniently...the proper ventilation of the room is provided by the lowering of the upper sash. The sides of the room are ceiled all round with wood as high as the window sill."³⁰

The Edelman Schoolhouse, erected in 1859, is a more direct example of the model rural school "Class 1, No. 1" as illustrated in Thomas H. Burrowes' book, "Pennsylvania School Architecture," with local variation in brick materials, reduction of exterior Greek Revival-style architectural details and a three-bay length. (See Burrowes' Class 1, No. 1 Model Schoolhouse figure below.) The 1859 Edelman Schoolhouse served a once rural common school district, located in the far southeastern portion of Moore Township. This involved the rural farming families of the Edelms, Bests, Moyers, Kamerers, Karchs, Bartholomews, Schonenbergers, Siegfrieds, Hundles, and Keslers, to name a few. All of these families were of descendant Pennsylvania German ethnicity. The Edelman Schoolhouse always functioned under one teacher. This single teacher taught grades one through eight, held and conducted together in the single Main Classroom.

By 1861, Abram Kind, Superintendent of Northampton County Schools reported that within the county, "Progress, many old schoolhouses are torn down annually and new and more commodious ones erected in their stead."³¹ The Edelman Schoolhouse, in Moore Township was one of these "new and more commodious" schoolhouses, built just before the American Civil War. He also reported that in 1861, seven of Moore Township's rural one-room schoolhouses had sufficient furniture, while three had insufficient furniture, and that overall five of the school houses were considered sufficient, while 5 were insufficient.³²

Superintendent Kind further reported that, "In 151 schools, the scriptures were regularly read every morning by the teacher as an opening exercise... [and that] Moore Township had no schools that had without classification uniformity of textbooks." Lack of uniformity meant simply that students in Moore Township were taught with a mix of varied text books and not a regulated set of textbooks using what is today called a teaching plan.

The conduction of varied class topics would continue to involve religion in rural Northampton County and Moore Township and still mattered at this time, but was declining. Superintendent Kind reported that "Moral Instruction—Reading the Bible without note or comment is about all the instruction of a moral nature our youth receive at school, exception in a few instances where teachers give oral instruction. It is a fact much to be regretted that while the cultivation of the

²⁹ McClintock, Robert and Jean, "Henry Barnard's School Architecture," pub. Teacher College Press Columbia University, 1970, pp. 119-12.

³⁰ Ibid, pp. 121-123.

³¹ "Report of the Superintendent of Common Schools of Pennsylvania for the Year 1861" pg. 118.

³² Ibid, pp. 117-118.

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mental powers receives much and special attention, the development of their moral nature is left almost wholly to chance.”³³

At the close of the American Civil War in 1865, “three new school houses were built [in the county] ...one in Moore Township.... Those in the first two districts are both excellent buildings, sufficiently large to accommodate 40 to 50 pupils.... Furniture of the best kind, ventilation, good location, healthy, cost of each about \$650,” as reported by the county superintendent Abram Kind.³⁴ By the school year of 1867, Northampton County Superintendent William N. Walker proudly reported the following on the county’s schoolhouses: “Whole number, one hundred and seventy-seven; frame [construction] fifty-eight, brick [construction] forty-eight; stone, seventy-one. The ‘old log school house’ has disappeared.”³⁵ This meant that by 1867, if any earlier 18th-century hewn log schoolhouses stood in Moore Township, these had been demolished and replaced with a new one-room school house. But in all of Moore Township’s rural one-room public schoolhouses, the township’s distinct “small work” text book of teaching English to Pennsylvania German students continued and improved public education to all youth.

Education in Moore Township During the “Long Progressive Era, 1867-1930”

By 1867, the nearby 18th century towns of Easton and Bethlehem were evolving into cities with concentrations of youth needing to be publicly schooled. Nearby Nazareth also grew in size, moderately. America’s industrialization had rapidly expanded from the 1840s and 1850s through the 1860s. Agriculture was also changing due to modernizing farm equipment, new innovations in livestock breeding, and improvements of seed, processing and delivery of farm products, and financial management. Once hampered by understanding and speaking only the German language in the 1850s, the youth of Moore Township had transformed into a bilingual population that could speak and read German *and* English. This increased their skills and capacity to function in community, business and legal proceedings that functioned in English.

Moore Township’s teachers regularly attended the meetings and lectures of the Teachers Institute of Northampton County, being exposed to new ideas and methods of teaching and course expansion. Vague references are made that, across Northampton County, a plan to effect and teach to the rural areas was being developed. A different plan to effect and teach to the urban areas of Easton and Bethlehem was evolving. By 1900, these differences became more specific and would lead to trade vocational teaching and teaching of agriculture.

By 1871, advances in Moore Township’s rural schools appears to have continued, even in spite of challenges of non-conforming textbooks. “Moore Township—Moore has of late years been doing well. Of her fifteen [school] houses, only three are unfit for school purposes. Moore has, with a small number of exceptions, one of the most earnest corps of teachers to be found anywhere.”³⁶ Included within this was the Edelman Schoolhouse, headed by its male teacher who met the daily challenge of teaching to students of many ages and varied levels with non-conforming textbooks.

By 1872, the differences between the one-room schoolhouses in rural Northampton County and their urban public counterparts involved, at its center, the mixed school as compared to the graded school,

³³ “Report of the Superintendent of Common Schools of Pennsylvania for the Year Ending June 2, 1862, issued under Thomas H. Burrowes, Supt. of Common Schools,” pg. 132.

³⁴ Ibid, pg. 161.

³⁵, “Report of the Superintendent of Common Schools of Pennsylvania for the Year 1867” pg. 188.

³⁶ “Annual Report of the Superintendent of Common Schools of Pennsylvania for the Year 1871” pg. 155.

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especially at the primary age levels. William N. Walker, the Superintendent of Schools for Northampton County, stated the following:

Schools—There are now in the county 230 schools, of which sixty-two are graded. We found twenty-eight overcrowded, mixed schools, which should be graded at once. A mixed school is always an imperfect school.... Some of the higher branches, algebra, book-keeping, astronomy, geometry, etc. are taught in twenty-six schools. We have scores of pupils all over the county who could profitably pursue one or more of these higher studies but are denied the priceless privilege because the teacher has a large mixed school. What is the remedy? Grade your schools.³⁷

The Edelman Schoolhouse (and all of the rural one-room schoolhouses in Moore Township) still remained a "Mixed School," with all students from the first to eighth grades sitting together. All pupils of varied ages sat in the same singular classroom, taught in a method not too different since the 18th century. Superintendent Walker further described all rural public schools in terms of school furniture and apparatus as follows: "In the rural districts, where any or all of these necessary articles are found, they are mostly the private property of the live-in teacher, who cannot and will not do without them."³⁸

Walker then went on to describe his observations on the composition of teachers by 1872:

Teachers—Two hundred and thirty teachers, one hundred and eighty-nine males and forty-one females were employed. Women have certain innate qualities which are peculiarly fitting in the teaching of little children, and when a young lady receives not only a scholastic education but also due course of professional training and when she enters upon teaching as a life work, a permanent business, she is more apt to succeed in a primary school than a gentleman under similar circumstances. There is in the county, especially in the rural districts, a deep and growing prejudice against the employment of female [teachers]. We see three grounds for this prejudice:

1. Our people are mostly of German descent. In Germany, we believe the Dorf Schulmeister is 'monarch of all he surveys' in the pedagogic field and consequently we find our people inclined to the custom of their Father-land in this matter.
2. Comparatively very few ladies attend a full or even partial course of Normal [college] School instruction. Those who would gladly do so are generally wanting in the means being obliged to teach for much lower salaries than males receive.
3. Most of our young ladies desire to teach only for a few sessions in the public school and then be promoted to the charge of a small select [private] school. We have seen female applicants who were well qualified intellectually and professionally, and who intended to teach for life, set aside because we employ only male teachers in our district. This is wrong.³⁹

³⁷ "Vol. 39, Annual Report of the Superintendent by Pennsylvania Dept. of Common Schools," pub. 1872, pg. 146.

³⁸ Ibid.

³⁹ "Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the Year Ending June 3, 1872, issued under J. P. Wickersham, Supt. Of Common Schools" pp. 146-147.

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For Moore Township, its recorded teachers remained male, in part reflecting the social values of its residents' Germanic origins. Not until 1890 was the first female teacher employed in Moore Township.

In 1878, B. F. Raesly became Superintendent of Northampton County. Raesly continued with the improvement of public schools and their methods and application of teaching. Raesly appears to have focused on the issue of textbooks and their non-uniformity. On this, B. F. Raesly wrote the following:

One of the greatest hindrances to a better classification in many of the schools in some of the rural districts, is the diversity of textbooks. Under existing circumstances, there is no possibility in making a change looking to uniformity. So long as textbooks are adopted in districts, with a view of having them introduced gradually, or after the old ones of a different series of the same grade are worn out by the pupils, it is fruitless in the effort to establish complete uniformity, and in consequence of which, classification is not what it should be. In many instances, two or three different books of the same grades were found in the same school, causing much confusion and vexation to the teachers, where overcrowded schools needed the strictest classification. Surely something should be done to remedy this growing error.⁴⁰

It is certain that this issue of non-conforming textbooks was the situation within the Edelman Schoolhouse, and the other one-room rural schoolhouses in Moore Township. Raesly worked hard to change this condition up to 1882 and appears to have improved the textbooks towards uniformity in a number of rural one-room schoolhouses in Northampton County. In 1878, the schools of Moore Township were profiled as follows:

Moore Township—Whole number of schools, 15; Average Number of Months Taught, 5; Teachers, 15; Female, 0; Number of Male [Students], 441; Number of Female [Students], 312; Average Number Attending School, 495; Average Percentage of Attendance, 66%; Cost Per Month, \$62; Number of Mills Levied for School, 1; Total Amount of Tax Levied for School and Building Purposes, \$2,166.66; State Appropriation, \$688.84.⁴¹

What is poignant about these statistics was the low average percentage of attendance of 66% on a daily and yearly basis for Moore Township rural schools. This percentile of lower attendance would have included the Edelman Schoolhouse. Very often, many enrolled students were absent for varied reasons, in major part due to at-home family farming needs, others for outright and frequent truancy. Also, there were no truancy officers at this time to enforce attendance to schools.

By 1882, as reported by County Superintendent J. H. Werner:

Most of the schools throughout the county are provided with patent furniture [school desks] but it is regretted that a number of schools still keep the cumbrous old long desks and seats.... As to apparatus, we must report a lamentable deficiency...in the county districts. There is a great lack of even such necessary appliances as blackboards and map.⁴²

⁴⁰ "Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania, issued by J. P. Wickersham, pub. 1878" pg. 131.

⁴¹ Ibid. pp. 340-341.

⁴² "Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 5, 1882, pg. 141.

