

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

1. Name of Property

historic name Springside Public School

other names/site number Springside Elementary School

2. Location

street & number 1508 Mount Holly Road N/A not for publication

city or town Burlington Township N/A vicinity

state NJ code 034 county Burlington code 005 zip code 08016

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: national statewide local

Paul Baum — Asst. Commissioner 1/20/15
Signature of certifying official/Title Date
NJ DEP
State or Federal agency/bureau or Tribal Government

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

4. National Park Service Certification

I hereby certify that this property is:
 entered in the National Register determined eligible for the National Register
 determined not eligible for the National Register removed from the National Register
 other (explain:)
John Edson H. Beall 3-17-15
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property (Check as many boxes as apply.) **Category of Property** (Check only one box.) **Number of Resources within Property** (Do not include previously listed resources in the count.)

				Contributing	Noncontributing	
<input checked="" type="checkbox"/>	private	<input checked="" type="checkbox"/>	building(s)	1	0	buildings
<input type="checkbox"/>	public - Local	<input type="checkbox"/>	district	0	0	district
<input type="checkbox"/>	public - State	<input type="checkbox"/>	site	0	0	site
<input type="checkbox"/>	public - Federal	<input type="checkbox"/>	structure	0	0	structure
		<input type="checkbox"/>	object	0	0	object
				1	0	Total

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

Number of contributing resources previously listed in the National Register

N/A

0

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

Current Functions
 (Enter categories from instructions.)

EDUCATION: School

DOMESTIC: multiple dwelling

7. Description

Architectural Classification
 (Enter categories from instructions.)

Materials
 (Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS:
 Classical Revival

foundation: STONE

MODERN: International Style

walls: BRICK

roof: ASPHALT

other: CAST STONE

WOOD

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Narrative Description

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

Summary Paragraph

The Springside Public School is a two-and-half story, brick elementary school building on Mt. Holly Road near the southwest corner of the intersection of Mount Holly Road and Dresser Avenue in the Springside area of Burlington Township, Burlington County, New Jersey. Built in 1915 and expanded in 1925, 1927, 1952, and 2013, the school can be characterized as a vernacular, Classical Revival building with a vernacular International Style addition. Sited at the edge of Mount Holly Road, the school is located along a major arterial road and within an early- through mid-20th century residential neighborhood. The historic school's exterior appearance is defined by brick walls on brick and concrete and stone foundations, banks of multi-light metal windows, tall multi-sash windows with sidelights and fanlights, cast stone and pressed metal detailing, two main and several secondary entrances, and hipped and flat roofs. The building's last addition, in 2013, is connected to the rear wall of the 1952 wing and includes a two-story recessed glass hyphen and rectangular two-story brick and composite wood wing with multi-light windows, cast stone detailing, and a flat roof. The interior of the historic school follows a traditional double-loaded corridor "T" shaped plan with former classrooms in the south and east-west corridors and the two-story auditorium/gymnasium at the north end of the building, all of which are accessed by two stair towers in the 1915 building and one in the 1952 addition. Classrooms, now residential units, are located on the ground, second, and third floors of the 1915 building and 1927 addition and the two floors of the 1952 addition. The interior of the building is characterized by plaster and drywall walls, wood trim, tall, flat ceilings, and tile and carpeted floors. In 2013, the school was rehabilitated as affordable senior housing using the National Park Service's Rehabilitation Investment Tax Credit program. As part of this work, the exterior of the historic school was largely preserved, the interior plan, historic features, and historic fabric were retained, and a low-scale brick addition was constructed at the rear of the 1952 addition at the rear of the site for residential units. The Springside School is in good condition and retains integrity.

Narrative Description

For the purposes of this nomination and ease of use, the project north will be true (cardinal) north as indicated on the attached site plans. For clarity, this description focuses on the historic and existing exterior and interior conditions of the historic school building; the description of the building's modern addition is discussed at the end of Section 7.

