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# 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. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

## 1. Name of Property

historic name Florence Public School No. 1  
other names/site number Marcella L. Duffy School

## 2. Location

street & number 203 West 2nd Street  N/A Not for Publication  
city or town Florence Township  N/A Vicinity  
state NJ code NJ county Burlington code 005 zip code 08518

## 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

Paul Boony Ass't Commissioner 4/20/15  
Signature of certifying official/Title Date  
NJ DEP  
State or Federal agency/bureau or Tribal Government

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.

Signature of commenting official Date  
Title State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

- 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:)

Signature of the Keeper Patrick Andrews Date of Action 6/8/2015

**5. Classification**

**Ownership of Property**  
(Check as many boxes as apply.)

**Category of Property**  
(Check only one box.)

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

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

	Contributing	Noncontributing	
	1	0	buildings
	0	0	district
	0	0	site
	0	0	structure
	0	0	object
	1	0	<b>Total</b>

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

**Number of contributing resources previously listed in the National Register**

N/A

0

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

**Current Functions**  
(Enter categories from instructions.)

EDUCATION: School

WORK IN PROGRESS

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

**Materials**  
(Enter categories from instructions.)

SPANISH COLONIAL REVIVAL

foundation: STONE/Fieldstone

walls: BRICK

TERRA COTTA

roof: SYNTHETIC/Rubber

other: STONE/Cast stone

**Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

(See 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.)

- 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 old, or achieving significance within the past 50 years.

### Areas of Significance

(Enter categories from instructions.)

EDUCATION

### Period of Significance

1924 - 1952

### Significant Dates

1924

1952

### Significant Person

(Complete only if Criterion B is marked above.)

N/A

### Cultural Affiliation

N/A

### Architect/Builder

Fowler, Percy L., Architect

Thomas M. Day & Sons, Builder

### Period of Significance (justification)

(see Continuation Sheets)

### Criteria Considerations (explanation, if necessary)

(see Continuation Sheets)

### Statement of Significance Summary Paragraph

(Provide a summary paragraph that includes level of significance and applicable criteria.)

(see Continuation Sheets)

### Narrative Statement of Significance

(Provide at least one paragraph for each area of significance.)

(see Continuation Sheets)

### Developmental history/additional historic context information

(see "Historic Context" on Continuation Sheets)

## 9. Major Bibliographical References

**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

"Announcement." Architecture. Volume 36, No. 4, October 1917.

"Announcement." The American Architect. Volume 123, Part 2, 1923.

Craig, Robert. "New Jersey's Public School Buildings: A Brief Field Guide." New Jersey Historic Preservation Office website, <http://www.nj.gov/dep/hpo/publicschools.pdf>.

"Education Active from Early Days," The Register News, Florence, NJ, June 28, 1973.

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Florence Township Board of Education. Minute Books, 1931 through 1941. Held at the offices of the Florence Township Board of Education, Florence, NJ.

Florence Township Historical Society. Vertical Files. Florence, NJ, 2012.

"Graduation Supplement," Florence Township News, Florence, NJ, June 11, 1943.

Green, Howard. "Classrooms Struggle: A History of School Construction in New Jersey." Unpublished manuscript, copy in author's possession, 2011.

Kaser, Dr. Louis J. A Story of the Public Schools of Burlington County, New Jersey. Riverton, NJ: Press of The New Era, 1943.

"P.L. Fowler Co., Architects" Philadelphia Architects and Buildings Database website, [www.philadelphiabuildings.org](http://www.philadelphiabuildings.org).

McAlester, Virginia and Lee. A Field Guide to American Houses. New York: Knopf, 1984.

Mills, Michael. "Burlington County Inventory and Survey of Historic, Architectural, and Cultural Resources." Report. Prepared for the Burlington County Cultural and Heritage Commission, Burlington County Board of Chosen Freeholders: Burlington, NJ, 1975-1977.

"Riverfront School." Riverfront School website: <http://www.florence.k12.nj.us/Riverfront/default.htm?rn=7418926>.

Sanborn-Ferris Map Company. "Florence, NJ." New York, NY: Sanborn-Ferris Map Company, 1899.

Sanborn Fire Insurance Company. "Florence, NJ." Sanborn Fire Insurance Company, 1910, 1926.

Scott, J.D. Combination Atlas Map of Burlington County, NJ. Philadelphia: 1876.

United States Census, Florence Township, Burlington County, NJ, 1900 through 2000.

Woodward, E.M. History of Burlington and Mercer Counties, New Jersey. Philadelphia: Everts & Peck, 1883.

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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: Florence Township Historical Society

Historic Resources Survey Number (if assigned):           N/A          

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**10. Geographical Data**

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**Acreage of Property**   1.15 acres    
(Do not include previously listed resource acreage.)

**Latitude/Longitude Coordinates**

(Follow similar guidelines for entering these coordinates as for entering UTM references described on page 55, *How to Complete the National Register Registration Form*. For properties less than 10 acres, enter the lat/long coordinates for a point corresponding to the center of the property. For properties of 10 or more acres, enter three or more points that correspond to the vertices of a polygon drawn on the map. The polygon should approximately encompass the area to be registered. Add additional points below, if necessary.)

Datum:

1. Latitude:    40.122080                      Longitude:    -74.807460

**Verbal Boundary Description** (Describe the boundaries of the property.)

The Florence School is located on a 1.15-acre lot in the eastern half of the Village of Florence, Florence Township, New Jersey. The rectangular-shaped parcel is made up of the original late 19<sup>th</sup> century school property, lot 8, with lots 15, 14, and 13 added for the 1924 reconstruction. Within this parcel, the school is sited off-center to the east with a small parking lot to the east of the school and a larger playground to the west. The entire current property is bounded by West 2<sup>nd</sup> Street to the south, Summer Street to the east, an alley to the north, and one residential property to the west.

**Boundary Justification** (Explain why the boundaries were selected.)

The entire property has zero lot lines on all sides, and the playground and parking area are delineated by chain link fences

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**11. Form Prepared By**

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name/title	<u>Shelby Weaver Splain and Suzanna Barucco</u>				
organization	<u>sbk + partners, LLC</u>	date	<u>12 December 2014</u>		
street & number	<u>805 Clifford Avenue</u>	telephone	<u>610-357-9763</u>		
city or town	<u>Ardmore</u>	state	<u>PA</u>	zip code	<u>19003</u>
e-mail	<u>suzannabarucco@gmail.com</u>				

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**Additional Documentation**

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Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

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**Photographs:**

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Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

**Photographer:**                      Shelby Weaver Splain (except as otherwise noted)  
**Date Photographed:**                May 2013 (except as otherwise noted)  
**Location of Original Digital Files:** 805 Clifford Avenue, Ardmore, PA 19003.  
**Number of Photographs:**            31

**Description of Photograph(s) and number:**

See Photograph Log (2 pages)

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**Property Owner:**

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

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Name Duffy Urban Renewal, LLC  
Street & number 1000 University Avenue, Suite 500 Telephone 856-793-2082  
City or Town Rochester State NY Zip code 14607

**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.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18 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 form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

**United States Department of the Interior**  
 National Park Service

Florence Public School No. 1
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County and State
n/a
Name of multiple listing (if applicable)

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**Description Narrative**

**Summary Paragraph**

The Florence Public School No. 1, also known as the Marcella L. Duffy School, is located at the northeast corner of the intersection of West 2<sup>nd</sup> and Summer streets in the village of Florence, Florence Township, Burlington County, New Jersey, a residential neighborhood of modest single family houses one block south of the Delaware River. The school is rectangular in plan with a projecting central block flanked by three-story stair towers and two (east and west) wings, its long south façade oriented along West 2<sup>nd</sup> Street. (Photos 1 and 3, and First Floor Plan. The building is red brick with buff brick and terra cotta trim and stands two stories tall on a raised fieldstone and buff brick foundation. The existing building, completed in 1924, reflects substantial modifications to an earlier, 1907 school building which itself had been an addition to, and radical transformation of, an earlier school building on the site, built in 1871. (See Figures 1 through 7 for the building chronology.) The school is best characterized as a vernacular interpretation of the Spanish Colonial Revival architectural style, with a round-arched stucco and brick principal door surround, round arch secondary windows with buff brick hood-moulds, Solomonic (twisted) terra cotta columns highlighting the principal entrance bay and three-story stair towers, and originally, secondary tile roofs. The three story stair towers with hipped roofs, set back on either side of the main block, add to the Spanish Colonial Revival character of the building. (Photo 11) The interior plan on all floors is arranged along a central east-west, double-loaded corridor. (See Floor Plans) The interior spaces reflect an early 20<sup>th</sup> century aesthetic, with wood floors, decorative pressed metal and plaster ceilings (now obscured by dropped acoustical tile ceilings), plaster walls, and plain wood trim. Physical changes to the site since the mid-1960s include the replacement of original wood sash windows with modern aluminum windows, new metal exterior and interior fire stair doors in existing openings, and minor material changes in the classrooms, including sporadic replacement of wood trim and the installation of dropped ceilings. In spite of the loss of the original windows and doors, the property retains its integrity of location, design, setting, materials, workmanship, feeling and association.

**Introduction**

The Florence Public School No.1 is a brick building of two stories plus a full basement, rectangular in plan, composed of a five-bay central block flanked by one-bay by one-bay three story stair towers set back from the south façade of the main block. Symmetrical five-bay, two-story wings, set slightly back from the stair towers, extend farther to the east and west. (Photos 1, 2 and 3) The building is situated off-center to the east on this 1.15 acre site, with a paved parking lot at the east end of the building and a paved playground at the west. A narrow yard along the south (front) elevation separates the building from the public sidewalk; the north (rear) elevation hugs the property boundary, an unnamed, paved alley. (Photos 5, 6 and 7)

The footprint of the 1907 building corresponds to the east wing of the present building. The east and north foundation walls of the 1907 building were retained and incorporated into the 1924 building, as evidenced by segmental arch basement windows on these elevations. (Other basement window openings are rectangular.) (Photos 2 and 8) Wood flooring and beaded board wainscot survive from the 1907 building on the interior of the east wing (see Interior, below). There is no visible evidence of the 1871 school in the existing building.

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The school is of red brick above a raised granite and buff brick foundation with buff brick and terra cotta detailing. Buff brick was used for a belt course at the top of the foundation (single soldier courses separated by a header course) which aligns with the top of the basement windows on the south (front) and west (side) elevations. A buff brick soldier course similarly serves as a lintel above second story windows and continues as a decorative band on the south, west and east (side) elevations, and the west end of the north (rear) elevation. (Photos 2, 5, 6, 7 and 8) Round-headed windows at stair towers and in the center bay of each wing on the south façade and the center bay on the west (side) elevation have buff brick header hood-moulds. (Photos 5 and 11) On the south façade, buff colored brick and stucco were used to highlight the round-arch main entrance surround. (Photo 9) A projecting cornice at the base of the red brick roof parapet wall; Solomonic (twisted) columns at the second story windows of the principal entrance bay and third story tower louver openings, the signage panel on the south façade; and simple heraldic shield decorative panels at the parapet level on the west, south and east elevations are all buff colored terra cotta. (Photos 10 and 11) Original multi-light wood sash windows were replaced after circa 1960 with new aluminum window units. These large, 18-light windows (three sets of six vertical sash with hopper and awning sash) correspond with interior classroom spaces. Five large multi-light steel sash windows on the main block of the north (rear) elevation are believed to be original; they correspond with an auditorium/gymnasium space on the interior. (Photo 6) Modern metal doors with aluminum framed transoms are located in each of three original doorway openings on the south façade, and two on the west (side) elevation. The roof is flat, covered with a rubber roof membrane, and is surrounded on all sides by a tall red brick parapet wall with plain terra cotta capstones.

