

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

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

## 1. Name of Property

Historic name: Gladstone School

Other names/site number: Gladstone Elementary School, Gladstone Middle School, Gladstone High School

Name of related multiple property listing: Historic Educational Resources of Pennsylvania: Public Elementary and Secondary Schools in Pennsylvania, 1682-1969

## 2. Location

Street & number: 327 Hazelwood Avenue

City or town: Pittsburgh State: PA County: Allegheny Zip Code: 15207

Not For Publication:  Vicinity:


## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination 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 the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

   national    statewide   X   local

Applicable National Register Criteria:   X   A    B   X   C    D

	<b>7/29/2021</b>
<b>Signature of certifying official/Title:</b> Deputy State Historic Preservation Officer <b>Date</b>	
<b>State or Federal agency/bureau or Tribal Government</b>	
In my opinion, the property <u>  </u> meets <u>  </u> does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
<b>Title :</b>	<b>State or Federal agency/bureau or Tribal Government</b>

## 4. National Park Service Certification

I hereby certify that this property is:

  X   entered in the National Register

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- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) \_\_\_\_\_

Lisa Deline  
Signature of the Keeper

9/17/2021  
Date of Action

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### 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

#### Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing 2 Noncontributing \_\_\_\_\_

buildings

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_____	_____
<u>1</u>	_____
_____	_____
<u>3</u>	_____

sites  
structures  
objects  
Total

Number of contributing resources previously listed in the National Register \_\_\_\_\_

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

VACANT/NOT IN USE  
\_\_\_\_\_  
\_\_\_\_\_

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS/ Late Gothic Revival/ Collegiate Gothic

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**Materials:** (enter categories from instructions.)

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

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### 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.)

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### Summary Paragraph

The Gladstone School is located at 327 Hazelwood Avenue, in Pittsburgh's Hazelwood neighborhood. The Hazelwood neighborhood is located along the eastern shore of the Monongahela River, approximately 4.5 miles southeast of downtown Pittsburgh. Gladstone School is located in central Hazelwood, at the intersection of Hazelwood Avenue and Sylvan Avenue. The buildings are sited on a 6.2 acre site with a large rear parking lot.

The school contains two, three-story buildings connected by a pedestrian bridge. The buildings include the c. 1914-1924 Building with a 1965 non-contributing addition, and the contributing 1926 Annex building. The buildings are connected by a metal-clad contributing 1926 pedestrian bridge at the second floor. The 1914-1924 building is a three-story L-shaped brick building; the 1926 Annex building is a three-story building with a rectangular footprint. Both buildings are designed in the Collegiate Gothic Style, representative of Long Progressive Era school design methodology. An alleyway located between the two buildings, known as Tut Way, leads to rear parking lots. A c.1965 non-contributing basketball court is located to the south of the Annex Building. In 2001, the buildings were vacated by the Pittsburgh School District. Today, the Gladstone School stands as an excellent example of Progressive Era education buildings representative of a Platoon Plan, a specific Progressive Era School building type.

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### Narrative Description

**Setting:** The Gladstone School is located in the Hazelwood neighborhood of Pittsburgh, roughly 6 miles from downtown, on the south bank of the Monongahela River. The neighborhood slopes up from the river to the east of Second Avenue, the main arterial road and commercial corridor. The former Jones and Laughlin (later LTV) Steel mill separates Second Avenue from the river. Single family detached and semi-attached homes characterize the neighborhood. Following a period of deindustrialization and population loss, many buildings and residences were vacated, resulting in larger swaths of vacant land and houses populated throughout the neighborhood. The area immediately surrounding the Gladstone School is characterized by low-rise single-family homes constructed in the early 20th century with some dating to the late 20th century. The Hazelwood Greenway is located approximately two blocks from the school.

**Site:** The Gladstone School is located on a 6.2-acre site. The site is bound by Hazelwood Avenue to the south, Sylvan Avenue to the west, Gladstone Street to east, and a neighboring residential parcel to the north (see the below Figure 1). The site slopes downward from the east to the west

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and the grade rises to the northeast of the site. The 1914-1926 building is located to the east of the site with the non-contributing 1965 addition extending to the rear. The 1926 Annex building is located to the west of the site. A drive, Tut Way, separates the two buildings and extends from Gladstone Avenue to the rear of the site to a second vehicular entrance on Sylvan Avenue (see the below Photo 1). The 1926 pedestrian bridge spans between the two buildings over Tut Way. Two paved parking lots are located at the rear northwest corner of the site (see the below Photo 2). A basketball court surrounded by a modern chain link fence is located to the south of the Annex building on Hazelwood Avenue. The basketball court is accessible by a set of utilitarian concrete steps with a metal pipe rail. Concrete sidewalks separate the site from the street at Gladstone Avenue and Sylvan Avenue. A simple metal fence is located at the sidewalk in front of the 1914-1924 building. A utilitarian concrete retaining wall is located at the southwest corner of the site. A modern wood sign is located in the lawn to the southwest of the 1914-1926 building.

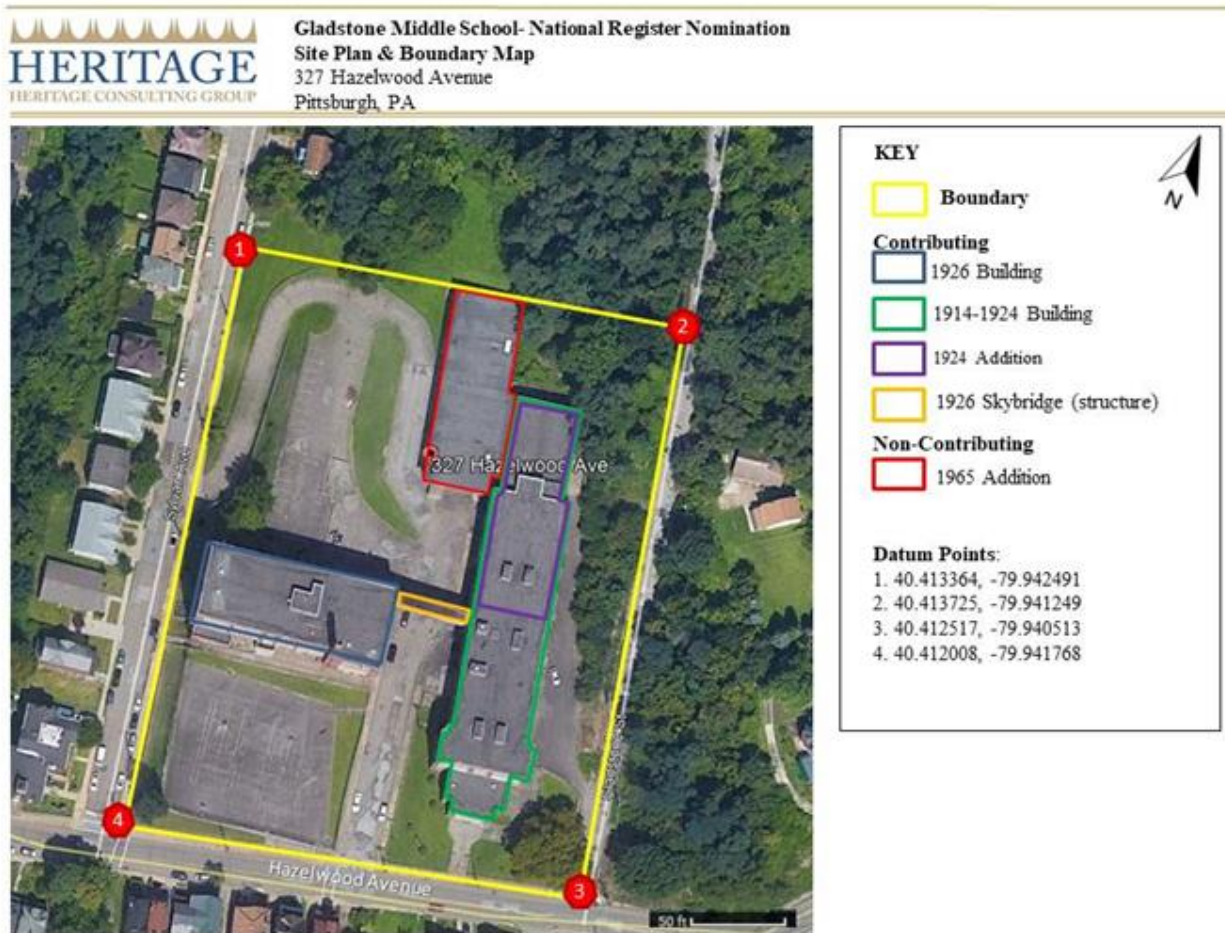


Figure 1: National Register Boundary Map & Site Plan (Boundary Datum Points in Red)  
Image Source: Google Maps

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**Photo 1: View of Site, Looking North at Tut Way, showing the 1923 Building (left), 1914-1924 Building (right), and Pedestrian Bridge (center)**

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**Photo 2: Site View, Looking Southeast from the rear parking lot, showing the 1914-1924 Building (left), 1926 Building (right), and skybridge (center)**

**Structure:** Both of the contributing 1914-1924 and 1926 buildings have reinforced concrete structure, clad in red brick with limestone accents. The non-contributing 1965 addition to the 1914-24 Building features a steel structure clad in brick with stone accents. Roofing throughout the Gladstone School is flat, and clad in a modern synthetic membrane.

### **1914-1924 Building (Contributing)**

**Exterior:** The subject building fronts Hazelwood Avenue to the south, Gladstone Street to the east, Tut Way to the west, and a separate unrelated parcel to the north. The building is fully exposed on all four elevations with an exposed basement level. The exterior of the building is clad in red brick with limestone accents. Along the south elevation, the building's main entrance is accessible by concrete steps that extend from the boundary's concrete sidewalk to the front of the building (**Photo 3**). Located on the east and west elevations are secondary entrances located at grade (see the below Photo 4). Fenestration is provided by modern aluminum 1/1 windows. Most window openings feature limestone trim and mullions. All windows located at the ground floor contains modern metal security grilles (**Photo 4**).

*South Elevation:* The south elevation is the primary street facing elevation, fronting on Hazelwood Avenue, and contains the primary entrance at the ground floor level (**Photo 5**). The elevation is constructed of red brick with limestone ornamentation. The elevation is three-stories



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in height with a two-story section that projects roughly 40 feet from the building plane. The two-story section is three bays wide, as is the three-story section.

The two-story section contains the primary entrance at the ground floor level within the central bay. This section of the elevation features limestone spandrels between the ground floor and first floor, and above the first floor and a brick parapet with a limestone cornice at the roof. The parapet contains an ornamental stone shade. The entrance features an ornamental limestone surround with a pointed arched door opening flanked by two sidelights. The first floor of the central bay contains five windows. The east and west bays of the two-story section are set back from the building plane. The west bay contains single windows at the ground floor and first floor. The east bay contains a single window at the first floor. A brick retaining wall connects to the south elevation at the east. Ornamental copper gutters flank the entrance.

The three-story section contains a limestone spandrel between the first and second floors and a limestone cornice. Single windows are located within the east and west bays at the first floor. The second and third floors are identical with a paired window at the central bay flanked by five windows in the east and west bays.



**Photo 3:** Exterior View, 1914 - 1924 Building, South Elevation, Looking North

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**Photo 4:** Exterior View, 1914 - 1924 Building, West and South Elevations, Looking Northeast

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**Photo 5:** Exterior View, 1914 - 1924 Building, South Elevation Entry, Looking North

*West Elevation:* The west elevation is similar to the south elevation in material and style. The elevation is 10 bays in length. The south seven bays composed the 1914 section of the building, the three north bays compose the 1924 section of the building. Limestone spandrels are located between the basement level and first floor and first and second floors (see below Photos 6-8). A limestone cornice is located below the roofline. All windows are 1/1 modern aluminum units. Window openings at floors 1-3 contain limestone trim and mullions where there are paired or multiple windows. The pedestrian bridge is located within the fourth bay from the north at the second floor. Two secondary entrances are located at the ground floor level.