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The 1882 Annual Report continues to reference Moore Township directly: “At...Moore...new buildings have been erected in place of old ones, which were no longer fit for service. In most instances, the new buildings have been provided with patent [school desk] furniture.”⁴³ It is possible that the Edelman Schoolhouse may have still lacked patent school desk furniture at this time. But this needs to be confirmed. This condition would last up to no later than 1895. In 1895, five new schoolhouses were built in Moore Township.⁴⁴ This implies that the last of the earlier Octagon-shaped schoolhouses in Moore Township were fully removed by 1895. The 1895 Annual Report profiled Moore Township as follows:

Moore Township—Number of Schools, 15; Average Number Months Taught, 7; Number of Male Teachers, 15; Number of Female Teachers, 0; Average Monthly Pay, Males, \$38.90; Scholars Male, 313; Scholars Female, 249; Average Number Attending School, 367; Average percentage of Attendance, 86%; Cost Per Month Per Student, \$1.09; Number of Mills Levied for Building Purposes, \$0.50; Total Tax Levied for School and Building, \$2,780.59; State Appropriation, \$3,587.41.⁴⁵

As these statistics show, the average attendance of students within Moore Township’s rural one-room public schools had notably increased to 83%, representing a significant improvement that would have included the Edelman Schoolhouse. By now there were truancy officers.

Since 1855, the activities of the Teachers Institute of Northampton County every year conferences were held very often in the City of Easton, involving Lafayette College and the Easton School District. These annual conferences lasted more than one day and, by the 1890s, up to five days, typically in November. These conferences focused on a series of lectures to attending school teachers from throughout Northampton County. Teachers from Moore Township’s rural schoolhouses very often attended. Day sessions started by 8 a.m. and lasted beyond 7 p.m. with a prominent speaker’s lecture.

A rare program for the 28th Annual Teachers Institute of Northampton County still survives in the Marx History Room of the Easton Public Library. This 1890 program records the following list of sessions that attending teachers were exposed to:

1. Drill in Vocal Music by Mark R. Plaisted from Pecksville, NJ
2. Methods of Teaching Reading by Prof. Geo. P. Bible
3. Civics by Prof. J. A. Whitelock from Cape May, NJ
4. Pennsylvania History by Dr. A. R. Horne from Allentown, PA
5. Educational Possibilities by Dr. A. R. Horne from Allentown, PA
6. Lecture: Popular Delusions by Hon. Geo. R. Wealding from Shelbyville, IL
7. Industrial Drawing by M.A./Richards from Bethlehem, PA
8. Analysis and Parsing by R. F. Teel from Easton, PA
9. Primary Geography by Dr. G. G. Groff from Lewisburg, PA
10. Immediatism by Rev. Prof. G. B. Hencher
11. Our Courts by Dr. G. M. Philips
12. Advanced Geography by Dr. G. G. Groff from Lewisburg, PA
13. Physiology by Mary H. Hunt
14. School Savings Banks by Dr. G. M. Philips
15. Lecture: The Coming Man by Hon. Henry E. Hall, Mercer [?]

⁴³ Ibid.

⁴⁴ “Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 3, 1895” pg. 99.

⁴⁵ Ibid.

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16. School Organization by Supt. Thomas Furquhar from Bethlehem, PA

17. School Libraries by A. J. Devereaux from Bangor, PA

In this same program is the first full surviving list of names of the teachers of Moore Township's fifteen rural one-room schoolhouses, and the first known identification of a female teacher for Moore Township, as follows:

| <u>Teachers</u> | <u>Post Office</u> |
|------------------------|---|
| 1. Thomas A. Kocher | Petersville |
| 2. Frank W. Laub | Klecknersville |
| 3. J. J. Weidman | Klecknersville |
| 4. E. A. Heimer | Moorestown |
| 5. A. A. Marsh | Klecknersville |
| 6. Thos. G. Herberling | Klecknersville |
| 7. A. J. Bender | Klecknersville |
| 8. L. P. Rostenbader | Klecknersville |
| 9. H. L. Remaly | Moorestown |
| 10. Thos. A. Graver | Klecknersville |
| 11. Geo. A. Scholl | Klecknersville |
| 12. Wm. H. Santee | Petersville |
| 13. N. J. Werner | Klecknersville |
| 14. Geo. J. Raesly | Klecknersville |
| 15. Rosa C. Lilly | Klecknersville (<i>first known female teacher for Moore Township</i>) |

The identified school board directors for Moore Township for 1890 were:

| <u>School [Board] Directors</u> | <u>Post Office</u> |
|---------------------------------|--------------------|
| 1. Morris C. Beer, President | Petersville |
| 2. Dr. E. L. Smock, Secretary | Klecknersville |
| 3. James C. Houser, Treasurer | Bath |
| 4. John Kunkle | Moorestown |
| 5. Edwin P. Schall | Copella |
| 6. Irwin Schaffer | Klecknersville |

The annual conferences of the Teachers Institute of Northampton County undoubtedly did much to expose public school teachers to new ideas and methods of teaching throughout the county and also specific to Moore Township's rural schools. In addition, these annual conferences developed a growing professional cohesion and mutual dedication to improving public education in terms of its courses taught and their delivery and the physical improvement of schools. As possibly more surviving annual conference program booklets are found, more details will be revealed as to how these conferences exposed teachers to new ideas and means to improve public education in Northampton County, including Moore Township, through the latter 19th and into the 20th centuries.

In 1891, W. F. Hoch, Superintendent [of Schools] for Northampton County reported specifically that "Moore Township refurbished four of its [one-room schoolhouse] rooms with improved patent furniture."⁴⁶ It is not clear if the Edelman Schoolhouse was one of these schools. In 1892, Hoch reported

⁴⁶ "Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending 1891" pg. 84.

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an interesting fact that “only Glendon and Williams Township offered free text books in the county.”⁴⁷ This indicates clearly that the parents of the school children in Moore Township paid for the textbooks their children needed and these students may have continued having a mixture of textbooks in use.

In 1893, W. F. Hoch reported the following on course content taught in Northampton, inclusive of Moore Township’s schools, as follows:

The course of study which was adopted at our last county institute has already been introduced in a number of districts and will be introduced in the rest of the districts at the beginning of the next term. This course provides for the graduation of those [teachers] who complete the course, and I believe will do much to increase the efficiency of our schools. The day of haphazard work in the school room is past. The schools in the rural districts can be and ought to be as closely graded as those of our towns and cities.⁴⁸

The importance of this achievement needs to be viewed as a landmark in terms of the improved uniformity and advancement of teaching in late 19th-century Northampton County’s full public school system. From here on, all the county’s public schools were taught in a much more consistent manner. In 1893, the schools of Moore Township were generally reported as: Number of Schools, 15; Average Number of Months Taught, 6; Teachers Male, 15; Teachers Female 0; Average Monthly Pay Males, \$34.62; Scholars Male, 368; Scholars Female, 322; Average Percentage of Attendance, 83%.⁴⁹

By 1894, more statewide public funds were being provided for schoolroom furniture, books and teaching aids. In Moore Township’s schools in 1894, this specifically involved “Moore add[ing] Butler’s reading chart and Johnson Outline maps,” in all 15 one-room rural schoolhouses, including Edelman.⁵⁰ The trend continued into 1895. “Since the increase in the state appropriation, most districts in the [Northampton] county have made additions to their supply of apparatus. All our school rooms except two are supplied with patent [school desk] furniture and all except thirty with slate [board] surface.”⁵¹

In 1895, the final phase of the construction of “new” one-room schoolhouses in Moore Township happened. One new schoolhouse was built in Moore Township. From this time on, the 15 rural one-room public schoolhouses would continue in use up to 1958.⁵² In 1895 F. W. Hoch, the Superintendent for Northampton County’s public schools, reported that in Moore Township the “Average Percentage of Attendance was 86%, and that the cost per student per month was \$1.09. The state appropriation to Moore Township’s schools in this year was \$3,507.41.”⁵³ Hoch reported specifically that in Moore Township in 1895, the “Cost of school supplies other than text books including maps, globes, etc. [was] \$565... [and that the] cost of text books [was] \$249.32.”⁵⁴

This is the first school year that Moore Township provided free and uniform text books to all students in the fifteen rural one-room schools in the township, including the 1859 Edelman Schoolhouse. During

⁴⁷ “Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending 1892” pg. 94.

⁴⁸ “Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending 1893” pg. 85.

⁴⁹ Ibid pp. 358-359.

⁵⁰ “Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 3, 1895 pg. 93.

⁵¹ Ibid pg. 112.

⁵² Ibid, pg. 99.

⁵³ Ibid.

⁵⁴ Ibid, pg. 112.

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Hoch's administration, it appears that very significant initiatives were undertaken and completed throughout the public schools in rural and urban Northampton County. This is evidenced in 1898, when the Annual Teachers Institute of Northampton County was conducted over five days. Hoch proudly reported, "We enrolled 440 teachers, the largest number ever recorded. Every teacher in my jurisdiction was enrolled...and was held at the Easton High School building."⁵⁵ All fifteen teachers of Moore Township would have attended this institute. A copy of its program has yet to be found.

In 1900, at the inception of the 20th century, H. K. Bender became Superintendent of Public Schools in Northampton County. Bender reported on the significant change in reading skills being taught to both rural and urban students in the county. "Possibly the greatest improvement in teaching the common branches has taken place in reading. This has come about in two ways. 1.) In improved methods, [and] 2.) In the large amount of literature now read."⁵⁶ Bender goes on to report further that:

The old A, B, C method will be a thing of the past. Children are taught by the phonic method to become independent readers. The mechanical elocutionary reading has disappeared. Imagine a teacher today laying down a set of rules for the pauses, a period requiring a pause long enough to count six; a semicolon, a colon, and a comma, one. Children read more naturally because they are taught first to think for themselves and then to express it plainly, generally in a conversational tone. The old bombastic literature has almost entirely disappeared. Mechanically, too, there has been very great improvement in readers, as in all textbooks. A modern reader is a work of art.⁵⁷

Superintendent Bender went on to credit a new cadre of teachers employed by 1900 who helped in this progression. "The normal [college] graduates in the county have helped to bring about a change in the teaching of English. There is less technical grammar taught and more done in practical English. The Pennsylvania German [dialect] is also fast disappearing."⁵⁸

These advancements came into Moore Township's fifteen rural one-room schoolhouses and the prevalence of the speaking of Pennsylvania German in Moore Township went into a steady decline from 1900 into the 1950s, as each new generation progressed. After the 1950s, the speaking of Pennsylvania German would go into a steeper decline to the extent that few of its dialect words are spoken today on a daily basis in Moore Township.

In 1900, Bender also reported that "improvement has been made in desks and seats [across the county]. The homemade desk, accommodating six or eight pupils has disappeared.... The old mortar board has almost entirely disappeared.⁵⁹ The mortar boards were replaced by wall-mounted slate boards. Bender further reported that "In 1877, there were no [in-school] libraries in the county outside of Easton and the Bethlehem schools...since at that time, school libraries have sprung up in every quarter."⁶⁰ County Superintendent Bender makes no reference to Moore Township's schools and the presence of in-school libraries by 1900. Further research may uncover when the in-school libraries began in Moore Township. But such in-school libraries did evolve prior to 1959.

⁵⁵ Ibid, pg. 108.

⁵⁶ "Common Schools of Pennsylvania Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending 1900" pg. 290.

⁵⁷ Ibid, pg. 291.

⁵⁸ Ibid.

⁵⁹ Ibid pg. 287-288.

⁶⁰ Ibid.