The school’s vernacular Spanish Colonial Revival architectural style is derived from the use of a few key features and materials on the south façade, such as the round- arched main entrance with stucco and buff brick banding, the hipped roof three story stair towers with Solomonic terra cotta columns, arched secondary windows with buff brick hood-moulds (also in the center bays on the east and west elevations), Solomonic columns at the second story windows in the main entrance bay, and decorative metal balconies at each second story stair tower window. (Photo 11) Originally, the door hoods at the stair tower first floor entrances had terra cotta tile roofing (now asphalt shingles). Incongruously, the façade also features some distinctly Beaux Arts stylistic elements such as terra cotta pilaster caps, heraldic shields in the parapet wall, stylized flowers in the name plaque at the parapet above the main (south) entrance, and terra cotta bust medallions of Benjamin Franklin and an unknown philosopher on either side of the main entrance doorway. (Photo 9)

South Façade

The south façade is arranged around a central block flanked by slightly recessed three story stair towers and classroom wings (east and west). The main block is five bays wide. The principal building entrance is in the center bay; bays of six-light aluminum windows above are separated by decorative terra cotta Solomonic columns. Further prominence is given to this bay by the stepped parapet wall with a rectangular terra cotta plaque that reads “Florence Public School No. 1 1907-1924.” (Photos 1, 2, 4 and 10)

The transition from central block to each wing is marked by a slightly recessed stair tower, three stories tall, the third story rising above the roofline. (Photo 11) The stair towers have pairs of metal doors beneath a shed roof door hood supported by carved wood brackets at the ground level, and round arch windows with buff brick header hood-moulds at the intermediate landings further accentuated with decorative metal railings supported on terra cotta bases. At the height of the adjacent second-story window lintels, directly



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below the buff brick band, is a decorative corbel-table band consisting of a red header brick arches bearing on two staggered buff header bricks. The tympanums above and between the arches are stuccoed. (Photos 2, 5 and 9) The stair towers have hipped roofs supported by brick piers forming arched openings with terra cotta sills which contain copper vent panels (now painted green) separated by terra cotta Solomonic columns.

The east and west classroom wings are set slightly back from the three story stair towers. From the exterior, each wing is identical despite the fact that the structural system and classroom arrangement in the east wing dates to the extensive building modifications in 1907, incorporated in the 1924 building. Each wing includes two sets of four classroom windows and four ground floor windows. In both wings, each set of windows is separated by a flat section of brick wall set off by brick pilasters and simple heraldic shield panels identical to those used in the center block. Within this flat section of brick wall are four small arched windows, two per floor, that mark the location of the interior coat closets. (Photo 3)

### West (side) Elevation

The west (side) elevation faces the school's playground, which is a paved surface that extends from the building wall to the sidewalks along Summer and West 2<sup>nd</sup> streets, and the alley to the north. (Photo 5) Similar to the east wall, the west wall is three bays wide, the bays delineated by brick pilasters with terra cotta capitals and a stepped pediment at the parapet wall that features a flat stuccoed rectangular panel flanked by two simple heraldic shield panels of terra cotta. A pair of metal doors in the center bay opens to an interior stair tower. Over the doors is a shed-roof door hood supported by decorative wood brackets. At the second story, above, is a round-head, five-light aluminum window (at the intermediate interior stair landing) with a buff brick header hood-mould. A decorative corbel-table band, as described for the south façade (above) spans the center bay at the top of the second story. Two rectangular basement windows are evenly spaced at the foundation level on either side of the doorway. Three are infilled with buff brick; a narrow horizontal one-light aluminum window is inserted in the brick infill in the north window. A replacement window has been inserted in the second opening from the south corner.

### North (rear) Elevation

The north (rear) elevation, similar to the south façade, consists of a central main block flanked by symmetrical wings. (Photos 5, 6, 7 and 8) On this elevation, however, the wings are set back considerably from the wall of the main block, enough to allow room for a doorway with a pair of modern metal doors with single lights on the west wall which provides emergency egress from the large auditorium/gymnasium space on the interior at this location. (Photo 5) The doors are at the top of a steep set of stone stairs with metal pipe handrails, and are sheltered by a Victorian-era style gable-roofed door hood that appears to have been salvaged from the front of the 1907 school when it was incorporated into the 1924 building. At the west end of the central block is a one and two-story, two-bay by two-bay late 20<sup>th</sup> century red brick addition containing an elevator and egress stairway. (Photo 8) A single metal door is located on the east wall of this addition. The addition foundation is square blocks of cast stone with a buff brick soldier courses aligning with the buff brick at the foundation and second story window lintel level of the original building. (Photo 7)

The main block of the north elevation is six bays wide. Below the buff brick belt course, rectangular basement window openings in each bay contain aluminum louver panels or modern aluminum window units. At the first story level above, the five western bays contain tall multi-light steel sash windows. These large windows are original, and light the two-story auditorium/gymnasium space on the interior. (Photo 7)

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In the east bay, pairs of nine-light steel windows with awning sash at the top at the first and second stories shed natural light on back-of-house space on the north side of the auditorium/gymnasium stage. (Photo 6)

The portion of the original (1924) wall that remains exposed at the west end of the north elevation is three bays wide. Three segmental arch basement window openings survive from the 1907 building period. Two of these openings contain single-light modern windows; the third has been infilled with buff brick and a narrow, rectangular louver panel. Windows above in the two east bays have the large multi-light aluminum windows typical of the building and described above. In the third bay from the east there is one four-vertical-light window at each of the first and second stories; these smaller windows correspond to interior bathrooms. All of these windows have header brick sills and soldier course lintels. The soldier course band of buff brick at the height of the second story window lintels on the south façade continues on this elevation. The terra cotta cornice on the south, east and west elevation is reduced here to a buff brick band of one soldier and one header course.

### East (side) Elevation

The east (side) elevation faces the school's small parking lot. (Photo 8) There is no fenestration on the upper part of this wall, only six segmental arch basement window openings which survive from the 1907 building period. These window openings, three in each outer bay, have been infilled with CMU or plywood panels. Continuous from the south (front) elevation are the buff brick belt course above the stone foundation, the header course at the height of the south façade second story window sills, the soldier course band at the height of the second story window lintels, and the terra cotta cornice.

### Interior

The interior plan on all three floors is arranged along a central east-west, double-loaded corridor. (Photos 12, 14 and 21) Remnants of the 1907 building period are evident in the plan at the east end of the building where three classrooms are grouped around a small vestibule on the first and second floors. (See Floor Plans) The ground floor level rooms, including mechanical rooms and trade shops, reflect the utilitarian nature of this floor. On the upper two floors are classrooms, a two-story auditorium/gymnasium (first floor), and a library (second floor). The interior spaces reflect an early 20<sup>th</sup> century aesthetic, with wood floors, decorative pressed metal and plaster ceilings (now obscured by dropped ceilings), plaster walls, and plain wood trim.

The three stair towers, one at each end of the main block on the south side of the plan, and one at the west end of the primary east-west corridor, feature concrete floors and stairs (treads, risers, stringers) with plaster walls and pressed metal ceilings. Tall, narrow-picket railings in the staircases have been supplemented with metal pipe railings; metal pipe railings were also attached to the walls. Above the wall railings, a wood chair rail follows the line of the stairs. (Photos 19 and 20) Stairway windows are cased in simple wood trim. At entrances to the stairways from the primary east-west corridor, on all levels in the building, pairs of modern metal fire doors have replaced the original wood doors. A short north-south hallway off of the main corridor at the northeast corner of the main block accesses the 20<sup>th</sup> century circulation addition.

The absence of any historic finishes on the ground floor level suggests that use of these spaces for educational purposes may date to the late 20<sup>th</sup> century. Floors are concrete, carpet or vinyl tile. Walls are plaster, exposed brick or drywall, in some cases covered with wood paneling. Doors are flat wood doors, some with narrow safety glass panels. The ceilings are primarily suspended acoustical tile in an aluminum

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grid. (Photo 12) Rooms on either side of the central corridor were last used for classrooms, a science lab, offices, and storage areas. (Photo 13) A mechanical room is also located on this level.

The first floor is the building's principal floor, and includes the main entrance lobby, auditorium/gymnasium, administrative offices, eight classrooms and one storage/multi-purpose room. The main lobby is located in the center of the south side of the building and includes an internal set of concrete stairs that are separated from the small lobby by a wood and glass firewall (from which the doors have been removed). (Photo 16) The lobby area transitions to the corridor with round wood columns supporting a heavy wood entablature. The entire area is defined by concrete floors, plaster walls and ceiling, and a high wood chair rail. A six-light over two-panel wood door on the east lobby wall leads to a suite of four administrative offices, also accessible via a doorway on the south wall of the main corridor. The two west offices feature carpeted floors, late 20<sup>th</sup> century wood paneling, and dropped acoustical tile ceilings while the two offices to the east retain plaster walls and wood baseboard, chair rail, doors and door trim and have dropped ceilings.

Across from the main lobby is the auditorium/gymnasium, accessed from three sets of double doors along the corridor. This section of corridor is marked by two flat arches in the hallway. The doors have been replaced although the original large ten-light wood framed transoms survive (the glass painted blue). (Photo 10; see Photo 14) The auditorium/gymnasium is a two-story space. (Photos 17 and 18) Within this single room, a stage is located to the east and gymnasium equipment and an exterior exit door to the west. On the north wall are the original tall, multi-light, steel windows, and on the south wall, the three corridor doors and alcoves for fold-up cafeteria table storage. Above are twelve-light fixed wood sash at the second floor level. The room is defined by flat plaster walls with regularly spaced pilasters, a wood and plaster coffered ceiling with a deep plaster cornice, linoleum tile floor, and wood second floor window trim, door and wall trim. The stage is the focal point of the room, and features a wood floor and a simple wood and plaster proscenium. A door on the south side of the stage provides access to the stairway up to the stage floor. The door on the north side opens to a short hallway which leads to the late 20<sup>th</sup> century elevator/stair addition on the north elevation.

The balance of the first floor is given over to classrooms: one in the main block on the west side of the lobby, three in the east wing and four in the west, all arranged along the central east-west corridor. The wide main corridor features painted concrete floors, plaster walls with regularly spaced pilasters, a high wood chair rail, and dropped acoustical tile ceilings. (Photos 14 and 15) Original (1924) wood six-light over two horizontal panel classroom doors survive in most locations. An original classroom at the northwest corner of the east wing was divided to create a small multi-purpose room and corridor to provide access to the late 20<sup>th</sup> century elevator/stair addition from the main corridor. These spaces are finished with linoleum tile floors, drywall walls, modern doors and dropped acoustical tile ceilings. Bathrooms are located at each end of the hallway on the north side of the building.

All of the classrooms are similar in character and design. (See Photos 26, 27, 29 and 30) The three classrooms in the east wing exhibit finishes retained from the 1907 period, not found in the 1924 building, including diagonal wood floors and beaded board wainscot. Like the 1924 building, this wing has plaster walls, wood wall, window, and door trim, narrow coat closets, metal ceilings above dropped acoustical tile ceilings, slate and modern (green) chalk boards, cork boards, and narrow cast iron structural poles placed north to south through the rooms. The five classrooms in the main block and west wing are identical and

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have straight wood floors, plaster walls, plain wood wall and door trim, narrow coat closets, slate and modern (green) chalk boards, cork boards, and metal ceilings above dropped acoustical tile ceilings.

The second floor of the building is similar to the first floor in plan, materials, and character. As on the first floor, the wide corridors feature painted concrete floors, plaster walls with regularly spaced pilasters, a high wood chair rail, and dropped acoustical tile ceilings. Original wood and multi-light glass doors survive in most classroom entrances along the corridor. (Photos 21, 22 and 23) On the north corridor wall in the main block, five pairs of nine-light fixed wood windows provide a view of the two-story auditorium/gymnasium floor below. (Photo 24) This section of corridor is marked by two segmental arches in the hallway. (See Photo 23) The short hallway to the northeast is characterized by a linoleum tile floor, drywall walls, modern doors and a dropped acoustical tile ceiling.

