NPS Form 10-900
(Oct. 1990)

OMB No. 1024-0018

817

United States Department of the Interior
National Park Service

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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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 listed in the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Concord School

other names/site number N/A

2. Location

street & number Loyalhanna Dam Rd., approx. 300 ft. northeast of Koontz Rd. [n/a] not for publication

city or town Loyalhanna Township [n/a] Vicinity

state Pennsylvania code PA county Westmoreland code 129 zip code 15670

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I 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 [ ] nationally [ ] statewide [X] locally. [ ] See continuation sheet for additional comments.

Andrea L MacDonald — August 11, 2014

Signature of certifying official/Title — Date

PA Historical and Museum Commission

State or Federal agency and bureau

In my opinion, the property [ ] meets [ ] does not meet the National Register criteria. [ ] See continuation sheet for additional comments.

Signature of certifying official/Title — Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

[✓] entered in the National Register.
[ ] See continuation sheet.

[ ] determined eligible for the National Register.
[ ] See continuation sheet.

[ ] determined not eligible for the National Register.

[ ] removed from the National Register.

[ ] other, (explain:) _____

for Edson W. Beall — 9-30-14

Signature of the Keeper — Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply)

- [X] private
- [ ] public-local
- [ ] public-State
- [ ] public-Federal

Category of Property
(Check only one box)

- [X] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing.)

Historical Educational Resources of Pennsylvania 1682-1969

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/ School

Current Functions
(Enter categories from instructions)

RECREATION AND CULTURE/ Museum

7. Description

Architectural Classification
(Enter categories from instructions)

Mid 19th Century

Materials
(Enter categories from instructions)

foundation STONE/sandstone
walls BRICK
roof STONE/slate
other WOOD

Narrative Description
(Describe the historic and current condition of the property on one or more continuation sheets.)

8 Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- [X] **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
(mark "x" in all the boxes that apply.)

Property is:

- [ ] **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 of age or achieved significance within the past 50 years.

Areas of Significance
(Enter categories from instructions)

EDUCATION

Period of Significance
c. 1857 – 1911

Significant Dates
N/A

Significant Person
(Complete if Criterion B is marked above)

N/A

Cultural Affiliation
N/A

Architect/Builder
N/A

Narrative Statement of Significance
(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography
(cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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 # _____

Primary location of additional data

- [ ] State Historic Preservation Office
- [ ] Other State agency
- [ ] Federal agency
- [ ] Local government
- [ ] University
- [ ] Other

Name of repository:

10. Geographical Data

Acreage of property Less than one acre

UTM References
(Place additional UTM references on a continuation sheet.)

	Zone	Easting	Northing		Zone	Easting	Northing
1	17	630360	4477650	3			
2				4			

☐ See continuation sheet

Verbal Boundary Description
(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification
(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Dennis Bertland, Margaret Newman & Janice Armstrong

organization Dennis Bertland Associates date February 2014

street & number P.O. Box 315 telephone 609-397-3380

city or town Stockton state NJ zip code 08559

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items
(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Mrs. Eleanor. C. Ent

street & number 730 Koontz Road telephone 724-668-2579

city or town New Alexandria state PA zip code 15670

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this from to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

Summary narrative description:

Located in a rural setting near the northwest corner of a 75-acre farm at the intersection of two secondary roads, Concord School is a small brick schoolhouse with a rectangular one-room plan, gable-end entry and small open belfry that was erected c. 1857 and features simple detailing typical of that era. The once-abandoned building was rescued from impending collapse and restored as a private museum in the 1990s by its current owner. The schoolhouse faces Loyalhanna Dam Road with a short setback, and the surrounding level grassy yard has a few trees and several small outbuildings and structures. A mix of agricultural land and forest with scattered farmsteads and modern residences comprises the neighborhood around the schoolhouse, a landscape relatively little changed from the early 20th century. The schoolhouse constitutes the property's one contributing resource; the outbuildings and structures are minor features that have not been included in the resource count and do not distract from its historic character. Although some early fabric has been lost and several minor alterations made, Concord School has been sensitively rehabilitated and preserved and, retaining its essential integrity of location, design, setting, materials, workmanship, feeling and association, reflects its c. 1857 – 1911 period of significance.

Schoolhouse exterior:

Measuring 26 feet wide by 36 feet deep, the one-story, gable-roofed schoolhouse is of brick construction above a stone foundation and features a regular fenestration pattern on the three-bay gable-end front and side elevations composed of 6/6 sash windows with stone lintels and sills, along with an open pyramid-roofed belfry and two small brick chimneys centered on the roof ridge; the detailing of the wooden trim is quite simple but reveals Greek and Gothic Revival influences typical of the mid-19th century (photos 1 – 4).

The front elevation features a central entry with bracketed hood, flanked on each side by a single window. The foundation is constructed of local sandstone, roughly squared and dressed, and laid in a random ashlar pattern with small blocks alternating with long rectangular blocks creating a "Flemish bond" pattern. The brick walls are laid in the common bond with five-to-eleven stretcher courses between header courses. Conforming to traditional best practices, the walls are three bricks thick with a layer of soft brick between layers of fired brick; the brick purportedly was made on a nearby farm.[1] The windows have dressed sandstone lintels and sills and narrow plain trim, all of which is original fabric, as are the sashes whose muntins have a Grecian ovolo molding profile, typical of the mid 19th century. The windows originally had shutters, as evidenced by hinge ghosts on the window frames and extant wrought-iron shutter dogs, spike-driven into the brickwork. The windows were repaired in 1996 (work which included the replacement of broken glass, reglazing, caulking and minor wood repairs), and panel shutters were installed in 1999 as a security measure. The entry retains early plain trim, but the extant panel door was installed in 1927 in compliance with Pennsylvania fire code regulations, and the deteriorated sill was replaced in kind during the 1990s renovations. The opening originally had a double door; one four-panel leaf survives and has been preserved as an artifact. The front entry is accessed by four ashlar sandstone steps, one of which is a 1994 replacement in-kind of the missing original. The wooden hand-

[1] Harley J. McKee, *Introduction to Early American Masonry*, page 47.

rails at the front entry and bracketed entry hood also date to the 1990s (features installed to provide for safety and weather protection). The overhanging roof eaves retain their original box cornice, which incorporates a scalloped fascia reflecting Gothic Revival influences, Grecian ovolo bed molding and returns on the front gable; the cornice was repaired in 1995 (work that encompassed consolidation of minor areas of deterioration, particularly at the returns). The extant belfry, reconstructed in 1995 based on physical and photographic evidence (figures 3 & 4, photo #9), is centered on the roof ridge just behind the front gable on the footprint of the original (which had been moved to the roof of a small frame vestibule added to the front entry in 1940; both vestibule and belfry had collapsed by the 1970s). The belfry features a canted, slate-clad apron, square corner posts with simple spandrel brackets that create a round-arched effect on each side and a slate-clad pyramid roof. Installed to replace the original, which had been stolen, the bell is a period replacement from a contemporary schoolhouse.[2]

The side elevations of the schoolhouse both have three regularly spaced windows, and the materials and detailing of the foundation, walls, windows and cornice match the front elevation. The roof on both sides is clad with Peach Bottom slate, a highly valued slate from southeastern Pennsylvania.[3] The two small square brick chimneys centered on the ridge behind the belfry are original features; both have arched brick covers and were designed to vent heating stoves.

The building's windowless rear wall features a stone foundation, brick walls and cornice treatment matching those of the other three elevations. A portion of the rear wall, which had collapsed after the abandonment of the school, was reconstructed in 1983 (the first restoration measure undertaken by the present owner upon acquiring the property) utilizing salvaged brick; since not enough reusable brick had survived, a doorway was inserted during this work (which also provides a secondary means of egress). Sandstone steps matching those at the front entry were added at the rear entry in 1994, and a recycled 19th-century panel door installed in the rear entry two years later.[4]

Schoolhouse interior:

The brick walls of the schoolhouse enclose a single room with wooden floor and plaster walls and ceiling, molded woodwork and a raised platform at the southeast end of the room; the ceiling height is approximately ten feet. (Photo #s 17 – 26). The floor is framed with hand-hewn joists, running from side-to-side, that are supported midway by a stone footing aligned with the roof ridge. Most of the flooring, comprised of four-inch, tongue-and-groove chestnut boards secured with machine-cut nails, is original; however, a badly deteriorated central section under the stoves, measuring approximately three by twelve feet, was replaced to match in

[2] Veronica Ent, "Eligibility for the National Register (Additional Information Requested)," August 20, 2011; communication from Veronica Ent to Dennis Bertland, July 9, 2013.
[3] Jeri L. Jones et. al., "A tour of the Peach Bottom Slate—Once the best building slate in the world," Frank J. Pazzaglia (ed.) *GSA Field Guides 8, 2006 Excursions in Geology and History: Field Trips in the Middle Atlantic States*, pp. 17-31; Mary Bash, "History of Concord School," 1925.
[4] Veronica Ent, "Eligibility for the National Register (Additional Information Requested)," August 20, 2011; communication from Veronica Ent to Dennis Bertland, July 9, 2013.