Exterior

The Springside School was built in 1915 as a narrow rectangular building with a shallow hipped roof that stood two-and-a-half stories tall at the east side and one-and-a-half stories tall at the west side along the west side of Mt. Holly Road (see Photo 1, 4, H-1, H-4). The building's architectural character is rooted in the vernacular Classical Revival style, with simple, balanced, red brick facades, cast stone arches at each entrance on the main (east) façade with articulated pilasters and entablatures, banks of twelve-over-one windows, cast stone beltcourse, side walls with cast stone corners, and simple profiles at the pressed metal cornice (see Photo 2, 6, 7). The main (east) facade is arranged with two exterior entrances at each end of the building, which relate to the stair towers, and banks of six-over-one windows at the ground floor and twelve-over-one windows at the second and third floors. On the interior, two stair towers and central corridors provided circulation between the ground, second, and third floors. The partially-above grade ground floor and the second floor included classrooms along a narrow double-loaded corridor, while the third floor included one

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large classroom along a single-loaded corridor that could also be used as an auditorium. (See building evolution plan.)

In 1925, the original school was expanded with a two-room addition at the third floor along the rear (west) wall of the 1915 school. While this construction and design employs the same materials, fenestration, and detailing, it is distinguishable from the earlier building by its flat roof and unornamented brick end wall at the south side of the building. The building maintained its rectangular shape and north-south orientation along Mt. Holly Road (see building evolution plan.)

In 1927, the school was expanded again with an "L"-shaped addition at the north end of the original building, thereby making the building's north entrance on the main (east) façade a center entrance (Photos 5, 6, 8, H-1; see building evolution plan, 1927 architectural plans and elevations.) This addition included a square two-story auditorium to the north of the original building and, to the west of the auditorium, space for additional classrooms and a kitchen at the ground floor, restrooms and a classroom on the second floor, and two more restrooms and an office on the third floor, all organized along a single-loaded corridor to the south. The 1927 addition features virtually the same construction, vernacular Classical Revival appearance, and materials as the 1915 school. On the main (east) façade, three large two-story windows and several smaller windows define the wall, while twelve-over-twelve windows lined the rear (east) wall (see building evolution plan.)

In 1952, a two-story rectangular brick vernacular International Style wing was added to the Springside School in the center of the rear (west) wall and extended perpendicular to the west, creating a "T"-shape plan (Photo 8, 11, 13, Historic Photo H-3a, H-3b, H-4; building evolution plan, 1952 plans and elevations). Connected internally at the single-loaded corridor in the 1927 addition, the 1952 wing is approximately 164' long and 61' wide, and included an open area for a cafeteria and meeting space and small classrooms on the ground floor and classrooms on the upper floor, all arranged along a double-loaded corridor; there was one stair tower near the west end of the building on the south wall for egress and internal access between floors. The interior and exterior character of this later addition reflects the mid 20th-century modern aesthetic of the International Style, which is communicated through stark brick walls void of ornamentation, banks of horizontally-divided awning and hopper windows, and cantilevered metal roof overhang, concrete block and glazed terra cotta block walls, and vinyl flooring and baseboards.

The Burlington Township Board of Education maintained and upgraded Springside School through 2007, when the facility was closed. This included replacing the original windows and exterior doors, upgrading restrooms, installing new heating and utility systems with exterior metal vents on all facades, installing modern vinyl floor tiles, carpets, and dropped acoustical tile ceilings throughout much of the building (H-4 through H-21). In 2013, the school was rehabilitated into affordable housing for senior citizens using the National Park Service's Rehabilitation Investment Tax Credit (RITC, or historic tax credit) program; the project was certified in 2014. Changes to the school as part of the rehabilitation includes the removal of inappropriate late 20th century doors and windows, the installation of new aluminum doors and windows based on historic photographs, preservation of the auditorium and balcony, creation of community space and one- and two-bedroom apartment units in the former classrooms and offices, retention of the building's original plan, footprint, and circulation system, and the preservation of original historic fabric from the 1915, 1925, 1927, and 1952 periods of construction (Photo 1 – 40). At the rear of the property, a two-story rectangular brick and composite wood clapboard addition was built for residential units. Sited perpendicular to the 1952 wing and parallel to the 1915/1927 school building, the addition is connected to the historic school building with a minimal glass hyphen at the rear (west) wall of the 1952 addition (See site plan, Photos 3, 9, 10, 11, 21).