On the second floor, the rooms are arranged along the double-loaded corridor with a large, rectangular open library in the center of the south wall, three classrooms and one multi-purpose room to the east, and four classrooms to the west. The former library has three hallway entrances from the corridor, and features a carpeted floor, plaster walls, a dropped acoustical tile ceiling below a pressed metal ceiling, and limited amount of surviving wood baseboard. All of the classrooms are similar in character and design, despite the earlier 1907 date of construction for the eastern block of rooms. These three classrooms are generally defined by plaster walls, diagonal wood floors, wood wall, window, and door trim, wainscot, coat closets, metal ceilings above dropped acoustical tile ceilings, modern chalk and cork boards, and narrow cast iron structural poles placed north to south through the rooms. (Photos 29, 30 and 31) The five classrooms built in 1924 – the one in the center and the four to the west – are identical and include straight wood floors, plaster walls, wood wall and door trim, coat closets, modern chalk and cork boards, and metal ceilings above dropped acoustical tile ceilings. (Photos 26, 27 and 28) Bathrooms are located at each end of the hallway on the north side of the building.

The Florence Public School No. 1 survives in fair overall condition and with integrity. The building retains integrity of location and setting as a neighborhood school. Changes to the building are related to its continued use as an educational facility into the 21<sup>st</sup> century. These changes all date to the last quarter of the 20<sup>th</sup> century and include new, metal exterior doors, inappropriate aluminum windows in all areas except on the north (rear) elevation at the auditorium/gymnasium space, new rated metal fire doors at each stair, the stair/elevator addition on the north elevation in the late 20<sup>th</sup> century, and the installation, building-wide, of dropped acoustical tile ceilings. The school retains integrity of design, materials, and workmanship, reflected in surviving features including massing, form, interior floor plan, materials, intact classrooms, and period elements such as wood floors, wood trim, pressed metal ceilings, and spatial volume. The school also retains integrity of feeling and association because the function and historic (period) character of the school property are communicated by its form, plan, materials, and design.

Rehabilitation Program

The Florence Public School No. 1 is considered a “Work In Progress” under the Current Function category. The school is being rehabilitated using the National Park Service’s Rehabilitation Investment Tax Credit program; the building is being developed as affordable senior housing for the Florence community. Construction began in the summer of 2014 and will continue into 2015.

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The exterior rehabilitation program includes the preservation and restoration of the building exterior. New wood doors, based on historic photographs, will be installed in the exterior doorway openings. Inappropriate aluminum replacement windows will be removed and new, historically appropriate nine-over-nine windows installed. The surviving original steel windows on the north (rear) elevation will be retained and restored. A new three-story addition, lower in height and set well back from the south façade, will be constructed on the east wall.

The interior rehabilitation program includes preserving the original circulation plan, including corridors and stair towers, and preserving character-defining features such as the main entrance vestibule, columns, interior doors, and coat rooms and historic fabric such as plaster walls, and wood trim. All dropped acoustical tile ceilings will be removed and new pressed metal ceilings that match the appearance of the existing ceilings (which could not be preserved) will be installed. Original pressed metal ceilings in the stair towers will be retained. The auditorium/gymnasium space will be preserved, including the stage, and continue to serve as a multi-purpose space. Residential units will be created within existing classrooms.

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## Statement of Significance

### Summary Paragraph

The Florence Public School No. 1, built in 1924, served as the keystone of Florence Township’s educational system from 1924 until its closure in 2007. Historically, this school building provided students with access to amenities and instructional programs associated with the Progressive Movement like physical education, school lunches, an in-house library, and hands-on learning for subjects such as home economics, trades training, and science. The building was used to respond to several changes in the education system in the township; it was built as a grade school, and used as a graded-school with a “high school department” when the township educational system was modified. The school is notable as the Township’s first high school, a use that began in 1942. The period of the property’s significance begins in 1924, the date of construction, and ends in 1952 at which time a new, dedicated high school, the Florence Township Memorial High School, was built. At that time, Florence Public School No. 1 reverted to its original use as a grade school, a use which continued until the building’s closure in 2007. Even with changes in the student population over the course of its service to the Township, there have been no changes to the building’s original form. Material changes, such as the removal of original windows and doors, have not diminished the property’s historic character.

### Criteria Considerations (explanation, if necessary)

N/A

### Significance Justification – Criterion A

Under Criterion A, Florence Public School No. 1 is locally significant for its association with the educational history of Florence Township, Burlington County, NJ. Florence Township covers an area of nearly 10 square miles in the northern portion of Burlington County, including approximately three miles of frontage on the Delaware River, which defines the township’s northern border. The village of Florence, originally a part of Mansfield Township, serves as the township center.<sup>1</sup> The Florence Public School No. 1 embodies Florence Township’s early 20<sup>th</sup> century transition to a larger, centralized system of education that influenced the management, organization, and curriculum in public schools. The school’s design reflects principles laid out by the 1911 New Jersey State legislature that set uniform standards for school construction such as fire safety (fire walls at stairs), lighting (large windows and electricity), ventilation (operable windows and transoms), and sanitation (indoor plumbing). Specialized spaces such as the auditorium/gymnasium, library, and manual training classrooms exemplify major trends in educational theory and practice at the time. These specialized spaces, in particular, led to the school being used for the instruction of various grades through restructuring of the township school system through the first half of the 20<sup>th</sup> century. Notably, Florence Public School No. 1 served as the township’s first high school, beginning in 1942. The overall form and character of the school survives intact. With only modest, reversible changes made to the interior since 1924, the classrooms retain the same features today as they did eighty-eight years ago.

### Period of Significance Justification

The period of significance begins in 1924, the date of construction of the existing building, and ends in 1952 with construction of the Florence Township Memorial High School. Although Florence Public School No.

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<sup>1</sup> Roebling grew as a company town around the Roebling steel mill, built on land purchased in the township in 1904.

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1 continued to be used as a grammar school, for which it was originally designed, until 2007, 1952 was the last year that its location and unique (for Florence Township) amenities—auditorium/gymnasium, library and classrooms for trades training, home economics, and similar classes—were used to respond to changes in the educational system in Florence.

### Historic Context

#### The Village of Florence and Florence Township

What is now Florence Township began as an agricultural community in the Township of Mansfield, Burlington County in the mid-18<sup>th</sup> century. At one time known as High Banks, the genesis of the town's name dates to 1849 when the Florence City Company, a group of wealthy New York businessmen, purchased approximately 600 acres of land on which they laid out the small village of "Florence City." The new town boasted a wharf, the large Florence City Hotel, modest brick twin houses, landscaped streets, and a large boarding house in "the Heights," a slightly higher banked area immediately northeast of the town center.<sup>2</sup> The Florence City Company was capitalizing on the attraction of High Banks' location on the Delaware River, within easy reach by steamboat from Philadelphia. In the 19<sup>th</sup> century, Philadelphians and people of means travelled along the Delaware River to High Banks (now Florence) during the summer months turning the town into a popular resort spot. Soon religious groups, Chautauqua-type groups, and hundreds of vacationers came to High Banks to stay at one of the many accommodations or at their own cottages along the river.

The town's popularity would have been enhanced by construction of the Camden & Amboy Railroad, one of the earliest systems chartered in the United States. It was established in February of 1830 as the Camden and Amboy Rail Road and Transportation Company by Robert Stevens (of New York) with the goal of connecting Philadelphia and New York City. A stop about one mile southeast of the center of present-day Florence likely added to the town's appeal, and the small village of Florence Station developed around this depot.<sup>3</sup> A spur was built into the town along the center of East and West 5<sup>th</sup> Street.<sup>4</sup>

By 1855 financial losses led to the sale of a controlling interest in the Florence City Company. Over the next decade, "the attractions of the locality were allowed to deteriorate, and rival resorts were opened one year after another..."<sup>5</sup> The Florence City Hotel was used as a hospital during the Civil War, and was afterwards purchased by Dr. Russell T. Trall for a Hygeian Home and Hygeio Therapeutic College. Trall was a "prolific author, lecturer, social reformer and advocate of water cures..." In addition to water cures, the Home and College guided patients in a "hygienic regimen" of natural healing, based on "...fresh air, [a] wholesome diet, regular exercise, adequate rest, abstinence from stimulants and drugs of all kinds, rational

<sup>2</sup> Florence Historical Society Book Committee (hereafter FHSBC), Florence, (Charleston, SC: Arcadia Publishing, 2003), and Michael Mills, "Burlington County Inventory and Survey of Historic, Architectural, and Cultural Resources," report, prepared for the Burlington County Cultural and Heritage Commission, Burlington County Board of Chosen Freeholders, Burlington, NJ, 1975-1977.

<sup>3</sup> "The Camden and Amboy Railroad," <http://www.american-rails.com/camden-and-amboy-railroad.html>, accessed 5 December 2014.

<sup>4</sup> The New Jersey Transit River Line and Amtrak trains still run on sections of the Camden & Amboy line tracks.

<sup>5</sup> Major E.M. Woodward and John F. Hageman, History of Burlington and Mercer Counties, New Jersey, with Biographical Sketches of the Many of Their Pioneers and Prominent Men (Philadelphia: Everts & Peck, 1883), 330.

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dress and attention to one's mental health.”<sup>6</sup> The building suffered a fire in 1879 and was later demolished.

The Camden & Amboy Railroad also made Florence attractive to industrial enterprises. In 1857 the Florence Iron Works, later known as the R.D. Wood Company, established a large factory in the town. Through the 1860s the iron works, and other local industries, breathed new life into the community. The company produced iron and wood pipes in all shapes and sizes that were shipped throughout the world; by the late 19<sup>th</sup> century, the company had expanded into the production of fire hydrants, lampposts, gas and hydraulic machinery, castings, gears and many other iron products. The company built rental homes for the Irish and Italian immigrant workers and donated land for several churches and a public library.<sup>7</sup> Along with this industrial success was the commercial success of the many traditional “Main Street” businesses that thrived along Broad Street from the hotel at Front Street to 5<sup>th</sup> Street. In his 1883 history of Burlington County, E.M. Woodward credited the Florence Iron Works, its quality products, and large employee base as “literally rehabilitating the [town].”<sup>8</sup> As a result of the growth thus fostered, Florence Township was established by a legislative act in 1872, separating the community from the larger Mansfield Township to the southeast. The first township meeting was held at Moore’s Hotel in the village of Florence in March of that year; the village has continued ever since to be the seat of the township’s government.

### Early Schools in Florence

The earliest accounts from the 18<sup>th</sup> century identify a Quaker school as the first school in the vicinity of the village of Florence.<sup>9</sup> In the early decades of the 19<sup>th</sup> century, small private schools sponsored by large landowners were found scattered throughout Mansfield Township in places like the future Florence, Three Tuns (now Hedding), and Bustleton.<sup>10</sup> The township supported several small school districts of various names and numbers, these often used interchangeably with local names. By the 1850s, a small school building existed at the site of the current Florence Public School #1; it was alternately known as Lloyd’s school or Second Street School. In 1871, Mansfield Township replaced this small brick school with a large, more substantial building.<sup>11</sup> (Figures 1, 2, 4 and 5) The village of Florence also had a small school building at Foundry Street for the children of the immigrants who came to work in the Florence Iron Works (later R.D. Wood) factory and another factory on Fourth Street.<sup>12</sup>

Woodward, in his history of Burlington County, wrote that of the three school districts, Florence, Ivins, and Lower Mansfield, “The most important in the township is at Florence, which is graded in three departments, and kept in a fine brick building...”<sup>13</sup> This 1871 building was rectangular in plan, three bays wide by two bays deep, and with a gable roof.(Figures 1 and 4) The principal entrance was on the shorter,

<sup>6</sup> “Florence Township,” <http://www.delrivgreenway.org/heritagetrail/Florence-Township.html>, accessed 5 December 2014.

<sup>7</sup> See Woodward and Hageman, History of Burlington and Mercer Counties, and FHSBC.

<sup>8</sup> Woodward and Hageman, History of Burlington and Mercer Counties, 330.

<sup>9</sup> Woodward, E.M., 331.

<sup>10</sup> J.D. Scott, Combination Atlas Map of Burlington County, NJ, (Philadelphia: 1876).

<sup>11</sup> See Dr. Louis J. Kaser, A Story of the Public Schools of Burlington County, New Jersey, (Riverton, NJ: Press of The New Era, 1943).

<sup>12</sup> Florence Historical Society Book Committee (FHSBC), “Florence” (Charleston, SC: Arcadia Publishing, 2003).