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In 1900, the “Thirty-Eighth Annual Teachers Institute of Northampton County” was held in the high school building in Easton PA, from October 22 to 26. In the rare surviving 1900 program in the Marx History Room of the Easton Public Library is the first known reference to the Moore and Hanover Institute that was held at nearby Bath. Its committee was comprised of Geo. A. Weber, C. H. Fehnel and J. H. Silfries. C. H. Fehnel is known to have been a teacher in Moore Township. It appears likely that Clinton H. Fehnel was the teacher for the Edelman Schoolhouse by 1900, since the post office that served him was in Bath. The Bath Postal District has always encompassed that part of Moore Township in which the 1859 Edelman Schoolhouse is located, on Longley Road. By 1900, a local Teachers Institute was operating for Moore and Hanover Townships. At present, little is known of its functioning, which requires further research, if feasible. The 1900 program of the Teachers Institute of Northampton County’s Annual Conference was comprised on the following diverse sessions and lectures:

1. Lecture: “The Good Old Times,” by Dr. Ethelbet D. Warfield, L.I.D., President of Lafayette College [Easton, PA]
2. Devotional Exercises by Rev. A. H. Snyder, Pastor, First United Evangelical Church
3. The Pedagogy of Dickens by Dr. A. B. Bunn Van Ormer
4. The Recitation by Prof. E. L. Kemp
5. Educational Psychology by Dr. J. C. Willis
6. Readings by Miss Mary Miller Jones
7. Primary Division
 - a. Primary Readings by Miss Mary Miller Jones
 - b. Incentives by Prof. H. C. Krebs
 - c. Child Study by Dr. Henry H. Goddard
 - d. Relief Forms by Prof. E. L. Kemp
 - e. Spelling Reform by Prof. W. B. Owen
 - f. Pestalozzi Sense Perception by Dr. Van Ormer
8. Lecture— “Epochs of Life” by Dr. J. C. Willis, Kentucky University
9. Composition by Prof. H. C. Krebs
10. Hebart—Apperception by Dr. Van Ormer
11. The Most Essential Qualifications of a Primary Teacher by Dr. Van Ormer
12. Our Trees by Supt. O. R. Wilt
13. Arithmetic by Dr. J. C. Willis
14. The Voice in the School Room by Miss Mary Miller Jones
15. Physical Culture by Miss Sarah B. Barber
16. Singing, Reading and Impersonating by Mme. Elizabeth de Barrie Gill
17. Analysis of the Reading Lessons by Miss Mary Miller Jones
18. School Management by Dr. J. C. Willis
19. Horace Mann—His Life and Works by Dr. Van Ormer
20. Primary Arithmetic by Prof. H. C. Krebs
21. Influence of Example by Miss Mary Miller Jones
22. Nature Study by Dr. J. C. Willis
23. The True Aim by Prof. H. C. Krebs
24. Scientific Temperance Instruction by Mrs. Elizabeth Lloyd
25. Literature by Dr. J. C. Willis

In 1909, President Theodore Roosevelt set up the U. S. Commission on Country Life, in order to analyze the conditions and needs to improve rural life in America. One of the outcomes of this effort was a definition of the “rural school” problem. In the article “Rural School Possibilities,” published in the Journal of Education in 1910, H. B. Dewey stated that “lack of carefully-trained and experienced

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teachers, short terms of school, poorly constructed schoolhouses, insufficient equipment, annual or semi-annual change of teachers, enrollment too small for best results, many grades and small classes” were part of the problem and challenges facing rural schools.⁶¹ Many of these same challenges affected Moore Township schools.

In 1912, C. Fishpaw went further to describe these rural school conditions in his article, “The Training of Rural Teachers,” published in the journal *Province of Education*:

As the environment of the country child differs from that of the town and city, so the rural school problem differs. We must admit that organization supervision, consolidated schools, sanitary buildings and a well-coordinated and properly correlated course of study are all necessary for the solution, but we may have all of these and fail unless the trained teacher is at the helm.⁶²

Unfortunately, after 1918, the often direct site examinations and references to Moore Township’s fifteen rural one-room schoolhouses ends in the annual report of Pennsylvania’s Department of Education. Such annual reports become lists of statistics and measurables on a county-by-county basis. At present, the records of the Moore Township School District, since its inception in the 1830s, up to WWI and then towards 1959, have not been located, and it is not known whether any survive. Lacking such direct documentation, it can only be surmised that the 1859 Edelman Schoolhouse and the other rural one-room schoolhouses followed general trends from 1918 to 1959. Between WWI and WWII,

In the classroom...teachers had usable textbooks and the guidelines of the state course of study.... Township school boards each employed truant officers to enforce the attendance law.... It was a time when public support of the schools was strong and teaching programs within the framework of the rural setting, even with its limitations, were well developed.⁶³

But almost all rural schools still faced inadequate annual funding as compared to schools in towns and cities like Easton and Bethlehem of Northampton County.

In 1927, W. W. LaChance, Architect, wrote and had published “Schoolhouses and Their Equipment, With Plans and Illustrations of the Latest Schoolhouse Architecture, Commonwealth of Pennsylvania Edition.” In this book, LaChance strongly advocated for the creation of consolidated school districts for rural communities in Pennsylvania. This consolidation effort would wait to occur in the post-WWII years, and in response to the “Baby Boomer” population surge. LaChance proposed a “new” one-room schoolhouse for rural Pennsylvania. But his ideal school was not just a rural one-room schoolhouse. It contained a full basement comprised of a play room and assembly room, a coal bin room, a [coal] furnace room, a girls’ lavatory, a boys’ lavatory, and a hall with stairwell to the first/ground floor. The ideal first/ground floor contained a large single class room over 45 feet wide and a work room over 10 feet wide next to an interior hall with an adjacent teacher’s closet.

Nothing like this post-WWI one-room schoolhouse was ever attempted or built in Moore Township and almost all of the rural townships in Northampton County. Moore Township continued to rely on and use its earlier and aging one-room schoolhouses, of which the 1859 Edelman Schoolhouse was becoming one of the oldest and still in use.

⁶¹ Dewey, H. B., “Rural School Possibilities,” the *Journal of Education*, pub.1910, pg. 542.

⁶² Fishpaw, C., “The Training of Rural Teachers,” *The Province of Education*, pub. 1912, pg. 79.

⁶³ Cubbison, Shirley E., “Slippery Rock One-Room Schools”, pg. 199.

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From 1867 to 1930, the Edelman Schoolhouse does present and portray the physical and education environs and trends that were most prevalent in not only rural Moore Township, but also throughout rural townships and communities of Northampton County. This is how such rural schools functioned and existed within the historic context of "Pennsylvania Schools in the Long Progressive Era, 1867-1930." There were decades of continuing challenges due to inadequate funds, but also due to the adoption of uniform textbooks, improved school furniture, better-trained teachers, and enforced attendance at the Primary School levels. Most important was the adoption and teaching of standard state-wide courses. All of this progressed in a rural community context, set with much more limited financial resources as compared to nearby towns and cities in Northampton County, with their higher tax rateables.

Moore Township's Education "From Depression to District Reorganization, 1930-1969"

"In the...period following WWII, the rural schools rapidly changed....the state encouraged consolidation wherever possible. School districts received a bonus of \$200 for each one-room school closed.⁶⁴ Through the years, up to 1959, the Moore Township School District and its elected Board of Directors conducted their duties, comprised of the following:

1. Legislative: adopting school board policy, adopting goals, adopting the curriculum
2. Executive: hiring teachers, establishing [annual] budgets, setting tax rates, buying property, building and maintaining real estate
3. Judicial: responding to grievances, conducting hearings for professional personnel on recommendations for dismissal or discipline, conducting hearings for students who are recommended for expulsion⁶⁵

Robert Leight goes on to succinctly describe how, generally, Pennsylvania's rural one-room schoolhouses would rapidly close and be replaced by state and nationwide school district consolidation.

It was clear, in the years following 1945, that the days of the one-room school were numbered. There was a "baby boom" that particularly affected the new suburbs, and one-room schools were not large enough, nor were they in the right locations for the thousands of students who needed schooling by the early 1950s. Consolidated schools were required for their greater efficiency. By the 1960s, the conventional wisdom was that larger school systems were required educationally as well, and by the middle of that decade, Pennsylvania's legislature had reduced about 2,500 school districts to approximately 500.⁶⁶

All of Moore Township's one-room schoolhouses were closed in 1958 as the Consolidated Northampton Area School District was formed, which is comprised of the following municipalities: Moore Township, Lehigh Township, East Allen Township, Allen Township, Northampton Borough, Bath Borough and Chapman Borough. The last teacher who taught students at the Edelman Schoolhouse before 1958 was John J. Bensing.

For almost 100 years, the historic Edelman Schoolhouse served the farming families of its rural area with what was defined as Primary Grade Levels of education. Of the once fifteen one-room schoolhouses in Moore Township, the following eleven still stand:

⁶⁴ Ibid, pg. 200

⁶⁵ Leight, Robert L., Duties of a Rural School Board at the Turn of the Century," Pennsylvania Folklife, Vol. 42, No. 1, Autumn 1992, pg. 45.

⁶⁶ Ibid, pp. 47-48.

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1. Siegfried (1838-1958) On Rte. 512 at Keeler Road. Now a private residence.
2. Dieter (1838-1958) On West Scenic Drive near Lilly Hill Road. Now a private residence.
3. St. Joseph Seminary/Little Mexico (1845-1946) West Scenic Drive at Pine Road. Now a private residence.
4. Schall (Bef. 1850-1958) East Scenic Drive at Benders drive. Now a private residence.
5. Emmanuelsville (1855-1958) Valley View Drive across the road from the church. A 1765 deed mentions both a church and school at Emmanuelsville. Therefore, while this property was taken control of by the Common School Board in 1855, a school existed here a century or more earlier. Now owned by the church.
6. Salem (1855-1958) Community Drive and Copella Road, across from Salem Church. In use by the Boy Scouts.
7. Edelman (1859-1958) Longley Road off Kemmerer Road. Currently being restored for use by Moore Township.
8. Steckel (1871-1950, 1953-1958) Community Drive at Summit Road. Now a private residence.
9. Mt. Vernon (Bef. 1874-1958) Whitetail Deer Road at Egg Road. Now a private residence.
10. Gravers (Bef. 1874-1958) East Beersville Road at Grouse Drive. Now a private residence.
11. Washington (Bef. 1874-1958) Allen Drive just south of Rte. 248 near Beersville. Also known as Heiney's School. Now a private residence.⁶⁷

After 1958, the Edelman Schoolhouse was sold to a local farmer who used this schoolhouse as a shed to store agricultural equipment. In December 2013, the estate of Fred Jaindl donated the historic Edelman Schoolhouse to Moore Township. Since then, the Moore Township Historical Commission has taken the initial steps to mothball the Edelman Schoolhouse from further decay and started the process of its restoration. A number of the Moore Township Historical Commission members were once students in the last years of the Edelman's Schoolhouse's use just prior to 1958. The public commitment is to conserve the Edelman Schoolhouse as a public museum in which the history of rural education from 1859 up to 1958 is portrayed and interpreted. In addition, as their historic research continues, aspects of documented rural life will be incorporated in the interpretation of the history of this schoolhouse from multiple perspectives, that of a child/student, of a teacher, and of a farming family parent, who was once of primarily Pennsylvania German origin and descent.