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Site

The Springside Public School stands at the eastern edge of the 4.5-acre Block 114, Lot 3 of the Burlington Township tax map and faces northeast toward Mount Holly Road (see site plan). The surrounding neighborhood is early to mid-20th century single-family residential, and Mount Holly Road is a five-lane artery between the borough of Burlington to the north and I-295 to the south.

Setting

The building is oriented with the main façade along Mount Holly Road facing east, the walls of the 1952 addition facing north and south, and the modern wing at the rear of the building to the west and parallel to the 1915/1927 school. The property has an approximately 55' paved setback from Mount Holly Road which provided space for the school bus drop off lane (Photo 1, 2, 5, H-4, H-5). Driveway entrances to the north and south provide access to the interior of the site, which includes paved parking areas to the north and south of the 1952 wing and a narrow driveway along the west side of the modern addition connects the two areas. Smith Road terminates at the northwest corner of the north parking lot and serves as the site's third means of egress. The bus lane and driveway entrances are original features, and the paved parking areas replaced existing paved parking lots in approximately the same location (see 2013 site plan).

Green space around the property includes landscaping along Mount Holly Road, grass along the parking lot and property boundaries, and a large section of landscaped open space at the rear of the property, which includes a retention pond. The open space at the rear (west) end of the property was purchased in 1940 for the expansion of the school building and existed as flat grass areas.

Main (East) Façade

The main (east) façade of the Springside School reflects the original 1915 building, the four bays to the south, and the 1927 addition, the five bays to the north. The two sections are united by common red brick bond set in a beige mortar on a concrete-faced stone foundation, the continuous wide cast stone beltcourse and pressed metal cornice, and shallow parapet wall with cast stone coping (see Photo 2, 5, Historic Photo H-1, H-4, H-6).

The 1915 section of the main façade is dominated by four banks of five twelve-over-one windows (two per each floor) separated by mullions and a row of single six-over-one windows at grade, all of which are set within unarticulated openings (see Photo 2, H-6). At the north end of this façade, the focus of the 1927 section is the three large two-story auditorium windows in the center of the wall, which are flanked by a single bay of smaller windows to the north and south (see Photo 5). The three center bays each feature a tall window arranged with two sashes of six-over-six windows, one above the other, each of which is flanked by two-over-two sidelights; a multi-light fanlight transom caps each window. The windows at grade are arranged with one six-over-six sash in the north and south bays and paired six-over-six windows in the center three bays. On the second floor, six-over-six windows with four light transoms are located to the north and south of the large auditorium windows and feature cast stone sills and wide surrounds with an entablature. On the third floor, the typical six-over-six windows are set in openings with cast stone sills and a cast stone header with an articulated keystone. Two round flat cast stone circles punctuate the upper brick wall between the auditorium windows (see Photo 6, 1927 elevations). All of the windows on the main façade are aluminum, and were installed as part of the historic tax credit rehabilitation to replace the one-over-one vinyl windows with solid transom panels that had been installed by the school district in the 1990s. The windows match the fenestration and character of the building's original windows as illustrated in the historic photograph and architectural plans (see Historic Photograph H-1 and 1927 elevations).