<sup>13</sup> Major E.M. Woodward and John F. Hageman, History of Burlington and Mercer Counties, New Jersey, with Biographical Sketches of the Many of Their Pioneers and Prominent Men, (Philadelphia: Everts & Peck, 1883), 331.



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gable end, facing West 2<sup>nd</sup> Street. Each of four classrooms served students in three levels (roughly equivalent to grades), with the highest being the same as 8<sup>th</sup> grade. The curriculum included regular and “rapid” arithmetic, reading, penmanship, and physiology (health).

Based on the 1876 atlas of Burlington County, the Ivins School, later known as the Florence Station School, served that small community (Florence Station), southeast of Florence. The Lower Mansfield District school was a small schoolhouse near Bustleton.<sup>14</sup> By the 1890s, the Second Street School at Florence was the largest and most important school in the township. Over 400 children attended the school, which had an allocation of almost \$2,000 for its six teachers, more than six times greater than the \$300 budgets of the other schools.<sup>15</sup>

A significant jump in population in the Township in the first few years of the 20<sup>th</sup> century prompted the Florence Township School Board to re-assess its school properties. With a 142% increase in residents from 1,955 in 1900 to 4,731 by 1910, there would be more school children to accommodate and a greater need for adequate facilities in which to teach them.<sup>16</sup> The establishment of the Roebling steel facility and company town immediately east of the village of Florence in 1904 greatly contributed to this exceptional population boom. In response to the influx of residents, the school board in 1907 expanded and rebuilt the 1871 school. This new building was a large two-story brick school on a raised foundation, seven bays wide by eight bays deep, with a hipped roof and decorative stepped cross gable, and contained eight classrooms and an assembly room.<sup>17</sup> (Figure 5) Students attended grades one through eight at the school. Students who continued their studies had to attend high school at either the Bordentown or Burlington. With the expansion of the earlier Second Street School, the Foundry Street School was closed and all students were sent to the upgraded facility. Around the same time, the Florence Township school board upgraded the small frame schools on Fourth Street, and in Florence Station and Bustleton, with new brick buildings of two classrooms with one teacher each.<sup>18</sup> In 1913, the school board took over a private company-run school in Roebling and made it part of the Florence Township school system. In 1914 construction of a large new grammar school in the Italian Renaissance style was begun in the village of Roebling.<sup>19</sup>

### Florence Public School No. 1

Florence Township’s population continued to grow throughout the late 1910s and 1920s as workers, likely immigrants employed by both the successful R.D. Wood Company and Roebling factories, moved into the towns and villages and the nearby urban areas of Bordentown and Burlington.<sup>20</sup> By 1920 the township’s population had grown by another 50 percent, increasing to 7,100 residents in the 1920 census. Typical of most communities in this Progressive era of American history, large population growth meant a civic focus on issues like housing, education, infrastructure and other types of capital and social welfare improvements.

<sup>14</sup> J.D. Scott, *Combination Atlas Map of Burlington County, NJ*, (Philadelphia: 1876).

<sup>15</sup> See Kaser, 84.

<sup>16</sup> United States Census, Florence Township, Burlington County, NJ, 1900 through 2000.

<sup>17</sup> See FHSBC.

<sup>18</sup> Kaser, 84.

<sup>19</sup> “Education Active From Early Days,” *The Register News*, Florence, NJ, June 28, 1973.

<sup>20</sup> Howard Green, “Classrooms Struggle: A History of School Construction in New Jersey” (Unpublished manuscript, copy in author's possession, 2011), 36.

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In 1924, prompted by these changes in population, changes in pedagogy, and changing state education standards, the Florence Township School Board again voted to upgrade and expand their flagship Second Street School. The board selected a Trenton, NJ architecture firm, P.L. Fowler Company, as designer and a Trenton firm, Thomas M. Day & Sons, as the contractor. Percy Livingston Fowler, born in 1867 in New Orleans, was a partner in at least two architectural firms (Klemann & Fowler and Fowler & Seaman) before establishing his own firm, P.L. Fowler Company, in 1923.<sup>21</sup> Fowler died in 1934, although the company appears to have continued in operation through at least the early 1940s. Based on entries in the Philadelphia Architects and Builders database, the P.L. Fowler Company was involved in numerous residential, ecclesiastical, and institution projects throughout central New Jersey and Bucks County, Pennsylvania. In addition to the Florence Public School No. 1, Fowler was also responsible for the 1914 Roebling School and its 1924 addition, the 1929 Skelton Branch Library in Trenton, and the 1930 Slackwood School in Hamilton Township, Mercer County.<sup>22</sup>

Renamed the Florence Public School No. 1, the 1924 building was not simply an addition to the existing building, but a complete reconstruction and expansion of the 1907 building.<sup>23</sup> (Figures 2, 3, 5, 6, and 7) Remnants of the 1907 school, on which footprint the east wing of the 1924 school was built, include segmental arch basement windows on the east and north elevations, and diagonal wood floors, beaded board wainscot and structural cast iron columns in the eight classrooms. The expansion to the west—a main block and west wing—contained twelve additional classrooms, a large auditorium/gymnasium, a library, and dedicated rooms for specialized courses of study.

Fowler's design for the 1924 school imposed a vernacular interpretation of the Spanish Colonial Revival style on the traditional school form. Popularized at the Panama-California Exposition (held from 1915 to 1917 in San Diego, CA), the Spanish Colonial Revival architectural style was primarily used on the West Coast in the late 1910s through the 1920s. The style combines elements of the Mission, Spanish, and Italian Renaissance traditions with elements such as brick or stuccoed walls, round or lancet arched windows, terra cotta tile roofs, tower-like chimneys, Solomonic (spiral) columns, arcades, ornamental iron, and balconies.<sup>24</sup> At the Florence school, Fowler used decorative elements of the style to emphasize the main entrance and flanking stair towers on this otherwise simple, rectangular brick building. These elements include: terra cotta tile roofs over the stair tower entrances, a round arch surround with stucco inlay at the main entrance, round arched windows at the stair towers and between large classroom window bays, decorative iron railings at each stair tower window, a decorative corbel-table band at each stair tower and above the main (south) entrance, hipped tower roofs, and Solomonic columns at the windows above the main entrance and on the three visible sides (east, south and west) of the third story of each stair tower. As a neighborhood school, the building included a reasonable setback from the sidewalk and a small fenced in playground on the west side of the building. It was designed to function as a neighborhood school and community center, and was integrated into the neighborhood through its scale, materials, sidewalks, playground, landscaped areas, and prominent entrances.

<sup>21</sup> See "Announcement," *Architecture*, 36 (October 1917) and "Announcement," *The American Architect*, 123 (1923).

<sup>22</sup> "P.L. Fowler Co., Architects," Philadelphia Architects and Buildings, [www.philadelphiabuildings.org](http://www.philadelphiabuildings.org).

<sup>23</sup> See FHSBC.

<sup>24</sup> Virginia and Lee McAlester, *A Field Guide to American Houses* (New York: Knopf, 1984), 417-18.

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Florence Public School No. 1 was built during the Progressive era in American society. The Progressive movement, which spanned from roughly 1890 until the Great Depression, focused on the tangible and intangible progress of government as a means to social, economic, and political reforms. In education, Progressive philosophies focused on change in pedagogy, curriculum, and school design to build better, happier, and more productive communities. Education was based on the “whole child” approach and called for a diverse curriculum founded on practical life skills, a strong connection between home and school, and a school building that fostered learning. The auditorium/gymnasium, library, and specialized rooms for manual training programs, sewing and domestic science, in particular, served school children as well as the Florence community.

Florence Public School No. 1 reflected these concepts of Progressivism in education. Students at Florence Public School No. 1 took classes in math, reading, writing, science, library, and citizenship, as well as music, athletics, art, and home economics. The school also housed the school board offices, served as a community voting and vaccination center, and allowed community groups like the American Legion Auxiliary and the R.D. Wood Co. Athletic Association to use their sewing and gymnasium facilities. In 1933, a Parent-Teacher Association was started at the school with 279 members. This group not only supported the faculty and students in the traditional ways of fundraising, and providing hot meals and local safety patrols, but also began programs such as a free dental clinic for all students. Extra-curricular activities for students included the Press Club, Drama Club, Photo Club, and organized sports, among other things.<sup>25</sup>

At the turn of the 20<sup>th</sup> century it was the tradition in Florence Township that children in the lower grades attended their local schools at Roebing, Fourth Street (the community’s segregated African American school), and Florence Station, and complete their upper grade, or high school, education (above 6<sup>th</sup> grade) at the four-year high schools in the neighboring communities of either Bordentown or Burlington.<sup>26</sup> This practice was first implemented in 1900 and by the 1920s was the norm for smaller districts without the means or population to support a dedicated high school.<sup>27</sup> Florence Public School No. 1 was the first township school to offer upper grade classes, initially offering a ninth grade class, and then a tenth. This allowed students to attend school locally for all except the last two years of high school.

As the population of school-age children in the township grew, the lack of a local four-year high school became acute. Florence Public School No. 1 became the first high school in Florence Township in 1942, a use that continued for the next decade. The reorganization of the educational system in the township is summarized as follows:

As the township’s school population increased, the need of a complete high school at home began to be felt and, in 1942, a 4-year high school was established. This was set up in the Second Street School [Florence Public School No. 1], and brought about changes in the distribution of elementary pupils. For a number of years, primary children remained at school in their own locality, while all children of the township from grades 5<sup>th</sup> through 8<sup>th</sup> were taught in the Roebing building. This

<sup>25</sup> See Florence Township Board of Education, Minute Books, 1931 through 1941 (held at the offices of the Florence Township Board of Education, Florence, NJ), and “Graduation Supplement,” Florence Township News, Florence, NJ, June 11, 1943.

<sup>26</sup> The school at Bustleton was closed in 1924 when Florence Public School No. 1 was constructed. “Education Active From Early Days,” and Green, 43.

<sup>27</sup> See “Education Active From Early Days,” and Green, 44.

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situation entailed a great deal of transportation. This arrangement continued until 1952, when the new Florence Township Memorial High School on Front Street at Florence Heights, was ready for occupancy.<sup>28</sup>

While it was smaller than the Roebling school, Florence Public School No. 1 made a better choice for a high school at the time because it contained the large auditorium/gymnasium, library, and classrooms to accommodate domestic science and manual training curriculums that the Roebling building did not. Florence Public School No. 1 was so well suited for this purpose that no physical changes were needed to accommodate this transition.

One year later, in May 1943, the Florence Board of Education successfully petitioned the State Board of Education for a new, dedicated four-year high school building. The impetus behind the school board's move to build a new high school is unclear but was likely based on a growing suburban population in the township and a lack of space for the growing student body. First the war, then funding hurdles delayed construction for almost a decade, until the Florence Township Memorial High School was finally opened in 1952.<sup>29</sup> With its opening, Florence Public School No. 1 returned to a traditional grammar school for kindergarten through 8<sup>th</sup> grade. The only other grade school in the township by that time was the Roebling School (also kindergarten through 8<sup>th</sup> grade).<sup>30</sup> During this period, the smaller schools in the township – those at 4<sup>th</sup> Street and Florence Station – were permanently closed as the township centralized its operations to save money and as busing became commonplace. This arrangement and division of grades continued through the 20<sup>th</sup> century as Florence Township's population rose modestly each decade. In the late 1960s Florence Public School No. 1 was renamed the "Marcella L. Duffy School" in honor of a long-serving teacher, supervisor, and principal.

In 2007, the township Board of Education decided to close Florence Public School No. 1; its use was replaced by a new elementary school, the Riverfront School, completed on the 1952 high school campus. The township's entire student body was again reorganized, with the kindergarten through 3<sup>rd</sup> grades attending the Roebling Elementary School, grades four through eight attending the new Riverfront School, and the 9<sup>th</sup> through 12<sup>th</sup> high school grades attending the 1952 Florence Township Memorial High School.<sup>31</sup>

Florence Public School No. 1 served the local community as a neighborhood public school since its construction in 1924, and the site has served the educational needs of the community since the early 19<sup>th</sup> century. From 1924 until construction of the Florence Township Memorial High School in 1952, the school served the changing needs of township students of all ages and grade levels. The school served as the first high school in the township. Its classrooms, auditorium/gymnasium and library were assets not only to students but also to the Florence community, serving as meeting and programming space for local clubs and organizations. Despite being vacant, the school remains a local landmark in the village of Florence, and in form and materials, even with replacement of the original windows and doors, stands as a monument to the history of education in the village and township of Florence.

