

United States Department of the Interior
National Park Service

MP 2786

National Register of Historic Places Registration Form

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



1. Name of Property

Historic name: Charles Carroll Public School

Other names/site number: _____

Name of related multiple property listing:

Public Schools in Philadelphia, 1938 - c.1980

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

2. Location

Street & number: 2700 E. Auburn Street

City or town: Philadelphia State: PA County: Philadelphia

Not For Publication: N/A Vicinity: N/A

3. State/Federal Agency Certification

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

I hereby certify that this 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 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 local

Applicable National Register Criteria:

A B C D

	<u>7/25/2018</u>
Signature of certifying official/Title:	Date
<u>Pennsylvania Historical & Museum Commission - State Historic Preservation Office</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government


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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

9/25/18
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u> </u>	Total

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

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7. Description

Architectural Classification: Classical Revival, Modern

Materials:

Principal exterior materials of the property: Brick, Limestone, Concrete

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Charles Carroll Public School is located on the south side of E. Auburn Street in the Kensington neighborhood of Philadelphia, PA. The initial 2 ½-story school was built in the Classical Revival style between 1922 and 1923, and was designed by Irwin T. Catharine. In 1970, a one and two story rear addition was constructed to the south, east and west to provide additional programmatic space. The building has an “O”-shaped footprint with an interior courtyard. The 1922 building is clad in brown brick with limestone detailing and a flat roof with a stepped brick parapet and a limestone cap. The 1970 addition is constructed of red brick with concrete detailing and a flat roof. The north elevation of the building is slightly recessed from E. Auburn Street and is directly abutted by an open grassy area and a concrete sidewalk. Concrete sidewalks also extend along the east and south elevations. On the west elevation, the north end has an open grassy area with street trees and the south end has an open, paved area. A concrete sidewalk separates these from Edgemont Street. The center courtyard has a grassy section to the west and a paved section to the east. The building has original hairpin metal fencing along the north elevations and the north ends of the east and west elevations, which is marked with the letters “PPS” indicating that it was part of a Philadelphia public school. At the south end of the west elevation is contemporary metal fencing with painted brick piers. The Charles Carroll Public school retains all seven aspects of integrity.

Narrative Description

1922 Section – Exterior

The school’s north (primary) elevation, facing E. Auburn Street, is five bays wide (Photographs 1-3). The elevation is clad in brown brick, which is partially painted along the base and there is paneled brick detailing throughout. There is a limestone stringcourse between the basement and 1st floor and above the 2nd floor windows. The window openings have limestone sills and limestone keystones and end stones in the heads. The brick panels are also accented with limestone detailing. Above the center bay on the 2nd floor is a limestone plaque reading “Charles Carroll Public School.” The three center bays protrude from the main block. In the basement, the outermost bays contain a single 1/1 aluminum replacement window and the second and fourth bays from the east contain three 1/1 aluminum replacement windows. On the 1st floor, the outermost bays contain a 1/1 aluminum replacement window flanked by 1/1 aluminum replacement sidelights. The second and fourth bays from the east contain quintipartite 1/1 aluminum replacement windows. The center bay contains a double-leaf replacement metal door with an infilled metal transom. The entrance has an elaborate limestone surround with a bracketed and dentiled cornice, a

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centered, limestone plaque reading “1922” and is topped by a limestone acroterion. All window openings in the basement and 1st floor are covered by metal security grilles. On the 2nd floor, the first, third and fifth bays from the east contain a 1/1 aluminum replacement window flanked by 1/1 aluminum replacement sidelights. The second and fourth bays from the east contain quintipartite 1/1 aluminum replacement windows.

The west elevation is primarily abutted by the western 1970 addition (Photographs 3 and 5). The exposed portion is clad in brown brick with paneled brick and limestone detailing. There are no openings.

The south elevation faces the inner courtyard and is four bays wide (Photographs 5 and 9). It is clad in brown brick with paneled brick and limestone detailing. The window openings all have limestone sills and segmental brick heads. The basement and 1st floor units all have metal security grilles. In the basement, all bays contain three 1/1 replacement aluminum windows. On the 1st and 2nd floors, all bays contain quintipartite 1/1 replacement aluminum windows.

The east elevation is four bays wide (Photographs 7 and 8). The elevation is clad in brown brick, which is partially painted along the base and there is paneled brick detailing throughout. There is a cast stone stringcourse between the basement and 1st floor and above the 2nd floor windows. The window openings have limestone sills and limestone keystones and end stones in the heads. The brick panels are also accented with limestone detailing. Above the center bay on the 2nd floor is a blank limestone plaque. The two center bays protrude from the main block. The basement and 1st floor are largely abutted by the eastern 1970 addition and the only openings are two 1/1 replacement aluminum windows at the north end of the 1st floor. On the 2nd floor, the two northernmost bays also contain a single 1/1 replacement aluminum window. The third bay from the north contains a double-height window with an arched limestone head and infilled brick transom. The window unit consists of a 1/1 wood window flanked by 1/1 wood sidelights and a 3-light wood transom. The southernmost bay has no openings. Above the 2nd floor stringcourse are 1/1 replacement aluminum windows that flank the arched limestone window head.

1922 Section – Interior

The interior of the building is organized around a centered double-loaded corridor that extends from east to west. All of the classrooms are located to the north and south of the corridor and arranged in a linear fashion. Most of the original divisions between classrooms remain, as well as the storage and coat closets within the classrooms and the ancillary spaces, such as bathrooms and administrative areas. As such, the school continues to read as the purpose for which it was originally built.

As the school was in continuous use through 2013, the original finishes remain largely intact. In the basement, these are more utilitarian, including exposed and painted brick and cinderblock walls, exposed mechanical systems, linoleum tile floors and replacement metal hallway doors (Photographs 10 and 11). On the 1st and 2nd floors, the classroom finishes consist of linoleum tile and wood floors, plaster and dropped acoustical tile ceilings, plaster and drywall partitions, fluorescent lighting, wood window trim, picture rail and baseboards and original and replacement chalkboards (Photographs 12-17, 25-29 and 32). In those rooms where the original coat and storage closets remain, there are glazed interior, varnished wood doors and multi-light wood transoms (Photographs 14 and 28). Select rooms also have other built-in wood elements, such as bookcases, cabinets and foldable wood partitions (Photograph 26). The hallway finishes are also largely intact and include scored, polished concrete floors and baseboards, plaster walls and ceilings, wood picture rail, 3-panel, 1-light, varnished wood doors and fluorescent

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lighting (Photographs 13 and 25).

At the east and west ends of the main hallway are the two primary, U-return stairways, which extend between all floors (Photographs 12, 16 and 29). The stairs have painted metal treads risers, painted metal balusters, wood railings and scored concrete landings. As the 1st floor is elevated, there is also a short set of steps in the center of the north elevation, which provides access between the main entrance and the hallway (Photograph 15). These stairways have marble treads and risers, wood railings and a scored concrete landing. The building has no elevators.

1970 Section – Exterior

The north elevation of the 1970 addition faces E. Auburn Street and is comprised of two sections. The western section is three bays wide and 3-stories in height (Photograph 3). It is clad in red brick, which is painted along the base. There is also a concrete panel along the west end of the roofline. The easternmost bay is recessed from the remainder of the elevation and has a single-leaf, replacement metal door to the east of a double-leaf, replacement metal door to the west on the 1st floor. The upper floors have no openings. The two westernmost bays have 1/1 aluminum windows on each floor that are separated by glass spandrel panels. There are also two louvered metal grilles near the center of the elevation. The eastern section is 1-story in height (Photograph 8). It is clad in red brick and there is a concrete panel along the roofline. There is only one opening, which consists of an elevated double-leaf aluminum door with 1-light aluminum sidelights at the west end.

The west elevation of the 1970 addition faces Edgemont Street and is composed of two sections. The northern section is five bays wide and 3-stories in height (Photograph 4). The southern section is twelve bays wide and 1-story in height (Photographs 5 and 6). Both sections are clad in red brick with painted portions along the base. In the northern section, all openings contain a 1/1 aluminum windows with a 1-light aluminum transom above. Projecting perpendicularly from the elevation and adjacent to the window openings are narrow concrete panels. In the southern section, the ten northernmost openings contain recessed 1/1 aluminum windows above a glass spandrel panel. There are also five concrete panels across the roofline. The two southernmost bays are recessed behind an overhang fronted by three concrete panels that are supported by three painted brick columns. The façade beneath the overhang is of painted brick with two double-leaf metal doors. The north façade is also of painted brick and contains a centered double-leaf metal door flanked by 1/1 aluminum windows above a glass spandrel panel (Photograph 6).

The south elevation of the 1970 addition is composed of three sections. All are clad in red brick with painted portions along the base and are located in different planes. The western section is two bays wide and 3-stories in height (Photograph 5). All openings contain 1/1 aluminum windows on each floor that are separated by glass spandrel panels. There are also two louvered metal grilles near the center of the elevation. The center section is 2-stories in height and has no openings (Photograph 7). The eastern section is 1-story in height and has a concrete panel that extends along the roofline (Photograph 7). There is only one opening, which consists of an elevated double-leaf aluminum door with 1-light aluminum sidelights at the west end. The entrance is accessed by concrete steps with a pipe metal railing.

The east elevation of the 1970 addition faces Salmon Street and is nine bays wide (Photograph 8). It is 1-story in height and clad in red brick, which is painted along the base. Each bay is topped by a concrete panel. The first, eighth and ninth bays from the south have brick infill and a 4-light aluminum transom window along the top. The second and seventh bays from the south have a single-leaf metal door, brick

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infill and a 4-light aluminum transom window along the top. The third through sixth bays from the south contain garage-style metal doors below a 4-light aluminum transom.

The construction of the 1970 addition resulted in an interior courtyard, the south, east and west elevations of which date to 1970 (Photograph 9). The east and west elevations are clad in red brick with concrete panels along the roofline. The window openings all contain 1/1 aluminum windows above a glass spandrel panel. The south elevation is clad in red brick and has no openings.

1970 Section – Interior

The interior of the 1970 building is divided into different sections based on the programmatic function. The 3-story western section is divided into a series of smaller rooms on all floors, as it was originally used as administrative and ancillary spaces (Photographs 23, 24, 30 and 31). To the south of this along the west elevation is an open connector hallway (Photograph 22). The south side of the addition contained a double-height auditorium and gymnasium, with a stage at the west end and locker space to the east (Photograph 21). The eastern section consists of an open hallway to the west and a garage and automotive shop to the west (Photographs 18-20). The finishes in the 1970 addition are typical of the period and include painted cinderblock and exposed brick walls, linoleum tile flooring, dropped acoustical tile ceilings, fluorescent lighting, flush wood and metal classroom doors and painted drywall partitions.

Integrity

The Charles Carroll Public School retains its integrity. To convey the significance of this property, the most important aspects of integrity to retain are design, materials, workmanship and feeling. The school's exterior design and materials have not only been retained but are also characteristic of the period of construction, and successfully reflect the recommended school designs of the period. Although the 1970 addition represents a significant exterior change, it has very little impact on the original fabric and the historic school building remains a distinct entity. As the design and materials of the original building were completed in conjunction with the aesthetic and programmatic agenda of the Philadelphia public school system and by its lead architect, they are significant components of early 20th century educational historic in Philadelphia.