Comparisons to Other Area 19th-Century One-Room Schools in the Lehigh Valley Metropolitan Region

The Edelman Schoolhouse, built in 1859, was inspired and based on the model one-room schoolhouse illustrated as "Class 1, No. 1 Houses for Upgraded or Primary Rural Schools," shown in the "Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common Schoolhouses," by Thomas H. Burrowes, published in 1855. This model rural schoolhouse design and plans inspired other, once more numerous, rural one-room schoolhouses built in Moore Township, Northampton County, and adjacent Lehigh

⁶⁷ Moore Township Historical Commission, "1765-2015, Moore Township 250th Anniversary: Tour of Historically Significant Places in Moore Township," pub. 2015, pg. 19.

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County and throughout rural Pennsylvania, into the late 1880s. Some other surviving examples of similar rural one-room schoolhouses in this geographic area are the following:

St. Paul's One-Room Schoolhouse at 780 Almond Rd., Walnutport, Lehigh Township, Lehigh County. Built in 1865, the St. Paul's Schoolhouse is totally intact and unaltered, of the same overall dimensions of two bays wide by three bays deep/long brick masonry. This schoolhouse still manifests late Greek Revival Vernacular Style influences. Restored and maintained by the Lehigh Township Historical Society since 2010, its interior classroom has been carefully restored with historic period student desks, and period textbooks and classroom equipment apparatus for the local area. (The St. Paul's Schoolhouse is not listed on to the National Register of Historic Places.)

Upper Edelmans Schoolhouse, located at 3608 Nazareth Pike, Bushkill Township, Northampton County. The mid-19th century one-room schoolhouse is being maintained by the Pleasing Valley Charitable Foundation as a museum. This brick masonry schoolhouse closely adheres to the dimensions, design and details of the Edelman's Schoolhouse at 165 Longley Road, Moore Township, Northampton County. Both are similar to the model "Class 1, No. 1" rural schoolhouse as illustrated in Thomas H. Burrowes' "Pennsylvania School Architecture" published in 1855. This schoolhouse is not listed on to the National Register of Historic Places.

Lutz-Franklin Schoolhouse. The Lutz-Franklin Schoolhouse is located in Northampton County at 4216 Countryside Lane, Lower Saucon Township. The Lutz-Franklin Schoolhouse is listed on the National Register of Historic Places. It is a one-story, one-room rectangular stone former schoolhouse with a belfry; its architectural features reflect the Late Victorian era. Built in 1880, it is the only intact 19th century schoolhouse in Lower Saucon Township.

The St. Paul's One-Room Schoolhouse, the Upper Edelmans Schoolhouse, and the Lutz-Franklin Schoolhouse, along with the 1859 Edelman Schoolhouse, are all similar. These similarities include:

- They are all one-room schoolhouses in use from the 1850s up into 1958.
- These schoolhouses all strongly reflect the architectural design influences of Henry Barnard's model Greek Revival School House for District No. 6, Windsor, Connecticut, erected in 1838, but more closely the model one-room schoolhouse, "Class 1, No. 1, Houses for Upgraded or Primary Rural Schools," as illustrated and specified in Thomas H. Burrowes' book, "Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common School Houses," published in 1855.
- All are well-preserved rural one-room schoolhouses clearly conveying the historic cultural landscape setting schoolhouse environs both exterior and interior, where rural children were educated in almost a 100-year long period of time in Northampton County, the adjacent Lehigh County, and the greater Lehigh Valley. There were moderate levels of physical architectural difference. Together, these rural one-room schoolhouses, inclusive of the 1859 Edelman Schoolhouse in Moore Township, manifest the heritage of rural education that begins in "The Rise of the Common School System, 1818-1867," continues through the "Pennsylvania Schools in the Long Progressive Era, 1867-1930," and concludes in the "Depression to District Reorganization, 1930-1969," periods described in the MPDF *Historic Educational Resources of Pennsylvania*.

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9. Major Bibliographical References

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Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____
- ☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other/Name of repository:

Historic Resources Survey Number (if assigned): NA

10. Geographical Data

Acreage of Property less than 1 acre (12 perches and three quarters strict measure)

-75.366836 40.750042

Verbal Boundary Description

The Edelman Schoolhouse is situated on a lot of 12 perches and three quarter and is currently identified as tax parcel number PARID: J6 12 4 0520E. As per the deed records of Northampton

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County, Pennsylvania, the lot is described as "Beginning at a post in a public road thence by land of John Reeser north forty-two degrees west sixty-one feet to a post thence by land of John Edelman south one and a quarter degrees west eighty-eight feet to a post south twenty-eight degrees east fifty-six feet six inches to a post and north ten degrees east ninety-four feet to the beginning."⁶⁸ The nominated boundary corresponds roughly to the tax parcel; the north boundary should follow the edge of Longley Road and the west boundary should follow the edge of the farm lane.

Boundary Justification

The nominated boundary contains the original 1859 deeded lot for the location and construction of the 1859 Edelman Schoolhouse. The property contains the known site remains of a frame two-seater Privy and a hand-dug well associated with the historic use of the school. No other known resources associated with the school have been identified.

11. Form Prepared By

name/title: Thomas E. Jones
organization: Historic Preservation Planner
street & number: 934 Butler Street city or town: Easton state: PA zip code: 18042
e-mail: conservator59@gmail.com telephone: 610-810-6741 date: February 2018

Additional Documentation

Submit the following items with the completed form:

- **USGS map** or equivalent (7.5 or 15-minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Photo Log

Name of Property: Edelman Schoolhouse
City or Vicinity: Moore Township
County: Northampton State: PA
Photographer: Thomas E. Jones
Date Photographed: 2016-2017

⁶⁸ Deed, John Edelman and Wife to Moore Township Common School District, February 5, 1859.

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Description of Photograph(s) and number, include description of view indicating direction of camera:

| Photo # | Photo Description | Camera Direction |
|---------|--|------------------|
| 1 | SE corner elevation of Edelman Schoolhouse | NE |
| 2 | South frontal elevation of Edelman Schoolhouse | North |
| 3 | NW corner elevation of Edelman Schoolhouse | SE |
| 4 | NE corner elevation of Edelman Schoolhouse | SW |
| 5 | Interior view of Foyer/Entry looking west of Edelman Schoolhouse | West |
| 6 | Close-up of student storage shelves in Foyer/Entry | West |
| 7 | View due east across eastern half of Foyer/Entry room | East |
| 8 | View onto nine over six original window sash between Foyer/Entry and Main Classroom | NW |
| 9 | View due south across southern half of classroom interior of the Edelman Schoolhouse | South |
| 10 | View due west of western hall interior of Edelman Schoolhouse | West |
| 11 | View due north onto teacher's platform and original large chalkboards | North |
| 12 | View due east onto interior eastern wall and classroom area | East |
| 13 | Close-up of interior millwork plaster wall and discipline seat | SE |
| 14 | Close-up of original interior window trim in classroom | West |
| 15 | View due south portraying surrounding agricultural fields, historic farm lane and scenic vista | South |
| 16 | View looking due southwest across historic farm lane and into scenic view | SW |
| 17 | Close-up of historic marker for Edelman Schoolhouse | West |
| 18 | Group photo of volunteers of Moore Township Historical Commission | North |

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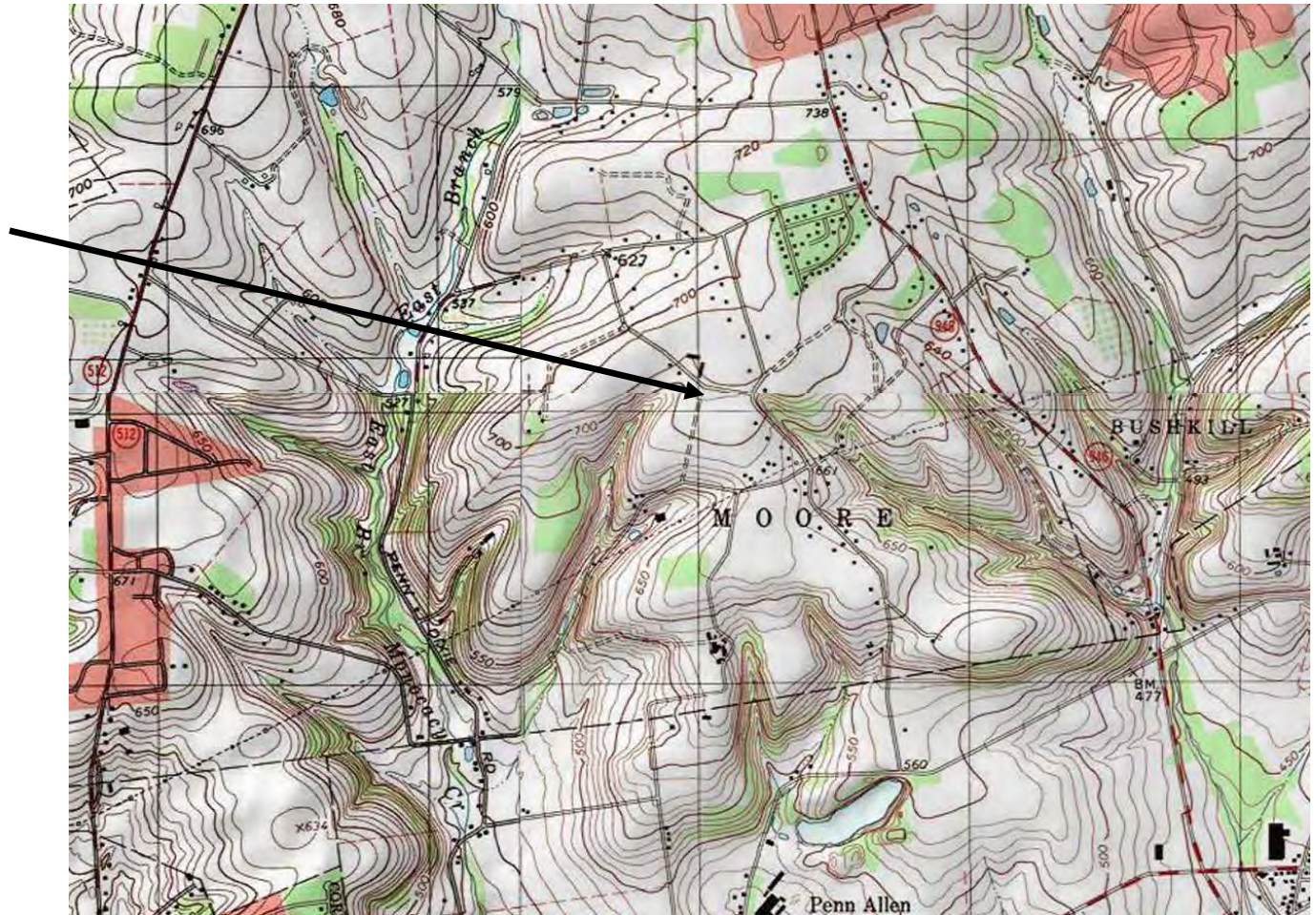


Figure 1: USGS map excerpt, Wind Gap quadrangle. Arrow pointing to the approximate location of the school building.