The first two bays to the south are two stories in height, set back from the building plane. The third bay from the south is three stories in height and projects from the building plane with a bay window at the north corner. The remainder of the bays form one building plane.

The southernmost bay contains one window at the first floor and one paired window at the ground level. The next bay to the north contains one square window and one paired window with transoms at the first floor, and two window openings at the ground floor. The third bay from the north contains two windows at the first floor and two at the ground floor.

The fourth bay from the north contains five 1/1 aluminum windows at floors 1-3. The basement contains two square window openings with modern metal security grilles. The next bay to the south houses a secondary entrance at the first floor, accessible by utilitarian concrete steps with a metal pipe rail. The entrance features an ornamental limestone surround with a pointed arched

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door opening. Paired 1/1 aluminum windows are located between the first and second floors and second and third floors. The third-floor window opening contains an arched limestone pediment. The next bay to the north (adjacent to the pedestrian bridge) contains two sets of paired 1/1 aluminum windows at the first floor; at the second and third floors there is a tripartite window flanked by single windows. The ground floor contains two boarded window openings.

The central bay that contains the pedestrian bridge features another secondary entrance at the ground floor level. The entrance is a mirror image of the other entrance at the west elevation. A paired window is located between the first and second floors. At the second floor the elevation is obscured by the pedestrian bridge. A window opening between the second and third floors was modified to create an opening for the bridge and has been partially infilled. The limestone arched pediment of the former window opening is visible above the bridge. The brick surrounding the pedestrian bridge is water-damaged with areas of efflorescence and staining.

The three northernmost bays which composed the 1924 section of the building are identical with five windows in each bay at floors 1-3. Small window openings are located between the three bays. Three small window openings are located at the ground level in the south bay.



**Photo 6:** Exterior View, 1914 - 1924 Building, West Elevation, Looking East

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**Photo 7:** Exterior View, 1914 - 1924 Building, West Elevation at Center, Looking East

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**Photo 8:** Exterior View, 1914 - 1924 Building, West Elevation at North, Looking East

*North Elevation:* The secondary north elevation is composed of the 1924 addition and is obscured by the non-contributing 1965 addition. The elevation is one story in height. The grade change obscures the ground floor. The elevation is composed of red brick and contains a limestone cornice. Two boarded door openings are located to the east and west of the elevation. Modern light fixtures are installed at the second floor.

*East Elevation:* The secondary east elevation is similar in material and style to all other elevations. The elevation is three stories high and 13 bays wide (**Figure 2**). The south seven bays date to 1914. The north six bays date to the 1924 addition. The south two bays, which compose the main entrance are two-stories in height. The north two bays, which compose the 1924 auditorium, are two stories in height with a lower roof line. Two entrances within the 1914 section of the elevation are located at grade which access stairs at the interior (**Photos 9 and 10**).

The first two bays to the south are two stories in height, set back from the building plane. The third bay from the south is three stories in height and projects from the building plane with a bay window at the north corner. The remainder of the bays are three stories from one building plane. The southernmost bay contains one window at the first floor and one paired window at the ground level. The next bay to the north contains one square window and one paired window with transoms at the first floor, and two window openings at the ground floor. The third bay from the north contains two windows at the first floor and two at the ground floor.

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The next bay to the north contains five windows at the first and second floors. The ground floor windows are boarded. The next bay to the north contains a secondary entrance at the first floor. The entrance features an ornamental limestone surround topped by a paired window and contains modern metal double-leaf doors. The second floor contains a paired window with transoms. The next bay to the north contains a single window flanked by sets of paired windows at the first floor and five windows at the second floor. The ground floor contains five windows. The next bay to the north contains a secondary entrance at the first floor identical to the other secondary entrance. The second floor contains a paired window with transoms. The next two bays are identical to the north contains five windows at the first and second floors.



**Figure 2:** Aerial View of the east elevation, looking west. Image Source: Google Earth

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**Photo 9:** Exterior View, 1914 - 1924 Building, East Elevation, Looking West



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**Photo 10:** Exterior View, 1914 - 1924 Building, East Elevation at Center, Looking West

*Roof:* The roof of the building has three levels, all of which are flat. Modern fixtures and synthetic membrane cladding materials located at each tier.

*Exterior Alterations:* The building has sustained limited alterations since its construction in 1914 and 1924, the most significant change being construction of the non-contributing 1965 addition and the alteration of one bay at the second floor for the pedestrian bridge in 1926. Windows and entry doors have been replaced which are modification typical of school buildings. The stone Gothic Revival details at the parapet of the primary south elevation were removed sometime in the late-20th century, and the four small “pepperpot” towers and parapet located at the original 1914 building’s four corners were removed, with the towers at the northeast and northwest corners removed first when the 1924 auditorium section was constructed, followed by the southeast and southwest towers which were removed sometime during the late-20th century. It is likely that a large circular chimney that once rose above the roof was removed in the late 20th century.

**Interior:** The interior of the 1914-24 Building historically housed classrooms and offices with the auditorium located the rear of the building at the first floor. The primary entrance at the south elevation accesses the basement level. The secondary entrances located at the west elevation access the ground floor while the secondary entrances located at the east elevation access the first floor. The floors are arranged on a central corridor that provides access to classrooms,

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bathrooms, and stairwells (**Photos 14 and 15**). Within the corridors, wood paneled doors with wood door trim provide access to classrooms. Some of the wood doors have been replaced with modern metal doors. The corridor is constructed of flat plaster walls, flat plaster ceiling with areas of exposed ductwork, terrazzo floors and marble baseboard. The doors to the classrooms contain wooden doors with a multi-light arrangement though many doors were replaced with modern units.



**Photo 11:** Interior View, 1914 - 1924 Building, First Floor, Hallway at South, Looking North

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**Photo 12:** Interior View, 1914 - 1924 Building, First Floor, Hallway at South Center, Looking East

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**Photo 13:** Interior View of a Typical Stairwell, 1914 - 1924 Building, Second Floor, Center West Stairwell, Looking East

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**Photo 14: Interior View, 1914 - 1924 Building, First Floor, Classroom, Looking North**

The configuration of the classrooms varies in size throughout the building. In general, classroom finishes include VCT or hardwood floors, painted wood millwork including baseboard, chair rail and picture rail, and painted window and door trim (see above Photo 14). The chair rail and picture rail remain in a piecemeal fashion. Some classrooms feature marble baseboard. The southernmost classroom at the ground floor features stone fireplace mantels and wood paneling. Select classrooms feature black chalkboards, though many have been replaced with modern chalkboards. Several classrooms have been updated with modern partition walls and finishes including carpet floors, vinyl baseboard and gypsum board walls, and suspended acoustic ceiling tile. In much of the building, concentrated at the second floor, the hardwood floors and plaster walls and ceilings are severely water damaged. In areas the floor is buckling or has completely rotted away (**Photo 15**).

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**Photo 15:** Interior View, 1914 - 1924 Building, Second Floor, Classroom, Looking South

*1924 Auditorium:* The auditorium is located at the rear of the building accessible by the corridor at the first floor. Modern double-leaf doors at the end of the corridor access the auditorium. There are three groups of wood seating with aisles located between each row and against the walls (**Photos 16 and 17**). The walls are constructed of plaster with crown molding and ornamental detailing. The ceiling is coffered with modern gypsum board infill and lighting. The floor is concrete with areas of hardwood beneath the seating. Fronting the auditorium is a wood stage. The stage features a flat plaster backdrop with a wood baseboard. Exits are located on the either side of the stage. The plaster walls are severely water-damaged at the east and north walls with areas of the structural brick exposed.

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**Photo 16:** Interior View, 1914 - 1924 Building First Floor, Auditorium, Looking Northwest



**Photo 17:** Interior View, 1914 - 1924 Building, First Floor, Auditorium, Looking South

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*Basement:* The basement is utilitarian in design, accessible by the south stair from the interior and the primary entrance at the south elevation. A hall accesses utilitarian classrooms with painted brick walls and exposed ceiling structure. The hall and classrooms contain terrazzo floors. The hall extends to the rear of the basement which is inaccessible.

*Vertical Access:* Vertical access throughout the 1914-1924 building is provided by stairwells located along the east and west walls of the building, and are accessed by the central double-loaded corridor. The building is served by six stairs. Two secondary stairs provide access between the ground floor and first floor (**Photo 12**). One stair is located within the two-story section of the building to the south and accesses the basement and ground floor. The remainder of the stairs are located centrally within the main section of the building and access the ground floor through the second floor (**Photo 13**).

*Interior Alterations:* The building retains aspects of its original floor plan and finishes, including the sequence of classrooms along a double-loaded corridor and the placement of stairwells. Areas throughout the building retain their original finishes, including hardwood flooring and wood millwork at baseboards, chair rails, and picture rails within the classrooms, and the flat plaster walls and ceilings within the corridors. The condition of many features is poor following a long period of vacancy and lack of maintenance in recent years. The overall interior of the building has been modernized with new mechanical equipment as is typical of school buildings.

### **1965 Addition (Non-Contributing)**

The 1965 non-contributing addition to the 1914-1924 building is located to the rear of the building and abuts the north elevation. The addition consists of steel construction clad in brick with stone accents and is two stories in height with a rectangular footprint and cantilevered flat roof clad in synthetic membrane. Fenestration throughout the 1965 addition is located primarily at the west elevation, and consists of nine-light picture windows at the second floor, and four-light awning windows at the first floor.

*West Elevation:* The primary west elevation is 16 bays wide, 2-stories in height, composed of concrete with red brick infill and a combination of original and replacement aluminum windows. The second floor projects slightly from the first floor (**Photo 18**).



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**Photo 18:** Exterior View, 1914 - 1924 Building, 1965 Addition, West Elevation, Looking East

*North Elevation:* The secondary north elevation is one bay wide, 2-stories in height, composed of concrete and red brick. A secondary entrance is located at the first floor, accessing the stair at the interior. The second floor projects slightly from the first floor (**Photo 19**).

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**Photo 19:** Exterior View, 1914 - 1924 Building, 1965 Non-Contributing Addition, North and West Elevations, Looking Southeast

*East Elevation:* The secondary east elevation is six bays wide composed of concrete and red brick. The elevation is one story in height due to the grade change on the site. A secondary entrance is located at the second bay from the south.

*South Elevation:* The building abuts the 1914-1924 building at the south elevation. The exposed section of the elevation is one bay wide, two stories in height. A secondary entrance is located at the first floor (**Photo 20**).

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**Photo 20:** Exterior View, 1914 - 1924 Building, 1965 Non-Contributing Addition, South Elevation, Looking North

**Interior:** The interior of the 1965 addition houses a cafeteria and multipurpose room at the ground floor and classrooms accessible by a single-loaded corridor at the first floor (**Photo 21**). The addition is vertically accessible by two stairs—one located to the north and one to the south of the building. The 1965 addition is accessed from the 1914-1924 from the auditorium hall and adjacent stair. The north stair well within the 1914-1924 building connects to the south stair at the 1965 addition.

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**Photo 21:** Interior View, 1914 - 1924 Building, 1965 Non-Contributing Addition, Ground Floor, Cafeteria, Looking Northwest

Finishes throughout are modern were updated in the 1990s. Finishes throughout include gypsum board walls, suspended acoustic ceiling tile, vinyl composite tile and ceramic tile floors (**Photo 22**). The first-floor beams are covered with aluminum. Classrooms at the second floor have painted metal ceilings and exposed painted concrete beams.