The only other exterior alteration are the 1995 window sashes, which replaced the original double-hung sashes that provided both necessary light and ventilation to the interior spaces. No new openings have been created nor have changes been made to the opening themselves, allowing the rhythmic and characteristic fenestration pattern to remain. This change therefore does not adversely impact the overall building. The remaining exterior character-defining exterior features include the original brick cladding, brick and limestone detailing, the Classical Revival style elements and the consistent fenestration pattern.

The interior of the 1922 building is similarly intact with the dominant hallway and flanking circulation remaining with no significant alterations. The classroom spaces also remain largely intact with both the finishes and the ancillary elements, such as storage closets, bookshelves and chalkboards remaining visible. Inspection in those locations where contemporary elements have been installed, such as dropped ceilings, would need to be done in order to confirm the presence of original finishes remaining beneath. The hallways remain similarly intact with virtually no alteration to either function or finish. The workmanship also retains its integrity and demonstrates an era in which public education was considered to be a priority into which significant time and money was invested. In large part because the building has

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been in continuous use as a school until recently, there is no question that the original feeling of place remains intact.

The setting of the school in a complementary residential neighborhood also remains intact. Although the 1970 addition occupies much of the open space that previously immediately surrounded the school, two open play spaces – the interior courtyard and the southern lot – still provide this original function. The surrounding neighborhood retains most of the adjacent, historic residential buildings.

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8. Statement of Significance

Applicable National Register Criteria

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

Criteria Considerations

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

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Areas of Significance

EDUCATION

Period of Significance

1922-1970

Significant Dates

N/A

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Irwin T. Catherine (Architect)

Zimmerman, Wade, Langberg and Suggs (Architects)

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Charles Carroll Public School is significant under Criteria A, Education, as a property that contributes to the understanding of the broad patterns of our common social history, specifically as those trends related to educational theory and practice during the early and mid-20th century. The importance of the Charles Carroll Public School lies in its ability to convey the trends and theories found within the Multiple Property Documentation Form (MPDF), "Public Schools in Philadelphia, Pennsylvania, 1938 – c. 1980". The Charles Carroll Public School meets the registration requirements presented in the MPDF, specifically the school's use and rehabilitation in the late 1960s and early 1970s reflects trends in Philadelphia public school reform, design and development, particularly during the era noted in the MPDF as the "urban crisis era." Furthermore, typical of many Philadelphia public schools, the Charles Carroll Public School architecturally juxtaposes both the progressive educational philosophies of the 1920s, with a more open and transparent design and the "Urban Crisis Era" concerns of the 1960s and 1970s, with a more enclosed, inward facing structure. The Charles Carroll Public School also exemplifies single-building schools that were constructed prior to 1938 with a post-1938 addition. The period of significance starts in 1922, with the construction of the Progressive Era school building whose presence, location, and reuse potential were seen as instrumental for adaptation during the later "Urban Crisis Era," and ends in 1970 when the building was adapted and added onto in order to meet the city's educational trends and strategies during that era

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Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Background on the MPDF as it Pertains to Site Inclusion

The Charles Carroll Public School fits the property type in the Public Schools in Philadelphia, Pennsylvania, 1938 – c. 1980 Multiple Property Documentation Form (MPDF) defined as a “Single Building School” where a “portion of the property was constructed pre-1938, with post-1938 additions, buildings, structures and/or landscape features.” The building was omitted from the original Philadelphia Public Schools Thematic Resource (1986) solely because of the presence of the 1970 addition, as is discussed in the Public Schools in Philadelphia, Pennsylvania, 1938 – c. 1980 MPDF. At the time, the original survey only included buildings without additions and omitted even those whose additions were not considered to be detrimental to the integrity of the original building. As the Period of Significance for the 1986 MPDF was 1825-1937, the construction of the 1922 building is well within this range. Additionally, the building was commissioned and financed by the Philadelphia Board of Education and constructed by one of the two primary architects of Philadelphia public schools. Although the original MPDF nominated thirty-nine schools from the Richards/Catharine era, thirty-eight others were omitted, many for reasons similar to the subject property. Because this is now considered to be such a deficit in educational building history in Pennsylvania, the Public Schools in Philadelphia, Pennsylvania, 1938 – c. 1980 MPDF has included this new category specifically to correct this error.

A Brief History of the Building and Site

On March 23, 1846, the current site of the Charles Carroll Public School was purchased by the Philadelphia School Review Board from Joseph J. Ball and his wife for \$7,527.93.¹ The rectangular lot extended from Salmon Street on the east to Edgemont Street to the west, which was an unusually large plot of land for a school during this period.² The 3-story, brick building, that was subsequently constructed on the site, faced Salmon Street and contained six classrooms with an open playground to the west (Figure 4).³ Known as the Richmond School until 1848, the building was renamed after founding father Charles Carroll, a signer of the Declaration of Independence. By the early 1920s, a comprehensive school building survey determined that this building had become too small to serve the growing community around it. Irwin T. Catharine, Chief Architect for the Philadelphia Board of Education, was commissioned to design a new building on the same site.⁴ As Catharine often chose to move newly constructed schools to alternative locations within the same community, it is worth noting that this school remained in place.⁵

¹ Franklin Davenport Edmunds, *The Public School Buildings of the City of Philadelphia from 1845 to 1952* (Philadelphia, PA: 1915): 13. Charles Carroll was a signer of the Declaration of Independence and later a United States Senator for Maryland (1737-1832). It is not known by the school was named after him.

² “Philadelphia Public Schools Thematic Resources.” *National Register Nomination* (1986): 7:2.

³ Edmunds, 13.

⁴ Philip Jablon, “Why All Philly Schools Look the Same.” <http://hiddencityphila.org/2012/06/why-all-philly-schools-look-the-same/>. Accessed on September 26, 2017.

⁵ Philip Jablon, “Why All Philly Schools Look the Same.” <http://hiddencityphila.org/2012/06/why-all-philly-schools-look-the-same/>. Accessed on September 26, 2017.

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The new building designed by Catherine, which would continue to be known as the Charles Carroll Public School, was completed in 1923. Constructed of steel and concrete and faced in brick with limestone detailing, this building was oriented toward Auburn Street, to the north.⁶ The site was also expanded to the north, to encompass the thirteen lots fronting along Auburn and Salmon Streets.⁷ The building contained twelve classrooms, most of which had moveable partitions, with ancillary spaces such as bathrooms and administrative offices (Figures 5-8). This was all in keeping with Catherine's general programmatic theory, which called for specialized interior spaces but deemphasized the role of schools as community centers, which perhaps explains why there was no dedicated auditorium space, particularly one that gave direct public access. Also in keeping with Catherine's theories was the use of the building as a specialty school that would serve "special class children..."⁸ At the time, it was very unusual to have a specialty public school that served anyone other than an elementary-aged populace.⁹ This also continued the function of the earlier Charles Carroll Public School, which was converted for use as a "special school" in 1904.

There were no significant changes to the school building or the academic program until early 1965, when the Philadelphia Board of Education hired Harry E. Saunders, an independent consultant, to undertake a survey of all existing public school buildings in the city. Saunders was tasked with evaluating the schools for both form and function and with making recommendations as to how they could be renovated or rebuilt to best serve the community. In his review of the Charles Carroll Public School, Saunders reported that the building was used as a remedial education center for 133 boys.¹⁰ Although it was already decades old, the school embodied many of the physical principles that Saunders advocated, including square – as opposed to rectangular – classrooms, adequate and well-positioned circulation, and sufficient outdoor space. Still, Saunders saw room for improvement, making recommendations to convert some of the classrooms to technical spaces, to install intercom systems, and to enlarge the building with a new addition for lunchroom facilities, a gymnasium and a play yard.¹¹

Due to its programmatic advantages, the Board of Education ultimately decided to retain the existing school, but also to enlarge it with a new addition to provide some of the functions recommended by Saunders, and others. But any expansion of the building would prove to be a major challenge considering that most of the area south of the building was occupied by small rowhouses. In 1966, the first proposal for the new addition called for the clearing of ninety homes at the south end of the block to provide three acres for expansion. It was later determined that the expansion would require the demolition of fewer homes (twenty-three) along with four empty lots, the latter proposed for use as parking.¹²

Occupants in the houses slated for demolition overwhelmingly objected to the Charles Carroll Public

⁶ At the time, brick buildings with limestone or brownstone trim were the most typical. "Philadelphia Public Schools Thematic Resources," 7:3.

⁷ "Bids for 3 School Buildings Received." *The Philadelphia Inquirer* (7 April 1922): 10.

⁸ "Parents Don't Want School Taken Away." *The Philadelphia Inquirer* (15 March 1904): 3; "Railroad Lines." *The Philadelphia Inquirer* (7 April 1904): 15; "Class to Give Operetta." *The Philadelphia Inquirer* (13 June 1939): 14. A "special school" was designed to serve those with specialized educational needs outside of the standard school curricula. The existing students at the school were transferred to the McClellan School at Neff and Thompson Streets.

⁹ "Philadelphia Public Schools Thematic Resources," 8:9.

¹⁰ Harry E. Saunders, "School Facilities Survey" (Philadelphia, PA: Philadelphia Board of Education, 1965): 133.

¹¹ Saunders, 133.

¹² "Many Still Fight but Are Resigned to Eviction for New Schools." *The Philadelphia Inquirer* (18 February 1968): 3.

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School expansion, with over 90% of homeowners opposed to the new addition. The residents, many of whom had lived in their homes for generations, expressed concerns over being displaced. Port Richmond had recently endured a recent wave of displacement due to larger city urban renewal campaigns, including the construction of the Delaware Expressway (Interstate 95), which cut right through a swathe of the neighborhood's southeastern corner.¹³ Additionally, the school board's offer to compensate residents \$8000 per home met with objections that comparable housing in the area was valued at \$11,000.¹⁴ City Council representatives for the affected area, acting in response to lobbying by citizens of Port Richmond and other neighborhoods undergoing similar school construction and expansion, accused the school board of abusing its power. However, despite these objections, plans for the expansion of the Carroll School proceeded with little modification.¹⁵

Designed by the Philadelphia firm of Zimmerman, Wade, Langberg and Suggs in 1968, the addition consists of three sections to the east, west and south of the 1922 building, creating a courtyard in the center of the site, which was paved and landscaped and accessible to students (Figures 9 and 10). The western section (at the northeast corner of the site) is a three-story brick structure, which originally contained administrative space, with a long corridor and entrance pavilion extends south from the three-story portion to connect to the southern section. The southern section is a double-height, one-story brick structure that contains an auditorium and gymnasium, functions not accounted for in the original building but common to Philadelphia school additions during the 1960s and 70s. The location of the gymnasium and auditorium allowed it to be a part of the school but also virtually separate from it, which enabled the space to also be used by the community after school hours, thereby benefitting more than just the students who attended the school.¹⁶ The eastern section, fronting on Salmon Street, is a one-story brick structure that contained a garage and automotive shop. There was also a paved play yard to the south of the gymnasium/auditorium addition.