-75.366836 40.750042

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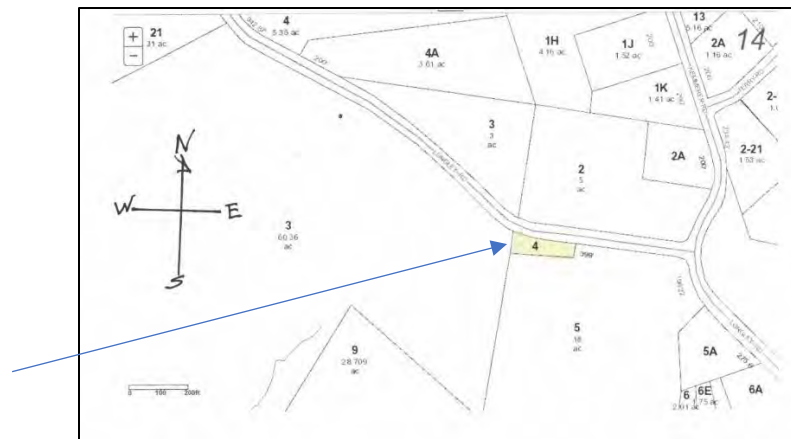


Figure 2: Excerpts from online Northampton County tax parcel mapping, showing the parcel containing the Edelman Schoolhouse highlighted or outlined in red. The nominated boundary corresponds roughly to tax parcel number PARID: J6 12 4 0520E; on the north and west borders of the property the boundary should follow the edge of Longley Road and the unnamed farm lane. (tax parcel data accessed May 2018)

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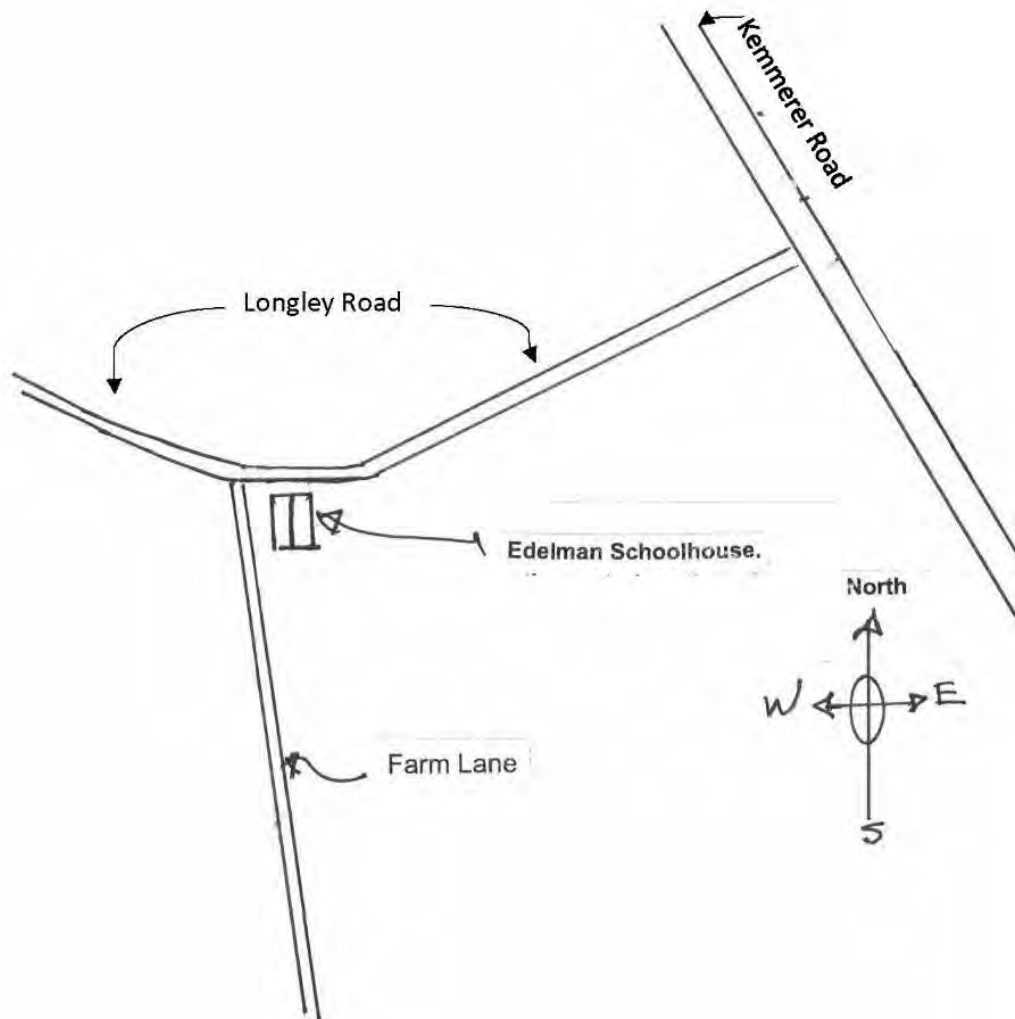


Figure 3: Sketch Site plan.

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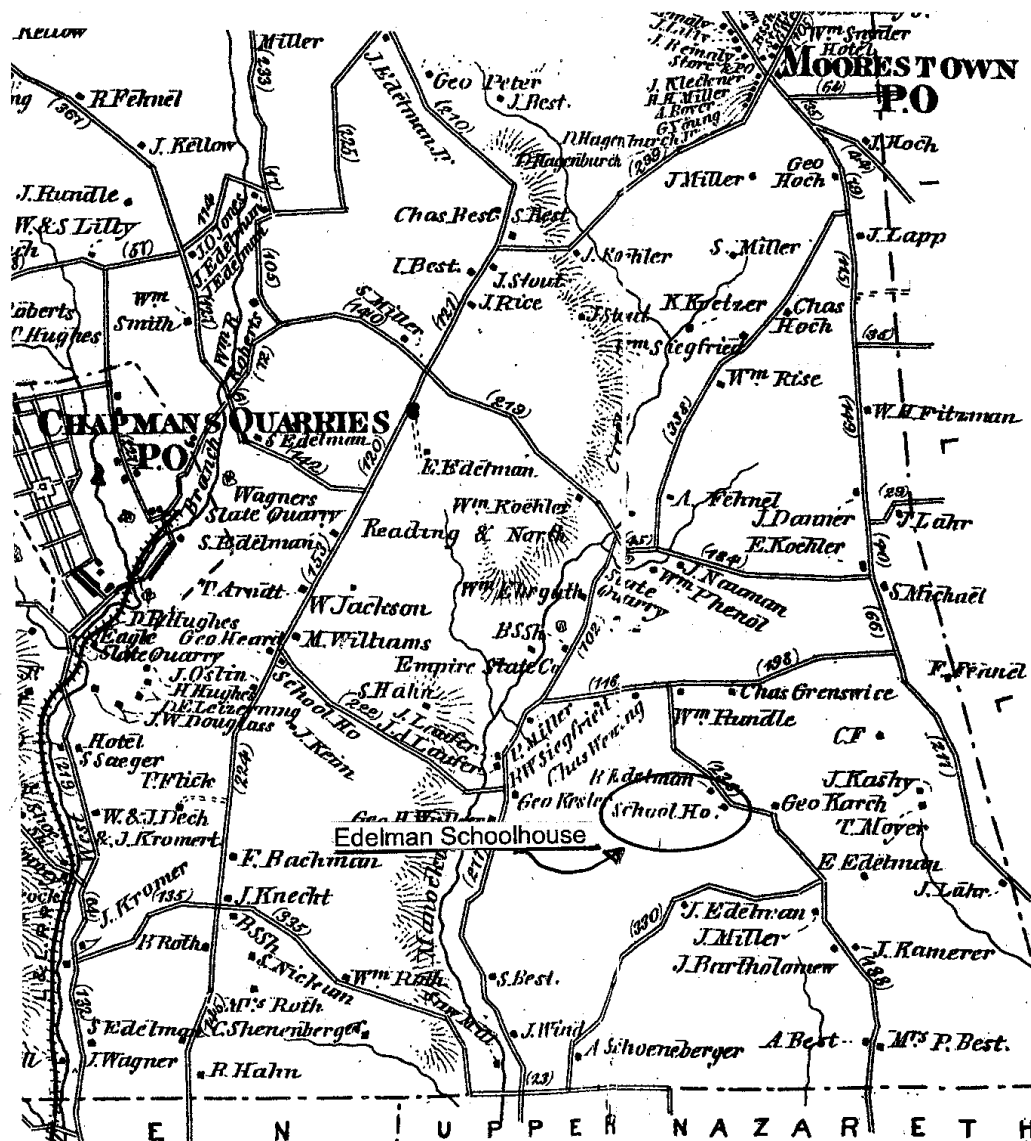


Figure 4: This 1874 map shows the location of the Edelman Schoolhouse (inside oval). Note the surrounding farms of J. Edelman, E. Edelman and R. Edelman. Excerpt from the *Atlas of Northampton County Pennsylvania*, by D. G. Beers.

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Figure 5: Excerpt from 1939 USDA aerial view (www.pennpilot.psu.edu) showing the area surrounding the school (indicated by an arrow). The Edelman Farm (R. Edelman on the 1874 map) is immediately northwest of the school. A current aerial view is below for comparison. The farm's large c.1970s outbuildings are for equipment storage.



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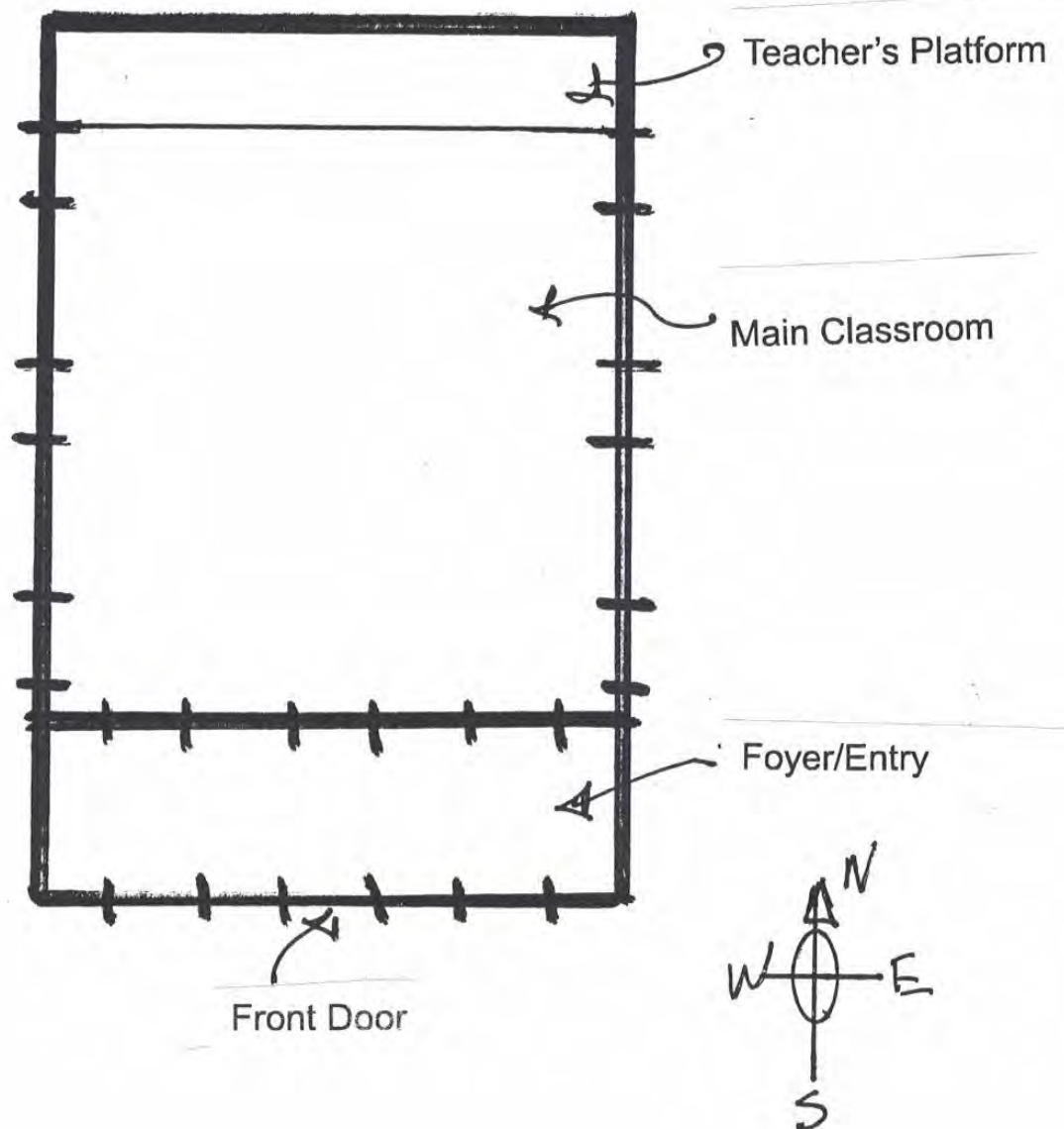


Figure 6: Floor plan (not to scale).