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**Photo 22:** Interior View of a Typical classroom, 1914 - 1924 Building, 1965 Non-Contributing Addition, First Floor, Classroom, Looking West

### **1926 Annex Building (Contributing)**

The Annex Building is three stories in height and houses a pool, gymnasiums, and classrooms. Like the 1914-1924, the exterior of the building is clad in red brick with limestone accents. The exterior is double-height at the second floor where the gymnasiums are housed at the interior. The building fronts Hazelwood Avenue to the south, Sylvan Avenue to the west, Tut Way to the east, and the parking lot to the north. Sections of the interior house one-story locker rooms and offices, while others contain two-story gymnasiums, creating an irregular fenestration pattern at the exterior. Along the south elevation, the building's main entrance is accessible by concrete steps that extend from Tut Way and from the adjacent basketball court. Located on the north and east elevations are secondary entrances. Fenestration is provided by modern aluminum 1/1 windows. Most window openings feature limestone trim and mullions.

*South Elevation:* The primary south elevation is seven bays wide, three stories in height (See below Photos 23 and 24). The easternmost bay projects slightly from the building plane. Limestone spandrels are located between the first and second floors and above the second floor. The basement level is partially exposed at the south elevation. The primary elevation is located in the third bay from the west at the basement level within a projecting limestone vestibule. The vestibule has a flat roof and features an ornamental balustrade at the roofline. The entrance is boarded and contains two sets of modern double-leaf metal doors. Above the entrance at the ground floor-first floor is a projecting bay with paired windows. The bay is topped by a limestone cornice.

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At the basement level, the westernmost bay projects from the building plane and contains a flat roof. The westernmost bay contains a limestone course near the roofline and contains four windows with limestone trim at the opening. A brick chimney with limestone courses rises two stories above the roofline is located in the second bay from the east. A secondary entrance is located in the second bay from the east at the basement level. The entrance features a limestone surround and contains a modern metal double-leaf door. Four additional window openings are located at the basement level.

At the ground floor and first floor, the two westernmost and two easternmost bays are nearly identical with five windows in each bay. The third bay from the east (adjacent to the entrance) contains two windows.

At the second floor the two westernmost and the easternmost bays are identical with five windows in each bay. The bay over the primary entrance contains a single window. The two central bays house two levels of windows (three openings in the west and five openings in the east).



**Photo 23:** Exterior View, 1926 Building, South Elevation, Looking North

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**Photo 24:** Exterior View, 1926 Building, South Elevation, Looking Northwest

*West Elevation:* The secondary west elevation is five bays wide. The basement is fully exposed at the west elevation, with the concrete foundation visible (see below Photo 25). Two one-story bays are located at the basement level, set back from the building plane. Limestone spandrels are located between the basement and ground floor, first and second floors, and above the second floor. An ornamental Juliette balcony is located at the second floor, accessible by a door with an ornamental limestone entablature. A limestone modillion is located near the roofline.

At the basement level the central bays contain one paired window opening flanked by two single windows opening—all infilled with brick. The north bay contains a single small window; the south bay contains no fenestration.

The ground floor and first floor are identical and contain a single paired window.

The second floor features a door opening at the central bay flanked by paired window openings.

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**Photo 25:** Exterior View, 1926 Building, West Elevation, Looking Southeast

*North Elevation:* The secondary north elevation is five bays wide. The basement level is partially exposed, with a window well carved into the area at the northwest of the building (see below Photo 26). Limestone spandrels are located between first and second floors and above the second floor. A secondary entrance is located at the basement level within an arched limestone surround. The entrance features a boarded arched transom and modern double-leaf metal doors that are also boarded.

The basement level contains multiple boarded window openings with modern security grilles.

The ground floor and first floor are identical with five windows in each bay. Over the entrance are single windows.

The second floor contains two windows in each bay with two levels of windows separated by a brick and limestone spandrel. Over the entrance is a single window.



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**Photo 26:** Exterior View, 1926 Building, North Elevation, Looking South



**Photo 27:** Exterior View, 1926 Building, North and East Elevations, Looking Southwest

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*East Elevation:* The secondary east elevation is three bays wide. The basement is below grade at this elevation (**Photo 27**). Limestone cornices are located between the first and second floors and above the second floor. The 1926 Pedestrian Bridge connects to the elevation to the north of the elevation in the north bay at the second floor. The brick surrounding the bridge remains in poor condition, with areas of efflorescence, staining, and missing mortar joints.

A secondary entrance is centrally located at the ground floor at grade. The entrance contains modern metal double leaf doors within an ornamental limestone surround. Two small window openings are located to the south of the entrance bay. A paired window is located in the southernmost bay. At the first floor, a paired window is located above the entrance. The remainder of the first floor is identical to the ground floor. The second floor contains two double-height paired windows in the central and south bays. The Pedestrian Bridge is located at the north bay.

*Exterior Alterations:* The building has sustained limited alterations since its construction in 1926. Windows and entry doors have been replaced, which are typical modifications made to school buildings. Modern lighting is populated throughout the building.

*Roof:* The roof of the building is flat. Modern fixtures and metal coverings are located at each tier, set back about five feet from the south and west elevation rooflines. Modern mechanical equipment is located to the north of the roof within the brick penthouse.

**Interior:** The interior historically housed classrooms, gymnasiums, and a pool. The classrooms are located at the basement level and the first floor. Gymnasiums are located at the second floor and are double-height spaces. An east-west corridor at the north of the building at the second floor connects to the pedestrian bridge. The basement houses the pool. The primary entrance at the south elevation and the secondary entrance at the north elevation access the basement level. The entrance located at the east elevation access the ground floor. Finishes within the corridors and classrooms the building are similar to the 1914-24 Building and remain in poor condition.

**First Floor:** The first floor is arranged on a central corridor that provides access to classrooms, bathrooms, and stairwells (**Photos 28 and 29**). The building is served by two concrete stairs located centrally within the building, accessible by the south elevation entrance or by the interior corridor (**Figure 35**).

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**Photo 28:** Interior View, 1926 Building, First Floor Corridor, Looking East.

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**Photo 29:** Interior View, 1926 Building, First Floor, Typical Classroom, Looking West.

*Second Floor:* The second-floor houses two double-height gymnasiums at the east and west ends of the building (**Photo 30**). Between the gymnasiums are a series of offices and locker rooms (**Photo 31**). A single-loaded corridor at the north edge of the building accesses the gymnasiums (**Figure 32**). The gymnasiums are utilitarian in design and contain hardwood floors, gypsum board ceilings, and brick walls. The office and locker rooms are utilitarian in design with terrazzo and mosaic tile floors, brick and speed tile walls, metal lockers, and painted concrete ceilings. A central metal stair accesses the third floor.

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**Photo 30:** Interior View, 1926 Building, Second Floor, Gymnasium, Looking Southeast.

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**Photo 31:** Interior View, 1926 Building, Second Floor, locker room, looking West

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**Photo 32:** Interior View, 1926 Building, Second Floor Corridor, looking East towards pedestrian bridge

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**Photo 33:** Interior View, 1926 Building, Second Floor, Stair, looking North



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**Photo 34:** Interior View, 1926 Building, Basement, Pool, looking Southeast

The second floor mezzanine houses offices and an observation deck that formerly overlooked the west gymnasium. The deck was infilled with gypsum wall board in recent decades (**Photo 35**).

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**Photo 35:** Interior View, 1926 Building, Second Floor, gymnasium looking West. Note: Third Floor observation deck at mezzanine level infilled at North wall.

*Basement:* The basement level houses the pool, showers, and locker rooms. The pool is located to the west of the floor, accessible by a stair hall and locker rooms. Finishes within the pool include mosaic tile floors, brick walls, and acoustic ceiling tile (see above Photo 34). The pool features subway tile and a stone tile ledge at the perimeter. A raised concrete observation deck with mosaic tile floors is located adjacent to the pool. Locker rooms are utilitarian in design and contain exposed concrete floors, brick walls, and painted concrete ceilings.

*Interior Alterations:* The building retains aspects of its original floor plan and finishes, though the condition of many features is poor following a long period of vacancy and lack of maintenance in recent years. In particular, the corridor at the second floor which connects to the Pedestrian Bridge remains in extremely poor condition with significant water infiltration. The gymnasium floors are severely water damaged and are extremely buckled. The overall interior of the building has been modernized with new mechanical equipment as is typical of school buildings.

### **1926 Pedestrian Bridge (Contributing)**

The Pedestrian Bridge is utilitarian in design with four boarded window openings at the north and south elevations. The exterior is clad in painted metal cladding.

The bridge connects to the second-floor stair landing at the 1914-1924 Building and the corridor at the 1926 Annex Building. When the bridge was installed new openings were created in the

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exterior brick of the 1914-1924 Building to provide access. At the interior, the bridge is severely water damaged. The gypsum board walls, ceilings, and terrazzo floors are all water damaged. Double leaf metal doors enclose the bridge at the Annex Building side (**Photo 36**).



**Photo 36:** Interior View, Skybridge, looking East.

Alterations: Significant alterations to the 1926 pedestrian bridge were conducted in the late 20th century, painting and partial replacement of the iron cladding to the structure, and the infilling of window openings. The structure remains in poor condition, and is causing damage to the interior of the 1914-1924 and 1926 buildings.

### **Integrity**

The Gladstone School retains a sufficient degree of integrity to convey its historic use as a Progressive Era school. The buildings remained in use as a school from its construction in 1914 until its closure 2001, when the school district vacated the property. While the property has been vacant for nearly two decades, the Gladstone School retains aspects of feeling and association as a school and community landmark. Alterations to the buildings were conducted over time as the school transitioned from an elementary school, junior high school, senior high school, and middle school. After nearly two decades of deterioration, the remaining character-defining features, including the hardwood floors, wood baseboards, chair rails, and picture rails within the classrooms and the flat plaster at the corridor walls and ceilings, remain though in fair to poor condition. The overall exterior appearance and interior floorplans remain relatively intact. National Register Bulletin 15 describes integrity as the capability of a resource to convey its significance, and evaluates integrity based on a set of seven aspects detailing a property's

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physical features and how they relate to its significance. The building is locally eligible for listing under Criteria A and C; the period of significance for Criterion A ranges from 1914-1958 (when the school transitioned to a high school from its original use as an elementary and junior-high school), and for Criterion C ranges from 1914-1926 (when the Annex Building was constructed).

Location: The Gladstone School has remained in its original location and thus retains integrity of location.

Setting: The Hazelwood neighborhood setting surrounding the Gladstone School has experienced disinvestment and population loss since the end of the periods of significance, which has resulted in demolitions and vacancies throughout the neighborhood. Despite this neighborhood change, the blocks surrounding the Gladstone school have remained relatively intact, characterized by low-rise single-family homes.

Feeling and Association: During its operation, the buildings remained in constant use as a school since its construction in 1914. Therefore, the building retains direct association with the events for which it is significant. As the school is no longer in operation, and no uses have been conducted at the property since, it also exudes the feeling of its original design, use, and significance as a public school.

Design: The buildings retain integrity of design and materials. Alterations to the school were conducted in several campaigns as the school aged beyond its periods of significance, and include window and door replacements dating to the late 20th century, the re-partitioning of classrooms, the addition of the non-contributing 1965 addition, and the installation of MEP and HVAC systems. In the late 20th century a chimney that formerly rose above the 1914 building and the distinctive “pepperpot” towers were removed.

Materials and Workmanship: Materials and workmanship both relate to the presence of historic fabric, and for the purposes of this evaluation are similar. Window and door replacements dating to the late-20th century are in the same configuration as the historic. The primary entrances have remained in the same location. At the interior, finishes within the corridors and classrooms were replaced outside of the periods of significance, with modern finishes found in areas. Areas which feature historic finishes remain throughout the building, and are reflective of the original palette of materials. Additionally, as the school transitioned through multiple grade levels beyond the periods of significance, classrooms were repartitioned. However, the character-defining arrangement of multiple classrooms along a double-loaded corridor remains. The building retains a moderate degree of the original materials and workmanship.

Overall, the Gladstone School retains sufficient integrity, and remains recognizable to a contemporary from its period of significance.

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## 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.)

- 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**

(Enter categories from instructions.)