<sup>28</sup> "Education Active From Early Days." Also see "Graduation Supplement."

<sup>29</sup> The new high school was one of 73 built in New Jersey between 1950 and 1958. Green, 71.

<sup>30</sup> "Education Active From Early Days."

<sup>31</sup> "Riverfront School," [www.florence.k12.nj.us/Riverfront/default.htm?rn=7418926](http://www.florence.k12.nj.us/Riverfront/default.htm?rn=7418926).

**PHOTOGRAPH LOG**

**Name of Property:** Florence Public School No. 1  
**City or Vicinity:** Florence  
**County:** Burlington  
**State:** NJ  
**Photographer:** Shelby Weaver Splain (except as otherwise noted)  
**Date Photographed:** May 2013 (except as otherwise noted)  
**Location of Original Digital Files:** 805 Clifford Avenue, Ardmore, PA 19003.  
**Number of Photographs:** 31

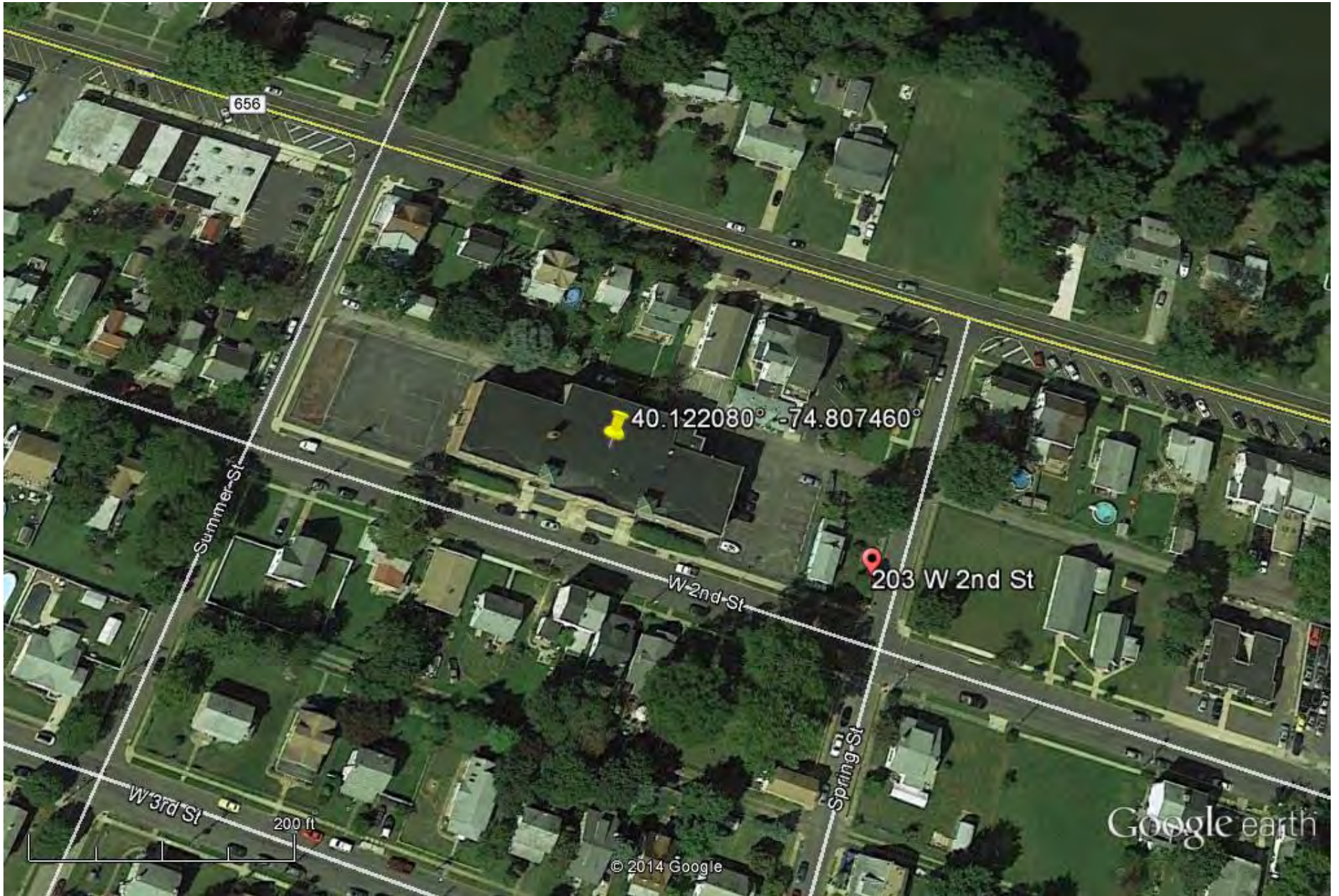
**Description of Photograph(s) and number:**

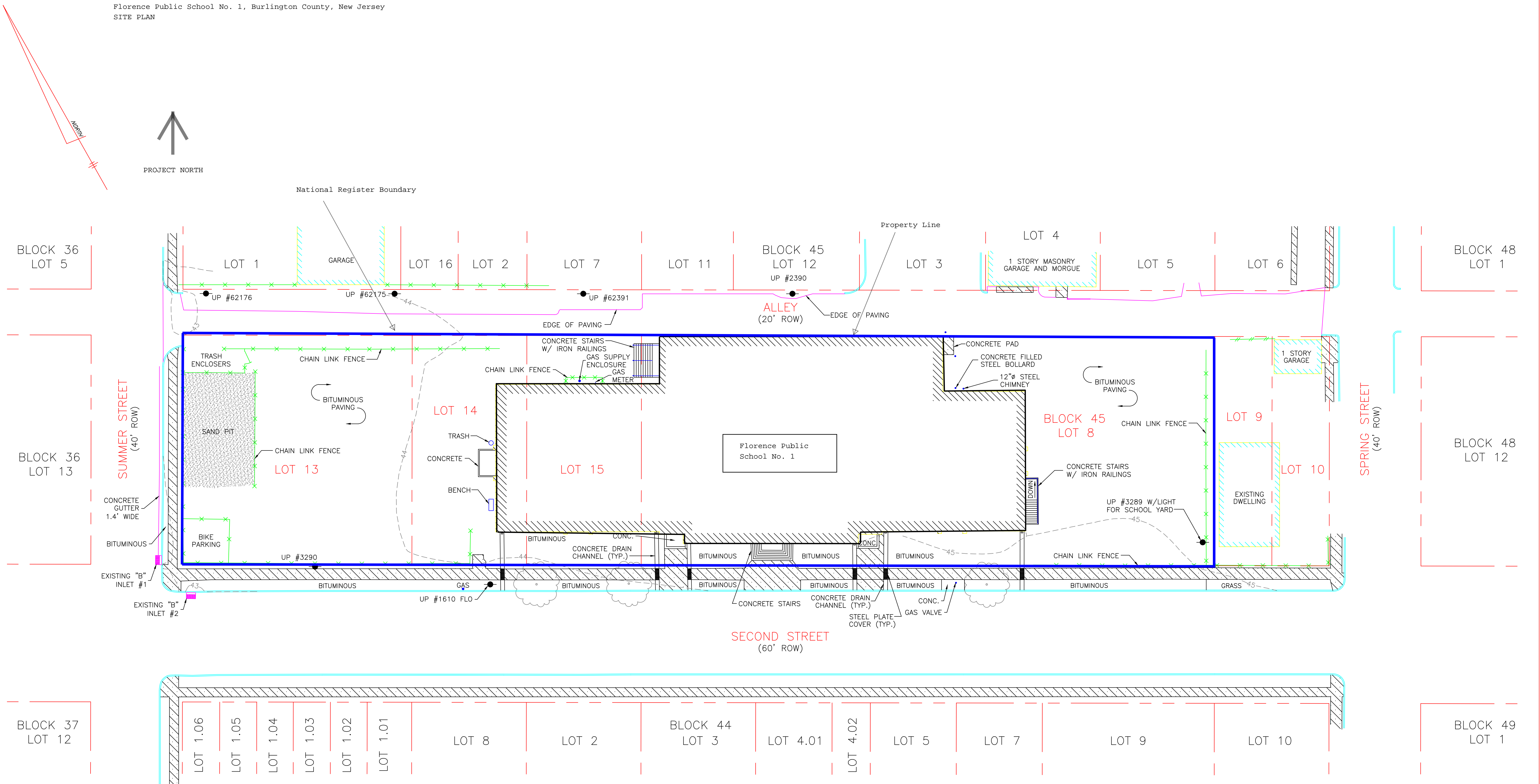
<u>Photograph No.</u>	<u>Description of View</u>
1	Exterior, south façade, overall view to the northwest.
2	Exterior, center bay south façade, view to the northwest.
3	Exterior, south façade, overall view to the southeast.
4	Exterior, overall view to the southeast, west (side) wall and south façade.
5	Exterior, view to the southeast, west (side) walls and partial north (rear) wall.
6	Exterior, view to southeast, north (rear) wall. Photographer: Suzanna Barucco Date Photographed: November 2014
7	Exterior, view to southwest, north (rear) wall.
8	Exterior, view to the southwest, east (side) walls and partial north (rear) wall.
9	Exterior, view to northwest, principal south façade entrance. Photographer: Suzanna Barucco Date Photographed: October 2014
10	Exterior, view up to second floor on south façade, center bay.
11	Exterior, view to north, south façade, east stair tower. Photographer: Suzanna Barucco Date Photographed: November 2014
12	Interior, ground floor hallway, view to east.
13	Interior, typical ground floor classroom, view to southeast.
14	Interior, first floor hallway, view to east. Note the original six-light over two-panel doors.
15	Interior, first floor hallway, view to west. A auditorium/gymnasium door is at right photo. Note the surviving original transom over the door.
16	Interior, view to south at principal entrance foyer, first floor. The door at left photo opens into the administrative suite.
17	Interior, auditorium/gymnasium, view to east. Note the original door transoms (right photo) at hallway doors, now painted out blue.
18	Interior, auditorium/gymnasium, view to northwest.
19	Interior, first floor, west stair tower landing, view to west.

continued

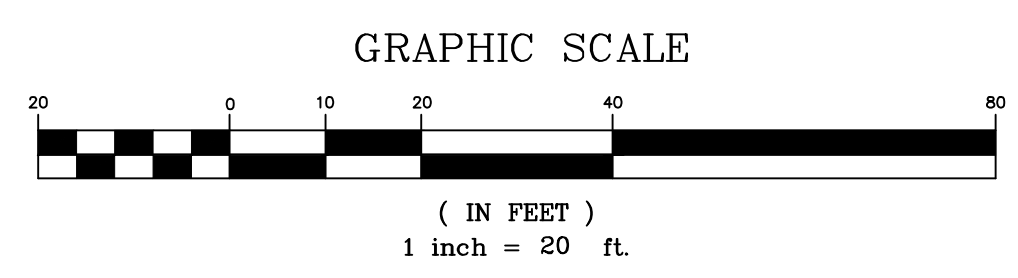
PHOTOGRAPH LOG, PAGE 2

- 20 Interior, second floor, west stair tower landing, view to west.
- 21 Interior, second floor hallway, view to east. Note the original six-light over two-panel doors.
- 22 Interior, second floor hallway, view to west. Note the original six-light over two-panel doors.
- 23 Interior, second floor hallway, view to east. Windows on the north hallway wall (left photo) overlook the auditorium/gymnasium.
- 24 Interior, second floor hallway, view to west. Windows on the north hallway wall (right photo) overlook the auditorium/gymnasium.
- 25 Interior, second floor hallway, view to east.
- 26 Interior, second floor, typical classroom, view to west.
- 27 Interior, second floor, typical classroom, view to east. Note the pressed metal ceiling above the acoustical tile ceiling, top left photo. Four panel doors open into the coat room.
- 28 Interior, second floor, typical coat closet, view to south. Coat rooms in the 1907 interiors retain their original beaded board wainscoting, absent here in a typical 1924 coat room. (Compare to Photo 31.)
- 29 Interior, second floor, typical classroom, view to northeast. Note that the floor boards are on a diagonal and beaded board wainscoting survives under the green board. These features survive from the 1907 building interior.
- 30 Interior, second floor, typical classroom, view to southwest. Note that the floor boards are on a diagonal and beaded board wainscoting survives under the green board (left photo) and cork boards (right photo). These features survive from the 1907 building interior.
- 31 Interior, second floor, typical coat closet, view to south. Coat rooms in the 1907 interiors retain their original beaded board wainscoting. (Compare to Photo 28.)