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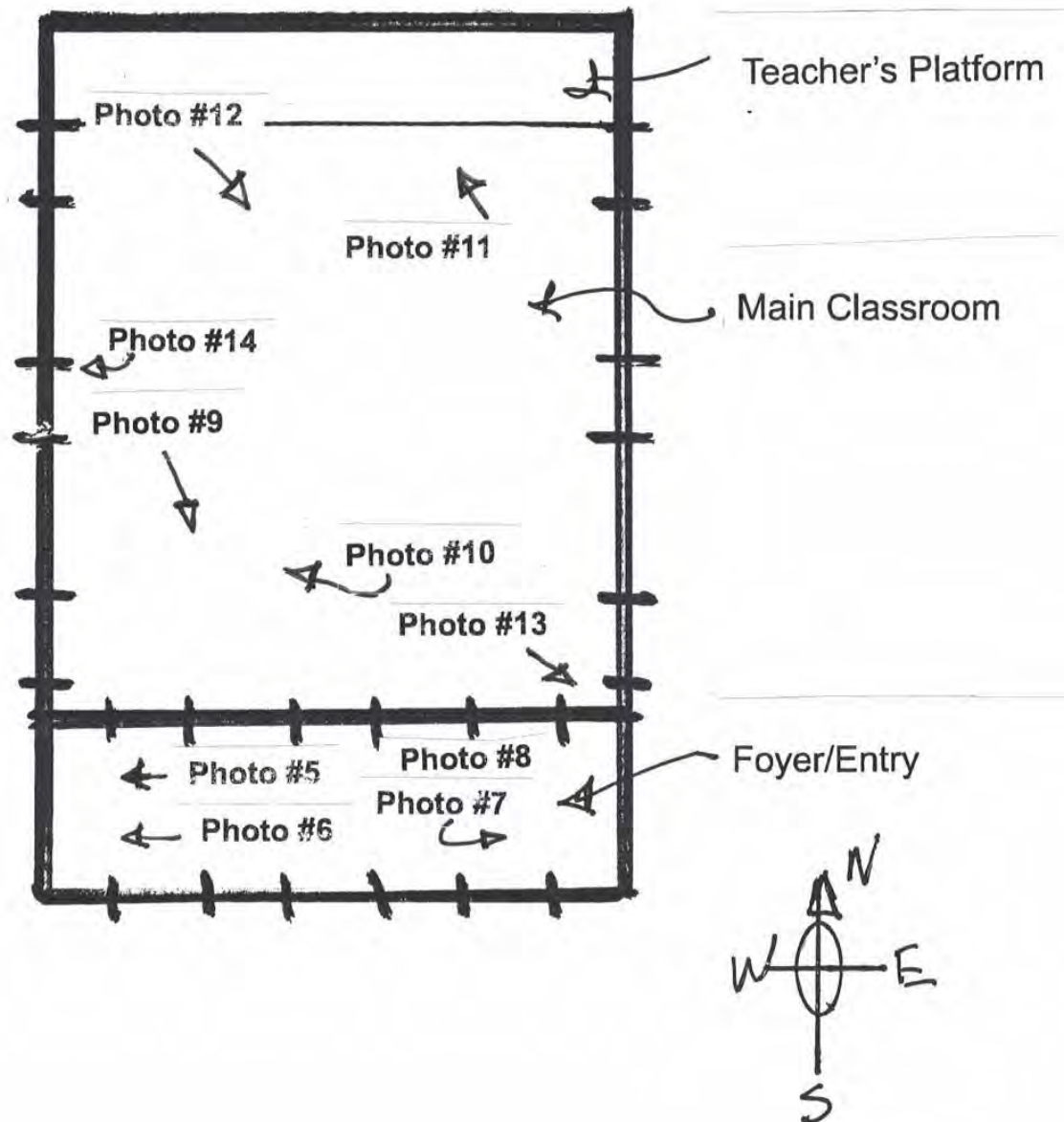


Figure 7: Interior photo key.

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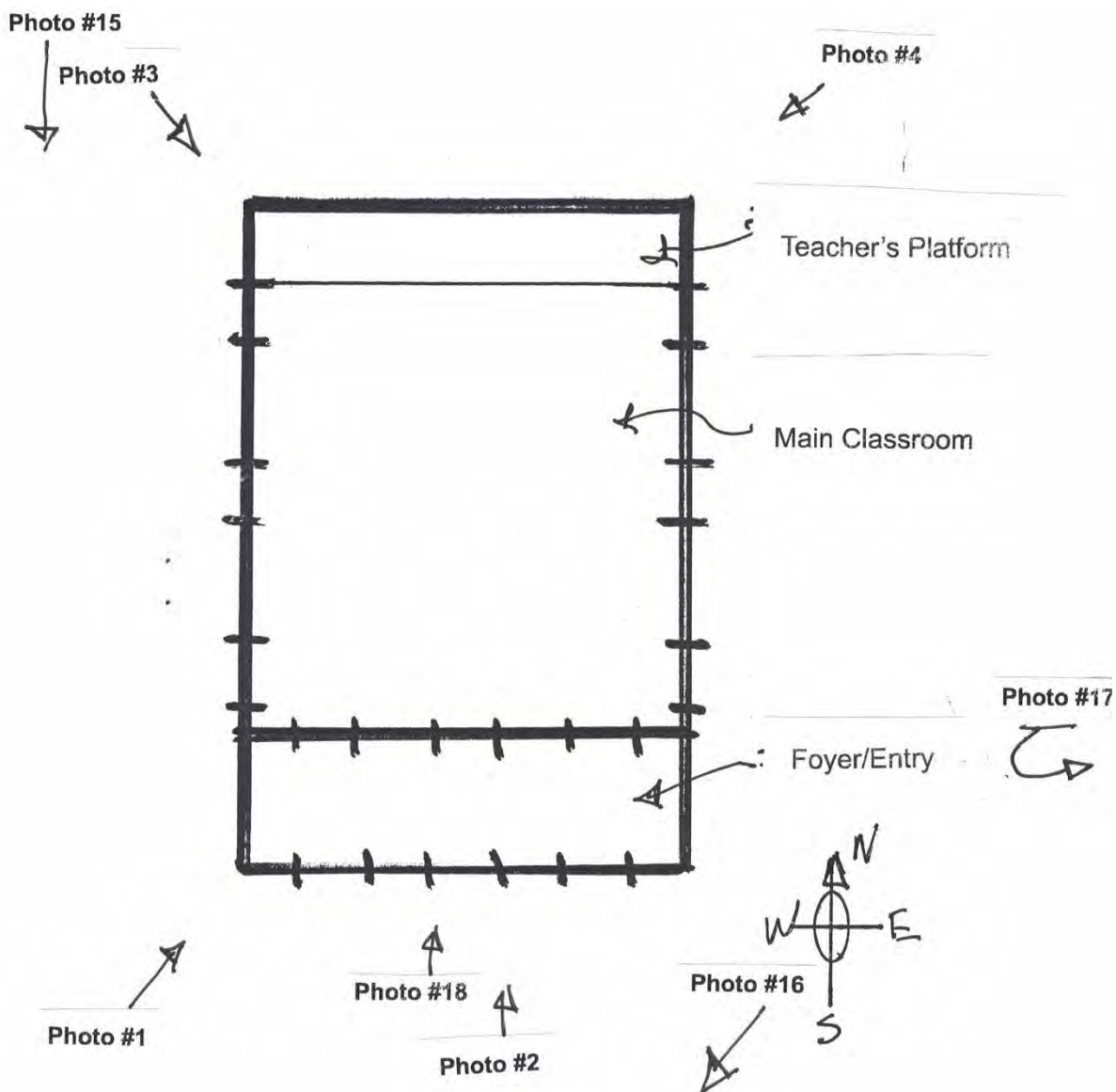


Figure 8: Exterior Photo Key.

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Photo #1 – This photo view shows the southwest corner elevation of the 1859 Edelman Schoolhouse. The stacked 19th century bricks on the front steps are being used to restore the east elevation masonry. The temporary shutters over each window have been carefully installed by Moore Township to secure all windows and prevent further rain and snow penetration to the well-preserved interior.



Photo #2 – This photo view records the current condition of the southern elevation. The overall design of this historic schoolhouse is of a Late Greek Revival style. The design—both exterior and on the interior—is very similar to the “Class 1, No. 1, Houses for Upgraded or Primary Rural Schools,” as shown and described in the 1855 *Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Construction, Heating, Ventilation and Furnishing Common School Houses*, by Thomas H. Burrowes.

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Photo #3—This photo view looks southeast onto the northwest corner elevation of the building. The roof may still retain the original slate roof, but requires final confirmation. The slate appears by its physical character to be from the once extensive slate quarries located in nearby Chapman Quarries. The paint on the roof's cornice is of a typical linseed oil based white color, and is possibly original from 1859, but this also requires final confirmation. The use of white paint color reflects an aesthetic preference of the Greek Revival style.



Photo #4—This photo view looks southwest onto the northeast corner elevation. After 1958, this schoolhouse was sold to a local farmer who used this as a storage building. The farmer cut a doorway within two window openings of the eastern elevation. Recently, Moore Township and its Moore Township Historical Commission has almost completed the restoration of the prior historic brick exterior masonry and 1859 window openings to their original historic dimensions. Please note the original ceramic chimney flue for the internal cast iron heating stove.

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Photo #5 (left)—This photo view is looking west inside the narrow entry foyer, across the central door entrance. The preservation of this foyer's 1859 woodwork, plaster and painted surfaces is exceptional. All flooring, wainscoting, coat and hat racks, benches, storage shelves for students' lunch boxes, the ladder to the loft, and the wooden ceiling are original.