Education  
Architecture

**Period of Significance**

Criteria A: 1914-1958  
Criteria C: 1914-1926

**Significant Dates**

**Significant Person**

(Complete only if Criterion B is marked above.)

**Cultural Affiliation**

**Architect/Builder**

O.M. Topp, Architect  
Turner Construction, Builder

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**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.)

Gladstone Junior High School, located at 327 Hazelwood Avenue in Pittsburgh, Pennsylvania, is significant at the local level under Criterion A in the area of Education. The building meets the registration requirements and context established by the 2007 MPDF *Historic Educational Resources of Pennsylvania: Public Elementary and Secondary Schools in Pennsylvania, 1682-1969* as an excellent example of a school from the Long Progressive Era. Designed by Pittsburgh architect O. M. Topp, the Gladstone School is significant as an example of a school of the Long Progressive Era, a reform movement that prioritized educational improvement. Improvements to school buildings during this era included specialized spaces for subject matter instruction, and increased community engagement. The Gladstone School, with its Collegiate Gothic exterior featuring large window openings for plentiful light and air, and interior of specialized learning spaces and wide corridors for ease of circulation, is a significant local example of a Long Progressive Era school. The period of significance under Criterion A begins in 1914, when the first building was constructed as an elementary school, and ends in 1958, when the entire school was converted to a high school. This conversion would have significantly altered the curriculum. The Gladstone School is also locally significant under Criterion C in the area of Architecture as an example of Long Progressive Era public school design. The period of significance for Criterion C begins with the construction of the first school building in 1914 and ends in 1926 with the construction of the Annex and the skybridge. The school was an important fixture in the development of the Hazelwood neighborhood, and was built during a period of rapid industrial development which resulted in a growing population. The historic boundary of the resource is the current tax parcels, which include all resources historically associated with the school in from 1914-1958.

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

*History of the Gladstone School:*

Gladstone School consists of two buildings and one structure formerly operated by the Pittsburgh Public School Board between 1914 and 2001. The school is located on the south slope of the Monongahela River valley in the geographically isolated Hazelwood section of Pittsburgh, approximately six miles east from Downtown Pittsburgh. Prior to construction of the Gladstone School, the area bounded by Hazelwood and Sylvan Avenues was occupied by nine parcels of mostly open land, with low-rise single-family residences fronting on Hazelwood and Sylvan Avenues.<sup>1</sup>

<sup>1</sup> G.M. Hopkins & Co. "Hazelwood, Plate 19," 1890, *Volume 4 – Atlas of the city of Pittsburgh: Wards 16, 20, 22-23*, 1890.

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The hills above Hazelwood separate the neighborhood from neighboring communities including Greenfield and Oakland. Over the course of a century, the Hazelwood community grew from a sparsely populated area known as Scotch Bottom, to a vibrant industrial center. B.F. Jones constructed the Pittsburgh and Connellsville Railroad through Hazelwood in 1861, which connected Pittsburgh with the coke-producing Connellsville area dominated by industrialist Henry Clay Frick. Pittsburgh annexed Hazelwood and other neighboring towns in 1869, which now comprise the city's East End. In 1884, the Jones & Laughlin (J&L) Company started industrial iron and coke-producing operations in Hazelwood. By 1906 J&L had amassed the largest number of beehive coke ovens in the world in Hazelwood. By this time, Hazelwood essentially functioned as a company town, with the majority of residents working at the nearby plants. The industrial expansion of the Hazelwood neighborhood (and Pittsburgh at large) exponentially increased the population, with immigrants from Eastern Europe filling many of the most demanding industrial jobs. Hazelwood became home for Hungarian, Italian, Carpatho-Russian, Slovak, Polish, and Irish immigrant populations. This growing population of working-class urban residents increased demand for educational institutions. In this period of rapid industrialization, corporatization of the economy, and expansion of professions, public schools were embraced by Progressive Reformers as a means to improve the social lives of students and their communities through public health programs, home economics classes, and physical education.

When the cities of Pittsburgh and Allegheny merged in 1907 both had ward-based schools of uneven educational and architectural quality. The wealthier the ward, the better the schools. In 1911, a centralized Pittsburgh School Board was established, consolidating 61 separate school entities in the city, and it assumed the task of constructing and operating City schools. After 18 months of study, the consolidated school board made a number of recommendations for new schools, including one proposed for immigrant-populated Hazelwood.<sup>2</sup> This coincided with the nationwide systemization of public school construction and education for which the Long Progressive Era is characterized.

Plans for the new school at Hazelwood and Gladstone Avenues were drawn in 1913 by Pittsburgh architect O.M. Topp (see below Figure 3). Construction of the school was completed in 1914. The school originally stood on a two-plus-acre site, with the narrow end of the building facing Hazelwood Avenue. The original Gladstone School building was a three-story rectangular brick building, ornamented with Collegiate Gothic details, including arched entries and four small "pepperpot" towers (since removed) (see below Figures 4 & 5). The school contained a longitudinal center double-loaded corridor design flanked by classrooms (see below Figure 6). The original building included 9 classrooms, a kindergarten, a Sewing Room, Cooking Room, Model Bed Room, Model Dining Room, and assorted ancillary spaces. The school was finished and occupied in the Fall of 1914 and dedicated the next year, servicing elementary and junior-high students.<sup>3</sup> At the time it was constructed, the school overlooked the J&L Plant (later known as LTV), located on the bank of the Monongahela River.

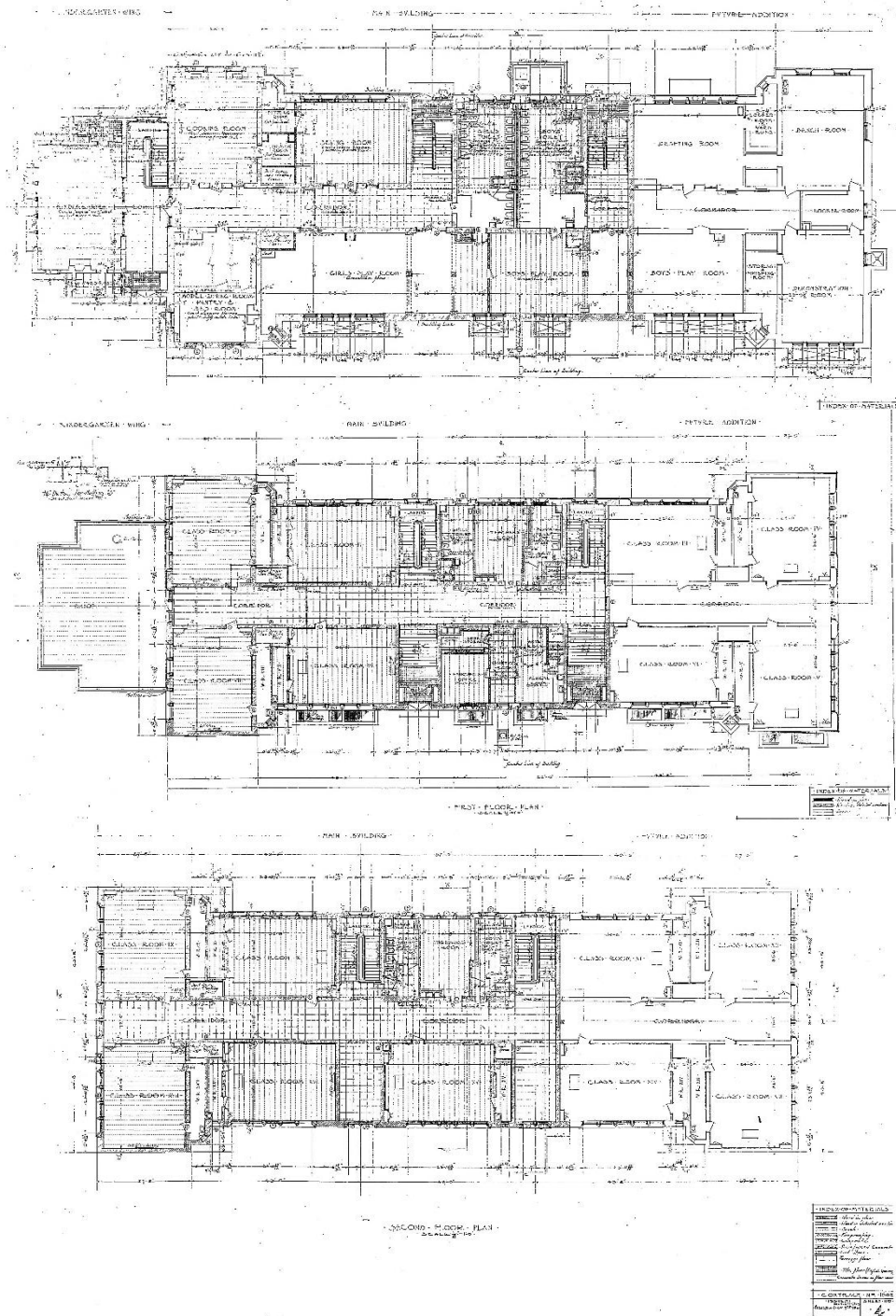
<sup>2</sup> "High School Site Bought," *Pittsburgh Post-Gazette*, October 15, 1913, 6.

<sup>3</sup> "Gladstone School Formally Dedicated," *Pittsburgh Daily Post*, May 8, 1915, 9.



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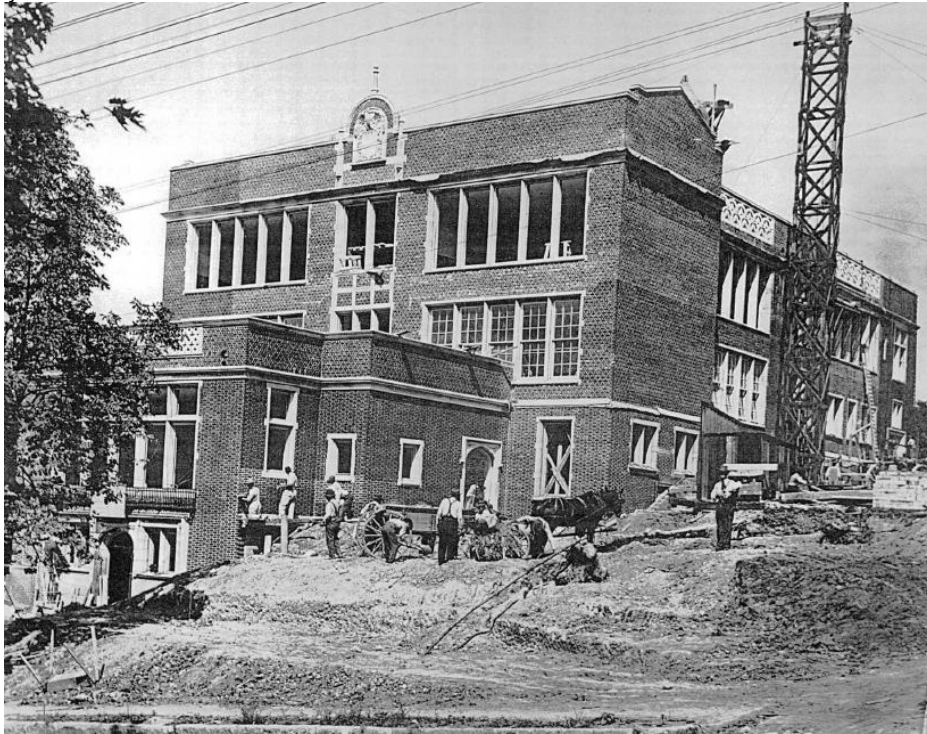
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**Figure 3:** Floorplans of the original 1914 Building, design by O.M. Topp  
Image Source: Gladstone School Historic Resource Survey Form