The 1970 addition was very much in keeping with Saunders recommendations about the Carroll School in particular and about the operations of school in general. Saunders believed in the importance of flexible facilities, such as the dual use gymnasium/auditorium, and that "spaces for administration, auditorium, physical education, library and cafeteria should be so located that they provide accessibility for both day and even school and scheduled community use."¹⁷ They also needed to have sufficient spaces for defined functions, such as an audio/visual department and open, play space, both of which were included as part of the new work.¹⁸

As part of the work that took place in 1970, the interior of the original building was also updated. Again, as Saunders recommended, the classrooms were converted into technical training rooms, including spaces for music and music storage, upholstery and upholstery storage, valet and valet storage, as well as general classrooms, bathrooms in the basement and on the 2nd floor and kitchen and dining areas.¹⁹ A public

¹³ "Complaints Spur Restudy Of Carroll School Expansion," *The Philadelphia Inquirer* (20 January 20, 1966).

¹⁴ John P. Corr, "Home Aid Pledged In Port Richmond," *The Philadelphia Inquirer* (13 March 1968).

¹⁵ "School Board Abusing Power Of Condemnation, Bellis Says," *Philadelphia Daily News* (22 February 1968).

¹⁶ It was felt that this community function was one way of compensating the community for the demolition of the twenty-three homes. The space was used for a variety of functions since the time of construction, including toy drives, community meetings and evening classes.

¹⁷ Saunders, 29, 35.

¹⁸ Saunders, 43-44.

¹⁹ Original drawings. These trades were commonly offered in technical schools throughout Philadelphia. Saunders, 23.

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address system was also added to the building, again on the advice of Saunders.²⁰

Once construction was complete, the expanded building had a capacity of 325 “retarded” boys aged thirteen through eighteen who lived in District Five and were determined by a psychologist to be “slow learners.”²¹ This “special school” provided an education for those who were felt to be “educable for employment” and aimed to train them to work in “private industry.”²² This effort was at least initially successful as a 1967 newspaper article stated that the school was providing students training for jobs such as busboys and kitchen helpers. Preparation for union apprentice programs, including clothing, manufacturing and upholstery, was also provided as part of the school’s revamped curriculum.²³

At the time the addition was constructed in 1970, it was typical for “remedial education pupils” to either attend specialized classes in standard elementary, junior and senior high schools or in wholly separate buildings.²⁴ However, of all the schools built in Philadelphia between 1917 and 1926, the Charles Carroll Public School was the only one that was specifically used for remedial education for high school students. All of the other twelve schools built during this period accommodated only eighteen to thirty-six elementary school students within a larger school population.²⁵

After Congress mandated that all localities provide locally accessible education for special needs children in 1975, the Carroll School transitioned to a public high school, but retained its emphasis on vocational education, admitting students as a magnet school for those interested in pursuing technical careers after graduation. The school was in operation without any significant changes through 2013, at which time it was closed and sold to a private individual. It is currently vacant.

The Long Progressive Era, 1867-1930

The Long Progressive Era captures a period of dramatic changes in society, between the end of the Civil War and the start of the Great Depression. A variety of reformers (generally known as Progressives), urged public and private organizations to respond to broad social problems. They had a strong impact on education, and inspired schools to play a stronger role in the lives of students and communities by providing programs in public health, home economics, physical education, and the Americanization of immigrants. A growing emphasis on physical education was in response to active public health initiatives and the professionalization of medicine during the Progressive era. The Progressives also pushed for public libraries, in a separate movement, and schools were encouraged to set aside space for libraries (which sometimes doubled as public libraries for the community). Curriculum also expanded to address the needs of new professions and led to more specialized spaces. During this period, rapid urbanization and consolidation of rural school districts resulted in the construction of hundreds of new schools. The new schools followed general trends in civic architectural styles, usually applying Classical or Colonial Revival style influences that reflect either Greek or Roman ideals or the nation’s colonial heritage.

²⁰ Saunders, 36.

²¹ “Carroll School.” *The Philadelphia Inquirer* (26 February 1969): 19.

²² “Many Still Fight but Are Resigned to Eviction for New Schools”; “Carroll School.” *The Philadelphia Inquirer* (26 February 1969): 19. Prior to the expansion, the school had approximately 200 students.

²³ “Pupils Excel in Baking Cookies for Wounded.” *The Philadelphia Inquirer* (23 November 1967): 7.

²⁴ Saunders, 32.

²⁵ Saunders, 73-183.

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In Philadelphia specifically, this narrative took an unsurprising but unique path. The Philadelphia public school system began in 1818 when seven local educational boards controlled both the curriculum of schools and the buildings in which the schools operated.²⁶ Throughout the remainder of the 19th century, the school system expanded in Philadelphia to match the expanding population and there were ultimately forty-two educational boards, but still no comprehensive, governing body.²⁷ This changed in 1905, when the Board of Education was created, along with a Superintendent who covered the entire city and standardized school design, setting and size. From that point onward, Philadelphia public schools would come under the design of a few select architects and precise stylistic guidelines, resulting in an easily identifiable body of work, which continues to serve as a visual and functional anchor to nearly every neighborhood in Philadelphia.

The Charles Carroll Public School retains the typical features of an elementary school for the period including multiple classrooms, a level of architectural detailing, and simple landscaping. On the interior, the school was designed to have fixed classrooms, classrooms with operable walls that could be combined into a larger space, bathrooms, a nurse's office, administrative space and teachers' rooms. It is also compatible with the MPDF for Historic Educational Resources in Pennsylvania as reflecting "important developments in the history of educational philosophy and practice, and [retaining] integrity."²⁸ Moreover, its design is successful in "demonstrating the important trends in school design and construction for a defined period."²⁹

The general context of Charles Carroll Public High School is discussed in the MPDF, specifically in the section titled "Pennsylvania Schools in the Long Progressive Era, 1867-1930." In general, the section focuses on the formalization and reformation of education in the late 19th and early 20th centuries, with regard to academics, administration and architecture. Formal curriculums were established, vocational schools were created and there were specific requirements for each type of teacher. A series of Federal and state laws were passed to establish school boards and districts, consolidate existing resources, determine teacher salaries, enforce attendance and graduation and provide education for all children in the community, including the disabled, immigrants and those in rural areas. Fixed sources of financing were also secured to ensure that all of the above proposals could actually be realized. Building guides and codes were developed to maximize the benefits of new construction for both the students and the community and the styles given to those new buildings were selected for deliberate reasons.

It is this notion of a shift in architectural form to "address curricular reforms" that is particularly emblematic of the Charles Carroll Public High School.³⁰ As is extensively discussed in the MPDF, then-prevailing educational theories, particularly those of John Dewey, posited that educational spaces needed to foster "community, curiosity and creativity" much as the City Beautiful movement felt that architecture could improve human virtue.³¹ In an era that saw both an unprecedented increase in school construction and an unprecedented involvement by the State, this objective was not always easy to achieve.³²

²⁶ "Philadelphia Public Schools Thematic Resources," 8:1.

²⁷ "Philadelphia Public Schools Thematic Resources," 8:2.

²⁸ "Historic Educational Resources of Pennsylvania." *Multiple Resources Survey Form* (2007): F1.

²⁹ "Historic Educational Resources of Pennsylvania," F5.

³⁰ "Historic Educational Resources of Pennsylvania," E50.

³¹ "Historic Educational Resources of Pennsylvania," E50.

³² "Historic Educational Resources of Pennsylvania," E52.

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This school clearly demonstrates the important trends of the Long Progressive Era in the early 20th century by reflecting the importance of floor space, light, ventilation and sanitation.³³ The large open rooms provide both sufficient space for the students and a flexibility in how those spaces were used, maximizing their effectiveness to both the students and the larger community. At the most obvious level, this was achieved through moveable partitions between the rooms. The large, regularly spaced windows provided the required light and ventilation. The interior basement bathrooms provided the appropriate sanitation. The play areas both before and after the 1970 addition emphasize physical activity. In the forward for *Bulletin of One, Two, Three and Four Room School Buildings*, Richards writes that, “an attractive school house surrounded by large and well-kept grounds is the best public asset in any community.... A substantially built school house designed to meet the need and purposes of the children, with due regard for modest artistic effects of grace and beauty, will profoundly influence the whole community life.”³⁴ The Charles Carroll Public School not only upholds the functional and programmatic principles of an early 20th century public school but also adheres to the higher moral and philosophical objectives to which a school building could aspire.

The Urban Crisis Era, 1965-1980

By the mid-20th century, urban growth in Philadelphia was outpacing the ability of the city’s school district to construct new schools fast enough to meet the demand for enrollment. This was particularly the case in older areas of the city where a lack of space often prohibited construction of the large structures necessary to house growing student populations. As a result, school buildings, which had already aesthetically moved towards the austere due to architectural and philosophical trends in the early 20th century, further stripped away landscaping and ornamentation in a bid to save space and drive down costs. Schools were increasingly built with no landscaping or setbacks, and often in the International Style, which lent itself well to the space-constrained often rectangular-shaped buildings necessary to fit within the confined spaces of city blocks.³⁵

Overcrowding was such a serious issue that old schools that might otherwise have been decommissioned continued to operate alongside the new schools built to replace them. Such was the case at the M. Hall Stanton School (1957), which operated alongside its predecessor school built in 1891. In more suburban schools where landscaping or campus-style arrangements afforded more space, the school district instead was forced to add dozens of trailers to house overflow from classrooms. While intended as a temporary solution, at many schools, these trailers became permanent fixtures.³⁶

Added to the School District of Philadelphia’s growing concerns over enrollment and infrastructure was the ever-increasing flow of new African American arrivals into the city starting during the First Great Migration of the 1930s and expanding during the Second Great Migration of the 1950s and 1960s. Philadelphia, in particular, was the third most popular destination for black migrants from the south, with 60.7% of the city’s African American population coming from southern states in 1930.³⁷ From 1950-

³³ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

³⁴ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

³⁵ Shannon Garrison, *National Register of Historic Places Multiple Property Documentation Form: Public Schools of Philadelphia, Pennsylvania, 1938-c.1980* (Philadelphia, PA: University of Pennsylvania, 2016), 34.

³⁶ Garrison, 34.

³⁷ James N. Gregory, "The Second Great Migration: A Historical Overview," in *African American Urban History Since World War II* (Chicago, IL: University of Chicago Press, 2009), 22.