Photo #6 (right)—This current-conditions photo view looks due west and is a close up of the original and well-preserved student lunch box storage shelf, 1859, of the foyer room.

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Photo #7 (left)—This interior photo view looks east across the narrow foyer of the Edelman Schoolhouse. The wall-attached bench was for students to sit on to take off muddy and/or wet boots, etc. Immediately in front of this bench is a floor-based entrance to a single small coal storage cellar, which stored coal for fuel used in a central cast iron heating stove in the main class room. Continue to note the full survival of 1859 interior millwork and architectural trim and plastered surfaces.

Photo #8 (right)—This photo is a close up of one of the intact original 9 over 6 window sash, this one being located in the Foyer/Entry. The painted surface was always white. All glass panes in this window are original from circa 1859. This internal window and its neighbor served to transmit light and for the teacher to have a view into the Foyer/Entry to observe student behavior.

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Photo #9—This photo view is looking southeast across the interior classroom. Note the full survival of the original heart yellow pine flooring, architectural trim and millwork, plastered surface, wire hat and coat racks, wooden ceiling, internal windows and their 9 over 6 sash, and original stove pipe flue. The ceiling retains original Art Deco-style fluorescent lights installed during the extension of rural electrification into Moore Township during the 1930s.



Photo #10—This interior photo view is looking west across the interior classroom. Note the full survival of the 1859 flooring, wainscoting, coat and hat racks, plaster, and wood ceiling. Two of the original 9 over 6 window sash still survive, however, the central window opening is missing its original 9 over 6 window sash.

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Photo #11—This interior photo view is looking north within the main classroom of the 1859 Edelman Schoolhouse. Note the full survival of the original wall-mounted slate chalkboards. The teacher's platform is slightly raised above the main floor level. This denoted the teacher's space and position of authority in the classroom.



Photo #12—This interior photo view is looking east onto the interior of the east elevation wall of the main classroom. This current view shows the very recent restoration of the central portion of this wall. This effort involves the external brick masonry restoration and the two window openings that were removed after 1958 when a farmer opened up this area to allow farm vehicles to enter this space. The accurate restoration of these two windows is being planned, along with restoration of missing wainscoting and plaster work matching the original.

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Photo #13—This photo view is a close up of the southeastern corner of the main classroom. This feature is of interest in that this wall-attached wooden bench served as a place where the teacher sent an unruly student to sit and be disciplined. Note the survival of the original woodwork and plaster. The plaster retains an aged patina of what appears to be blue calcimine or distemper paint. Such a blue color was very popular amongst the Pennsylvania Germans. The woodwork also retains its original paint.

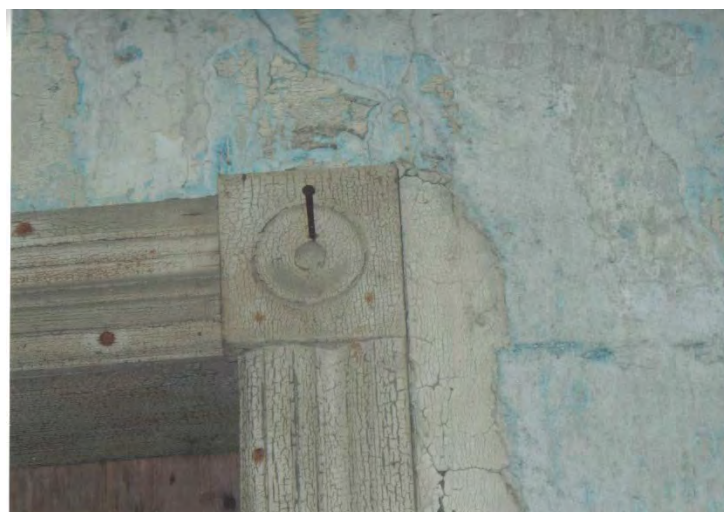


Photo #14—This photo view is a close up of the typical internal window trim that surrounds the original window openings. This millwork reflects the Greek Revival style and was popular in the Pennsylvania German community throughout the 19th century.

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Photo #15—This photo view is looking south, with the Edelman Schoolhouse to the left. This photo portrays the highly-intact historic rural agricultural landscape that still surrounds this historic schoolhouse. The scenic view from this schoolhouse is one of the best still surviving across the Lehigh Valley to the south within Northampton County. The adjacent farmland has been under continuous cultivation for over 225 years. The parked truck is set within an historic farm lane, once often used by students walking to this schoolhouse.



Photo #16—This photo view is looking southwest across the highly intact adjacent historic tilled agricultural fields that once belonged to members of the Edelman family. The maple tree to the left stands at the southern edge of the property of the Edelman Schoolhouse lot, in front of the Edelman Schoolhouse. Note the diagonal line of the historic farm lane once used every school day by students who had to walk to the Edelman Schoolhouse. The cultural landscape setting surrounding the Edelman Schoolhouse still retains integrity.

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Photo #17—Close up view of the recently erected historic signage about the Edelman Schoolhouse installed by Moore Township via its Moore Township Historical Commission. The schoolhouse sits in the distance in dark outline.



Photo #18—Photo view taken of varied members of the volunteer Moore township Historical Commission who are devoted to the preservation, accurate restoration and public museum setting interpretation of the Edelman Schoolhouse and property. The south frontal elevation of the Edelman Schoolhouse is in the background.

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Historic Photo 1: The grainy color photograph above, along with the following four, were taken in 1998 of the Edelman Schoolhouse when efforts first began to save it for preservation. The photograph above is taken looking northerly onto the southern gable end elevation of the Edelman Schoolhouse to the far left. The farm lane is in the foreground. In 1998, the shed-like frame outhouse still stood to the right. (All 1998 photographs from the collection of the Moore Township Historical Commission.)



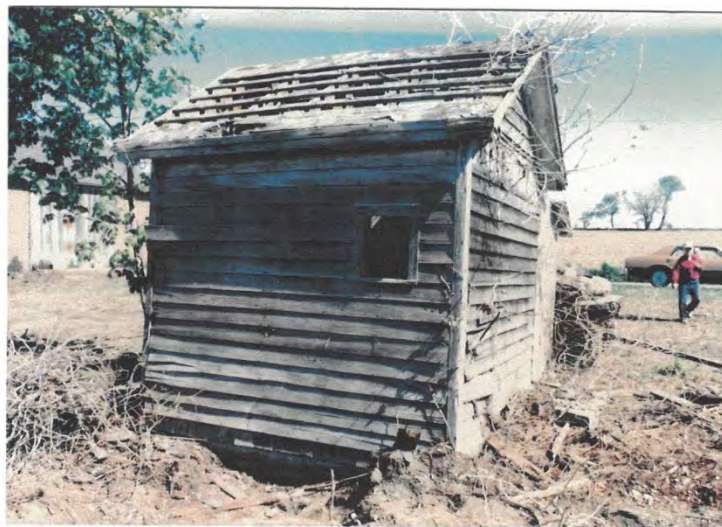
Historic Photo 2: This grainy 1998 photograph was taken of the northern elevation of the former two-seater (one for male, one for female) outhouse for the Edelman Schoolhouse.

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Historic Photo 3: This clearer photograph, taken in 1998, is of the eastern elevation of the Outhouse that once stood west of the Edelman Schoolhouse.



Historic Photo 4: This photograph, taken in 1998, is of the southerly elevation of the Outhouse of the Edelman Schoolhouse. Shortly after this photograph was taken, this Outhouse was removed.

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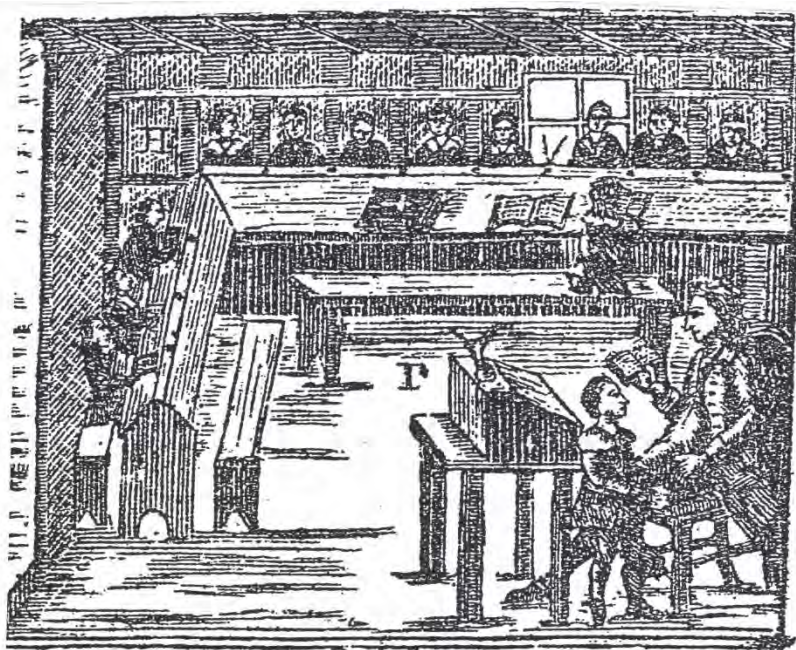
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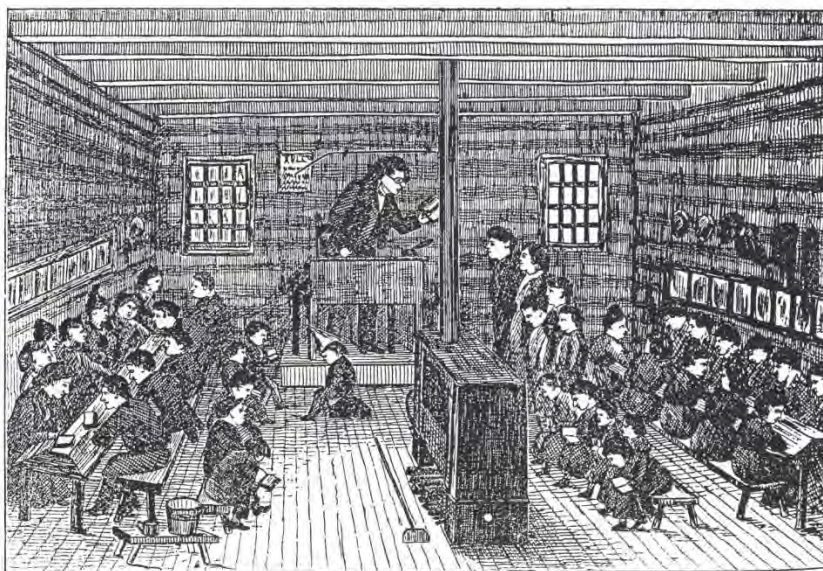
Historic Photo 5: The grainy photograph above is of the northeastern corner elevation of the Outhouse for the Edelman Schoolhouse.

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Historic Illustration 1: This primitive woodcut, from the mid-18th century Reformed ABC instruction book, was made in the printshop of Christopher Sauer, located in Germantown (now part of Philadelphia). This is the only known contemporary illustration of a church-affiliated school prior to the American Revolution. It is likely that the earliest schools in Moore Township had a similar interior appearance.