1996 (Photo #17). At that time, the supports for the platform were reinforced and a plastic vapor barrier installed in the dirt-floored crawl space. The floors were refinished in 1997, and an insulated fire pad installed under the stove. Original plaster survives on the schoolroom's front and side walls, as well as a portion of the rear wall. The plaster is attached to saw-cut lath nailed to saw-cut furring strips. The plaster was repaired in 1995 (work that required patching cracks and small areas of broken/missing plaster). The interior woodwork also is original. It consists of an eight-inch baseboard with quirk-bead molding and six-inch architrave door and window trim. The trim has a fillet, ogee, fillet molding profile, and the stepped aprons of the windowsills feature a quirk-beaded lower edge. Trim similar to that of the front door and windows was added at the rear entry in 1996. The walls and trim were repainted in 1997, at which time a section of early "painted" blackboard that survived on the rear wall was preserved. Original plaster also survives on about two thirds of the ceiling; it is attached to saw-cut lath nailed to the ceiling joists. The plaster was repaired in 1995 (work that required patching cracks and infilling missing plaster in kind). In 1997, the ceiling was repainted. The schoolhouse was wired for electricity sometime in the mid 20th-century, and the four hanging ceiling lights date to that time; the electric service was updated in 1995, and the missing frosted-glass shades replaced. A ceiling hatch above the platform provides access to the attic, where the saw-cut common roof rafters are visible. A stainless steel flue was installed in the attic to vent the stove in 1997 (photo #26).[5]

Site features and setting:

Concord School faces northwest to Loyalhanna Dam Road with a setback of approximately fifty feet, and the surrounding level grassy yard has a few scattered deciduous trees. Thick hedgerows incorporating evergreens border the road frontage of the nominated property, and the area between the schoolyard and the road corner is heavily wooded. Open cropland adjoins the schoolyard on the south and east. An abandoned unpaved driveway leads northward from Koontz Road through the small woodlot to the schoolhouse, and the present access lane runs along the southern edge of the large field to the east; both terminate in an informal parking area southwest of the schoolhouse. A mix of agricultural land and forest with scattered farmsteads and modern residences comprise the neighborhood around the schoolhouse, a landscape relatively little changed from the early 20th century.

While no early outbuildings survive, Concord School once had two privies located to the rear near the east corner and a small coal or wood shed near the north corner. In addition, a stable is said to have stood near the intersection of Loyalhanna Dam and Koontz Roads, and historical records mention a well on the property but its exact location is unknown.[6]

The property currently contains seven small features (two privies, four sheds and a flag pole) that were relocated to the site or constructed for interpretive purposes or for temporary storage. The metal flagpole, in-

[5] Ibid. A blackboard of early 20th-century date was installed for interpretive purposes in the late 1990s, as were the school desks, stoves and other furnishings.

[6] In 1916, the Loyalhanna Township School Board authorized the installation of a well pump at the school and paid for the work in the following year [Loyalhanna Township School Board Meeting Minutes, December 4, 1916 & Spring 1917, pp. 3 & 5, available at the Blairsville-Saltsburg School District, Blairsville, PA .

stalled in front of the schoolhouse in 1998, is the only one of these features to have a permanent foundation. A frame privy of early 20th-century date, relocated from another one-room school in conjunction with the restoration effort, was placed in the vicinity of the schoolhouse's non-extant privies. A small frame wood/coal shed similarly was placed near the north corner of the building in the early 2000s. Adjoining the parking area southwest of the schoolhouse are four other relocated outbuildings: another privy at the edge of the woodlot and a granary (used for artifact storage) and two corncribs near the edge of the field. Since these features are not substantial (the flagpole) or permanent (the others), they do not warrant counting as resources.

Historic Integrity:

Concord School meets National Register requirements for integrity of location, design, setting, materials, workmanship, feeling and association sufficient to convey its significance under Criterion A for the period c. 1857-1911. The schoolhouse still occupies the site on which it was built, thus retaining its integrity of location. The building's original form, plan, structure and detailing remain sufficiently intact to convey its essential integrity of design. Care was taken during the recent restoration of Concord School in preserving and restoring early fabric and features, as well as in the reconstruction of the belfry, and in the few changes that accompanied the restoration such as the insertion of a rear entry and installation of a hood above the front entry. Concord School also retains its integrity of setting. The property on which Concord School stands and the properties around it comprise an agricultural landscape of open cropland and forest that, except for a scattering of modern dwellings and paved roads, projects a rural character little changed from when the schoolhouse was built. The several, small, non-historic features (two privies, four sheds and a flag pole) located near the schoolhouse do not detract from its setting due to their modest, unobtrusive character; furthermore, except for the flagpole, they lack permanent foundations. Concord School retains its integrity of materials. The materials used to build the schoolhouse (stone, brick and wood) remain largely intact, and the few areas where original fabric was lost to deterioration, most notably a section of the rear wall and small portions of interior plaster and flooring, were replaced in kind. Because of the integrity of materials and design, the workmanship used to construct the schoolhouse is apparent, and the building clearly retains its integrity of workmanship. The property's extant historic fabric and features convey a clear sense of its historic character during its period of significance; as a result Concord School retains its integrity of feeling and association. Although some early fabric has been lost and several minor alterations made, Concord School has been sensitively rehabilitated and preserved and, retaining its essential integrity of location, design, setting, materials, workmanship, feeling and association, reflects its c. 1857 – 1911 period of significance.

Summary Statement of Significance:

Concord School meets the Criterion A Registration Requirements for the property type One-room Schoolhouse as defined in the National Register Multiple Property Documentation Form (MPDF) *Historic Educational Resources of Pennsylvania, 1682 -1969*. Constructed c. 1857 as an independent school, but partially funded by local taxes, Concord School clearly demonstrates the local community's interest in providing a high quality educational option for neighborhood students. Soon after it was opened, the school was noted for the quality of its accommodation. In addition, the school offered a strong curriculum and paid teachers well, attracting well-qualified teachers. The period of significance begins in c. 1857 with the school's construction and ends in 1911 when the school became part of Loyalhanna Township's public school system.

Historical Background:

According to Concord School's last teacher, Miss Mary J. Bash –who taught there from 1925 to 1953 and whose family then owned the farm on which it stands– the schoolhouse was erected in the early 1850s as an independent school and was constructed of brick made in a nearby field. It was

> the third building that was used for school purposes in the district. The first two were built of logs and were located on the opposite side of the road from the present building. The school previous to the present building was known as the Hart School. There were no desks in this school, but benches were made around the four walls of the school for seats.[7]

Miss Bash, who presumably recounted what she had learned from local informants and garnered from any extant records, had this to say about the origins of the Concord Independent School District:

> A number of years ago some people met at the home of Mrs. Kirk McConnell the mother of Judge Alexander McConnell and Mrs. James Foster for the purpose of organizing an independent school district. Judge McConnell and his brothers attended this school. Among the early settlers who lived in the district were the Georges, Hensels, Robinsons, Fennels, Kerrs, McBrides, Adairs and Stewarts[8]

Several documentary sources, however, provide evidence that the schoolhouse actually dates a few years later than claimed by Miss Bash. A map of Westmoreland County published in 1857 (figure 3) depicts a

[7] "History of Concord School by Miss Mary Bash of Saltsburg, PA" (transcription of a letter written by Mary J. Bash in 1925), www.1848concordschool.org (accessed June 2013). See also Deane Horrel Peace, "Loyalhanna Township Past and Present: A History of Loyahanna Township, Westmorland County, Pennsylvania" (unpublished thesis), pp. 73 & 74, which relates the same information and references unpublished materials purportedly prepared by Miss Bash in 1925.

[8] "History of Concord School by Miss Mary Bash of Saltsburg, PA," www.1848concordschool.org (accessed June 2013). The boundary between Salem and Loyalhanna Townships is only a mile or so west of Concord School, and a 19th-century map indicates that McConnells lived in the vicinity [D. J. Lake & N. S. Ames, *Map of Westmorland County, From Actual Surveys by D. J. Lake & N. S. Ames*, New York: Wm. J. Baker, 1857].

schoolhouse, presumably the Hart School, on the west side of the road opposite the vacant site of Concord School.[9] The annual reports of the Westmoreland County Superintendent of Schools first began to name districts and enumerate schools in 1855, including the other Loyalhanna Township schools, as well as in 1856 and 1857, but they made no mention of the Concord District.[10] "Concord School, Ind." appears for the first time in the "Tabular Statement" or roster of county schools "for the school year ending in June 7, 1858," and the county superintendent's report for the year noted that Concord was one of twelve Westmoreland districts with "decidedly better" schoolhouses than some of those in the eighty-three other districts that he had categorized as possessing "first class schoolhouses."[11] According to the "Tabular Statement" the Concord District's one school had been in operation for an average of four months during the past year with one male teacher and an enrollment of fifty-four pupils.[12] Thus the schoolhouse must have been in use no later than March 1858, and probably was completed by the late fall of 1857 to accommodate the winter school term. Construction of the schoolhouse almost certainly began no earlier than April 1856 when its site was acquired by Henry McBride as part of a farm purchased from Samuel Hart, whose family had owned the property since the early 1800s.[13] Henry McBride appears to have been a key supporter of the effort; not only did he provide a site for the school but he probably also is the Mr. McBride who, according to Miss Bash, engaged a teacher to replace one who had resigned mid-term.[14] There also is some evidence to suggest that he valued education more than did Samuel Hart. The 1850 census records that two of Henry McBride's children had attended school within the past year, while none of Samuel Hart's children had done so.[15] Although the 1858 school report records that the Concord District had spent only $1.63 on "school houses, purchasing, building, renting, repairing, etc." with no tax lev-

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[9] D. J. Lake & N. S. Ames, *Map of Westmorland County, From Actual Surveys by D. J. Lake & N. S. Ames*, New York: Wm. J. Baker, 1857. Presuming that the field surveys for the map were made in 1856 or slightly earlier, the Hart School must have survived until that time.