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1970, the city's overall black population increased from 250,000 in 1940, to 375,000 by 1950, peaking at 655,000 in 1970.³⁸ The massive demographic change reflected in the city's schools as well. By 1975, 60% of the students in Philadelphia public schools were black.³⁹

At the same time Philadelphia was experiencing this large influx of African American newcomers, the city was also experiencing a state of economic decline. Industry, manufacturing, textile, and electronic production jobs, which were once the lifeblood of the region's industrial heart began to move increasingly to the suburbs or overseas. White residents, following jobs or alarmed over the radical racial changes to their traditionally Caucasian neighborhoods, were able to largely move outwards to new suburbs in peripheral counties. Known as "white flight", this further exasperated the problems facing Philadelphia's schools as the increasingly poor African Americans who had migrated to the city became locked into inner city neighborhoods where a lack of jobs and resources resulted in lower funding for schools, more crime, and an increasingly radical civil rights movement demanding equal treatment and access to public resources.⁴⁰

One of the primary ways in which the school district attempted to alleviate this overcrowding was through the construction of additions to existing pre-1938 school buildings. Unlike trailers, which were primarily used in white neighborhoods, additions to existing buildings tended to be the norm in largely African American neighborhoods in North and West Philadelphia. While somewhat effective in providing additional space, these additions exasperated problems of de facto segregation in neighborhood schools as additions that made use of existing structures did nothing to address issues of neighborhood school catchment boundaries that were previously defined on the basis of race.⁴¹

At the same time, evolving theories of education reflecting the higher degree of activism of the 1960s and 1970s began to emphasize schools as places that were both of the community while still isolated from the community. Combined with construction practices that frequently displaced residents, and administrative practices that were seen by many as discriminatory or racist, schools during the Urban Crisis Era were the frontline of social reform both in and out of the classroom. Teachers increasingly found themselves in direct confrontation with student activists who would arrange in-class protests, walk outs, and sit ins.⁴² As a result, school buildings often became the focal point for community activism, a place where the problems that led to violence, drugs, and crime in impoverished neighborhoods could be addressed directly. Schools were seen as the "panacea of the ills of a divided society."⁴³ The school, therefore, was meant to be an island of refuge and learning for groups of people who might otherwise be drawn away from civil and lawful society through what were seen as the bad influences of the street.⁴⁴

However, activism in schools during the period was not limited to racial struggles alone. Drawing from the same ideas of equal rights and the philosophy that schools could directly combat the ills of society, schools also came under increasing pressure to attend more fully to the educative needs of children with

³⁸ James Wolfinger, *The Encyclopedia of Greater Philadelphia*, s.v. "African American Migration," 2013, , accessed March 1, 2018, <http://philadelphiaencyclopedia.org/archive/african-american-migration/>.

³⁹ Garrison, 37

⁴⁰ Garrison, 33; Wolfinger, "African American Migration."

⁴¹ Garrison, 35.

⁴² Garrison, 38.

⁴³ Amber N. Wiley, *Concrete Solutions: Architecture of Public High Schools During the "Urban Crisis"*, PhD diss., George Washington University, 2011 (Ann Arbor, MI: ProQuest, 2011), 33.

⁴⁴ Wiley, 5-6, 33-35.

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intellectual and developmental disabilities (IDD). By 1960, educators and administrators under pressure from activists and the federal government began developing standards for providing assistance to children with a variety of needs ranging from deafness and blindness, to more debilitating mental and emotional disabilities often classified as “mental retardation.”

While racial discrimination dominated attention during the Urban Crisis Era, conditions for those was often just as bad or worse. Prior to the mid-1970s, individuals with IDD were largely the responsibility of families, which meant that many people with disabilities ended up in state institutions or asylums. By 1967, these institutions were home to almost 200,000 people; most receiving only minimal food, clothing, and shelter, but rarely education or rehabilitation. Many states had laws excluding children with certain physical and mental disabilities from attending school. In 1970, only one in five disabled children were educated in anyway.⁴⁵

Under pressure from activists, the government began to implement means of accommodating disabled children in the nation’s schools. In 1959, Congress approved P.L. 86-158, Training of Professional Personnel Act, which provided administrations and teachers with training resource for assisting children with intellectual and developmental disabilities. By 1965, Congress passed P.L. 89-10, the Elementary and Secondary Education Act (ESEA) and P.L 89-313 the State Schools Act, both of which provided states with direct grant assistance to train and educate children with disabilities. By 1968, the government had supported training for more than 30,000 special education teachers, captioned films for more than three million deaf people, and provided for education for children with disabilities in schools across the country. These actions were followed by two landmark court cases, Pennsylvania Association for Retarded Citizens v. Commonwealth (1971) and Mills v. Board of Education of the District of Columbia (1972), which established a responsibility for all states and localities to provide education for children with disabilities and grounded access to education for disabled people under the Equal Protection Clause of the 14th Amendment to the Constitution. By 1975, P.L 94-142, Education for All Handicapped Children Act finally guaranteed free appropriate public education to any children with disabilities in every state and locality in the country, accounting for the education of over a million children.⁴⁶

The Charles Carroll Public School physically encapsulates many of the struggles of the Urban Crisis Era. An early 20th century building in a dense residential neighborhood, the school was originally closed with the hopes of constructing a new building elsewhere. But the financial pressures of the economic downturn, combined with the social pressures to provide equal access to minorities and those with disabilities resulted in the School District of Philadelphia instead opting to expand the building via the addition of a large new wing. Forming an enclosed courtyard with the old building via a series of tall imposing brick walls and adapting the existing space to a more open plan, the school and its addition show the competing attitudes of openness and insulation typical of school design of the period reflecting educational attitudes of the day drawn from societal trends. Just as the original building was a physical manifestation of the educational theory of the early 20th century, so too does the expand 1970s form of the structure represent the development of educational theory in response to social changes in the mid to late 20th century.

⁴⁵ United States, Department of Education, Office of Special Education and Rehabilitative Services, *Thirty-Five Years of Progress in Educating Children With Disabilities Through IDEA* (Alexandria, VA: U.S. Dept. of Education, 2010), 3

⁴⁶ *Thirty-Five Years of Progress in Educating Children With Disabilities Through IDEA*, 4-5.

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A Brief Description of 20th Century Educational Theory as It Pertains to School Architecture

One of the first attempts to codify the design of primary schools came in 1841 when educator Henry Barnard published *School House Architecture*.⁴⁷ The book was concerned with all aspects of school design, including location, size, light, ventilation, furniture, and arrangements for the teacher. Barnard's main goal was to provide a healthy atmosphere for students and teachers, one that would be conducive to both learning and instruction.⁴⁸ Although based on his observations of schools in New England, the treatise became an instant success and went on to influence school construction throughout the United States for the rest of the 19th century.

In Pennsylvania, the first major publication of a comparable book was in 1885. Thomas H. Burrowes followed this same premise, accounting for every detail regarding school construction, including site selection, window type, heating systems, the best type of stools, hangers, globes and wooden blocks, how to get construction estimates and the differences between urban and rural schools.

Over the next few decades, the nationwide standardization of design was becoming the norm, addressing the most general to the most specific of conditions. On the exterior, the design began with siting the construction in a central location with adequate indoor and outdoor space.⁴⁹ The school should be no more than two stories and should refrain from excessive ornamentation and detailing.

On the interior, guidance included "good circulation, centralized administration, fire safety, ... ease of maintenance," a double-loaded corridor, classrooms in linear configurations, supplemental coat closets at the rear of the classrooms, copious sunlight, wide hallways, high ceilings, functional stairway locations, and chalkboards on the front and side walls so pupils never had to turn around in their seats.⁵⁰ In keeping with then-contemporary beliefs about school construction, such schools also have large and continuous windows to provide adequate light and ventilation, the hallways and stairways are all fire-proofed and have significant ceiling heights and all spaces are constructed of basic materials – plaster, wood, concrete – to promote sanitation.

In 1915, the Pennsylvania Bureau of Public Schools published the *Bulletin of One, Two, Three and Four Room School Buildings*.⁵¹ As of 1911, the School Code of Pennsylvania specifically required that new school buildings "conform to the modern principles of lighting, heating, ventilating and physical activity."⁵² The intent of Richards' book was to enable this by presenting "standard plans and limited

⁴⁷ The following section was largely taken from the National Register nomination for the Gregory Primary School in Long Branch, New Jersey (NR 2012).

⁴⁸ Henry Barnard, *School House Architecture: A Report* (Hartford, CT: State of Connecticut, 1842): 6.

⁴⁹ May Ayers, Jesse F. Williams and Thomas D. Wood, *Healthful Schools: How to Build, Equip and Maintain Them* (Cambridge, MA: The Riverside Press, 1918): 6.

⁵⁰ "River Street School," *National Register Nomination* (1995): 8:6; W. Pope Barney and Roy W. Banwell, "Suburban Elementary School." *The Architectural Forum* (January 1935): 37; Howard L. Green, *Classrooms Struggle: A History of School Construction in New Jersey* (New Jersey: Preservation New Jersey, 2011; Barney and Banwell, 37; Rawson W. Haddon, "Modern American Schoolhouses: Some Recent Examples of Specialized Buildings, Guilbert and Betelle, Architects." *Architectural Record* 36 (July 1914): 248.

⁵¹ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings* (Harrisburg, PA: William Stanley Ray, 1915). Larger school buildings were not addressed in the book as their needs were too specific to be simplified into such standard plans and specifications.

⁵² State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

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specifications” to Boards of Education throughout Pennsylvania.⁵³

The building is also part of a larger, nationwide movement to redefine and standardize school design in the early 20th century. As the population of school-age children continued to grow, educators began an effort to reform the educational system. In many ways, this was most effectively realized through rethinking the way in which schools were designed, in order to maximally provide for both “the health and comfort of pupils.”⁵⁴ The more pervasive of these design approaches included being in a central location with adequate indoor and outdoor space.⁵⁵ The school should be no more than two stories and should refrain from excessive ornamentation and detailing. Moreover, the use of “good circulation, centralized administration, fire safety and ease of maintenance” as well as copious sunlight, a double-loaded corridor, separated auditorium with exterior exits, and built-in blackboards and coat closets was necessary.⁵⁶ There was also the acknowledgement that, as many of these communities continued to grow, the ideal school would be positioned to easily allow for the construction of an addition with minimal disruption to the students.⁵⁷

At the Charles Carroll Public School, many of these elements can be clearly identified, including the school’s height, stairway locations, corridor width and configuration, auditorium, classroom size, blackboards and coat closets. Moreover, even the position of the school on the lot, fronting on E. Auburn Street with ample open space to the south, allowed for the potential of future expansion and allayed the concerns of the community that “while a building may be sufficiently large for the purpose today by another year or two the population of the community will increase to such an extent that it will be too small.”⁵⁸ As such, the building is effectively a physical manifestation of early 20th century educational theory.

As the pressures of overcrowding and changing demographics led to change in the composition of Philadelphia neighborhoods, changing attitudes towards traditional methods of pedagogical education combined with the social turmoil to produce a form of school architecture distinct and recognizable to the period of the Urban Crisis Era from 1965-1980.

With the departure to the suburbs of the traditional economic base of the middle class, and the influx of a large amount of African American migrants, Philadelphia entered a period of steep economic decline. Inner city neighborhoods became areas of underemployment, high crime, and racial strife, resulting in a declining tax base and strained resources divided amongst an ever-increasing set of public needs. The loss of funding and increasingly tight urban environment meant that the school building campaigns of the early 20th century were abandoned in favor of rehabilitation and renovation of aging buildings, some of which, like the Carroll School, had previously been decommissioned but were forced back into service.⁵⁹

During the period, educational philosophy also began to change, deemphasizing the traditional role of pedagogical learning in favor of more open classrooms that encouraged a wider range of diversity and

⁵³ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

⁵⁴ Green, np.