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The main (east) façade includes two primary entrances, each corresponding to the outer corners of the original 1915 school, that enter directly into the interior stair towers (see Photo 2, 7, H-5). The entrances are identical, featuring recessed exterior vestibules, carved stone Classical entrance surrounds with pilasters and wide entablature, and carved name stones with the words "Springside Public School." The doors are paired metal and wire glass doors with a fixed multi-light transom set in a metal frame that were not part of the original construction and were installed sometime in the mid-late 20th century.

South Wall

The south wall of the historic building includes two phases of construction, the 1915/1925 construction to the east and the 1952 addition to the west (see site plan, Photo 2, 3, 11, 13, , H-6, H-7;1952 elevations).

Two offset wall planes, one for the stair tower and another for the rear classrooms, define the south side of the 1915 school building (Photo 2, 3, 13). Both walls continue the simple design aesthetic of the main (east) façade, but differ in their architectural treatments. The wall to the east features the cast stone belt course, parapet wall, and pressed metal cornice of the main façade and includes a slightly projecting course of bricks with cast stone cornerstones in a square shape. The wall to the west is much simpler in its design with a smaller rectangular articulated brick panel at the bottom half of the wall, a soldier course of bricks in place of the cast stone belt course, parapet wall at the roof, and three single six-over-six windows at grade. This second wall plane illustrates the original 1915 construction and 1925 third floor addition as evidenced by the limits of the square brick detailing.

The remainder of the south side of the building is defined by the south wall of the 1952 addition, which is fourteen bays long and extends to the west (Photo 11, 13, H-3a, H-3b, H-8; 1952 elevations). Similar to the earlier building, the 1952 addition is red brick with beige mortar joints punctuated by regularly spaced window bays on two elevations; detailing is limited to the narrow stone sills in each opening. The original windows were paired six-light aluminum awning and hopper sashes, which the school district had replaced in the 1990s with one-over-one vinyl sash with fixed transoms. As part of the 2013 rehabilitation, all windows were replaced with aluminum sashes and frames that are very similar to those shown in the drawings for the 1952 addition, with paired six-light sashes in each bay on the second and third floors. There two entrances into the 1952 addition, one at the east end to the ground floor and one near the center of the building into the second floor stair tower (Photo 11, 12). Both entrances feature a set of glazed metal doors in a metal frame with a concrete stoop sheltered by flat cantilevered metal roof.

Rear (West) Wall

The school's rear (west) wall was originally divided into two sections by the construction of the 1952 addition at the junction of the 1915/25 and 1927 buildings (see building evolution plan, 1927 elevations, 1952 elevations); the rear (west) wall of the 1952 addition is now covered enclosed within the 2013 addition (see Photo 21, H-9).

The south end of the rear (west) wall is the rear wall of the 1915 school with the 1925 third floor addition (Photo 13). It is two bays wide and features four banks of five twelve-over-one windows (two each per bay), and a row of eight-over-one windows at the ground floor; ornamentation is limited to a soldier course of bricks across the wall above the ground floor windows. A secondary entrance to the ground floor boiler room of the 1915 building is located in the center of the wall and includes a new metal door in a below-grade concrete stairwell.

The north end of the rear (west) wall of the 1927 addition is three bays wide and includes a three single six-over-six windows in the north bay, two auditorium windows identical to those on the main (east) façade, and

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two sets of paired six-over-six windows at grade (Photo 8). A secondary egress door is located in the lower half of the auditorium window in the southernmost bay. The door is glazed metal door and transom. The cast stone beltcourse and window surrounds and pressed metal cornice of the main façade continue on this elevation. Like the main (east) façade, all of the windows on the rear façade are aluminum, and were installed as part of the historic tax credit rehabilitation to replace the one-over-one vinyl windows with solid transom panels that had been installed by the school district in the 1990s.