[10] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1855*, page 338; *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 2, 1856*, pp. 122 & 123; *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1857*, pp. 124 & 125. Loyhanna Township encompassed two other districts: Loyalhanna reported as having 6.5 schools in 1855, five in 1856 and 1857 and four in 1858 and Harmony independent with one school in those years. The reduction of Loyalhanna District's schools from five in 1857 to four in 1858 can be explained by the abandonment of the Hart School upon the founding of the Concord Independent District.

[11] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 7, 1858*, pp. 124, 125, 159 & 160. None of Loyalhanna Township's five public schools was in this select group, nor was its one other independent district school (Harmony) so classified. The two other categories were "2nd class, improvable" (100 districts) and "3rd class, unit (78 districts).

[12] Ibid., page 126.

[13] Westmoreland County Deeds, Book 39, page 195. The deed describes the property as "part of a larger tract of land granted by the commonwealth of Pennsylvania to John Hart in his lifetime by Patten dated February 25, 1803 and the said John Hart by his last will and testament dated June 15, 1816 bequeathed his land unto his son Robert Hart and his son Samuel Hart, and the said Robert Hart and Mary W. Hart his wife by deed … [conveyed] their right to the above described tract of land by deed dated" on April 5, 1831 to his brother by deed recorded in Westmoreland County Deeds, Book 19, page 176.

[14] "History of Concord School by Miss Mary Bash of Saltsburg, PA." www.1848concordschool.org (accessed June 2013).

[15] US Census, 1850, Loyalhanna Twp. Westmoreland County, PA, household #s 757 & 765.

ied for building, the report of the following year states that "tax levied for building purposes" in the district totaled $565.75 and the "cost of school houses, purchasing, building, renting, repairing, etc." amounted to $828.75, figures, no doubt, reflecting the cost of the new schoolhouse and indicating that its construction was supported by a combination of public and private funds.[16] Nothing has been found in the historic record to explain why public funds would be used for the construction of a private school. In 1860, the county superintendent reported that Concord Independent District had "One school; house very good; school good, and directors and people active and intelligent," and a road survey petition of the following year confirms that the independent district's school was of brick construction.[17] The Concord District's new brick schoolhouse must have presented a striking contrast to those of the Loyalhanna District; clearly the neighbors who had met at the home of Mrs. Kirk McConnell some years earlier had achieved their goal.

Concord School operated successfully as an independent district into the early 20th century. In 1861 the Westmoreland school superintendent observed that Concord was one of the 109 county schools categorized as sufficient as regards its buildings and furniture; it also was one of 101 graded schools. For the 1860/61 term school was taught at Concord for an average of four months by one male teacher whose average month salary was $29.00. The school's enrollment numbered forty-two (twenty-four male and eighteen female students) with an average attendance of thirty-one.[18] During the period from 1858 to 1871, Concord's annual school term was almost five months long on average. Enrollment averaged 47.5 pupils, with a high of sixty in the1868/69 term and a low of thirty-six in 1862/63 and 1865/66, while the actual attendance averaged 32.9 students, with a high of fifty-two in the 1857/58 term and a low of twenty in 1859/60 and 1870/71. Throughout the period teachers were exclusively male, except for two terms when females were employed. Between 1858 and 1864, the salaries of male teachers averaged $27.50 per month, while female teachers received only $18.00 monthly for the 1859/60 term and $16.67 for the 1862/63 term. The average monthly wage for male teachers jumped to $40.00 for the 1864/65 term and thereafter was either $40.00 or 45.00, except in 1870/71 when it dropped to $37.00.[19] One later state report, the one of 1885, suggests that these patterns continued. For the 1884/85 school term, Concord operated for an average of five months with one male teacher who received $45.00 on average monthly; the enrollment was fifty-one with an average attendance of forty students.[20] By 1900, however, enrolment and attendance had declined by slightly more than fifty percent; in October of that year teacher Laura D. Elliot

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[16] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 7, 1858*, pp. 124, 125, 159 & 160; *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 6, 1859*, pp. 126 & 127.

[17] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 4, 1860*, pp. 92 & 93; Westmoreland County Roads, Docket 1, 1845 to 1866, page 366. The 1861 petition of several Salem and Loyalhanna Township residents called for a resurvey of the road "between the Brick Schoolhouse on lands of Alexander McBride & the run at Jacob Hensels," Henry McBride having sold the farm on which the schoolhouse stands to his son Alexander in 1860 [as referenced in Westmoreland County Deeds, Book 428, page 512].

[18] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 3, 1861*, pp. 147, 148, 232 & 233.

[19] Statistics taken from the "Tabular statements" of Westmoreland County Schools in included in the *Reports of the Superintendent of Common Schools of Pennsylvania...* from the years 1858 to 1871, various pages.

[20] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1885*, pp. 136 & 137.

reported that the school's enrollment was ten boys and thirteen girls with an average monthly attendance of seventeen, and in the following month the school's enrollment increased slightly to twelve boys and fourteen girls.[21]

A roster of school teachers prepared by Mary Bash indicates that before 1888 Concord teachers, with few exceptions, were male, while twenty-three of the twenty-eight teachers serving from the 1888/89 term until the school closed were female. With the notable exceptions of Henry M. Jones, one of the school's most prominent teachers who also served for some years as the Westmoreland County Superintendent of Schools, and Miss Bash, Concord's longest serving teacher, only three of the identified teachers served for more than one term.[22]

In addition to its educational function, Concord School provided a venue for community groups and programs. In 1858 and 1859, before the Union Reformed and Lutheran Church was built in nearby Fenneltown, the "Rev. R. P. Thomas was engaged to preach for the [congregation] in Concord School-house."[23] A singing school and a literacy society also met in the schoolhouse, and the school served as a venue for "the teacher's examinations … given by the county superintendent."[24]

In 1911, the Concord Independent District released control of its school to the Loyalhanna Township Public School Board. Concord became one of eight township schools, and was referenced as school "number 6". These schools each technically had eight grades, and upon completing the eighth grade children wishing to continue their education could attend high school in the nearby town of Saltsburg. Consolidation proceeded slowly in Loyalhanna Township over the course of the early 20th century, and children were transferred to new schoolhouses as older schools were abandoned or replaced. In 1920 Moween acquired a new school, and in 1923 a two-room schoolhouse was erected in Elrico, which was replaced by a larger building in 1930. Harmony School closed in 1926.[25] Concord School managed to continue in operation under its dedicated teacher Mary J. Bash, who served from 1925 to 1953. Attendance began to decline in the 1930s, however, and by 1953, its last year of operation, Concord School only had six students.[26] Nevertheless, the schoolhouse apparently was kept in repair during those years and received modest improvements including the construction in 1940 of a small frame entry vestibule onto whose roof the belfry was relocated, as well as electric service.[27] In 1952, the Loyalhanna Township School District entered into an agreement to become a part of the Saltsburg Joint School Au-

[21] "School Reports," *Saltsburg Press*, October 30, 1900; "Concord School," *Saltsburg Press*, November 28, 1900.
[22] "Teachers of the Concord School 1858-1953, Complied by Miss Mary Bash, c. 1925," www.1848concordschool.org (accessed June 2013); George Dallas Albert, *History of the County of Westmoreland, Pennsylvania,* page 378.
[23] Albert, page, 623.
[24] "History of Concord School by Miss Mary Bash of Saltsburg, PA," www.1848concordschool.org (accessed June 2013)..
[25] "Concord School No. 6, 1911-1953," www.1848concordschool.org (accessed June 2013); Deane Horrell Peace, "Loyahanna Township Past and Present: A History of Loyalhanna Township. Westmoreland County, Pennsylvania," pp. 74 & 75.
[26] "Teachers of the Concord School 1858-1953, Complied by Miss Mary Bash, c. 1925," www.1848concordschool.org (accessed June 2013).
[27] Veronica Ent, "Eligibility for the National Register (Additional Information Requested)," August 20, 2011.

thority, and at its April 21st meeting of the following year, the township school board authorized Concord's closure and the transfer of its student to Elrico School. Two years later, the school board voted to sell Concord, along with Stewart and Myers Schools, which also had closed, at a public auction to be held on November 21, 1955. While Stewart School was offered for sale in fee simple, only the schoolhouses and outbuildings at Concord and Myers were to be sold, no doubt because the school district did not own the property on which they stood, with the proviso that the buildings were to be removed within sixty days. However, the Concord sale evidently did not occur since the abandoned schoolhouse survived.[28]