⁵⁵ Ayers, Williams and Wood, 6.

⁵⁶ “River Street School,” 8:6; Barney and Banwell, 37.

⁵⁷ Ayers, Williams and Wood, 16.

⁵⁸ Burton H. Albee, “Two Unit Schoolhouses.” *School Board Journal* 53:2 (August 1916): 26.

⁵⁹ Garrison, 37.

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expression meant to address the issues facing society on the level of the youth in the hopes that the wider community could change through proper instruction of children. To do this, educational reform attempted to address the problems in society through a multifaceted strategy that involved teaching, policy, and design.⁶⁰ The school building was an essential part of this, designed to promote openness on the inside, while insulating students from the corrupting influences of the street outside.⁶¹

School buildings took on an almost fortress like mentality, with exterior spaces like playgrounds and courtyards isolated from the outside through protective and aesthetically intimidating walls of brick and concrete. Buildings were designed to protect the staff and students from the increasingly tumultuous outside world. Outward facing surfaces often had few windows, with those openings that pierced the exterior often high or small, with existing windows barred or caged. Students are kept in, and the community is kept out, with spaces for community engagement like auditoriums and gymnasiums often physically separated from the main educational building.⁶² With their heavy materials and massing, harsh geometric forms, and inward-focused orientation, these buildings, often in the Brutalist school, were interpreted as imposing and unwelcoming, more fortress than school. Louis Kahn remarked that Philadelphia's schools in particular were beginning to look more like prisons and less like schools.⁶³

However, while to the outside the buildings looked imposing, the interior arrangement nevertheless reflected some progressive ideas for the time. Courtyards acted as common spaces for students of all backgrounds, meant to encourage an intermingling of races and ideologies. In Philadelphia, following the Saunders plan, classrooms took on a squarer form, demonstrating an increasing closeness between students and teachers, while also allowing for the room to be configured in a variety of different ways. The realities of a changing economy also meant that schools increasingly became *training* spaces as opposed to education spaces alone. In addition to more traditional spaces like classrooms, school design made provisions for vocational and technical spaces like shops and kitchens.⁶⁴

Just as the early 20th century iteration of the Charles Carroll Public School physically represented the ideals of education philosophy of the first decades of the 1900s, the 1970s renovation and addition to the school likewise encapsulated the changing notions of education developing during the Urban Crisis Era in Philadelphia. A recommissioned older building with a new wing added, the two phases together form an open playground space insulated from the outside by a set of imposing high brick walls. The new addition, with its narrow, stacked windows, heavy masonry walls, and imposing concrete cornice evokes the vocabulary of Brutalist and International Style architecture popular amongst new Philadelphia school construction of the time, while also representing the fortress-mentality towards educational spaces. Its location in a dense urban neighborhood necessitated the removal of residential properties typical of urban renewal campaigns of the time and recalling the height of the School District of Philadelphia's power to condemn and develop properties. Inside the building, multiple technical and vocational spaces on the first floor, and classrooms with moveable partitions on the second represent both the attitudes towards education during the period, but also reflect the school's purpose as a vocational training and education center for initially for students with disabilities, but later for children of all capacities. As such, the Carroll School physical demonstrates the architectural qualities of a historic school which represents the

⁶⁰ Wiley, 33.

⁶¹ Wiley, 5.

⁶² Wiley, 7.

⁶³ Garrison, 39-40.

⁶⁴ Saunders, 133.

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principals of school design and construction during its period of significance in the Urban Crisis Era, 1965-1980.

Irwin T. Catharine (1884-1944)

Irwin T. Catharine graduated from Drexel University in Philadelphia in 1903 and began working as an architect for the Philadelphia Board of Education shortly thereafter. Although his father, Joseph W. Catharine, was chairman of the board at that time, Catharine clearly demonstrated an aptitude for school design that he would carry throughout his career. In 1918, he was made Chief Architect for the School District of Philadelphia and, in 1931, he was promoted to Superintendent of Building. He held this position until 1937 when he retired.⁶⁵ During his career, Catharine built 104 new schools, added on to twenty-six schools and altered an additional fifty. Clearly, his impact on the school system of Philadelphia was tremendous.

Catharine was heavily influenced by his predecessor, Henry DeCoursey Richards and continued his program of standardizing academic design, providing an emphasis on health, safety and economics.⁶⁶ Like Richards, Catharine believe that a standardized set of blueprints, which could be adjusted based on the location, size and function of a given school, would not only serve to expedite and economize the construction process but would also provide the highest level of educational service to the students. In the early to mid-1920s, Catharine primarily followed the stylistic tradition of Richards and primarily designed in the Colonial and Classical Revival styles. While his later work would become more ambitious, expanding into styles as Art Deco and Moderne, the Charles Carroll Public School represents this earliest manifestation of stylistic and programmatic principles that would set the tone for academic architecture in Philadelphia through the end of the 20th century.

As a Classical Revival style building that was clad in brown brick with limestone detailing, the Charles Carroll Public High School is both representative of the major stylistic trend of Revivalist school design in the early 20th century and follows the trend toward Revivalist styles throughout the Philadelphia public school systems at that time. The Charles Carroll Public High School is representative of this with its symmetrical façade and floor plan, prominent main entrance, stepped pediment, regular fenestration pattern and brick and limestone detailing. The design of the school not only established it as a formal institution, but also simultaneously rendered it accessible through its aesthetic familiarity.

There are numerous examples of Catharine's academic work in Philadelphia in the 1920s, which tend to be either Colonial Revival or Classical Revival in style. Of the former, two of Catharine's earliest schools were the Paterson School and the Ferguson School, both designed between 1920 and 1921. Catharine also constructed nearly eight identical junior high schools in the Colonial Revival style between 1922 and 1924, including Mayer Sulzberger, Shaw, Cooke and Roosevelt. Catharine's earliest Classical Revival style school is the Ferguson School, originally known as the Rutledge School, which dates to 1921. The Charles Carroll Public School is Catharine's earliest known Classical Revival style school. Later schools in the same style include the Beeber Junior High School, which dates to 1925, Wagner Middle School, which dates to 1927, and Woodrow Wilson Middle School, which dates to 1928.

⁶⁵ "I.T. Catharine Dies; School Architect." *The Philadelphia Inquirer* (5 March 1944): 32.

⁶⁶ Henry DeCoursey Richards (active 1906-1924) was a prolific school architect, who primarily worked in Philadelphia. Between 1905 and 1918, he was the chief designer of Philadelphia public schools and oversaw the construction of over forty schools during that period.

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property ~1.2 acres

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|-------------------------------|------------------------------|
| 1. Latitude: <u>39.979717</u> | Longitude: <u>-75.110465</u> |
| 2. Latitude: _____ | Longitude: _____ |
| 3. Latitude: _____ | Longitude: _____ |
| 4. Latitude: _____ | Longitude: _____ |

Verbal Boundary Description

The boundary of the property is shown as a dotted line on the accompanying map entitled "Property Boundary and Building Chronology"

Boundary Justification

The nominated property includes the entire parcel on which the present complex is situated.

Form Prepared By

name/title: Logan Ferguson, Senior Associate; Anthony Hita, Architectural Historian Intern
organization: Powers & Company, Inc.
street & number: 1315 Walnut Street, Suite 1717
city or town: Philadelphia state: PA zip code: 19107
e-mail: logan@powersco.net telephone: (215) 636-0192 date: March 2, 2018

Additional Documentation

Submit the following items with the completed form:

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

Charles Carroll Public School
 Name of Property

Philadelphia County, PA
 County and State

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Charles Carroll High School
 City or Vicinity: Philadelphia
 County: Philadelphia State: PA
 Photographer: Robert Powers
 Date Photographed: September 19, 2017

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

<i>Photograph #</i>	<i>Description of Photograph</i>
1.	North elevation, view southwest
2.	North elevation, Entrance, view south
3.	North and west elevations, view southeast
4.	West elevation, view east
5.	West and south elevations, view northeast
6.	West elevation, view north
7.	South and east elevations, view northwest
8.	East and north elevations, view southwest
9.	Courtyard, view southwest
10.	Basement, view south
11.	Basement, Hallway, view east
12.	1 st floor, Stairway, view west
13.	1 st floor, Hallway, view west
14.	1 st floor, view west
15.	1 st floor, Entrance vestibule, view south
16.	1 st floor, Stairway, view southwest
17.	1 st floor, view northwest
18.	1 st floor, Hallway, view south
19.	1 st floor, view southwest

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State

20.	1 st floor, view southeast
21.	1 st floor, Auditorium, view west
22.	1 st floor, Hallway, view south
23.	1 st floor, view west
24.	1 st floor, view northeast
25.	2 nd floor, Hallway, view west
26.	2 nd floor, view east
27.	2 nd floor, view north
28.	2 nd floor, view west
29.	2 nd floor, Stairway, view west
30.	2 nd floor, view northwest
31.	2 nd floor, view southwest
32.	2 nd floor, view east

Index of Figures:

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2.	Property Boundary and Building Chronology
3.	Existing Plans with Photograph Key
4.	Smedley Atlas, 1862
5.	Original Floor Plans, 1922
6.	Photograph, 1923. Courtesy of Temple University Urban Archives.
7.	Sanborn Fire Insurance Map, 1951
8.	Photograph, 1956
9.	Aerial Photograph, 1970
10.	Aerial Photograph, 2018