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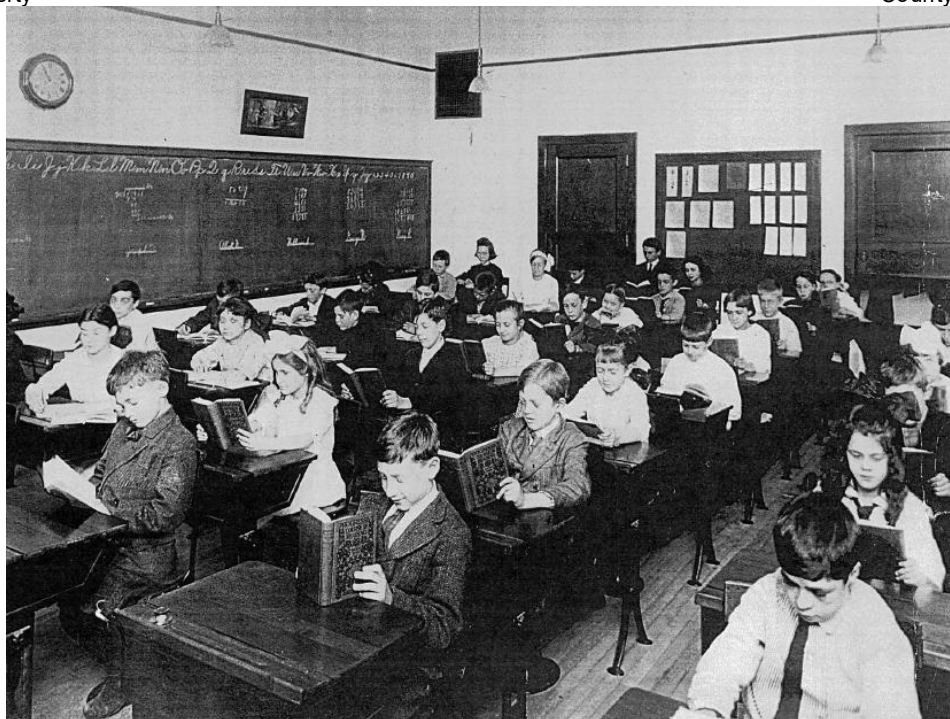
**Figure 4:** Photograph showing Construction of the Gladstone School in 1914  
Image Source: Gladstone School Historic Resource Survey Form.



**Figure 5:** Photograph showing the completed 1914 Gladstone School building.  
Image Source: Gladstone School Historic Resource Survey Form.

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**Figure 6:** 1914 photograph of a Gladstone School classroom.  
Image Source: PA Historic Resource Survey Form

As Pittsburgh continued to grow in the 1920s, Hazelwood's population grew significantly, from 1,399 people in 1870 to 27,976 in 1920.<sup>4</sup> With the neighborhood growing, and new families establishing in Hazelwood, expansion of Gladstone School was needed to avoid over-crowding. Perhaps in anticipation of future growth, architect O. M. Topp had designed an addition to the 1914 building that was included with the original plans. The addition, completed in 1924, extended the building westward away from Hazelwood Avenue, creating a long and narrow rectangular shape (see below Figures 7 and 8).<sup>5</sup> The addition held eight additional classrooms, a drafting room, a "bench room suite," and a 400-seat auditorium. The addition is composed of the rear seven bays of the existing 1914-1924 Building. In urban areas with dense populations of immigrants, such as Hazelwood, public schools also fulfilled the Reformers' objective of Americanization.<sup>6</sup> The "social" rooms and after-school adult English language courses offered at Gladstone in the 1920s were part of the "Americanization" process for newly arrived immigrants, accomplishing the Progressives' objective to integrate the influx of immigrants into American society.

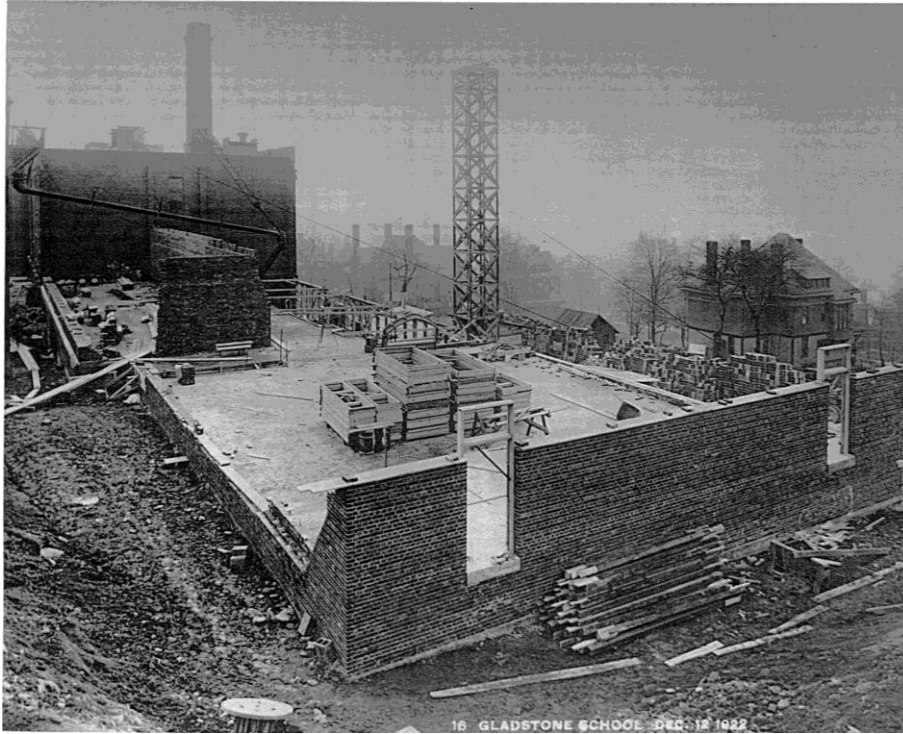
<sup>4</sup> Joel A. Tarr and Denise Di Pasquale. "The Mill Town in the Industrial City: Pittsburgh's Hazelwood." *Urbanism Past & Present* 7, no. 1 (13) (1982): 5.

<sup>5</sup> "Enterprises Scheduled for Year: List of Projects," *The Pittsburgh Press*, January 4, 1926, page 30.

<sup>6</sup> "Historic Educational Resources of Pennsylvania," *National Register of Historic Places*, June 27, 2007, 6, 48.

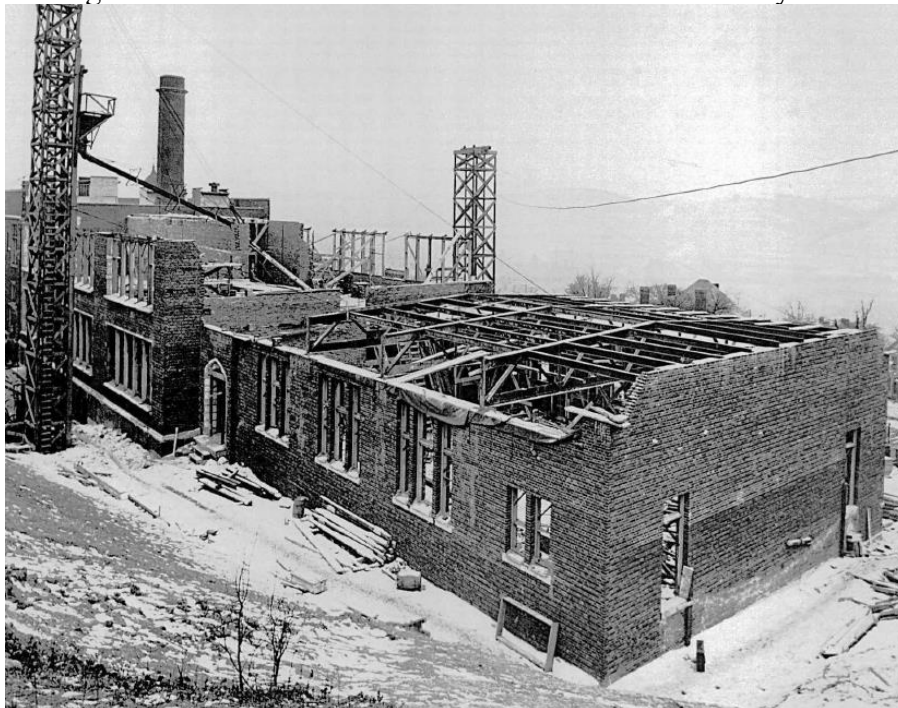
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**Figure 7:** December 12, 1922 Photograph showing Construction of the 1924 section of the Gladstone School.

Image Source: Gladstone School Historic Resource Survey Form.



**Figure 8:** Photograph showing the construction of the 1924 section of the Gladstone School.  
Image Source: Gladstone School Historic Resource Survey Form.

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The continued socioeconomic growth of the Hazelwood neighborhood made it necessary to construct an additional school building. Recreation spaces including gymnasiums and pools were becoming an important element of Progressive Schools, as reformers sought to incorporate health, wellness, and physical activity into education. In 1926, a separate building for elementary students, known as the “Annex,” was constructed to the south of the 1914-24 Building which included a pool, gymnasiums, and additional classrooms. Prior to construction, there were two low-rise single family dwellings on Hazelwood Avenue in front of the location of the proposed new building, and one immediately behind it. The properties were acquired by the School Board and the houses were demolished to make way for the new building, expanding the existing site to 6.2 acres. The new Annex Building was a three-story brick rectilinear building with a basement. The Annex building was designed to blend with to the 1914-1924 building, with similar brick and contrasting articulated stone window surrounds (see Figure 9). The narrow ends of the rectangular Annex building fronted Sylvan Avenue to the south, and a new alley, Tut Way, between the Annex and the older sections of the Gladstone School.<sup>7</sup>



**Figure 9:** Photograph from March 22, 1926 Showing Construction of the 1926 Annex.  
Image Source: Gladstone School Historic Resource Survey Form.

When completed in 1924, the Annex building contained a swimming pool in its basement level, 14 classrooms on two floors above, and one large and one medium gymnasium on the two-story upper floor, along with “playrooms,” and locker rooms. While the architect of the Annex building has not been confirmed, O.M. Topp was still practicing in the late 1920s and the similar

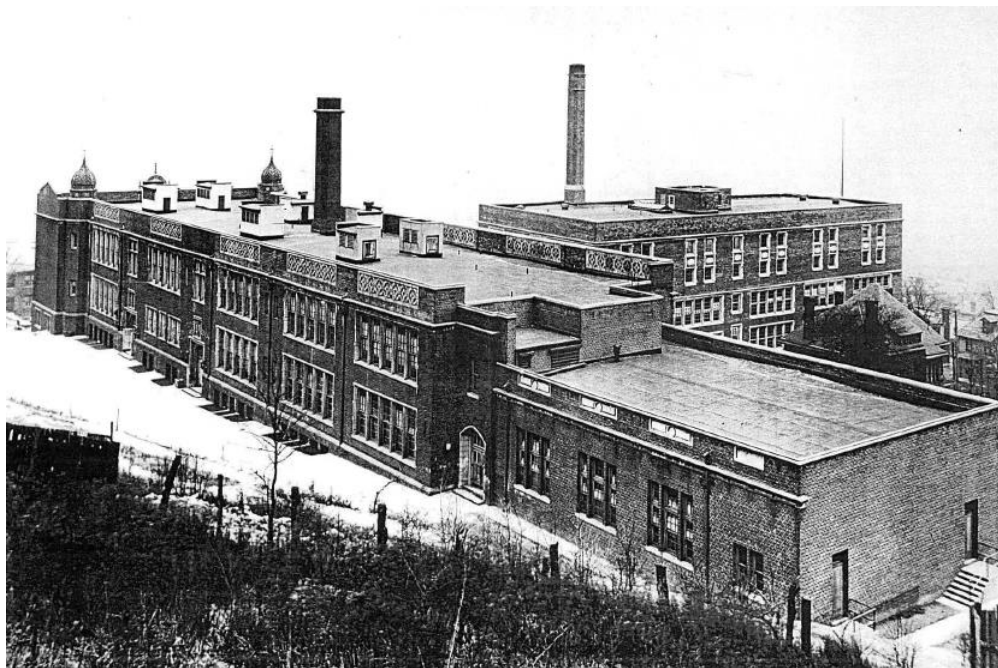
<sup>7</sup> Tut Way was likely named after for Egypt’s King Tutankhamun, whose tomb was discovered in 1922.