When Concord School closed, the land on which it stood belonged to the heirs of Albert Bash who had purchased the former McBride farm and school site from John M. and Susanna Fennel in 1906.[29] Albert Bash died in 1936 bequeathing the farm to Mary A Bash and Frank E. Bash.[30] The property remained in the Bash family until 1968, when the heirs and administrators of Mary A. Bash and Frank E. Bash, including Mary J. Bash, sold the property to Pittsburgh residents Roy and Marilyn Voshall.[31] The Voshalls retained ownership of the farm for fifteen years, and in 1983 conveyed it (with various exceptions for utility rights-of-way, mineral rights and a 4.66 acre lot subdivided in 1921) to Girard W. and Eleanor C. Ent.[32]

Shortly after acquiring the property, Mrs. Ent took steps to save the vandalized and deteriorating schoolhouse by rebuilding its collapsing rear wall, thus embarking on what became a more than twenty-year campaign to restore and interpret Concord School as a private " 'learning-living' school museum" that "offers visitors the feeling of being in an actual one-room school."[33] Through Mrs. Ent's vision and dedication, the schoolhouse has been preserved and furnishings, artifacts and documents relating to the community's educational heritage have been collected to enhance visitor experience.[34] In 2005 Eleanor Ent's efforts to restore Concord School received public recognition, when the Westmoreland County Historical Society presented her with its Arthur St. Clair Preservation Award "for her work in historic building preservation" and for her "dedication in bringing local history to life."[35]

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[28] Loyalhanna Township School Board Minutes, April 21, 1953 and 1953 resolution to sell school property as referenced in "Closing of Concord School in 1953," www.1848concordschool.org. Within a few years all of the old township schools were closed and students transferred to a new consolidated school, Willard School.

[29] Westmoreland County Deeds, Book 425, page 512. Although no deed appears to have been recorded, the Fennell family evidently acquired the property from the McBrides sometime between 1860, when Henry McBride sold it to his son Alexander (as referenced in the 1906 deed), and 1867, since a map published in the latter year depicts the "Concord S. H." and identifies the farmstead just to its south as the property of "M. J. Fennel," [S. N. & D. G. Beers, *Atlas of Westmoreland County, Pennsylvania*, 1867].

[30] Westmoreland County Wills, Book 28, page 420, as referenced in Westmoreland County Deeds, Book 1985, page 296.

[31] Westmoreland County Deeds, Book 1985, page 296.

[32] Ibid.

[33] "Concord Independent School District, 1848-1911; Concord School No. 6, 1911-1953," www.1848concordschool.org (accessed June 2013).

[34] Ibid.

[35] Marjorie Wertz, "Preservation efforts rewarded," *The Tribune-Review* September 25, 2005.

Educational significance:

Although Concord School served an independent (or private) school district until 1911, its construction was supported by public funds and, therefore, its founding and growth is part of the birth of the public school system during the Rise of the Common School System era of 1818-1867, as discussed in the *Historic Educational Resources of Pennsylvania* MPDF. Concord School meets the Criterion A Registration Requirements for the property type One-Room Schoolhouse as defined in the MPDF as an expression of the early commitment of a group of Loyalhanna and Salem Township residents to providing their children with improved opportunities for quality local education, and as an embodiment of what was considered to be a "first class" one-room rural schoolhouse by contemporary education advocates. The property's period of significance extends from c. 1857, when construction of the schoolhouse occurred, until 1911, when Concord ceased to be an independent school and became part of Loyalhanna Township's public school system

According to the *Historic Educational Resources of Pennsylvania* MPDF, between 1840 and 1850, the number of schools in Pennsylvania almost doubled, jumping from 4,968 to 9,061. As most of the state's population was rural, the majority of these schools were one-room schoolhouses served by a single teacher overseeing students of all ages. This sharp increase in the number of schools was a result of the 1834 Free School Act, which established the common school system in Pennsylvania. The law enabled local governments to tax their citizens for the creation and running of public elementary schools.[36] Such schools were perceived by education advocates in Pennsylvania and elsewhere "as a vital part of the complex of institutions that made up a well-regulated society" and were intended to provide "the basic literacy and arithmetic their pupils needed to contribute to the growing economy and participate in the political and cultural life of the state and nation."[37]

While the 1834 Act was controversial with many Commonwealth citizens against taxation to fund it, the Scots-Irish of western Pennsylvania largely supported funding public schools. Westmoreland County had a long tradition of schooling. The first schoolhouse in the county was constructed c. 1800 about one mile east of Mt. Pleasant; it was built of log. Another early school was built by 1833 near Congruity in Salem Township.[38] Loyalhanna Township, dominated by Scots-Irish, similarly had a long history of schools. According to the 1840 census for Loyalhanna Township, there were eight schools in the township serving 240 students. By 1850 the number of students had increased to 285, and the Federal census of that year listed four schoolteachers as living in the township.[39] One of these early Loyalhanna Township schools was the Hart School, a log building that stood across the road from Concord School's future site and purportedly was the second schoolhouse at that location, suggesting that the neighborhood's interest in education was of some years standing.[40]

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[36] *Historic Educational Resources of Pennsylvania*, National Register Multiple Property Documentation, Section E, pp. 21 – 29.
[37] Ibid., Section E, page 28.
[38] John N. Boucher, *History of Westmoreland County, Pennsylvania,* Volume 1, pp. 408-9.
[39] Federal Census, Loyalhanna Township, Westmoreland County, 1840 & 1850.
[40] "History of Concord School by Miss Mary Bash of Saltsburg, PA."

What may have been accepted as adequate accommodations for school purposes during Westmoreland's pioneer period were no longer considered so by some citizens in the early 1850s. A letter to the editor appearing in the *Pennsylvania Argus and Westmoreland Democrat* in February 1853 brought attention to the poor state of many of Westmoreland County's schools. Its anonymous author decried the fact that "*old 18 by twenty School Houses*" remained common at a time when many farmers were constructing expensive outbuildings for their animals:

> I do not like to see men spending hundreds of Dollars upon "out buildings" while they say nothing about better accommodations for their children. A large and comfortable School House is seldom met with, while "Swine Palaces" and other Commodious Stock Buildings are to be seen on nearly every Farm. The idea that a child is of more importance, and value than a good Horse or Porker, seems not to have entered the minds of Parents. Any old *Rat Castle* will answer very well in which to crowd from 40 to 60 children but when a pen for Porkers is wanted, it must be got up on a grand style…The fact is greater Value, and more importance, is placed upon stock than upon Education of Children.[41]

In his inaugural annual report made in August of the following year, the county's first school superintendent commented on the widespread lack of adequate community financial support for education:

> In our thriving and greedy age, it seems almost impossible to get the community aroused to a sense of the importance of education. Almost all are ready to act on the principle, that if there is no speedy return of their expenditure of moneys, the investment is unprofitable, and should be abandoned. Even if the [school district] directors are men prepared to appreciate something of the advantage of an education, they dislike to hear the complaints and censures of their tax-paying neighbors, and are rather instinctively controlled by the community than governed by their own judgments. Hence a low assessment is made for school purposes.[42]

A modest log building with benches instead of desks, the Hart School might well have born some resemblance to the "Rat Castles" condemned by the anonymous newspaper letter writer.[43] In his second annual report, June 1855, the Westmoreland school superintendent observed that

> More than three-fourths of the county's schools are made of wood; two-thirds, I think, of these, of logs. A few are brick or stone. The most common size of the older ones is twenty-four feet square, or twenty-four by twenty-six, with a ceiling from seven and a half to nine feet in height.[44]

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[41] "Swine Palaces vs. School Houses," *Pennsylvania Argus and Westmoreland Democrat*, Vol.4, No. 6 (February 10, 1853), page 1.
[42] *Report of the Superintendent of Common Schools of Pennsylvania for 1854*, Appendix, page 142.
[43] "History of Concord School by Miss Mary Bash of Saltsburg, PA," www.1848concordschool.org.
[44] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1855*, page 228.

The superintendent's 1856 report divided the county's schools into three categories: the first, which comprised 100 buildings that met "in all or most particulars…the purpose for which they are intended;" the second with twenty-seven schoolhouses that "may, by alteration or improvement, become so," and the third division whose 135 schools were "essentially unfit to be the training places of youth" and which was the largest division "solely on account of limited dimensions (especially low ceilings) and want of ventilation." Of the county's 262 schoolhouses, there were 46 log buildings, 142 frame, 56 brick and 18 stone. There were two classes for furniture/equipment: "tolerably well furnished," 112, and "not so," 150.[45] The Hart School must have been one of the county's third class schoolhouses.

While the directors of the Loyalhanna District appear to have long resisted improving the physical conditions of their schools, two groups of Loyalhanna residents took matters into their own hands and organized independent school districts, whose names –Harmony and Concord– are suggestive of comity and collective purpose upon the resolution of conflict.[46] Instead of relying on locally raised taxes for support, independent schools traditionally were funded by subscription. All who sent their children to the school paid the teacher a certain amount per month for each pupil. Each year, therefore, the teacher's income was dependent on the size of the student body.[47] However, there is evidence that independent school districts in Westmorland County received public funds for both construction and operational purposes during the 1850s. In 1859, for example, the newly formed Harmony and Concord Districts both received public revenues, as did several other Westmoreland County independent school districts.[48] How widespread this practice was is unknown.