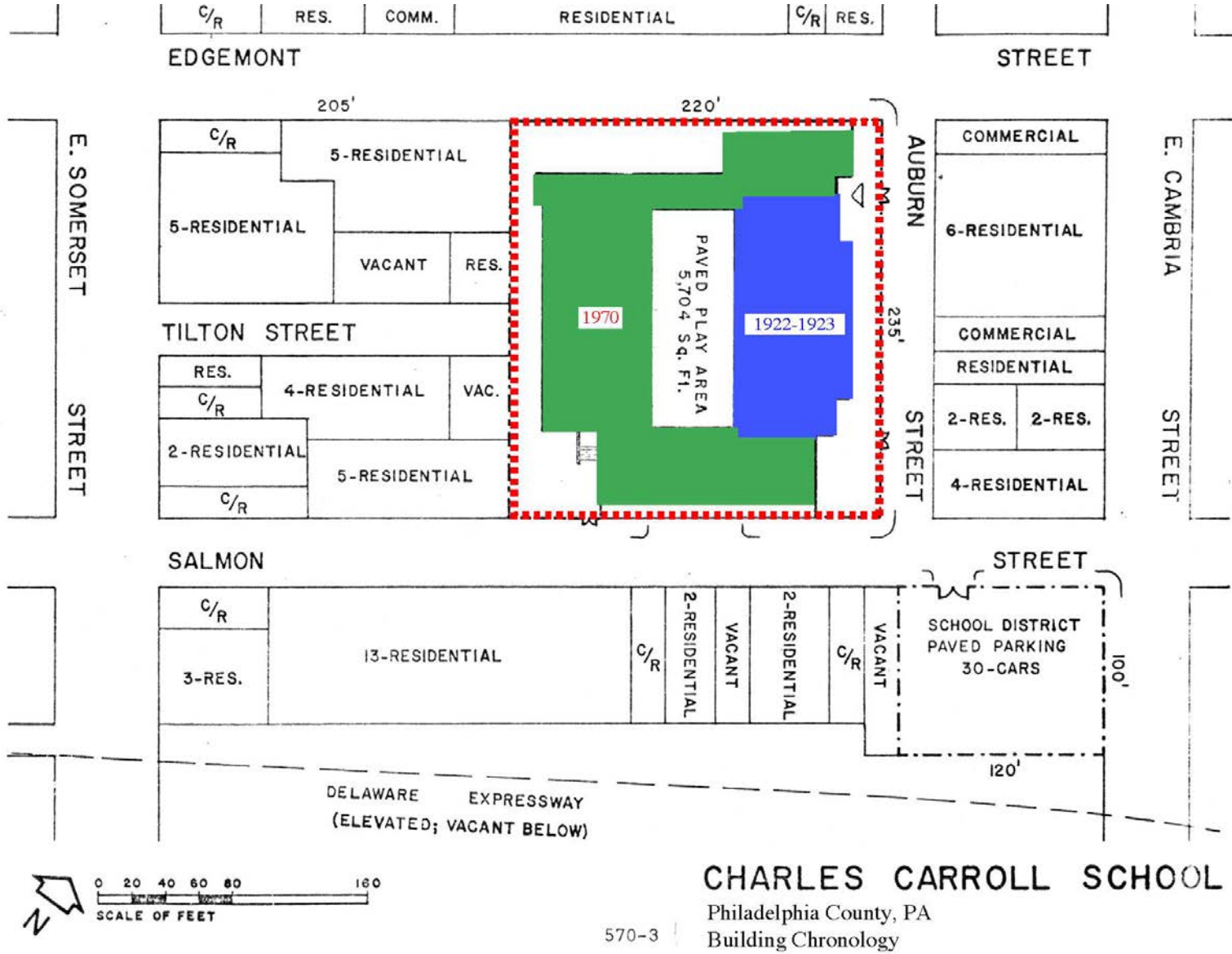
Charles Carroll Public School - National Register of Historic Places nomination
Philadelphia County, PA
USGS Name: Camden

Coordinates
Lat: 39.979717
Long: -75.110465

Figure 1 – USGS Map

Charles Carroll Public School
 Name of Property

Philadelphia County, PA
 County and State



570-3

CHARLES CARROLL SCHOOL
 Philadelphia County, PA
 Building Chronology

Figure 2 – National Register Boundary and Building Chronology

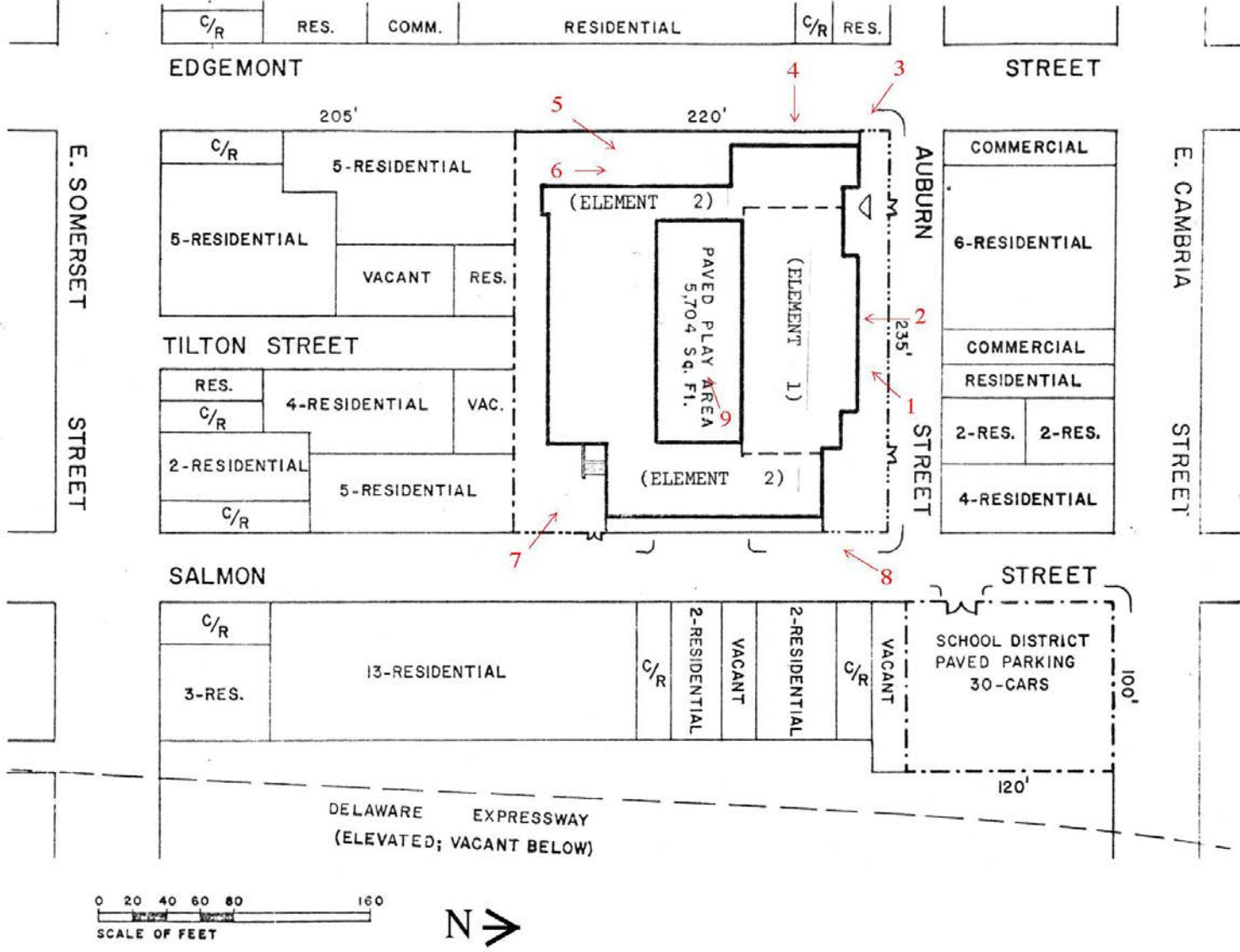
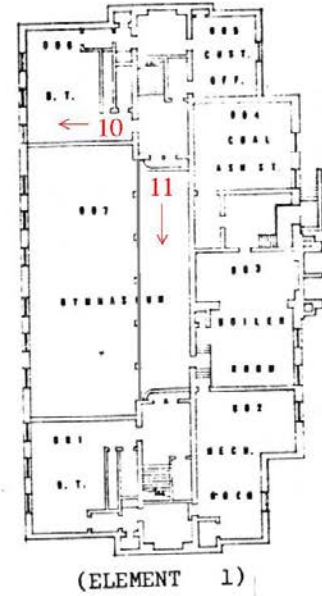
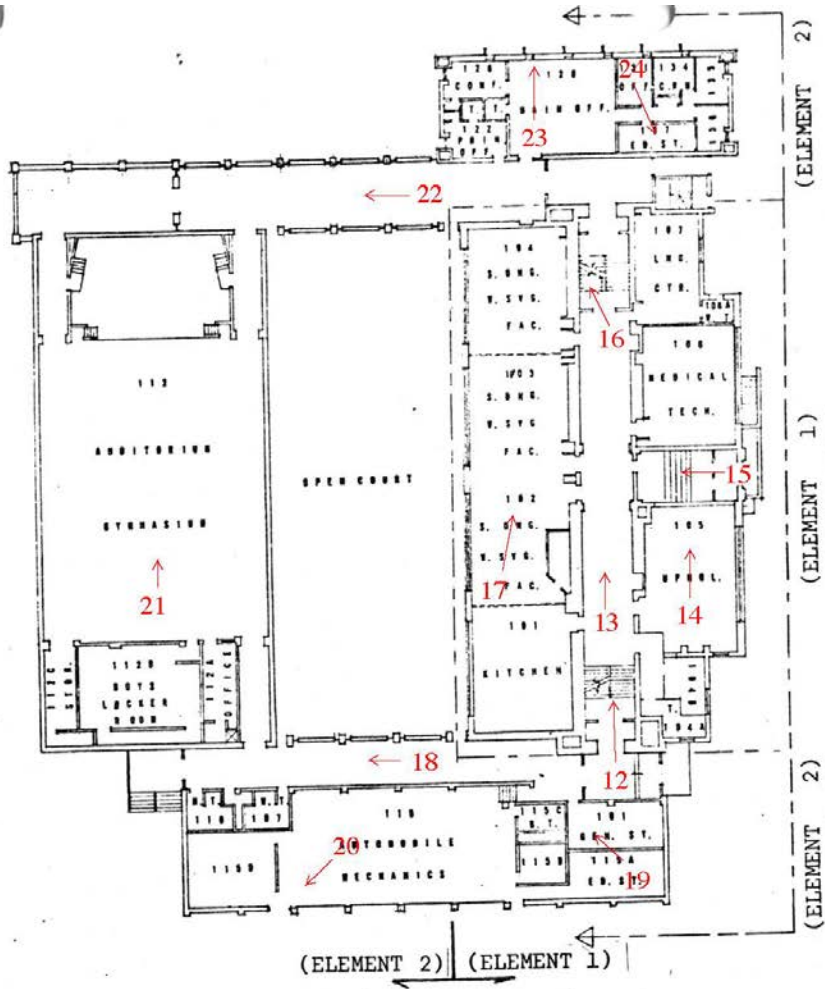