**SITE PLAN**  
SCALE : 1"=20'



NO.	DATE	APPR.	REVISION

**Dante Guzzi Engineering Associates**  
10 Tidswell Avenue, P.O. Box 1825, Medford, New Jersey 08055  
telephone (609) 654-4440 facsimile (609) 654-7792

**DANTE GUZZI, P.E.** DATE \_\_\_\_\_  
PROFESSIONAL ENGINEER N.J. LICENSE NO. 36455

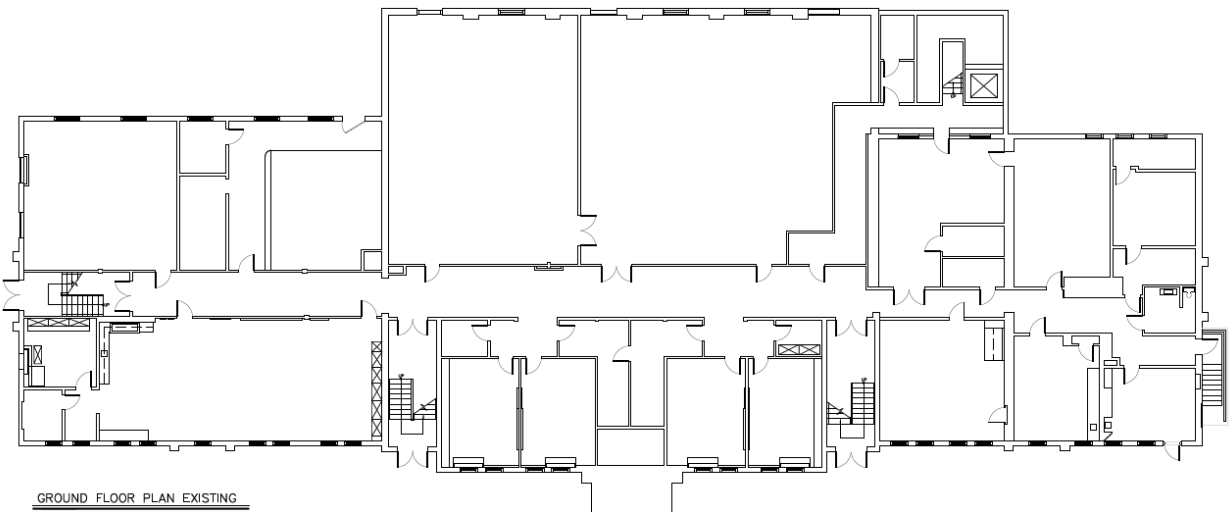
**SITE PLAN  
DUFFY SCHOOL  
TOWNSHIP OF FLORENCE  
BURLINGTON COUNTY, NEW JERSEY**