North Wall

The north side of the building includes the north walls of the 1927 and 1952 additions (Photo 4, 5, 8, H-4). Like the south side of the 1915 building, the north elevation consists of two wall planes, the solid auditorium to the east and classrooms to the west, the latter of which is adjacent to the north wall of the 1952 addition. The auditorium wall, at the northeast corner, is a flat plane with no window or door openings and limited ornamentation with a simple stone belt course and pressed metal cornice (Photo 4, 6). Four bays of six-over-six windows are located at grade to illuminate the ground floor classrooms. The classroom wall includes banks of nine-over-nine windows per floor and little exterior wall ornamentation. The remainder of the north side of the building is defined by the north wall of the 1952 addition, which extends for eleven bays to the west. The flat brick wall is defined by its banks of paired aluminum six-light windows identical to those on the south wall.

Roof

The roof on front of the 1915 section is a shallow hipped asphalt roof, which is hidden from street view by the tall stepped brick parapet wall that encircles most of the building. The rear portion of the 1915 and the 1927 sections have flat asphalt roofs that are not visible beyond their parapet walls. The parapet wall of the 1927 section is capped with aluminum. The 1952 section has a flat asphalt composition roof. Each roof has chimneys, vents, and HVAC equipment. A shallow elevator penthouse, installed in 2013, is located on the flat rear portion of the 1915 section's roof, near the center of the building and behind the hipped roof.

Interior

Plan and Internal Circulation

The interior plan of the school is based on the north-south axis of the original 1915 building and the east-west axis of the 1952 addition (see 1927, 1952, 2007, and 2013 plans). This arrangement creates an "L"-shaped double-loaded corridor flanked by classrooms to the east, west, north, and south and west on the ground and second floors. The 1952 addition does not have a third floor, leaving this top floor in the 1915 school and 1927 addition in a simple rectangular plan. Connecting these corridors are two staircases in the 1915 building and one in the 1952 addition to facilitate circulation through the school. All three staircases are located within stair towers that are separated from the corridors by metal firewalls; the firewalls in the 1915 stair towers were replaced in the late 20th century and the 1952 firewall is original. The two oldest stair towers, at either end of the original 1915 school, are defined by concrete staircases with metal railings, plaster walls and ceilings, and in limited locations, wood wainscot (Photo 16, 22, 31, 32, 34, H-17). The third stair tower in the 1952 addition includes a concrete and metal stair with round metal railings, glazed and concrete block walls, and a plaster ceiling (Photo 37, 38, H-19).

Auditorium

The school's auditorium, located in the 1927 addition to the original school, is a two-story space that occupies the entire northern corner of the building above the ground floor (Photo 14, 15, H-2, H-10, H-11). The space can be accessed through a set of doors from the second and third floor corridors and from one exterior

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secondary entrance on the west wall. The primary auditorium entrances are in the corridors, adjacent to the center stair tower along the main (east) façade; these entrances are defined by a set of wood and glass multi-light doors with flanking sidelights and a fixed transom (Photo 34). Also occasionally used as the gymnasium, the auditorium includes a small stage at the north end of the space, tall windows along the east and west walls, and a shallow third floor balcony on the south wall opposite the stage. The room is defined by plaster walls with pilasters between each window, a coffered plaster ceiling, and vinyl flooring. Interior ornamentation includes wood wainscot, wood window and door trim, a solid wood balcony railing, and a simple Classical Revival style proscenium. As part of the 2013 rehabilitation, the auditorium was preserved as a community room, including the plaster walls and ceiling, the room's full complement of wood trim (baseboard, wainscot, chair rail, door trim), and important character-defining features like the open stage, proscenium, and balcony. Wood plank-look vinyl flooring was placed over late 20th century vinyl tile flooring to restore the look of original wood flooring. A small open kitchenette was placed beneath the balcony.