Although nothing is known about the organization of the Harmony District, Concord's founders evidently responded to progressive educational ideas espoused by county school superintendents and others in the 1850s and were soon in the vanguard of Westmoreland County citizens providing their children with opportunities for a quality education, both in terms of physical plant and educational program.[49] In his 1857 report, the county school superintendent noted that

> we have begun to have improved schoolhouses also. The eight by ten pens of former days are being supplanted by houses of sufficient size to contain comfortably and without detri-

[45] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 2, 1856*, page 330.
[46] As late as 1860 the Loyalhanna District's four schoolhouses were described by the county superintendent as "miserable" [*Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 4, 1860*, pp. 92 & 93].
[47] *History of Westmoreland County, Pennsylvania*, Volume 1, page 406.
[48] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 6, 1859*, pp. 126 & 127. According to the 1859 report, Concord had received "$604.49 "collectors of school tax" and $15.58 "from State appropriation;" Harmony received "$115.00 "collectors of school tax" and $10.36 "from State appropriation." Other county independent districts receiving public funds included Swickley, Independent #s 5, 6 & 7 and Sulphur Springs Independent District.
[49] The Harmony District appears in the first roster of Westmoreland County schools, the 1855 "Tabular Statement," but when the school district was founded is unknown [*Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1855*, page 338].

> ment to health, the large number of children that must necessarily congregate in one school.[50]

The schoolhouse built by the Concord Independent District around that time, and paid for with a mix of local tax dollars and private funds, was quickly acknowledged as one of the best schoolhouses in Westmoreland County. The 1858 county school superintendent's report classified Concord School as one of the county's "first class schoolhouses," further noting that Concord was one of twelve Westmoreland districts with "decidedly better" schoolhouses than others of its class. None of Loyalhanna Township's other schools were in this select group.[51] The 1860 report deemed Concord's schoolhouse "very good," in contrast to the four "miserable" Loyalhanna schoolhouses and Harmony's schoolhouse, which was only described as "comfortable."[52] In 1861, Concord's schoolhouse was evaluated as "sufficient" (the first of two categories), while two Loyalhanna schoolhouses were "insufficient" (Loylhanna's other schools and Harmony's schoolhouse were unclassified).[53] Although school construction was occurring all over Westmoreland County, many districts remained reluctant to provide first-rate buildings.

Due to the isolation of schoolhouses in rural areas like Loyalhanna Township, the lack of training for teachers and the lack of a standard elementary curriculum provided by the state, the quality of the education in the classroom varied largely in the mid-19th century. The state did not dictate a curriculum but generally recommended a slate of reading, writing, grammar, composition, history, geography, arithmetic, and bookkeeping; each district made its own decisions regarding curriculum.[54] The efforts of Concord's leadership in this area appear to have surpassed those of the other Loyalhanna Township districts, placing Concord in the first ranks of the county's small rural schools within a decade of its founding. In 1860, the county superintendent found Concord's "school [program to be], good, and directors and people active and intelligent," in contrast to which he only noted that Harmony's directors were "economical" and its teacher "efficient," while saying nothing about Loyalhanna's directors (but he did add that Loyalhanna's "schools last winter were in a flourishing condition; teachers doing their duty")."[55] In 1861, Concord School was deemed "sufficient" as regards its furnishings, in contrast to Harmony and two of the Loyalhanna schools whose furnishings were "insufficient" (the two other Loyalhanna schools were unclassified). Concord School had also adopted the graded system advocated by progressive educators, which divided pupils into groups or classes by age for specific instruction, as had one of the Loyalhanna schools, but not Harmony or the other Loyalhanna schools.[56]

Concord School's directors also demonstrated their commitment to quality education by the salaries paid to their teachers and the caliber of at least some of the teachers the school attracted. Before 1865, the average

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[50] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1857*, page 168
[51] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 7, 1858*, page 160; *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 6, 1859*, pp. 126 & 127.
[52] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 4, 1860*, pp. 92 & 93.
[53] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 3, 1861*, pp. 147 & 148.
[54] *Historic Educational Resources of Pennsylvania*, Section E, page 29.
[55] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 4, 1860*, pp. 92 & 93.
[56] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 3, 1861*, pp. 147 & 148.

monthly salary of Concord teachers was in the same range as those of the Loyalhanna and Harmony districts of between about $24.00 to $27.00 per month although in all terms but two, the terms in which Concord employed female teachers, its average monthly salary was higher than in the other two local districts. For the 1864/65 term, however, the average monthly wage of Concord's teachers jumped to $40.00, making Concord one of only seven of Westmoreland's forty-one districts with that pay rate or higher (most of which were in the county's urban centers), while the average monthly wage of the Loyalhanna and Harmony teachers was only $25.00. The average monthly salary of Concord's teachers remained either $40.00 or 45.00 until 1870, after which evidence suggests some fluctuation.[57]

With its willingness to offer good salaries, the Concord Independent District could attract well-qualified teachers. The annual reports of Westmoreland County school superintendents stressed the importance of good teachers and typically remarked on improvement in this area. In 1857, for example, the county superintendent reported that "Teachers are at least twenty-five percent better than they were two years ago."[58] County superintendents conducted annual examinations of teacher qualifications, and the 1862 report observed that

> The average qualifications of teachers examined, as compared with those of last year, is considerably improved, particularly in orthography, reading, mental arithmetic and geography. Very little improvement, if any, has been made in writing and English grammar."[59]

Henry M. Jones was Concord School's most prominent early teacher, teaching at Hart and Concord as a young man and at Concord again between 1863 and 1869, after which he served two three-year terms as the Westmoreland County School Superintendent. He returned to Concord School in 1882, where he remained until 1886.[60] A progressive educator he "insisted that English grammar should take up some of the exclusive attention then given to mental arithmetic" and also "advocated [for] a uniformity in text-books throughout the county."[61] Dr. J. D. Orr, another well-regarded teacher who served Concord School from 1879 to 1881, is credited with working hard "to promote the interests of his school" and restoring its reputation after a decline of several years.[62] That Concord School's directors engaged prominent educators like Henry Jones and Dr. Orr as teachers, along with the willingness of these individuals to return for several terms, speaks to the community's commitment to providing their children with a quality education.

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[57] These statistics were taken from the "Tabular statements" of Westmoreland County Schools in included in the *Reports of the Superintendent of Common Schools of Pennsylvania...* from the years 1858 to 1871, various pages. While the rate dropped to $37.50 for the 1870/71 term, in 1885 at least it had returned to $45.00 [*Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 5, 1885*, page 330 & *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1885*, pp. 136 & 137].
[58] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 1, 1857*, page 168.
[59] *Report of the Superintendent of Common Schools of Pennsylvania, for the Year Ending June 3, 1862*, page 166.
[60] Ibid.; George Dallas Albert, *History of the County of Westmoreland, Pennsylvania,* page 378; US Census, 1850, Loyalhanna Twp. Westmoreland County, PA, #758.
[61] Albert, page 378.
[62] "History of Concord School by Miss Mary Bash of Saltsburg, PA" & "Teachers of the Concord School 1858-1953, Complied by Miss Mary Bash, c. 1925," www.1848concordschool.org (accessed June 2013).

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Westmoreland County Road Records.
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www.1848concordschool.org.

BOUNDARY DESCRIPTION

The nominated property encompasses a small portion of Loyalhanna Township tax parcel #52-8-00-0-015. The boundary of the nominated property begins at the southeast corner of the intersection of Loyalhanna Dam and Koontz Roads, which point is also the west corner of tax parcel #52-8-00-0-015, and proceeds northeast along the southeast side of Loyalhanna Dam Road for a distance of 450 feet. At that point the boundary turns southeast and runs along a line perpendicular to the first course across tax parcel #52-8-00-0-015 for a distance of 250 feet. At that point the boundary turns southwest and runs along a line parallel to Loyalhanna Dam Rd. to the northeast side of Koontz Road. From that point it runs northwest along the northeast side of Koontz Rd. to the place of beginning.

BOUNDARY JUSTIFICATION

The boundary of the nominated property was drawn to encompass what appears to have been the extent of the land historically associated with the schoolhouse.