FILE	DUF-SP	DATE	07/30/98	DRAWN BY	BJS
SCALE	AS SHOWN	PROJECT NO.	M-05-023	CHECKED BY	DG
		DATE	07/30/98	SHEET	1 OF 1

DRAWING NO. **C1** REV. NO. \_\_\_\_\_



**GROUND FLOOR PLAN** (NOT TO SCALE)

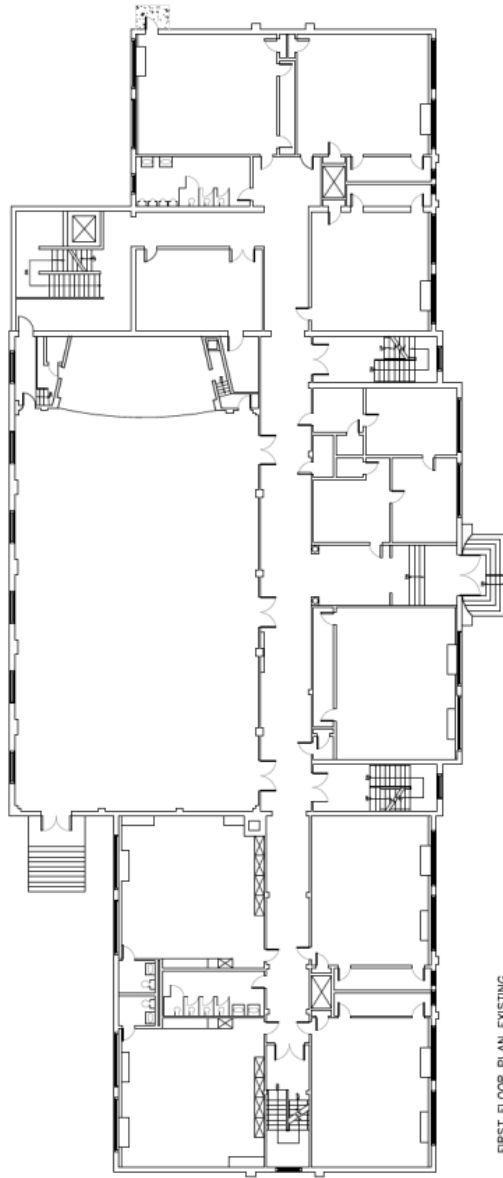


GROUND FLOOR PLAN EXISTING

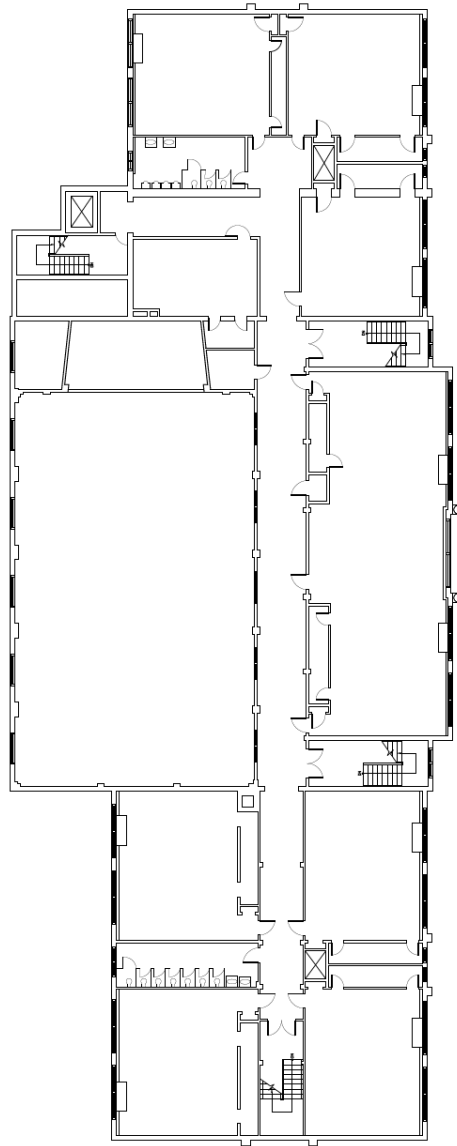


PROJECT NORTH

**FIRST FLOOR PLAN** (NOT TO SCALE)



**SECOND FLOOR PLAN** (NOT TO SCALE)



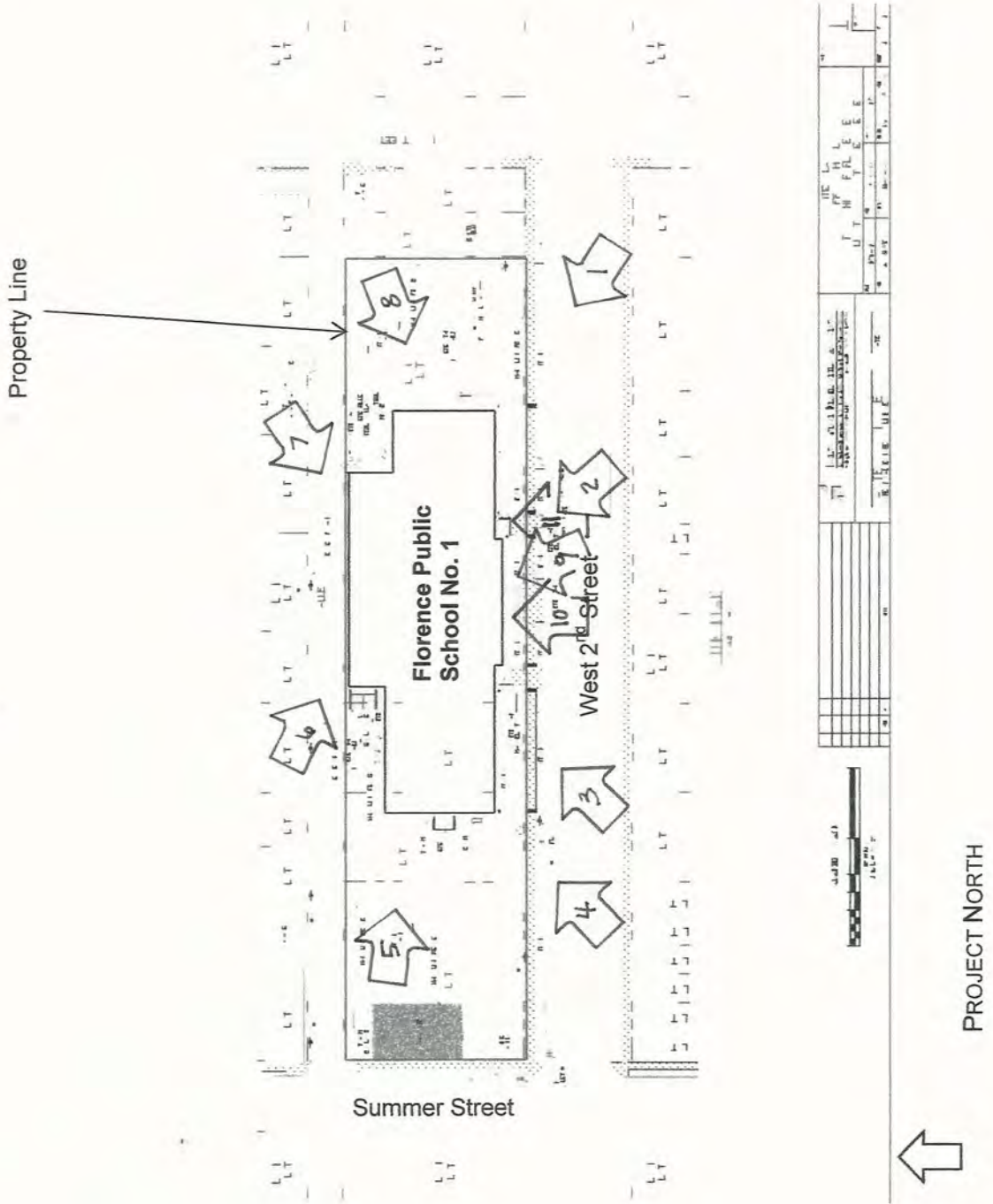
SECOND FLOOR EXISTING



PROJECT NORTH

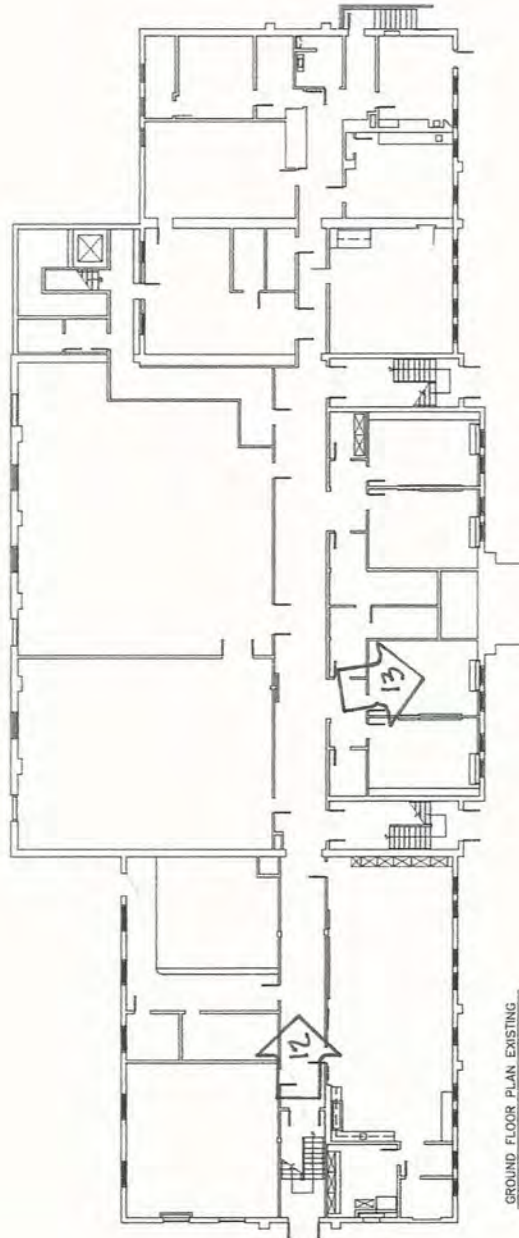
PHOTOGRAPH KEY PLAN

SITE PLAN



PHOTOGRAPH KEY PLAN

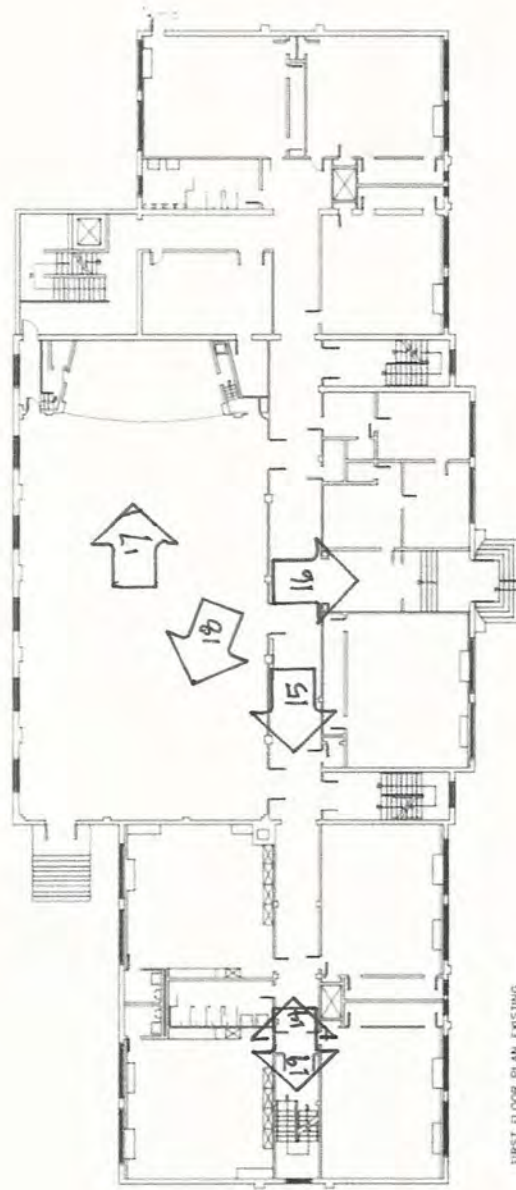
GROUND FLOOR PLAN (NOT TO SCALE)



PROJECT NORTH

**PHOTOGRAPH KEY PLAN**

**FIRST FLOOR PLAN** (NOT TO SCALE)



**PHOTOGRAPH KEY PLAN**

**SECOND FLOOR PLAN** (NOT TO SCALE)



SECOND FLOOR EXISTING



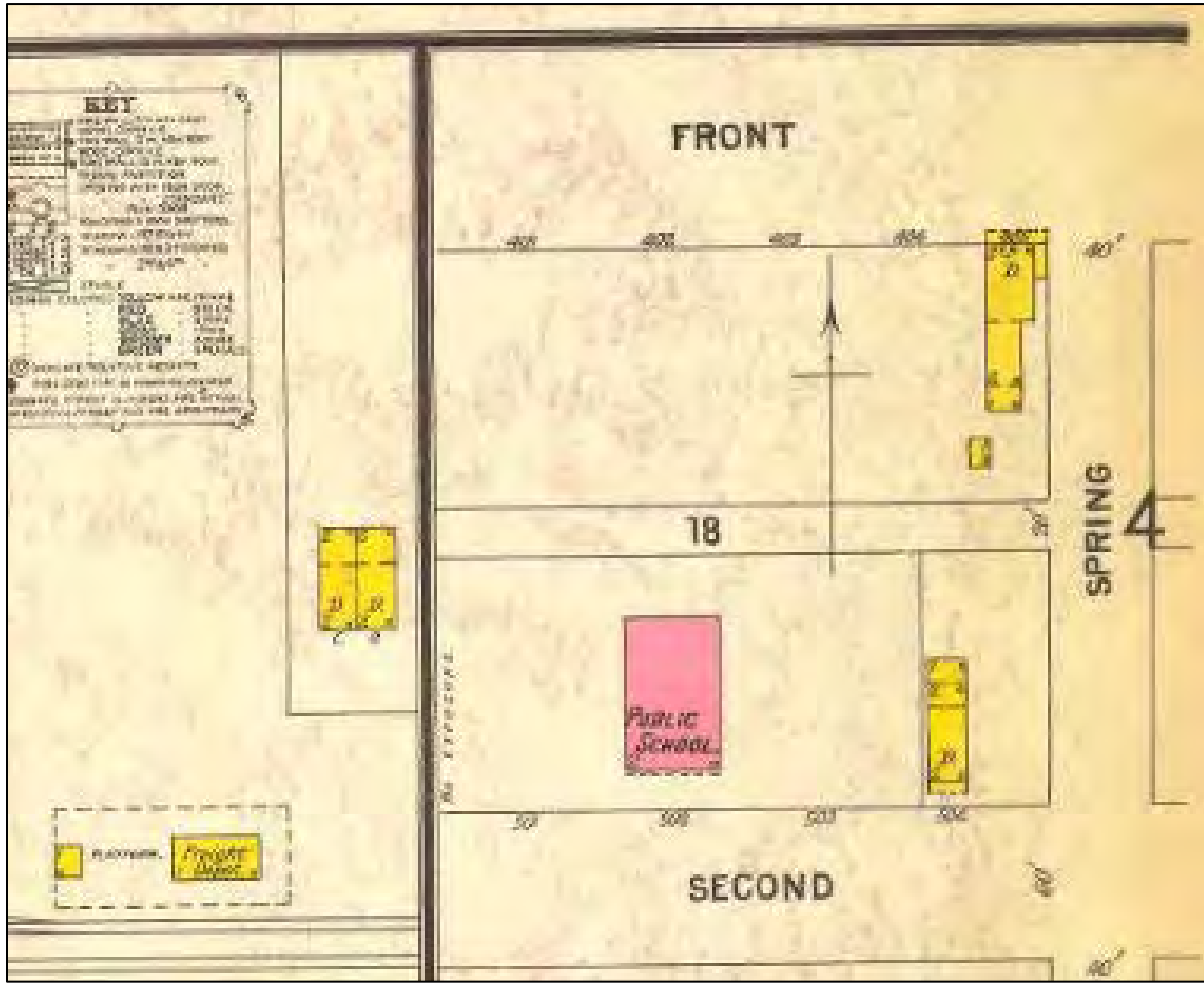


Figure 1. The “Public School” on the site of the present Florence Public School No. 1, in 1899. See Figure 4. (Detail, *Florence*, map, New York, NY: Sanborn-Ferris Map Co., 1899. [www.gissserver.princeton.edu](http://www.gissserver.princeton.edu).)



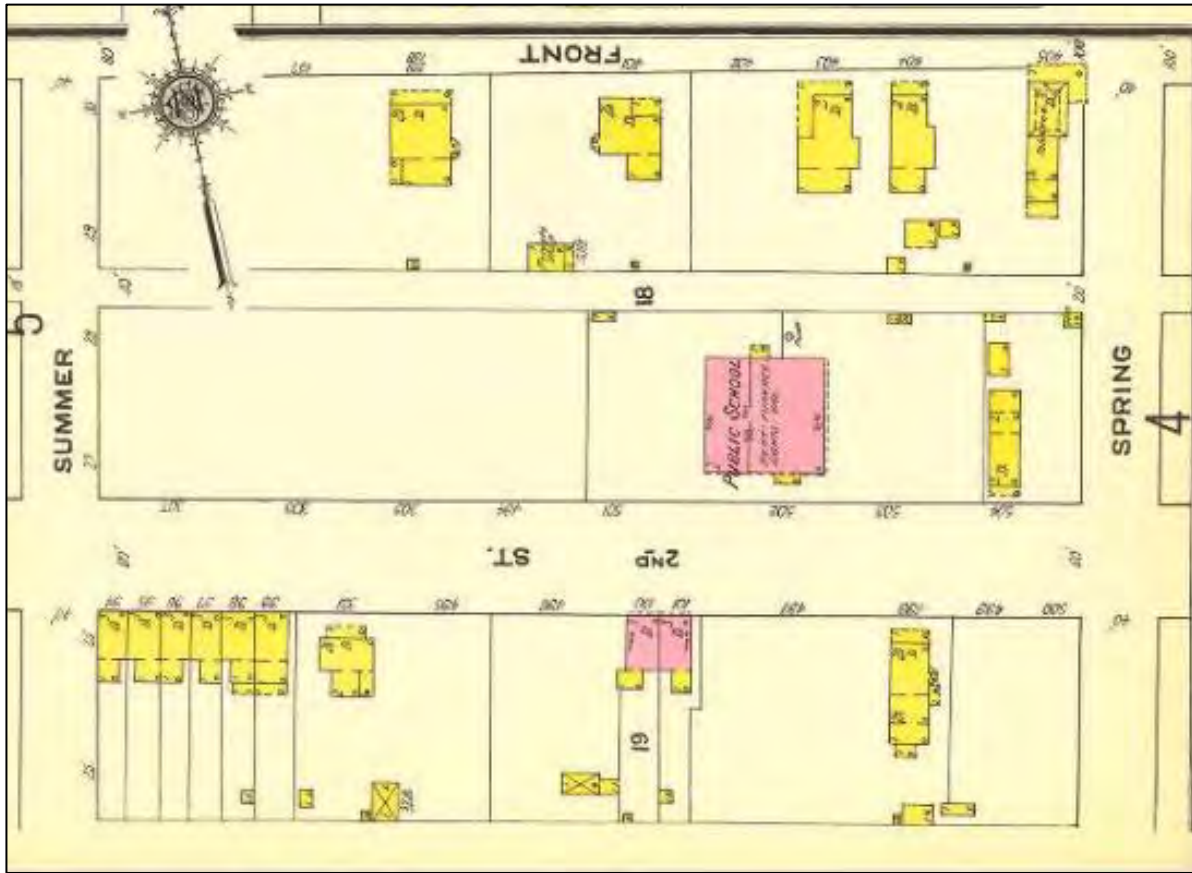


Figure 2. In 1907 the Public School was expanded to the west. See Figure 5. (Detail, *Florence, NJ*, map, New York, NY: Sanborn-Ferris Map Co., August 1910. [www.gissserver.princeton.edu](http://www.gissserver.princeton.edu).)