Figure 3 – Existing Plans with Photograph Key

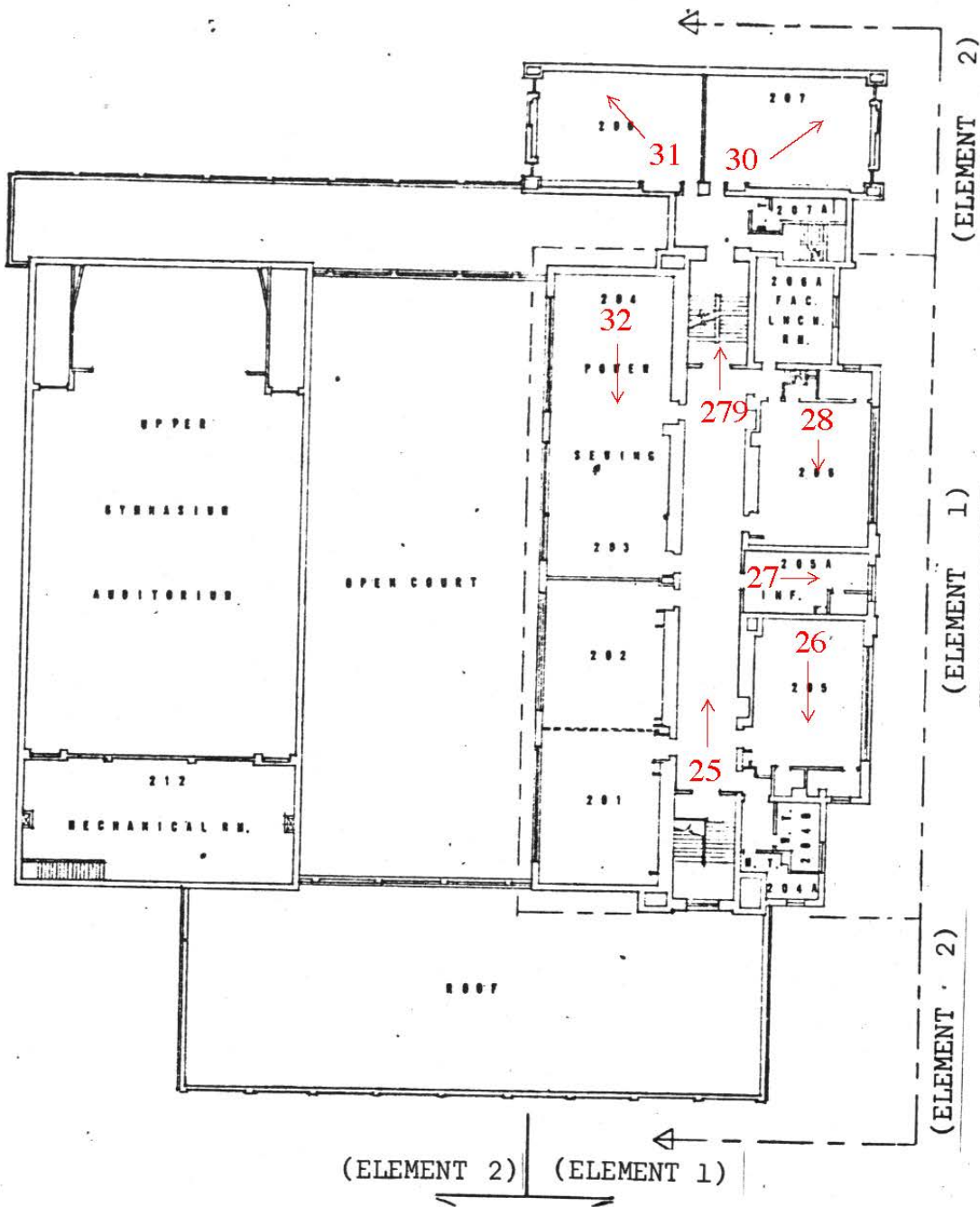
Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State



Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State



SECOND FLOOR PLAN



Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State

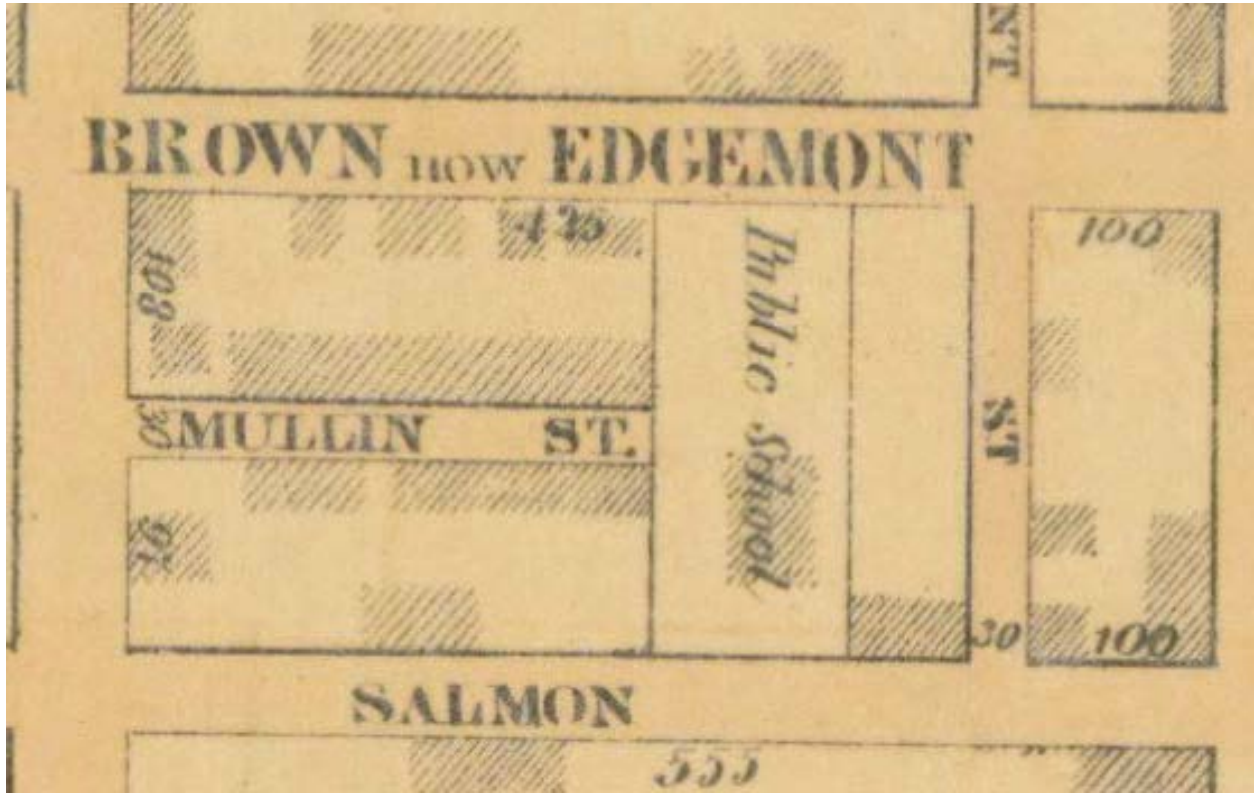


Figure 4 – Smedley Atlas, 1862

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State

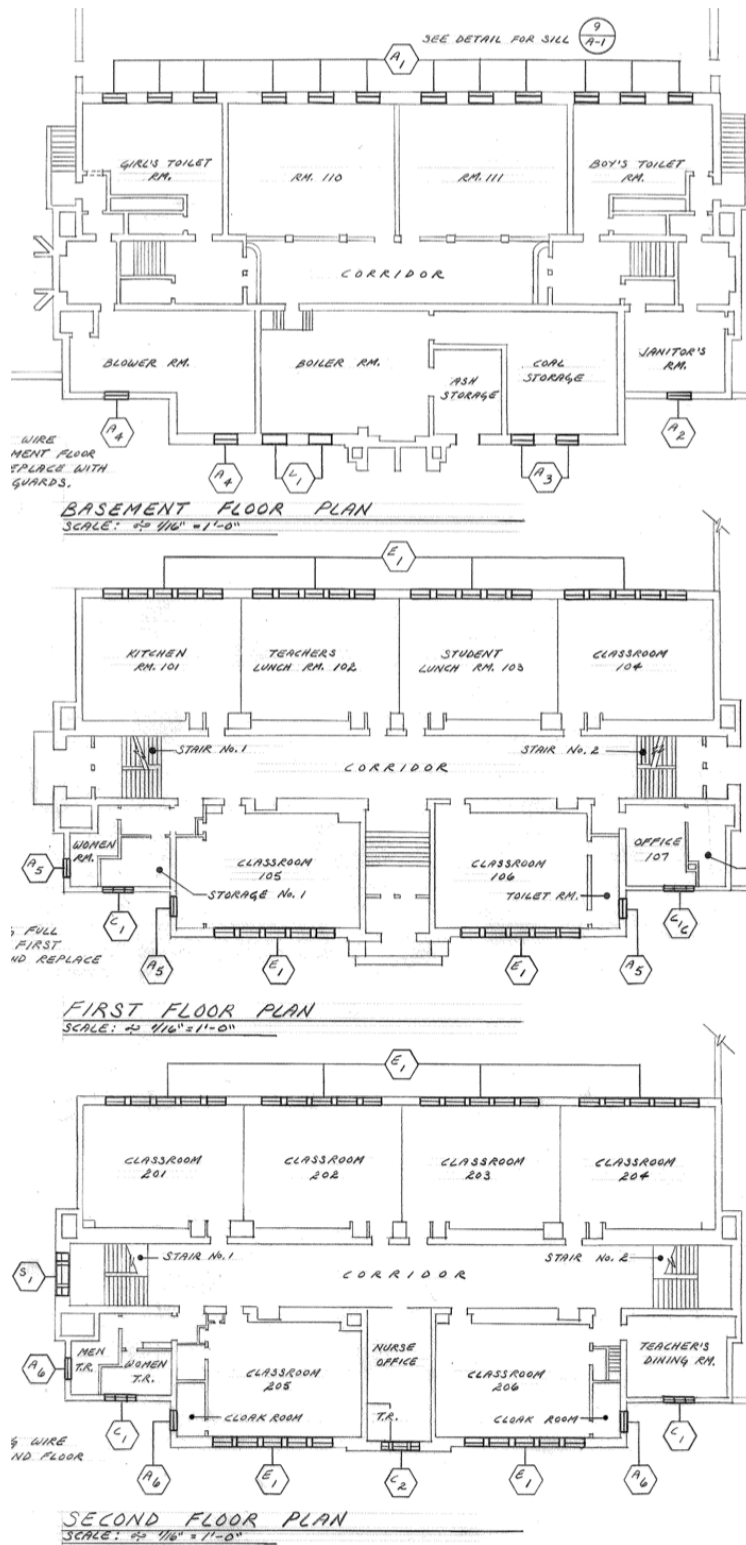


Figure 5 – Original Floor Plans, 1922

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State



Figure 6 – Photograph, 1923. Courtesy of Temple University Urban Archives.