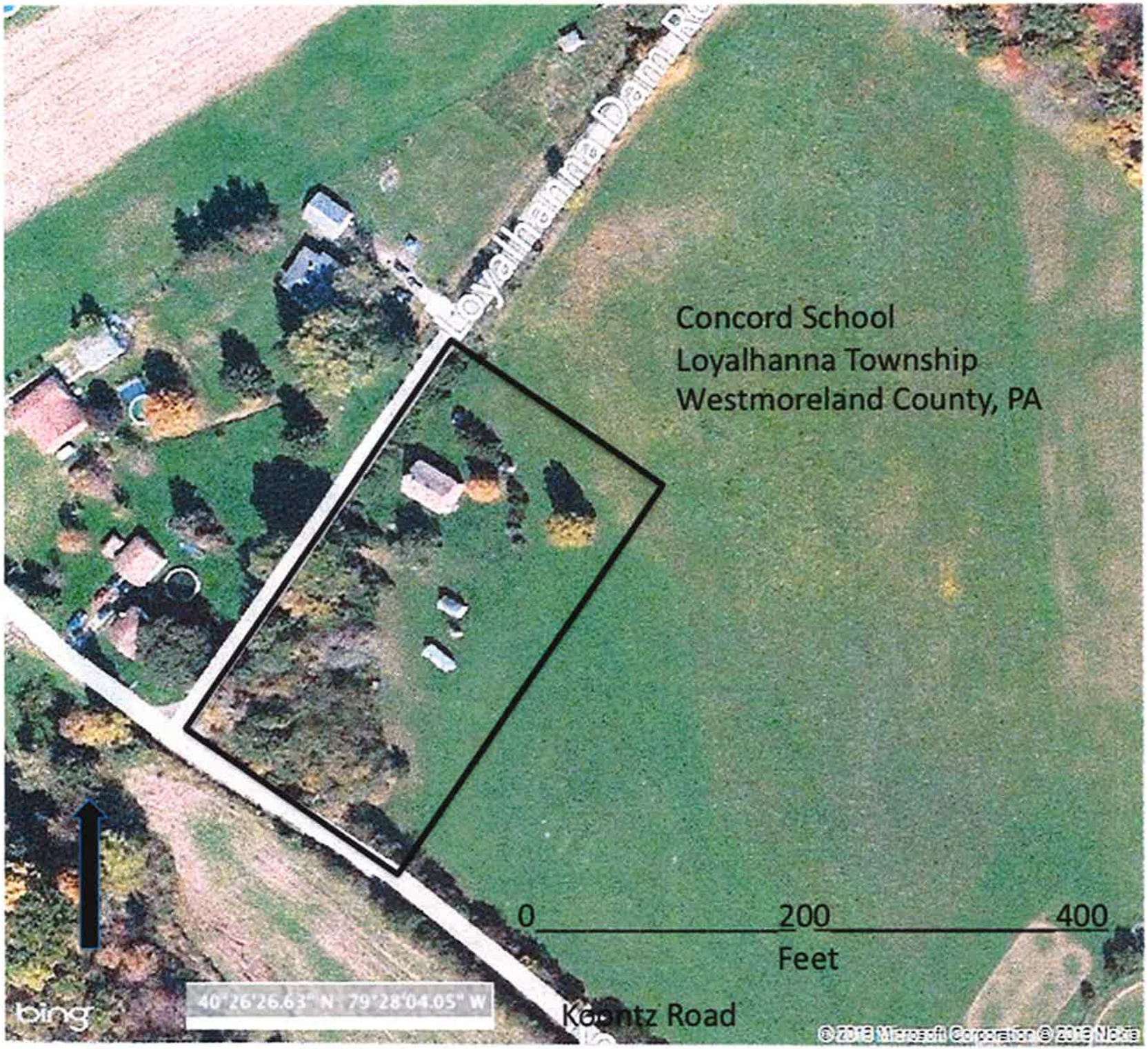
PHOTOGRAPHIC IDENTIFICATION

The following information is the same for all photographs submitted with the nomination:

Name:	Concord School
Location:	Westmoreland County, PA
Photographer:	Veronica Ent
Date:	Fall 2011
Negative and Electronic file Repository:	Veronica Ent, Loyalhanna Township, Westmoreland County, PA

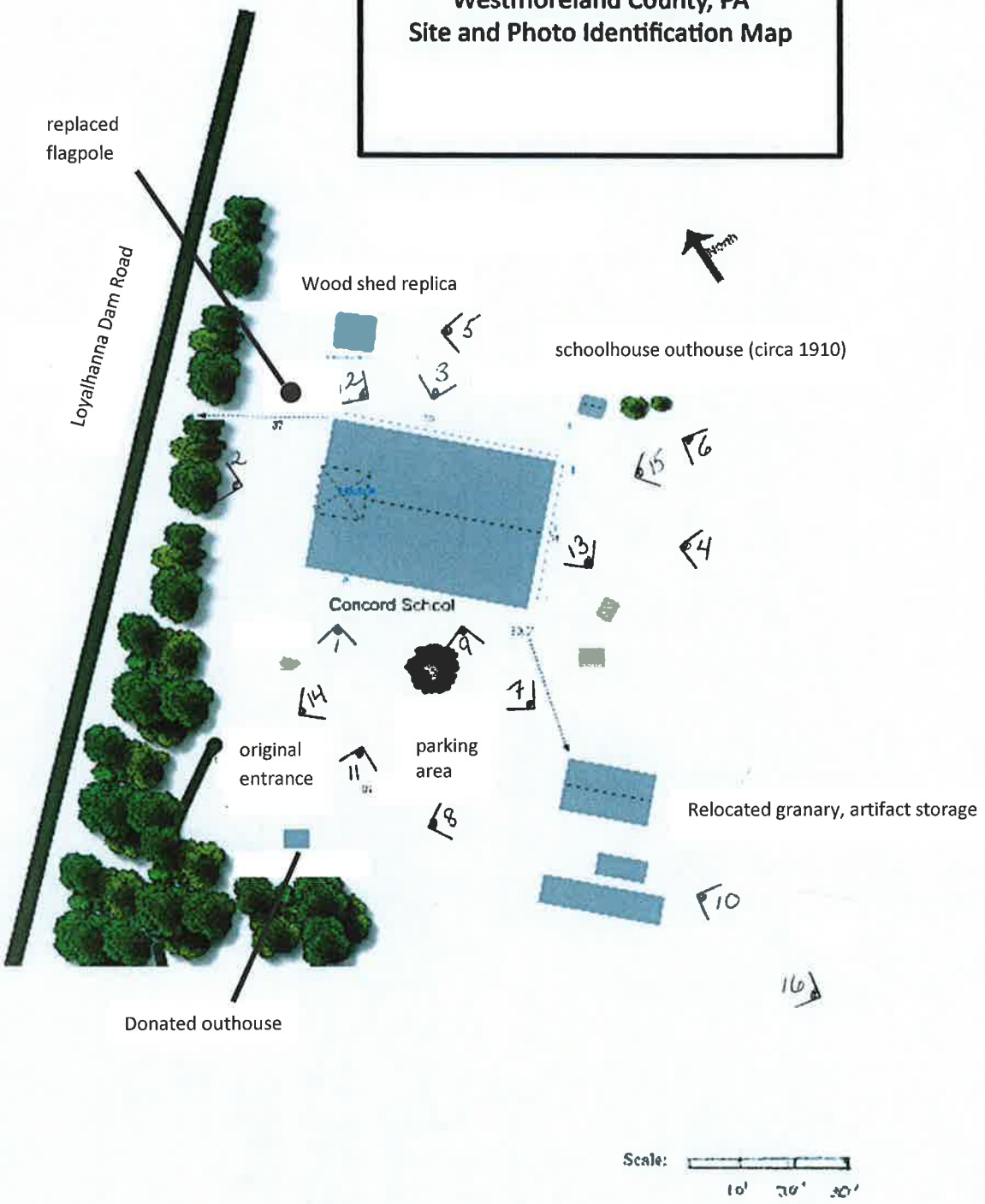
PHOTO#	VIEW
Exterior	
1.	Right side of school, (taken from willow tree, facing north).
2.	Front of schoolhouse (taken facing east).
3.	Left side of school house (taken at coal shed facing south)
4.	Rear of schoolhouse facing north, vandalized area of rear wall and period door addition.
5.	Wood/coal shed and flag pole placement (taken from front of school facing north).
6.	Relocated privy, circa 1910, (taken from field facing rear of schoolhouse, northwest).
7.	Relocated shed/granary for artifact storage circa 1904 (taken from rear of schoolhouse toward field, facing southeast).
8.	Relocated privy (taken standing at granary facing southwest toward Koontz and Loyalhanna Dam Roads).
9.	Belfry, slate roof, and original chimney/cap (taken facing northwest from the right side of the school).
10.	Sheds and schoolhouse (taken facing northwest near Koontz Road).
11.	Right side of school building from willow tree, (taken facing northwest)
12.	Left side from front school corner, (taken facing east looking toward outhouse and field).
13.	Granary and parking area (taken from rear of school facing southwest).
14.	Original road entrance on left through trees, (photo taken from field rocks facing west).
15.	Rear of school facing willow tree and entrance/parking area (taken facing southwest).
16.	Entrance access lane along Koontz Road (taken facing northwest).

PHOTO#	VIEW
Interior	
17.	Schoolroom image taken from teacher's platform facing northwest.
18.	Schoolroom image taken in front of long bench facing southwest.
19.	Schoolroom image taken in front of long bench facing northeast.
20.	Schoolroom image taken from back of schoolroom facing southwest.
21.	Schoolroom image taken from back of schoolroom facing northeast.
22.	Schoolroom image taken from back of schoolroom facing northeast.
23.	Schoolroom image taken beside second row of student desks facing southeast.
24.	Schoolroom image taken from teacher's platform facing south.
25.	Schoolroom image taken from in behind long bench facing student desks, towards southwest.
26.	Schoolroom image taken from in front of teacher's platform facing ceiling, towards southeast.