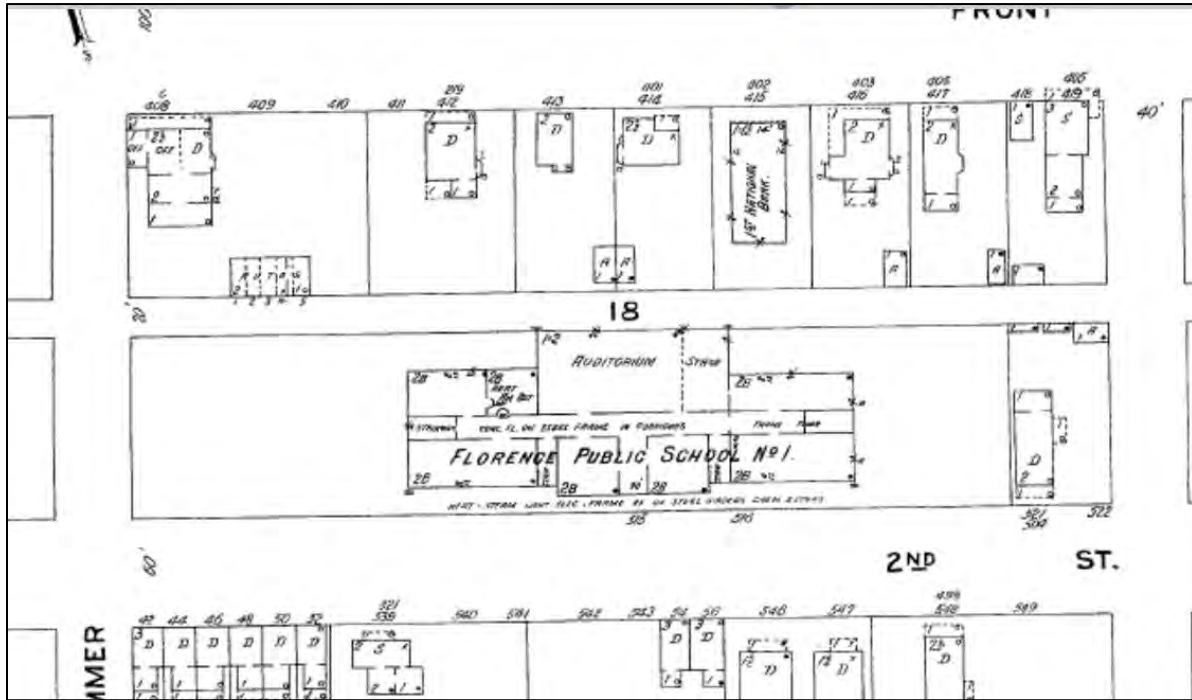


Figure 3. The Florence Public School No. 1, built in 1924. The east wing (right side of the building in this image) is the footprint of the earlier, 1907 incarnation of the public school. See Figures 6 and 7. (Detail, Florence, map, New York, NY: Sanborn-Ferris Map Co., 1926. [www.sanborn.umi.com.proxy.libraries.rutgers.edu](http://www.sanborn.umi.com.proxy.libraries.rutgers.edu).)



Figure 4. The Florence Public School before 1907. (Postcard, <http://www.westjerseyhistory.org/images/Burlington/florence/index.shtml>, accessed 10 December 2014.)



Figure 5. The Florence Public School 1907 or later. (Postcard, <http://www.westjerseyhistory.org/images/Burlington/florence/index.shtml>, accessed 10 December 2014.)

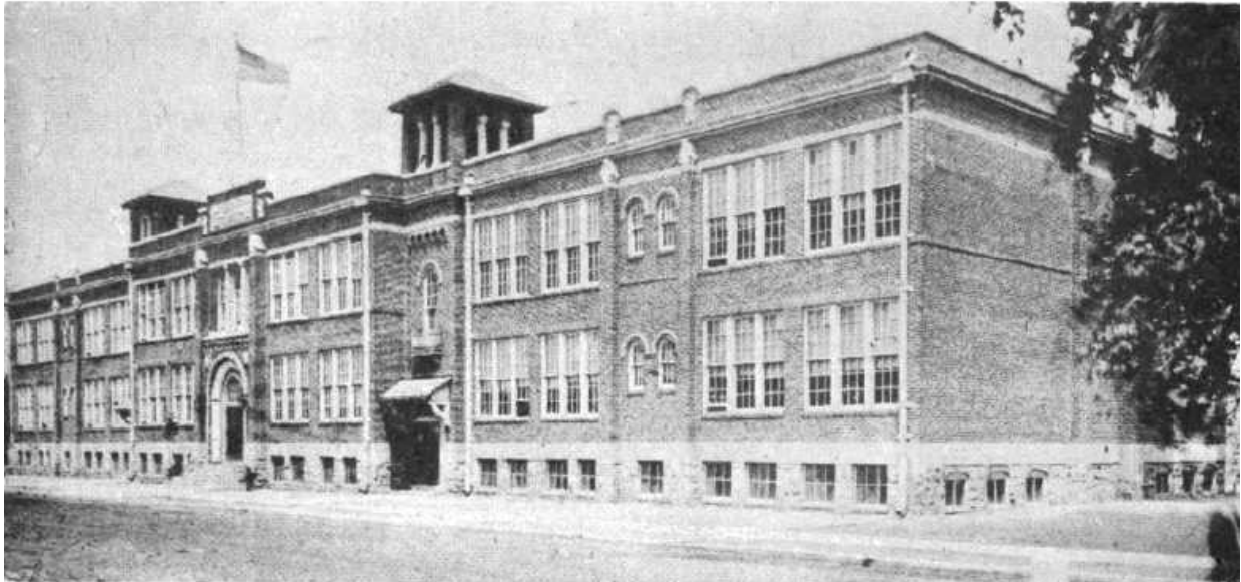


Figure 6. Florence Public School No. 1 in a photograph likely soon after its construction in 1924. (Source: Dr. Louis Kaser, A Story of the Public Schools of Burlington County, NJ, (1943), p. 87.)

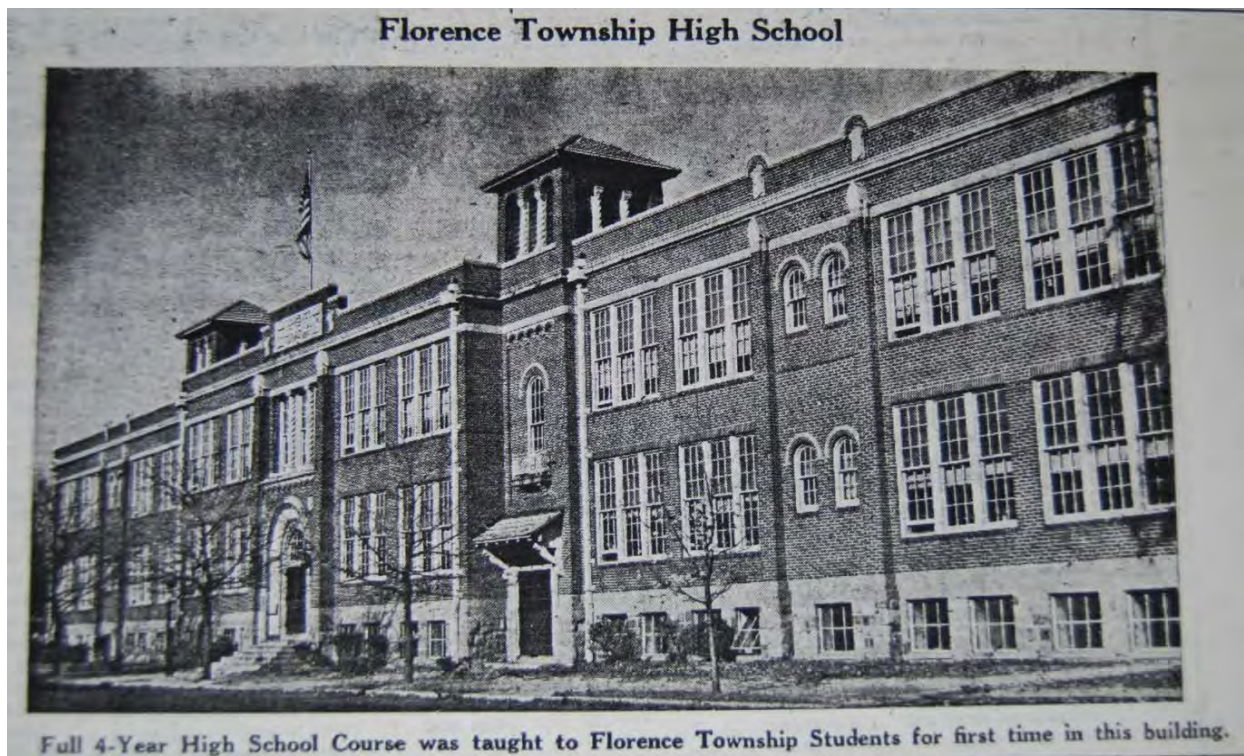
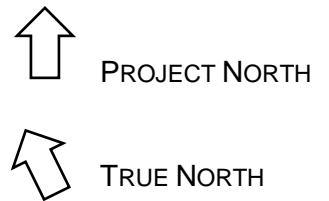


Figure 7. A photograph of Florence Public School No. 1, likely dating to 1943, one year after the school became the first high school in Florence Township. (Source: "Graduation Supplement," Florence Township News, Florence, NJ, June 11, 1943.)

**PHOTOGRAPH KEY PLAN**

**SITE MAP** (NOT TO SCALE)  
Source: Google Earth

The heavy line marks the boundary of this 1.15 acre property (also the current tax parcel) and proposed National Register boundary.







FLORENCE  
PUBLIC SCHOOL No. 1  
1897-1974











NATIONAL  
RENT A CAR  
800-352-7328

NATION  
RENT A  
800-352-7328







FLORENCE  
PUBLIC SCHOOL N°1  
1907-1924





NATIONAL  
RENT-A-FENCE  
800-352-5675

NATIONAL  
RENT-A-FENCE  
800-352-5675





EXIT



DO NOT TOUCH







EXIT

EXIT



EXIT















EXIT

EXIT

EXIT





EXIT

2<sup>nd</sup>  
Floor

















UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Florence Public School No. 1

MULTIPLE NAME:

STATE & COUNTY: NEW JERSEY, Burlington

DATE RECEIVED: 4/24/15      DATE OF PENDING LIST: 5/19/15  
DATE OF 16TH DAY: 6/03/15      DATE OF 45TH DAY: 6/09/15  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000321

REASONS FOR REVIEW:

APPEAL: N    DATA PROBLEM: N    LANDSCAPE: N    LESS THAN 50 YEARS: N  
OTHER: Y    PDIL: N    PERIOD: N    PROGRAM UNAPPROVED: N  
REQUEST: Y    SAMPLE: N    SLR DRAFT: N    NATIONAL: N

COMMENT WAIVER: N

ACCEPT     RETURN     REJECT    6/8/2015 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA Accept A  
REVIEWER Patrick Andun    DISCIPLINE Historian  
TELEPHONE \_\_\_\_\_    DATE 6/8/2015

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



State of New Jersey

DEPARTMENT OF ENVIRONMENTAL PROTECTION  
NATURAL & HISTORIC RESOURCES

Office of the Assistant Commissioner  
MAIL CODE 501-03A  
PO Box 420  
Trenton, New Jersey 08625  
609-292-3541/ FAX: 609-984-0836



CHRIS CHRISTIE  
*Governor*

BOB MARTIN  
*Commissioner*

KIM GUADAGNO  
*Lt. Governor*

April 13, 2015

Paul Loether, Chief  
National Register of Historic Places  
National Park Service  
Department of the Interior  
Washington, D.C. 20240

Dear Mr. Loether:

The enclosed disk contains the true and correct copy of the nomination for the Florence Public School No. 1, Florence Township, Burlington County, New Jersey.

This nomination has received unanimous approval from the New Jersey State Review Board for Historic Sites. All procedures were followed in accordance with regulations published in the Federal Register.

Should you want any further information concerning this application, please feel free to contact Daniel D. Saunders, Administrator, New Jersey Historic Preservation Office, Mail code 501-04B, P.O. Box 420, Trenton, New Jersey 08625-0420, or call him at (609) 633-2397.

Sincerely,

Rich Boornazian  
Deputy State Historic  
Preservation Officer