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design to the 1914 building suggests he was possibly the designer. Once the Annex building was completed in 1926, the older 1914-1924 building became a junior high school (see below Figure 10). Along with the construction of the 1926 Building was an iron-clad pedestrian skybridge which was likely added to provide internal access from 1914-1924 buildings to the pool and gymnasiums (see below Figure 11).<sup>8</sup> Openings accessing the elevated pedestrian bridge framed with steel were created at the second floor landings of each building.

The buildings were separated by a drive known as “Tut Way,” likely named for the groundbreaking archeological discovery of King Tutankhamun’s tomb in 1922. The new classrooms in the Annex building served elementary students, in keeping with the Progressive educational philosophy of separation of age groups. The placement of elementary school students within the building with the recreational facilities also followed Progressive emphasis on the physical education of developing youth, which social scientists identified as a community issue regarding public health.<sup>9</sup> During the early-20<sup>th</sup> century, the popularity of sports as leisure activities grew as people began to see the importance of exercise to health. The opening of publicly available gymnasiums, courts, and fields allowed the working and middle classes to participate in health activities previously reserved for the wealthy. The Progressive objective to include gymnasiums, pools, and other modes of physical exercise in public schools fits within this broader public health trend which took place during the 1910s and 1920s.



**Figure 10:** Photograph showing a rear view of the completed contributing buildings of the Gladstone School, 1926.

Image Source: Gladstone School Historic Resource Survey Form.

<sup>8</sup> G.M. Hopkins & Co., 1939. Hazelwood. Plate 28. <https://historicpittsburgh.org/islandora/object/pitt:39v02p28>; “An Ordinance.” *Pittsburgh Daily Post*. July 25, 1925.

<sup>9</sup> “Historic Educational Resources of Pennsylvania,” *National Register of Historic Places*, June 27, 2007, 48.

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**Figure 11:** Photograph showing a rear view of the completed Annex Building and Skybridge c.1926.

Image Source: Pittsburgh School District Archives

The school continued to operate and function as a Progressive Era elementary school and junior-high school in the 1940s. By the 1950s, Post World War II, the demographics of Hazelwood had changed from southern and eastern European immigrant enclaves to predominantly African-American. Following displacement from Pittsburgh's Lower Hill District urban renewal project which destroyed the commercial heart of the African American community, many settled in Hazelwood. At the same time, many of the while residents were moving to the suburbs, following national demographic and development trends spearheaded by the FHA and VHA programs. To accommodate demographic changes in population and age, in 1958 the entire Gladstone School was converted from an elementary and junior-high school into a high school. This transition, and marks the end of the period of significance under Criterion A.

The last major construction on the site was a modern two-story non-contributing addition in 1965 that housed a cafeteria and occupational/vocational shops including an auto shop needed for senior high school education. The 1965 addition extended the 1914-1924 building to the south and west, beyond the auditorium. The architect of the 1965 addition is unknown. The basketball court was likely added c.1965.<sup>10</sup> In 1976, beyond the period of significance, the Gladstone School was again converted from a high school into a middle school, and the 1965 addition became classrooms. The chimney that was formerly located at the 1914 section of the building was likely removed in the late 20<sup>th</sup> century. The J&L / LTV Coke Plant closed in 1998, accelerating decline in Hazelwood. During the 1990s, the student body of Gladstone School

<sup>10</sup> NetroOnline Historic Aerial Maps: 1959, 1956, 1969. <https://www.historicaerials.com/viewer>

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decreased with each passing year, and the school closed in 2001. The building has been vacant since 2001.

## CRITERION A: EDUCATION

The Gladstone School is locally significant under Criterion A in the area of Education as an example of a Progressive school built in Pennsylvania. Therefore, characterization and criteria for listing are rooted in the National Register Multiple Property Documentation Form (MPDF) *Historic Educational Resources in Pennsylvania*. The MPDF addresses the period from 1867-1930 as the “Long Progressive Era.”<sup>11</sup> During this time period, reformers known as Progressives strove to bring free public education to all American youth. As rapid industrial growth created population explosions within urban centers across the state, rural Pennsylvania was experiencing a decline. Agricultural families who had previously sent their children to one-room schoolhouses became anxious about the future their children would face without an education in an economy which no longer emphasized agriculture. The Progressive reformers, aware of this dilemma, initiated sweeping infrastructure policies including rural roadbuilding and public transportation services into the cities to provide rural children access to an urban public education. This era saw an unprecedented boom in school construction in cities across Pennsylvania, including Pittsburgh. These schools, through their architecture and educational framework, were designed to meet the reformers’ goals. These Progressives strove to provide students with an educational building set to the highest standards of sanitation, ventilation, and natural lighting. Curriculum reforms were also implemented to provide a more experimental learning-oriented education to youths. To this end, the schools featured auditoriums, shop rooms, libraries, and gymnasiums, along with specialized personnel who could teach students the arts, physical education, and home economics.<sup>12</sup> The Gladstone School stands as an example of the reforms which were implemented during the 1910s and 1920s period of the Progressive era, including the availability of natural lighting, incorporation of specialized learning spaces, and inclusion of amenities such as auditoriums, gyms, and pools.<sup>13</sup>

### *Pennsylvania Schools in the Long Progressive Era:*

In the 19<sup>th</sup> century much of Pennsylvania’s population was rural where small one room schoolhouses were the educational norm. In an effort to increase efficiency, beginning in the late 1890s, the Pennsylvania legislature endorsed rural school closures with regular attendance of less than ten pupils. These pupils would instead be transported to larger, consolidated schools. The Centralized School Act of 1901 further encouraged these movements, and the Centralized School Act of 1911 permitted school districts to guarantee students’ transportation and sanctioned construction of larger, grade-school buildings that separated students of different ages (who previously sat together in one-room schoolhouses). The Department of Public Instruction’s newly created Bureau of Rural Education enacted these policies, working with rural districts to syndicate their operations for the benefit of administrative productivity and grading. Bussing became a more viable option for even the most isolated districts, as Progressives initiated rural road-building campaigns and automobile use increased exponentially in the post-World War I

<sup>11</sup> “Historic Educational Resources of Pennsylvania,” National Register of Historic Places, June 27, 2007.

<sup>12</sup> “Historic Educational Resources of Pennsylvania,” 45.

<sup>13</sup> Ibid, 51.



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era. At the same time, the industrial economy was booming, with new factories, plants, and warehouses expanding in cities throughout the state, further encouraging a move to the cities. The mass migration from rural to urban settings was paralleled by the proliferation of technologies including the telephone and radio, and the mass distribution of magazines and catalogues, which brought urban culture to the countryside. With agricultural communities in decline and urban society booming, rural Pennsylvanians' anxieties over the future of their communities and their children's prospects for future success shaped the debate over school consolidation.<sup>14</sup>

In Pittsburgh, the expanding industrial sectors resulted in the urbanization and annexation of contiguous sparsely populated areas, including the Hazelwood neighborhood, which was previously an unincorporated community. Once a small sparsely populated suburb of elites, Hazelwood transitioned into an urban industrial center when the coke and iron production facilities arrived.<sup>15</sup> The influx of rural and immigrant populations to Pittsburgh and Hazelwood increased the demand for quality educational facilities which would help raise youths into this industrializing economy. The expansion of free, public education and schools in Pittsburgh during this era was met with several challenges, namely the initial policy of voluntary attendance. As America was experiencing a cultural shift towards providing youth with a sheltered, educated middle-class upbringing, there were still many industrial and agricultural regions where child labor was commonplace. Working-class families would likely not turn down the opportunity to continue using their children to help bring in extra income. In their pursuit to bring public education to all children, including those of the working class, the Progressive reformers ultimately decided that a policy of voluntary participation would not be effective. Therefore, statewide compulsory education laws were enacted in order to bring the reform that Progressivists were striving to achieve.<sup>16</sup>

In its pursuit of greater educational efficiency and effectiveness, the state Department of Public Instruction and the state legislature promoted uniformity not only in curriculum, but also in school building plans. In the 1910s and 1920s, schools in Pennsylvania adopted the "Gary Plan" pioneered by Superintendent William Wirt of Gary, Indiana. The plan moved elementary school students from a single classroom with a single teacher to a system wherein students moved between their "regular" teacher's classroom and the specialized classrooms of their music, arts, and physical education teachers.<sup>17</sup> In industrial areas such as Pittsburgh's Hazelwood neighborhood, Wirt's model was incorporated into the design and curriculum of the Gladstone School, which was constructed to provide a well-rounded curriculum to students through usage of multiple specialized learning spaces and separation of student age groups.

In addition to curriculum changes, Progressive educators called for new forms of school architecture to reflect the broad societal shifts addressed in their curriculum reforms. One such reformer was John Dewey. In contrast to the existing system, which was considered by some

<sup>14</sup> Amy Weisser, "'Little Red School House, What Now?' Two Centuries of American Public School Architecture," *Journal of Planning History* vol.5, no.2 (May 2006).

<sup>15</sup> Joel A. Tarr and Denise Di Pasquale. "The Mill Town in the Industrial City: Pittsburgh's Hazelwood." *Urbanism Past & Present* 7, no. 1 (13) (1982): 2.

<sup>16</sup> J. L. Flannery, *The Glass House Boys of Pittsburgh: Law, Technology, and Child Labor*, Pittsburgh, PA: University of Pittsburgh Press, 2009, pg 147.

<sup>17</sup> Ibid.

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educational reformers to be too “rigid,” John Dewey promoted experimental education in classrooms, with moveable desks, natural light, blackboards, and bulletin boards. Dewey diagrammed his ideal school as:

“centered around a library and reaching out to home, park, university, museum, library, and business through its rooms devoted to textiles, shop, kitchen, and dining. Experimentation in the work/classrooms led inward to scholarly research and outward to active participation in the community.... While the plan of the room loosened and expanded, the shell of the classroom and the school building differed little from those of the traditional school.”<sup>18</sup>

In the early twentieth century, Dewey’s architectural philosophies gradually permeated school design. More influential forces in public school architecture came from the administrative and social reform wings of the Progressive movement. In this era of unprecedented school construction, the state played an ever-increasing role in local building. The Department of Public Instruction established a Bureau of School Buildings in 1912. This bureau continued the practice of regularly issuing standard plans and specifications for one-, two-, three-, and four-room school buildings, and helped in the design and development of larger urban or consolidated rural schools. As districts shifted from a system of elementary and high schools for grades 1-8 and 9-12, respectively, to a K-6-3-3 system with junior high schools, they prompted a comprehensive restructuring of their physical plants, as junior highs necessitated more specialized science and special-purpose classrooms.<sup>19</sup> This shift in the grade system is evident in the development of Progressive schools across Pittsburgh, including the Gladstone School, which serviced junior-high and elementary students in separate buildings by 1926.

The Pennsylvania School Code of 1911 directed that school buildings were required to meet detailed standards of construction above and beyond their nineteenth century forerunners, including mandatory provisions for natural lighting, floor space, air space, heating, ventilation, fireproof construction, fire escapes, and playgrounds. Between 1911 and 1916, the state spent nearly \$30 million towards school construction in Pennsylvania (excluding the more independent, “first class” districts of Pittsburgh and Philadelphia which could supply their own funding).<sup>20</sup> In Pittsburgh, purchasing of land and construction of the Gladstone School was funded by the city’s School Board. One permission to local control came in a state law of 1914, which allowed district administrators to give their schools names instead of numbers, leading to the naming of the new school at Gladstone Street and Hazelwood and Sylvan Avenues as the Gladstone School.<sup>21</sup> Naming also supported schools’ role in Americanization, as most schools were named after local or national war heroes, prominent political and cultural figures, and (in the case of small towns dominated by single industries) founders and proprietors of major companies. The Gladstone School was named in reference to its location along Gladstone Street. It is unclear where the name of Gladstone Street derives from.