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State

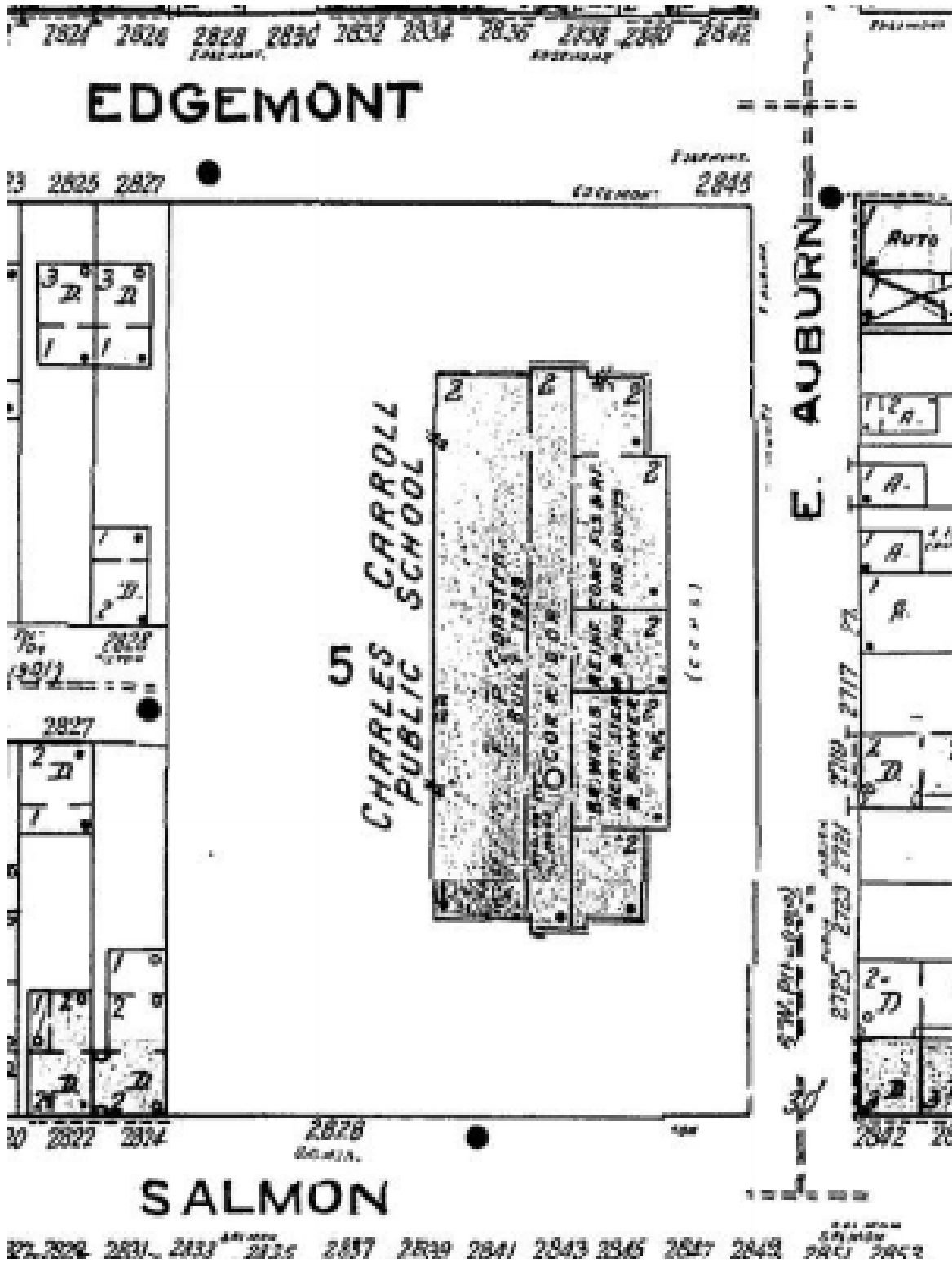


Figure 7 - Sanborn Fire Insurance Map, 1951

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State

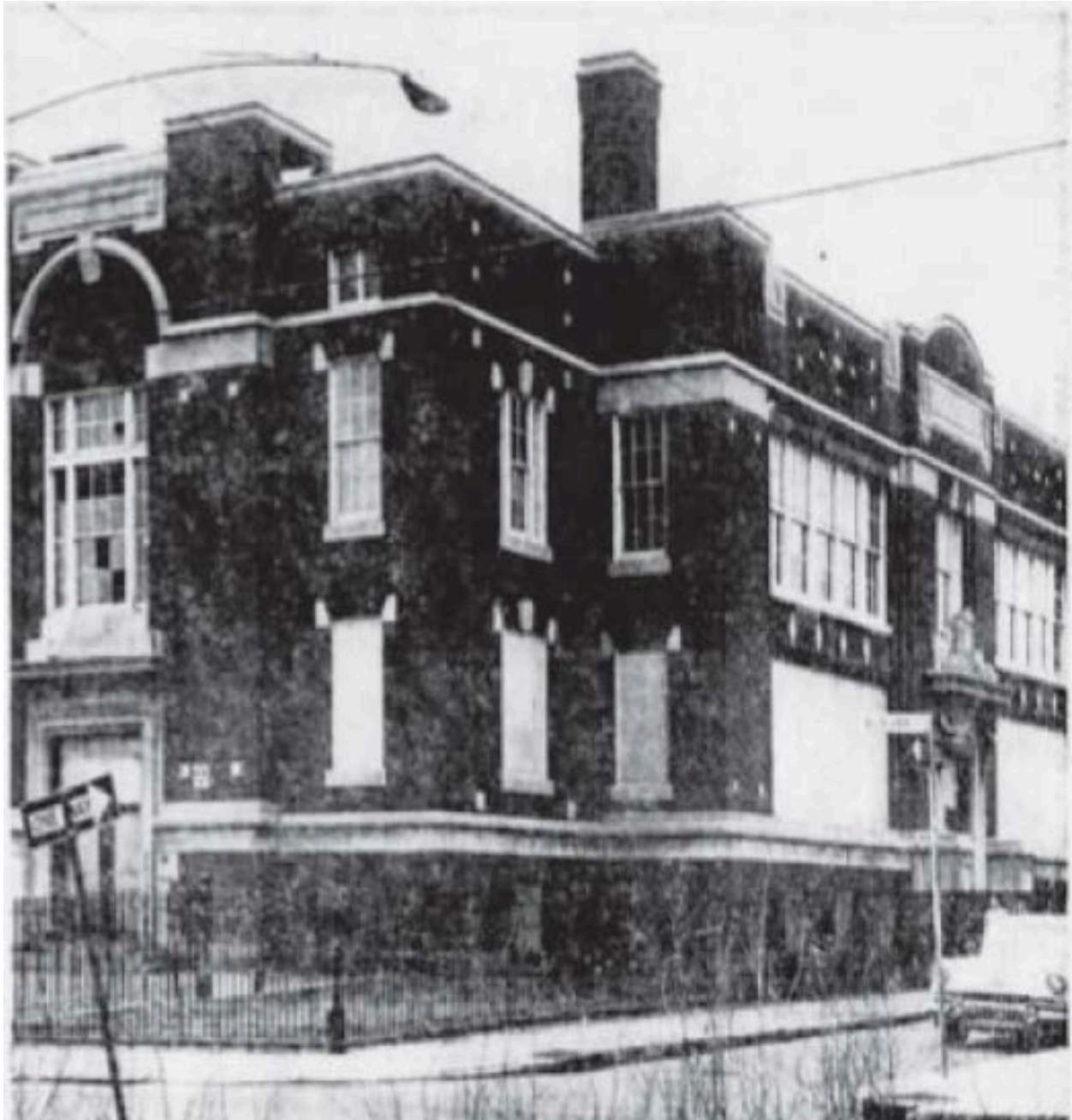


Figure 8 – Photograph, 1956

Charles Carroll Public School
Name of Property

Philadelphia County, PA
County and State



Figure 9 – Aerial Photograph, 1970



Figure 10 – Aerial Photograph, 2018

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 100 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.



NOTICE
Yellow sign

1922

CHURCH
STREET
PHOTOGRAPHY



1922



SCHOOL
SPEED LIMIT
WHEN
FLASHING

AVAILABLE
FOR SALE

PROPERTY
AVAILABLE
FOR SALE
Information: Please Visit
PRILschoolsales.com

















226

22

228

231

23

132





















student, in every classroom,
of everyday....
can take the "out of" of "in."
Imagine
2014























UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Carroll, Charles, Public School

Multiple Name: Public Schools in Philadelphia, Pennsylvania, 1938-ca.1980 MPS

State & County: PENNSYLVANIA, Philadelphia

Date Received: 8/17/2018 Date of Pending List: 8/31/2018 Date of 16th Day: 9/17/2018 Date of 45th Day: 10/1/2018 Date of Weekly List:

Reference number: MP100002986

Nominator: State

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input checked="" type="checkbox"/> CLG | |

Accept Return Reject 9/25/2018 Date

Abstract/Summary Comments: AOS: Education; POS: 1922-1970; LOS: local. Good example of a school constructed in 1922 that represents the progressive educational era juxtaposed with a 1970 addition that is an example of the urban crisis era as defined in the MP Cover.

Recommendation/ Criteria: NR Criterion A.

Reviewer Lisa Deline Discipline Historian

Telephone (202)354-2239 Date 9/25/18

DOCUMENTATION: see attached comments : No see attached SLR : No

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



CITY OF PHILADELPHIA

PHILADELPHIA HISTORICAL
COMMISSION

1515 Arch Street, 13th Floor
Philadelphia, Pennsylvania 19102
Tel: 215.686.7660

Robert Thomas, AIA
Chair

Jonathan E. Farnham, Ph.D.
Executive Director

23 May 2018

Elizabeth Rairigh
Division Chief, Preservation Services
PA State Historic Preservation Office
400 North Street
Harrisburg, PA 17120-0093

Re: Charles Carroll Public School, 2826 Salmon Street

Dear Ms. Rairigh:

I am writing in response to your request that the Philadelphia Historical Commission provide its official Certified Local Government recommendations on the nomination proposing to add the Charles Carroll Public School at 2826 Salmon Street in Philadelphia to the National Register of Historic Places. At its monthly public meeting on 11 May 2018, the Philadelphia Historical Commission reviewed and discussed the nomination and accepted public testimony. The Commission agreed that the building satisfies National Register Criterion A in the area of Education as an institutional building that helps to convey the history and evolution of educational theory and practice during the early and mid-20th century.

The Commission supported the National Register nomination for 2826 Salmon Street. Thank you for providing the Philadelphia Historical Commission with the opportunity to comment on this amendment.

Yours truly,

A handwritten signature in black ink, appearing to read "Jon Farnham", with a long horizontal flourish extending to the right.

Jonathan E. Farnham, Ph.D.
Executive Director



Pennsylvania State Historic Preservation Office
PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION



August 10, 2018

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

Re: Hugh and Elizabeth Ross Whiteford House, York County;
Public Schools in Philadelphia MPDF, M. Hall Stanton School, and Charles
Carroll School, Philadelphia

Dear Ms. Beasley:

Enclosed please find the National Register of Historic Places nomination for the Hugh and Elizabeth Whiteford House in York County. Included is the signed first page of the nomination, a CD containing the true and correct copy of the nomination, and a CD with tif images. The proposed action for this property is listing in the National Register. Our Historic Preservation Board members support this nomination.

Also enclosed is the *Public Schools in Philadelphia, 1938-c.1980*, MPDF and two schools being nominated under its cover: M. Hall Stanton and Charles Carroll Schools. Included are signed first pages, and CDs containing the true and correct copies of the nominations and tif images. The proposed action for the schools is listing in the National Register, and we request your approval of the MPDF. Our Historic Preservation Board members unanimously support the MPDF and the nominations, which all received endorsement from the Philadelphia Historical Commission.

If you have any questions regarding the MPDF or nominations or our request for action, please contact me at 717-783-9922 or afrantz@pa.gov or David Maher at 717-783-9918 or damaher@pa.gov. Thank you for your consideration of these submissions.

Sincerely,


April E. Frantz
NR Reviewer/Eastern Region

enc.