Loyalhanna Dam Rd
Concord School
Loyalhanna Township
Westmoreland County, PA
0
200
400
Feet
40°26'26.63" N 79°28'04.05" W
Koontz Road
bing
© 2013 Microsoft Corporation © 2013 Nokia

Concord School
Westmoreland County, PA
Site and Photo Identification Map
replaced flagpole
Wood shed replica
schoolhouse outhouse (circa 1910)
Concord School
parking area
original entrance
Relocated granary, artifact storage
National Register Boundary
Donated outhouse
Lotallsanna Dam Road
Koontz Road
Scale:

Concord School
Westmoreland County, PA
Site and Photo Identification Map



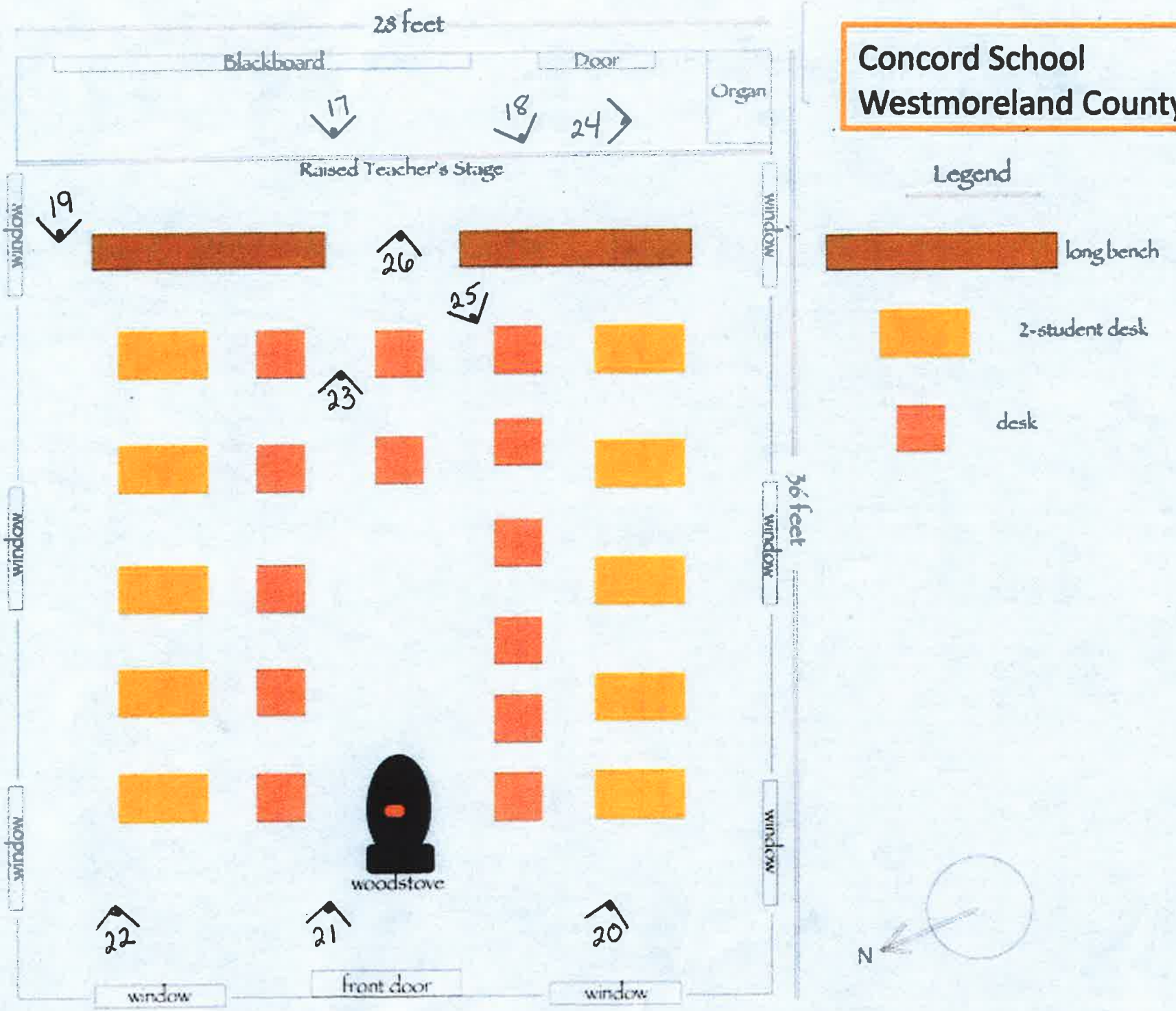

Concord School
Westmoreland County, PA
28 feet
36 feet
Blackboard
Door
Organ
Raised Teacher's Stage
window
front door
woodstove
17
18
19
20
21
22
23
24
25
26
Legend
long bench
2-student desk
desk
N

Figure 1. Concord School c. 1930s. This photo depicts the building before the relocation of the belfry to the top of the vestibule erected in front of the front entry in 1940. [Collection of Eleanor Ent].

Figure 2. Concord School c. 1970s. By the time this photo was taken the schoolhouse had been abandoned and deteriorating for some years. [Collection of Eleanor Ent].

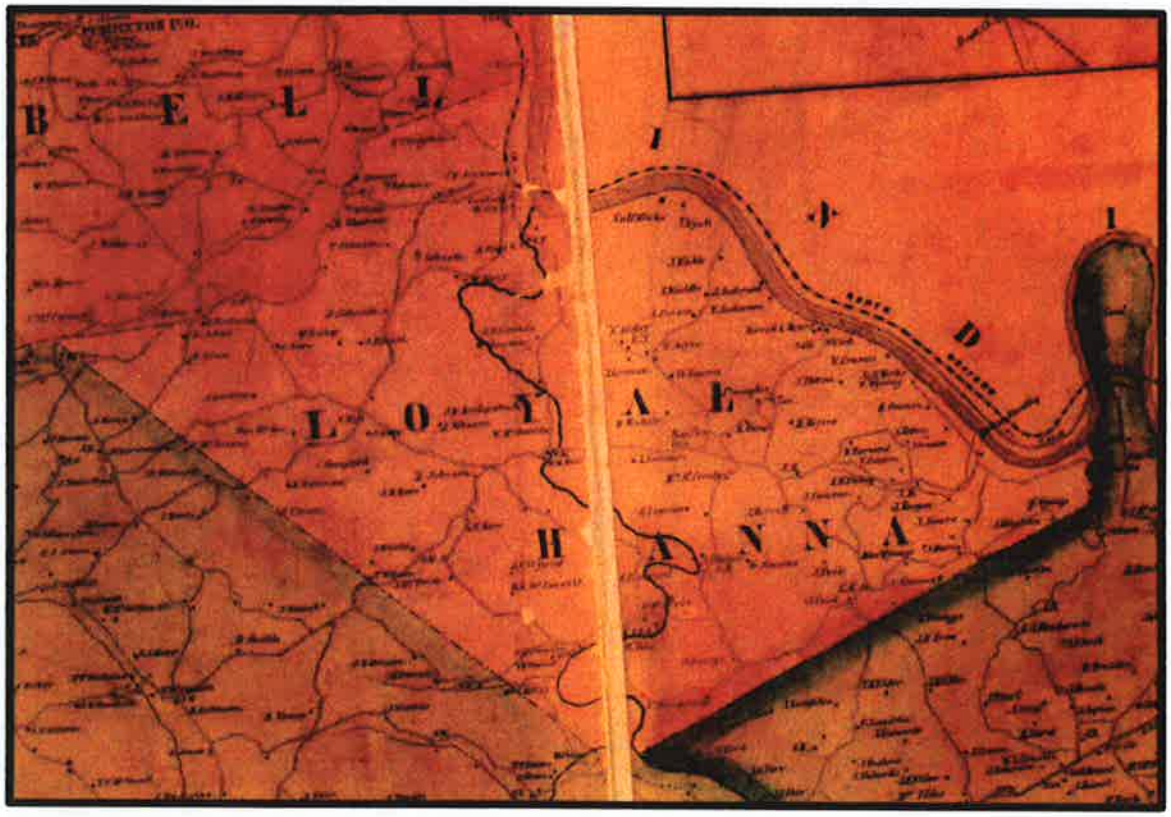


Figure 3. Loyalhanna Township as depicted on an 1857 map. The Hart School (Concord School's predecessor) is depicted on the west side of the road opposite the Concord School site (just to the left of the H in Loyalhanna). Surveys for the map presumably were made sometime before the map was published and Concord School evidently was under construction during the second half of 1857. [*Map of Westmoreland County from Actual Surveys by D.J. Lake & N.S. Ames*, New York: Wm. J. Baker, 1857].