<sup>18</sup> Harold Rugg and Ann Shumaker, *The Child-Centered School: An Appraisal of the New Education* (Chicago: World Book Company, 1928), 1.

<sup>19</sup> Thomas Finegan, “The School Plant,” in *Report of the Survey of the Public Schools of Philadelphia* (Philadelphia: Public Education and Child Labor Association of Pennsylvania, 1922), 31.

<sup>20</sup> *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania* (1928), 136.

<sup>21</sup> prior to this date, public schools were sometimes known by their place names, but according to state mandate they were supposed to all be numbered, e.g., Public School No. 4

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By 1924, the state and local districts were spending a combined \$25 million per year on new and converted school buildings. The Bureau of School Buildings had specific recommendations related to the interior design of schools including expanded “book laboratories” for high schools, where expanding curriculums brought more books and periodicals. Careful attention to the sanitary infrastructure of bathrooms, washrooms, and drinking fountains was also recommended. In order to encourage light, well defined, but not overly distracting learning environments, “scientifically constructed classrooms” were recommended with a precise color scheme: “the walls should be neutral grey or light buff; the ceiling ivory white; the base, which should be of cement, should be brown with a dark brown stripe below window sills.”<sup>22</sup> On the exterior, the state Bureau of School Buildings called for landscaping that complemented the broader societal goals of Progressive public education, stating that:

“A neatly trimmed and well-kept hedge will be an effective example to arouse and stimulate the civic and personal pride and the aesthetic sense of the whole community. Children will develop a taste for well-ordered and attractive surroundings both at school and at home.”<sup>23</sup>

The manicured grass lawns and fencing that historically surrounded the Gladstone School, combined with the sharp rectilinear nature of the brick school buildings, fulfilled this desire to inspire orderly and disciplined lifestyles within the students, and pride within the community.

The state’s 1927 school law codified this recommendation in its mandate of a “proper” number of shade trees on schoolyard grounds. As with all laws regarding building practices, practical application was inconsistent across the state, as school building budgets and ambitions varied from district to district and diverse interpretations proliferated concerning the “proper” quantity of trees. In Pittsburgh, schools including the Schenley School (constructed 1916, NR listed 1986) boasted large amounts of shade trees surrounding the building, while others such as the Gladstone School featured little tree cover.

School building expenditures in Pennsylvania reached an all-time high of \$40 million in the academic year 1927- 28 (again excluding activity in Pittsburgh and Philadelphia, which had their own funding and were not factored into state expenditures). During the Long Progressive Era, over 20 schools were built, many of which were built during the early-20<sup>th</sup> century.<sup>24</sup> Notwithstanding the resiliency of one-room schools, “schoolhouses” were known as “schools,” expanding in size in most communities by the 1920s. By the 1930s, school buildings had attained a high degree of standardization across the state, in urban and rural settings alike, with the main differences regarding the scale of buildings. Adhering to the predominant trend in City Beautiful planning and design for institutional buildings in the early twentieth century, neoclassical façades alluded to the ideals of Greek democracy or the Roman Republic, while Colonial Revival designs referenced the nation’s heritage at a time when American colonial nostalgia was high. Some school architects also employed elaborate Gothic and Romanesque Revival façades.

<sup>22</sup> *Pennsylvania School Journal: Special New School Buildings*, 11-12.

<sup>23</sup> *Ibid.*

<sup>24</sup> U.S. Department of the Interior, “Pittsburgh Public Schools Thematic Group,” *National Register of Historic Places*, September 30, 1986, page 3.

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In more affluent districts, schools (especially high schools) featured limestone and granite windowsills, carved monumental entrances, and sweeping staircases. Even in the humblest buildings, however, the language of neoclassical and Colonial Revival designs denoted a distinctly civic function.<sup>25</sup>

In Pittsburgh, the 1890s were replete with school construction, matching the population explosion which booming industrial city was experiencing. The advent of the 20<sup>th</sup> century brought with it a shift towards planned elegance. Civic buildings and civic centers were built downtown and in areas such as Oakland, and the designs of these buildings served as models for the schools of the era.<sup>26</sup> The 1907 consolidation of Pittsburgh and Allegheny and the 1921 centralization of the School Board defined the lines of authority and allowed for long-term planning. The schools which Pittsburgh built during the 1910s and 1920s were heavily influenced by the progressivist educational ideals of reformers including John Dewey and William Wirt. Named the Gary, Indiana Superintendent of Schools in 1908, Wirt believed that the school should provide pupils with activities which people would have previously conducted in apprenticeships or household industry. In this way, the school would represent an idealized microcosm of the real world.<sup>27</sup> As Gary, Indiana was a heavily industrial city with a booming immigrant population, Wirt's ideas were particularly applicable in Pittsburgh. Between 1900 and 1920, Pittsburgh's public school construction peaked, building schools including the Madison Elementary School (1902), Beltzhoover School (1909) in Beltzhoover, the Colfax Elementary School (1911) in Squirrel Hill, the subject building, Gladstone Elementary School (1914), the Dilworth Elementary School (1915) in East Liberty, Schenley School (1916) in North Oakland, and Westinghouse High School (1917) in Homewood. These schools were designed in Classical Revival and styles including Renaissance Revival, and Tudor Revival which connoted the idea of higher learning and structure.

Another wave of Progressive Schools were constructed in the 1920s and early 1930s. These schools included Greenfield Elementary School (1922) in Greenfield, Boggs Avenue Elementary (1925) in the Mt. Washington neighborhood, the David B. Oliver School (1925) in the Perry South neighborhood, the Gladstone Middle School Annex Building (1926), and Taylor Allerdice High School (1927) in the Squirrel Hill neighborhood, Knoxville Junior High School (1927) in the Knoxville neighborhood, Langley High School (1923-27) in the Sheraden neighborhood, Prospect Junior High School (1931) in the Mt. Washington neighborhood, Lincoln Elementary School (1931) in the Larimer neighborhood, an addition to the Madison Elementary School (1929), Arsenal Middle School (1932) in the Lawrenceville neighborhood. The design of these later Progressive schools quoted the same Revival Styles but also included elements of the more modern Art Deco.

While each of these schools from the early 20<sup>th</sup> century featured their own unique design rooted in Classical or neoclassical architecture, they embraced many of the Progressive ideas promoted by Wirt. Providing specialty rooms such as auditoriums, gymnasiums, home economics rooms, and shop rooms, along with trained personnel who can integrate training lessons with practical

<sup>25</sup> Adapted from "Historic Educational Resources of Pennsylvania," National Register of Historic Places, June 27, 2007.

<sup>26</sup> Adapted from "Pittsburgh Public Schools Thematic Group," National Register of Historic Places, September 30, 1986.

<sup>27</sup> Ibid.

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mathematical and scientific principles, became a staple of Progressive Era schools in Pittsburgh and across the state. In the Hazelwood neighborhood of Pittsburgh, the Collegiate Gothic design which the Gladstone School is reflective of illustrates the economic growth of Hazelwood during the industrialization of Pittsburgh which coincided with (and catalyzed) the Long Progressive Era. The usage of Collegiate Gothic elements in the design of the Gladstone School ties the building to academia, and reflects the style of institutions of higher education, including Ivy League schools such as Yale and Princeton, and nearby schools like the University of Pittsburgh. The stately appearance of the school denoted the importance which the city and the community placed in its public educational system, and symbolized the progress of the neighborhood from a quiet community to an industrial powerhouse.

### *Gladstone School as an Example of a Progressive School*

The *Historic Educational Resources in Pennsylvania* MPDF states that “The principal goal of preparers of National Register nominations for school buildings in the area of Education should be to articulate how those resources reflect important developments in the philosophy, administration, and practice of education.”<sup>28</sup> Gladstone School meets local significance under Criterion A as an example of the design and construction trends of schools built during the Long Progressive Era (1867-1930). The Progressives aimed to elevate public education as the focal point in the community, impacting the social lives, health, education, and productivity of the youth. To accomplish this, Progressive schools featured specialized spaces which would provide programs in public health, home economics, arts, sciences, and physical education. The Gladstone School is reflective of the Progressivist developments which advanced school development, how classes were taught, and how public schools fit into the community. Constructed during the boom of Long Progressive Era school-building, the Gladstone School featured a stately Collegiate Gothic exterior which symbolically tied the building to academia. Through its inclusion of specialized teaching spaces, emphasis on natural lighting and air circulation, incorporation of amenities such as auditoriums and pools, the Gladstone School embraced the Progressive vision of the reformers to establish an educational approach which emphasized a healthy learning environment and a well-rounded curriculum.

The Gladstone School fulfills National Register Criterion A as an example of a Progressive school built in Pennsylvania during the Long Progressive Era. The Gladstone School also meets the character-defining features of Progressive schools outlined in the *Historic Educational Resources in Pennsylvania* MPDF. One of these key character-defining features was the differentiation of classroom spaces for the teaching of different ages and subjects. In keeping with this standard, the layout of the Gladstone School emphasized many of the design standards outlined by Progressive reformers including John Dewey and William Wirt such as the incorporation of multiple classrooms with moveable desks, natural lighting, blackboards, and bulletin boards. The Gladstone School also utilized the Progressive educational system wherein students would learn from both a “homeroom” teacher and other, more specialized personnel who could teach subjects such as music, art, and physical education. To this end, Gladstone School provided Progressivist staples including an auditorium within the 1924 section, gymnasium within the 1926 annex, and home economics and shop rooms within the 1914 section. The school also embraced the Progressive mentality that a school can serve as a

<sup>28</sup> “Historic Educational Resources of Pennsylvania,” National Register of Historic Places, June 27, 2007, page 4.

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community fixture, with its library, meeting spaces, and auditorium being utilized by the Hazelwood community for civic meetings, auxiliary club functions, and performances of the arts.

### **CRITERION C: ARCHITECTURE**

As illustrated in the *Historic Educational Resources in Pennsylvania* MPDF, a school may be considered architecturally significant under Criterion C if it features distinctive architectural style, design, engineering, and landscape features demonstrating the important trends in school design and construction for the defined periods or developments.<sup>29</sup> The Gladstone School is locally architecturally significant under National Register Criterion C. Designed to embrace the architectural standards initiated by the reformers of the Long Progressive Era, the Gladstone School also meets the criteria for Progressive schools outlined in the *Historic Educational Resources in Pennsylvania* MPDF. Character-defining features indicative of Progressivist school design include natural lighting, open floor space, corridors subdivided into classroom units, air circulation, heating, ventilation, fireproof construction, fire escapes, and playgrounds. Schools built during this era also adopted the Progressive approach of a sophisticated interior with contemporary finishes and furnishings, housed within a stately exterior of Classical or Neoclassical design. The Gladstone School is reflective of the Progressivist developments which advanced school development, how classes were taught, and how public schools fit into the community. Through its inclusion of specialized teaching spaces, emphasis on natural lighting and air circulation, incorporation of amenities such as auditoriums and pools, the Gladstone School embraced the Progressive vision of the reformers to establish an educational approach which emphasized a healthy learning environment and a well-rounded curriculum.

The Progressives sought to systematically reorganize education into a vehicle for positive community development. To this end, public education was transformed to impact the social lives, health, education, and productivity of school-age children. Progressive schools featured specialized spaces which provided programs including arts, sciences, mathematics, public health, home economics, and physical education. Additionally, Progressive schools served as a means to Americanize the influx of immigrants working the growing industrial economy. To this end, Progressive schools were built as a resource utilized by the entire community, with libraries, gymnasiums, and other spaces which were available to the public.