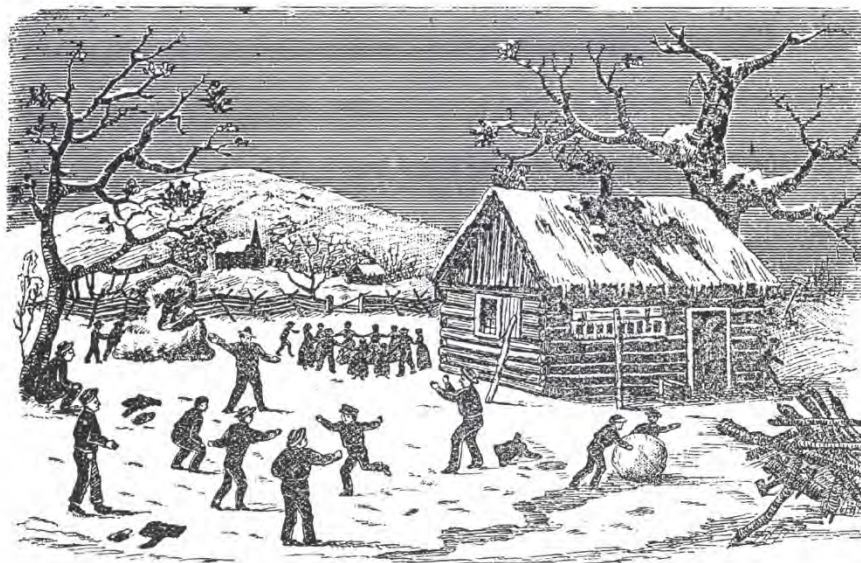
Historic Illustration 2: The illustration above portrays a typical one-room rural hewn horizontal log schoolhouse of the Pennsylvania German communities of the late 18th and early 19th centuries. This illustration portrays the most viable image of such log schoolhouses that were built and once stood in Moore Township and rural Northampton County. (Source: "S Alt Markhaus Mittes In D'r Schadt un Die Alte Zeite," by Henry Lee Fischer, pub. 1879, author's collection)

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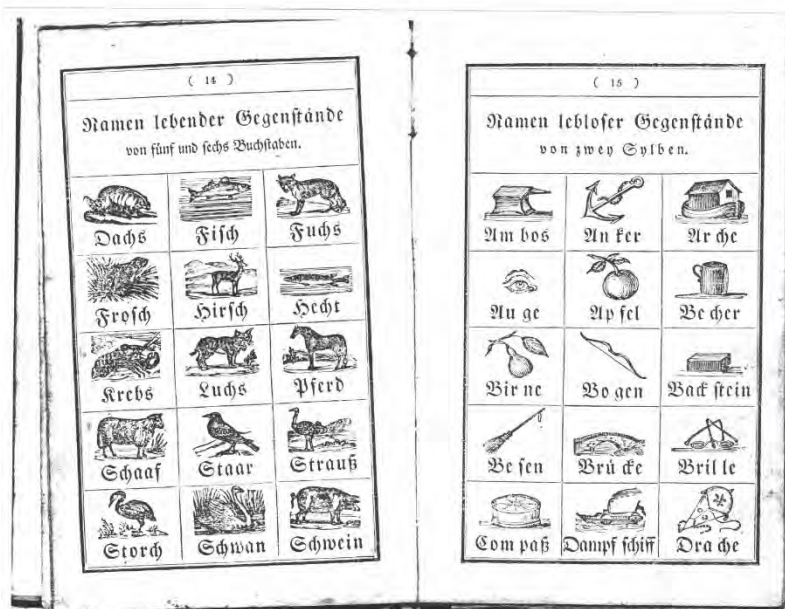
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Historic Illustration 3: The historic illustration above portrays a typical winter school day involving outdoor recess recreation at a one-room schoolhouse in a Pennsylvania German community. Such outdoor play would have occurred at the Edelman Schoolhouse and other rural one-room schoolhouses in Moore Township. (Source: "S Alt Markhaus Mittes In D'r Schadt un Die Alte Zeite," by Henry Lee Fischer, pub. 1879, author's collection)



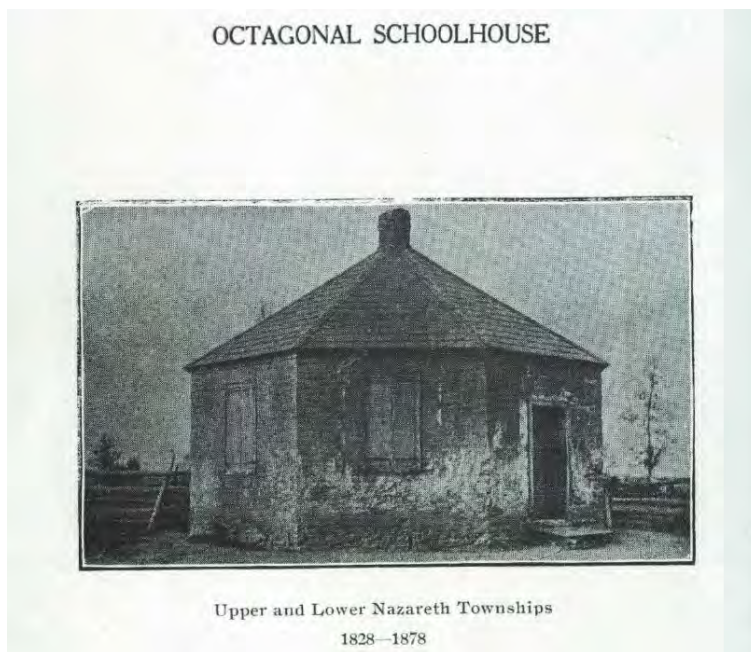
Historic Illustration 4: The above illustration is from the "Abc = Buchlein für Kinder," published by Denny and Walter of Philadelphia in 1830. This specific book was purchased in Northampton County back in the 1980s by the author of this report and is from and used in this county. Such books were most often purchased by the parents of children for use at schools like the rural Octagonal Schoolhouse at Edelman in Moore Township.

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Historic Illustration 5: This photo illustration is the Union Schoolhouse near the Borough of Bath in Northampton County. It is almost certain that the documented stone masonry Octagonal Schoolhouse that was built and once stood at Edelmans prior to 1859 looked like this Union Schoolhouse. The exact location of the Edelman Octagonal Schoolhouse is not yet confirmed. Future historic research and archaeology may confirm if this is near the current 1859 Edelman Schoolhouse in Moore Township. (Source: "Brief Educational History of Old Northampton," by Asa K. McIlhaney, published around 1900)



Historic Illustration 6: The above illustration is of Henry Barnard's Greek Revival Style one-room schoolhouse erected by 1838 at Windsor, Connecticut. The general lines, its bay and rhythm proportions, and its scale to a great extent inspired the overall design of the Edelman Schoolhouse and others throughout rural Pennsylvania into the 1890s.

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Plans of School Houses

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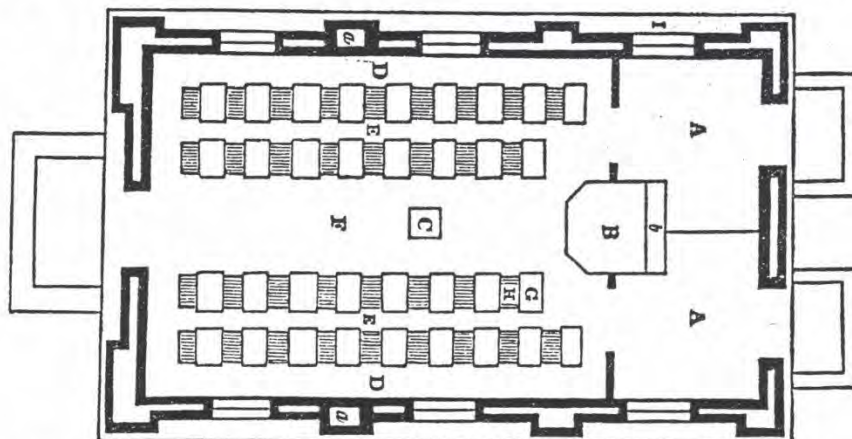
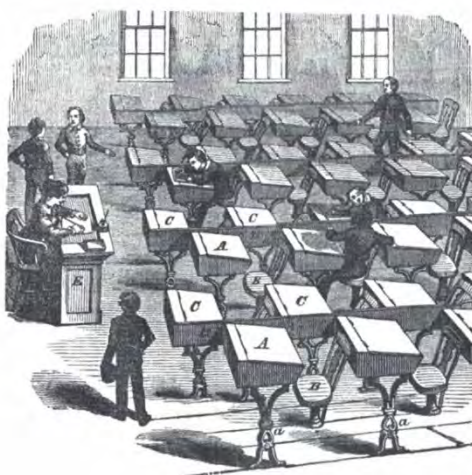


FIGURE 4. Plan of Greek Revival School House, District No. 6 Windsor, Connecticut (*Henry Barnard, architect*)

Historic Illustration 7: The illustration above is of the same 1830s Greek Revival School House built for Windsor, CT. This interior plan is set up similarly to the Main Classroom of the Edelman Schoolhouse and many other rural one-room schoolhouses in rural Pennsylvania.



Historic Illustration 8: The above images is from the 1855 book, "Pennsylvania School Architecture: A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating, and Furnishing Common School Houses," by Thomas H. Burrowes. To a great extent, the historic Edelman Schoolhouse is a very close variation of Burrowes' "Class 1, No. 1" Primary Schoolhouse. The Edelman Schoolhouse is different in that it is built of brick masonry and in only three bays in length. A well-used original copy of Thomas H. Burrowes' book is preserved in the Marx History Room of the Easton Public Library in Easton, Northampton County, PA. This library preserves many Easton Area School District records. It is possible that this original copy of Burrowes' book was viewed for the construction of Edelman Schoolhouse and other known 19th-century schoolhouses built in Northampton County.

































EDELMAN SCHOOL
The Edelman School is the
last remaining one room
school house in Moore
Township that has not been
demolished or used for
another purpose. It closed in
1958 after the current Moore
Elementary School was built.
The last class was taught by
Mr. John J. Bensing.
www.mooretownship.org





NATIONAL REGISTER OF HISTORIC PLACES EVALUATION/RETURN SHEET

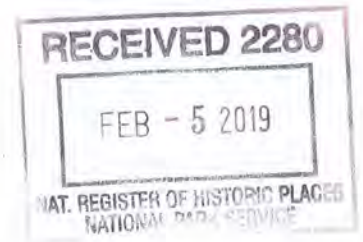
If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



Pennsylvania State Historic Preservation Office

PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION

February 1, 2019



Joy Beasley, Keeper
National Register of Historic Places
National Park Service, US Department of Interior
1849 C Street, NW, Mail Stop 7228
Washington DC 20240

Re: Edelman Schoolhouse, Northampton County, PA
John & Alice Fullam House, Bucks County, PA

Dear Ms. Beasley:

Enclosed please find the National Register of Historic Places nominations for the above properties. Included is the signed first page of each nomination, CDs containing the true and correct copies of the nominations and letters of support, and CDs with tif images. The proposed action for both properties is listing in the National Register. Our Historic Preservation Board members support both nominations.

If you have any questions regarding the nominations or our request for action, please contact me at 717-783-9922 or afrantz@pa.gov. Thank you for your consideration of this submission.

Sincerely,

April E. Frantz
NR Reviewer/Eastern Region

enc.