Concord School

Westmoreland County, PA

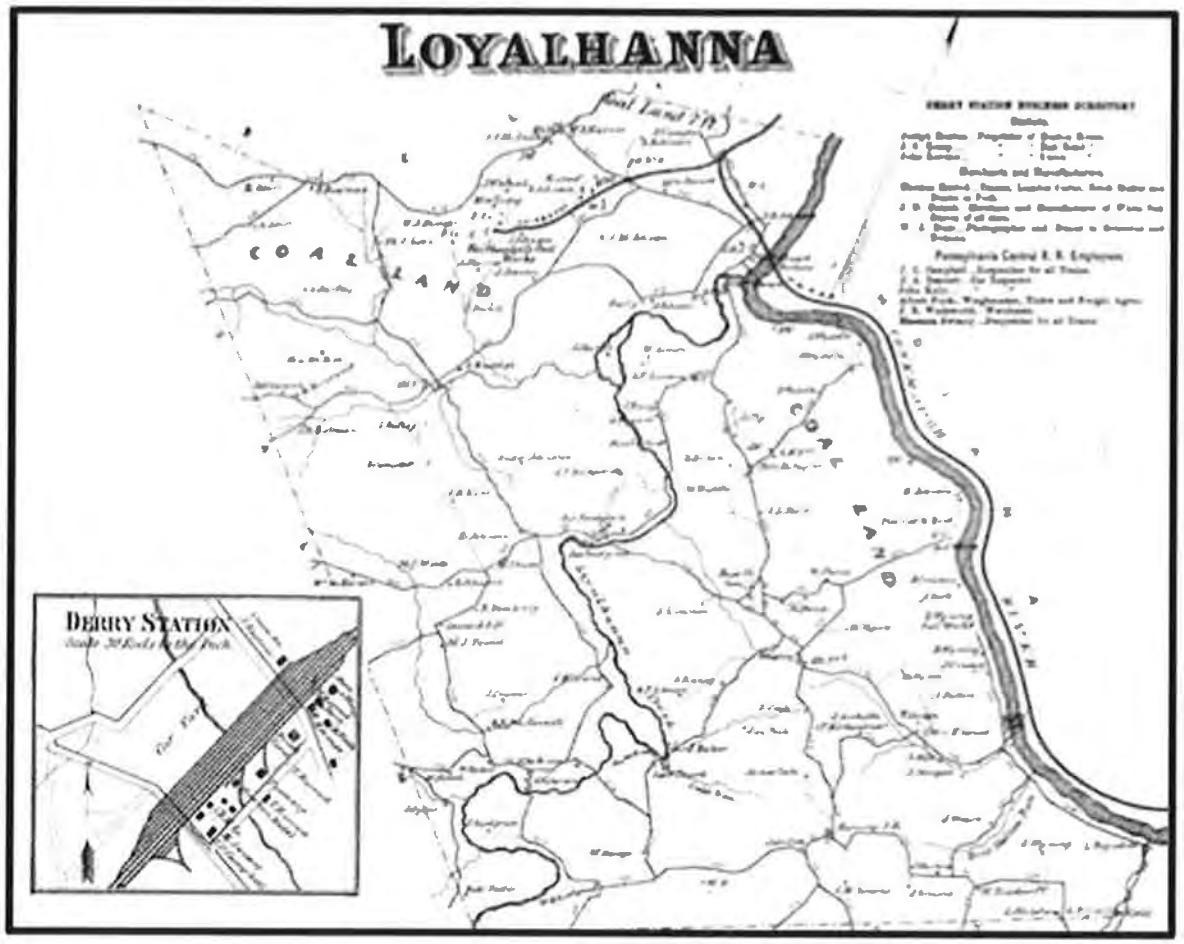
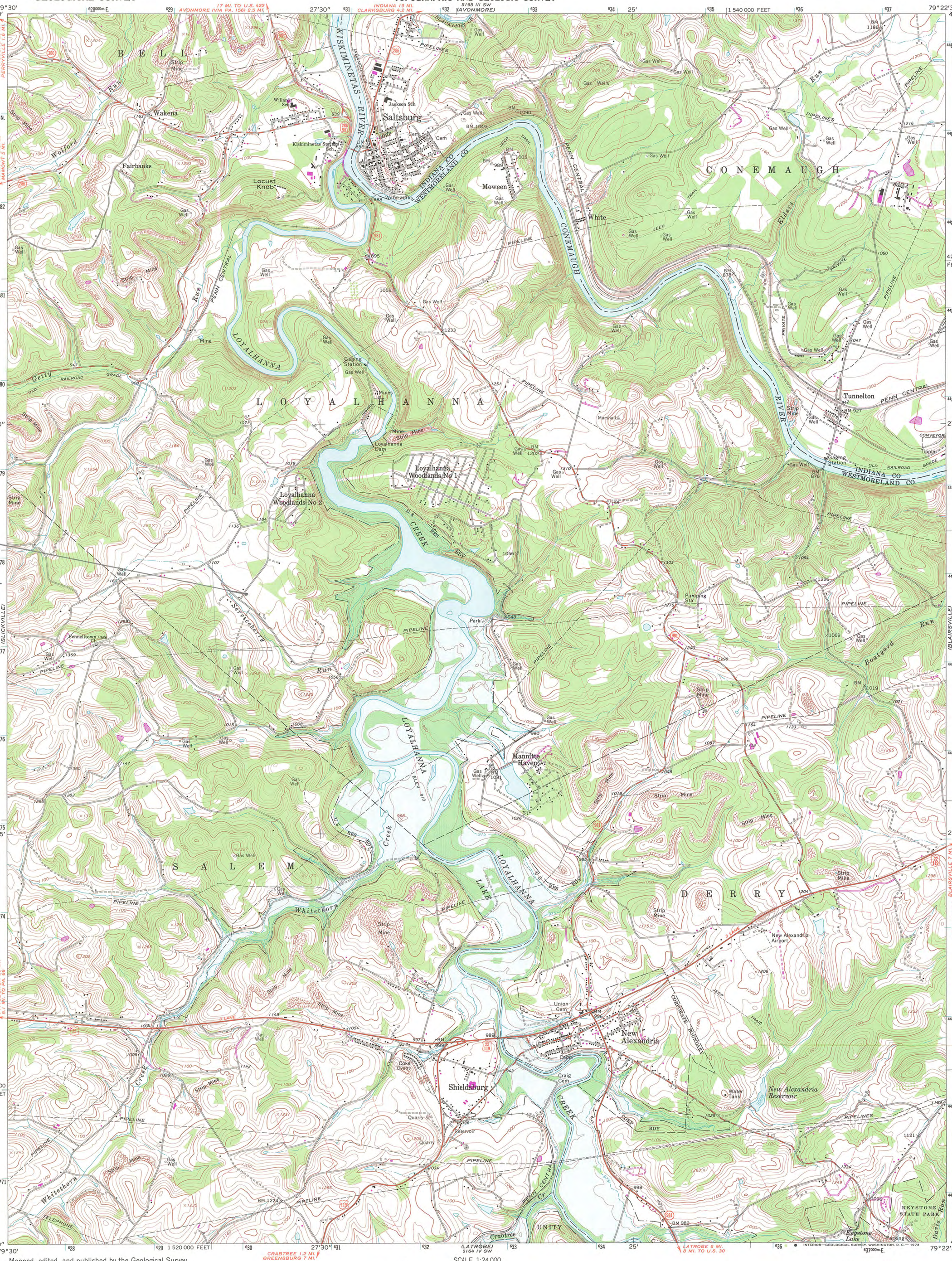


Figure 4. This 1867 map depicts four district schools (#s 1 to 4) and two independent schools (Concord & Harmony).

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF ENVIRONMENTAL RESOURCES
TOPOGRAPHIC AND GEOLOGIC SURVEY

SALTSBURG QUADRANGLE
PENNSYLVANIA
7.5 MINUTE SERIES (TOPOGRAPHIC)



Mapped, edited, and published by the Geological Survey

Control by USGS, USC&GS, and USCE

Topography by photogrammetric methods from aerial photographs taken 1962. Field checked 1964

Polyconic projection. 1927 North American datum
10,000-foot grid based on Pennsylvania coordinate system, south zone
1000-meter Universal Transverse Mercator grid ticks, zone 17, shown in blue

Fine red dashed lines indicate selected fence and field lines where generally visible on aerial photographs. This information is unchecked

U. S. Reservation boundary from maps by U. S. Corps of Engineers
Area covered by dashed light-blue pattern is subject to controlled inundation

UTM GRID AND 1973 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

SCALE 1:24 000

CONTOUR INTERVAL 20 FEET
DATUM IS MEAN SEA LEVEL

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, WASHINGTON, D. C. 20242
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

Revisions shown in purple compiled in cooperation with State of Pennsylvania agencies from aerial photographs taken 1973. This information not field checked

ROAD CLASSIFICATION
Heavy-duty — Light-duty
Medium-duty — Unimproved dirt
U. S. Route — State Route

QUADRANGLE LOCATION

SALTSBURG, PA.

N4022.5—W7922.5/7.5

1964
PHOTOREVISED 1973
AMS 5164 IV NW—SERIES V831

McCONNELL
HISTORY

McCONNELLS UNITED STATES
HISTORY AND GEOGRAPHY

Notice
Due to security reasons, no photography is permitted inside the school room.
Concord Schoolhouse and Staff are not responsible for any accidents should any occur.
Please be careful and enjoy your visit.
PLEASE

LOYALLEANNE

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