#### *Gladstone School as an Example of Long Progressive Era School Architecture:*

The Gladstone School embraced many of the ideals of Long Progressive Era school construction and design. O.M. Topp's design of the 1914 building features a longitudinal center double-loaded corridor design, which became the standard for Progressive Era schools, while the 1924 addition included ancillary facilities which were also staples of the Era's standards. The 1926 Annex building was constructed to meet the growing needs of the community, and contained a swimming pool in its basement level, 14 classrooms on two floors above, and one large and one medium gymnasium on the two-story upper floor, along with "playrooms," and locker rooms.

The school exhibits features which were mandatory provisions towards education, safety, and health which were present in school architecture during the Long Progressive Era. The

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<sup>29</sup> Ibid, 97.

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fenestration throughout the buildings provided plentiful natural lighting and fresh air. The classrooms consisted of open floor space allowing flexibility of use. The wide corridors allowed for greater circulation of air and heating throughout the buildings. The brick construction of the buildings was fireproof, and included fire escapes. Specifically, the recreational spaces reference the Progressive Era ideas of sanitation, wellness and health.

The Collegiate Gothic design elements of the building served to symbolically connect the Gladstone School to academia, during a time where institutions of higher learning across the country were adopting this style. The exterior design of Gladstone School also followed the City Beautiful trend in civic building design, exuding class previously reserved for principal civic buildings in a primarily working-class neighborhood. In keeping with the architectural standards of the Long Progressive Era, O. M. Topp's design of the Gladstone School's original 1914 building and 1924 expansion contained a longitudinal center double-loaded corridor design flanked by classrooms. The 1920s added an element of modernization to the Progressivist model of school construction, with elements of "Chicago School" ornamentation on a simple exterior form. Classical and neoclassical exterior designs masked sophisticated and contemporary interiors. Pittsburgh schools built at this time resembled local slope houses, with one-to-two stores at the façade and three-plus stories at the rear. These buildings embraced the Progressive Era school identity as a multi-functional structure which served as an educational institution and a community fixture.

While not specifically referenced in the MDPF for Long Era Progressive Schools, O.M. Topp's Collegiate Gothic design of the Gladstone School reflects the historical trend of Progressive Era Schools selecting Revival styles to connote a sense of permanence and educational prowess. The Collegiate Gothic Revival style is an early 20th century adaptation of the earlier 19th century Gothic Revival style adapted for educational buildings. In the early 20th century the Gothic Revival style reappeared for as a popular choice for both university and secondary school buildings to "to create an atmosphere of respected antiquity" as American universities such as rose to prominence. Toward the end of the Progressive Era in the 1920s and 30s, this style became a popular choice for elementary, middle, and high school buildings. As new larger and more complex Progressive school buildings had specialized space design the Collegiate Gothic style was often employed. Often these schools reflected a "pared down" version of the style with few ornamental details, these school buildings reflected the Gothic Revival in the use of arched doorways and window openings, stone detailing, and tower forms. The schools were designed with masonry construction which contributed to sense of history and stability, in school system that was rapidly expanding and undergoing reform.<sup>30</sup> The Gladstone School is one such example of a "pared down" version of a Collegiate Gothic style Progressive Era School designed with buildings featuring brick exteriors, stone detailing, and some Collegiate Gothic details, including arched entries and four small. The most distinctive Collegiate Gothic element were the "peppercorn" towers, which were likely removed in the late 20<sup>th</sup> century.

The original building and the 1924 expansion embraced the Progressivist notion of specialization between rooms, and featured 17 classrooms, a kindergarten, a Sewing Room, Cooking Room, Model Bed Room, Model Dining Room, assorted ancillary spaces, a drafting room, a "bench

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<sup>30</sup> "Collegiate Gothic Style: 1890-1940." Pennsylvania Historical and Museum Commission. August 26, 2015. <http://www.phmc.state.pa.us/portal/communities/architecture/styles/collegiate-gothic.html>

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room suite,” and a 400-seat auditorium added in 1924. The 1926 annex building was constructed in a similar manner and housed additional specialized classrooms as well recreational space including a pool and gymnasiums. The 1926 skybridge provided an internal connection for students to move between buildings to various specialized classrooms and recreation spaces. The 1965 addition built outside of the period of significance and outside of the Long Progressive Era School period (1867-1930) housed a cafeteria and auto shop spaces, and is a non-contributing addition to the 1914-24 Gladstone School Building.

### **Conclusion:**

Constructed between 1914 and 1926, and designed by Pittsburgh architect O. M. Topp, the Gladstone School meets Criterion A: Education for its contribution to American education during the Progressive Era. During its operation, the Gladstone School exemplified the improved educational facilities of the Long Progressive Era, and increased the use of public school grounds by the community. The period of significance for Criterion A begins with the school’s construction in 1914, and ends with the school’s transition into a high school in 1958. The school also meets significance under Criterion C: Architecture, representing the century-old school design and construction trends of the Long Progressive Era, which incorporated Progressive values relating to ventilation, natural lighting, physical health, and hygiene, while balancing the needs of an expanding neighborhood and growing enrollment. The period of significance for Criterion C begins with the construction of the school in 1914, and ends in 1926 when the last character-defining contributing building and structure, the annex and skybridge, were built. Despite several campaigns of alterations conducted during and after the end of the period of significance, the Gladstone School retains many of its original materials, configurations, and finishes, and is still emblematic of a Progressive school built during the Long Progressive Era.

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## **9. Major Bibliographical References**

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

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**Previous documentation on file (NPS):**

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- 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** 6.2 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates:**

(Datum if other than WGS84: NAD 83)

- |              |           |            |            |
|--------------|-----------|------------|------------|
| 1. Latitude: | 40.413364 | Longitude: | -79.942491 |
| 2. Latitude: | 40.413725 | Longitude: | -79.941249 |
| 3. Latitude: | 40.412517 | Longitude: | -79.940513 |
| 4. Latitude: | 40.412008 | Longitude: | -79.941768 |

**Verbal Boundary Description**

The boundary is formed by Hazelwood Avenue to the south, Sylvan Avenue to the west, Gladstone Street to east, and a neighboring residential parcel to the north.

**Boundary Justification**

The boundary for the Gladstone School is inclusive of all the resources historically associated with the Gladstone School

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### 11. Form Prepared By

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Organization: Heritage Consulting Group

Address: 15 W Highland Avenue, Philadelphia PA 19118

Telephone: 215-248-1260 Email: chamilton@heritage-consulting.com

Date:

10/20/2020

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### Additional Documentation

#### Photographs

##### *Photo Log*

Name of Property: Gladstone School

City or Vicinity: Pittsburgh County: Allegheny State: PA

Photographer: Heritage Consulting Group

Date Photographed: July 2019

Description of Photograph(s) and number:

Photo 1: View of Site, Looking North at Tut Way

Photo 2: Site View, Looking Southeast from the rear parking lot

Photo 3: Exterior View, 1914 - 1924 Building, South Elevation, Looking North

Photo 4: Exterior View, 1914 - 1924 Building, West and South Elevations, Looking Northeast

Photo 5: Exterior View, 1914 - 1924 Building, South Elevation Entry, Looking North

Photo 6: Exterior View, 1914 - 1924 Building, West Elevation, Looking East

Photo 7: Exterior View, 1914 - 1924 Building, West Elevation at Center, Looking East

Photo 8: Exterior View, 1914 - 1924 Building, West Elevation at North, Looking East

Photo 9: Exterior View, 1914 - 1924 Building, East Elevation, Looking West

Photo 10: Exterior View, 1914 - 1924 Building, East Elevation at Center, Looking West

Photo 11: Interior View, 1914 - 1924 Building, First Floor, Hallway at South, Looking North

Photo 12: Interior View, 1914 - 1924 Building, First Floor, Hallway at South Center, Looking East

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Photo 13: Interior View of a Typical Stairwell, 1914 - 1924 Building, Second Floor, Center West Stairwell, Looking East

Photo 14: Interior View, 1914 - 1924 Building, First Floor, Classroom, Looking North

Photo 15: Interior View, 1914 - 1924 Building, Second Floor, Classroom, Looking South

Photo 16: Interior View, 1914 - 1924 Building First Floor, Auditorium, Looking Northwest

Photo 17: Interior View, 1914 - 1924 Building, First Floor, Auditorium, Looking South

Photo 18: Exterior View, 1914 - 1924 Building, 1965 Addition, West Elevation, Looking East

Photo 19: Exterior View, 1914 - 1924 Building, 1965 Non-Contributing Addition, North and West Elevations, Looking Southeast

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Photo 21: Interior View, 1914 - 1924 Building, 1965 Non-Contributing Addition, Ground Floor, Cafeteria, Looking Northwest

Photo 22: Interior View of a Typical classroom, 1914 - 1924 Building, 1965 Non-Contributing Addition, First Floor, Classroom, Looking West.

Photo 23: Exterior View, 1926 Building, South Elevation, Looking North

Photo 24: Exterior View, 1926 Building, South Elevation, Looking Northwest

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Photo 26: Exterior View, 1926 Building, North Elevation, Looking South

Photo 27: Exterior View, 1926 Building, North and East Elevations, Looking Southwest

Photo 28: Interior View, 1926 Building, First Floor Corridor, looking east.

Photo 29: Interior View, 1926 Building, First Floor, Typical Classroom, looking west.

Photo 30: Interior View, 1926 Building, Second Floor, Gymnasium, looking southeast.

Photo 31: Interior View, 1926 Building, Second Floor, locker room, looking west.

Photo 32: Interior View, 1926 Building, Second Floor Corridor, looking towards east toward skybridge.

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Photo 33: Interior View, 1926 Building, Second Floor, Stair, looking north.

Photo 34: Interior View, 1926 Building, Basement, Pool, looking southeast.

Photo 35: Interior View, 1926 Building, Second Floor, gymnasium looking west. Note: Third Floor observation deck at mezzanine level infilled at north wall.

Photo 36: Interior View, 1926 Skybridge, looking east

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Gladstone School Historic Resource Survey Form.

Figure 4: Photograph showing Construction of the Gladstone School in 1914. Image  
Source: Gladstone School Historic Resource Survey Form.

Figure 5: Photograph showing the completed 1914 Gladstone School building. Image  
Source: Gladstone School Historic Resource Survey Form.

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Figure 11: Photograph showing a rear view of the completed Annex Building and Skybridge c.1926. Image Source: Pittsburgh School District Archives

Figure 12: USGS Map. Location of property indicated by blue icon. Pittsburgh East 2016 excerpt.

Figure 14: Photokeys

**Paperwork Reduction Act Statement:** This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

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- Tier 1 – 60-100 hours
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- Tier 3 – 230 hours
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UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 8/9/2021      Date of Pending List: 8/24/2021      Date of 16th Day: 9/8/2021      Date of 45th Day: 9/23/2021      Date of Weekly List: 9/17/2021

Reference number:

Nominator:

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 type="checkbox"/> CLG             |   |

Accept       Return       Reject      9/17/2021 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Lisa Deline      Discipline Historian

Telephone (202)354-2239      Date \_\_\_\_\_

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.



Pennsylvania State Historic Preservation Office  
PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION

August 6, 2021

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: Gladstone School, 327 Hazelwood Ave, Pittsburgh, Allegheny County, Pennsylvania

Dear Ms. Beasley:

Enclosed please find a pdf version of the true and correct National Register of Historic Places nomination for the above property, including signed first page. Letters of support and tif images will follow in the future. There were no objections received for this property.

The proposed action for this property is listing in the National Register. Our Historic Preservation Board supports the nomination.

If you have any questions regarding the nominations or our request for action, please contact Elizabeth Rairigh via [erairigh@pa.gov](mailto:erairigh@pa.gov) . Thank you for your consideration of these submissions.

Sincerely,

A handwritten signature in blue ink that reads "Andrea L. MacDonald".

Andrea L. MacDonald  
Director, PA SHPO

enc.

ALM/ebr