Ground Floor

The ground floor extends from the 1915 school through the 1927 and 1952 additions (see plans). Arranged along the north-south double-loaded corridor, the ground floor in the 1915 school is utilitarian in its design and use and originally included a lunchroom and utility space and later manual (vocational) training rooms; when the building closed in 2007, the rooms had been used for classrooms, offices, and utilities and featured carpeted floors, exposed painted brick and drywall walls, and dropped acoustical tile ceilings. The spaces are currently used for utilities and two residential units, and the corridor and rooms to either side are generally defined by carpeted floors, exposed painted brick and drywall walls, and flat plaster and drywall ceilings. Where they survived, historic five-panel wood doors were fixed in place along the corridor, and new doors were installed in the central mechanical room and to the residential units.

The 1927 addition expanded the ground floor to the north to include a kitchen, small lunchroom, and home economics classrooms (Photo 17, 18). The spaces are arranged around a central open area adjacent to the northern 1915 stair tower, with the classrooms to the east and north and the kitchen to the west. When the school closed in 2007, the open space, used as a small lunchroom, was defined by vinyl floor tiles, painted exposed brick walls, and a dropped ceiling. The classrooms featured vinyl floors, plaster and wood-paneled walls, dropped ceilings, cabinets, wood trim, and exposed concrete structural supports. The kitchen had tile floors, exposed painted brick and plaster walls, dropped ceilings, and a row of interior six-over-six windows along the south wall that originally exterior windows until the construction of the 1952 addition (Photo 18; H-12). As part of the rehabilitation into housing, apartments were installed in the classrooms and the kitchen, with the former open lunchroom preserved. All spaces in this addition are all generally defined by carpet flooring, flat ceilings that restore the look of the original plaster ceilings, painted exposed brick, plaster, and drywall walls, and preserved historic fabric like wood trim, structural supports, and the kitchen windows.

In the 1952 addition, the ground floor was extended to the west from the 1927 addition. A small cafeteria was located at the east end of the addition adjacent to the 1927 kitchen, and the remainder of the floor was given over to classrooms to the north and south along a double-loaded corridor. The corridor in this section of the school is defined by plaster and drywall walls, a flat ceiling, and carpet over the existing vinyl tile flooring (Photo 19, H-12, H-13). As part of the 2013 rehabilitation, the corridor was preserved, with the existing classroom entrances re-used as apartment entrances. The cafeteria and classrooms, now apartments, originally featured exposed painted concrete block walls, acoustical tile ceilings, carpeted or vinyl tile floors, and vinyl baseboard; there was no existing window or other trim in the stark classrooms. As apartment units, these spaces are generally defined by carpet flooring, flat ceilings, painted exposed concrete block and drywall walls (Photo 20).

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Second Floor

The second floor extends throughout the entire school building, with classrooms in the 1915 school and 1952 addition and the auditorium and two classrooms in the 1927 addition. The original 1915 school is arranged with two classrooms on either side of the corridor, which is a tall, narrow space defined by plaster walls, carpeted flooring, fixed four-light windows near the top of the wall, plaster ceiling, and wood wall, window, and door trim (Photo 23, 24, 27, H-14). The corridor in the 1927 addition continues the same character and materials.

When the school closed in 2007, the classrooms in the 1915 school and 1927 addition, now apartments, generally featured carpeted floors, dropped tile ceilings, plaster walls, wood wall trim (typically wainscot, door, and window trim), chalkboards, and in some rooms, closets (H-15, H-16). As residential apartments, the classrooms are defined by carpeted floors, plaster and drywall walls, flat ceilings that replicate the look of the original plaster, and the historic wood trim and other features (Photo 28, 29, 30). A community room is also located in this section of the building (Photo 25, 26).

The spaces in the 1952 addition second floor were also plainly finished. The double-loaded corridor was defined by a carpeted floor, glazed ceramic block and exposed painted concrete block walls, wood and glass classroom doors, and a dropped acoustical tile ceiling (Photo 39, 40). Wall trim included rubber baseboards and wood windowsills. Original restrooms and water fountains were located in the middle of the hallway. As part of the rehabilitation, the existing classroom entrances were re-used as apartment unit entrances, and the surviving historic doors were generally retained in the hallway. The 1952 classrooms reflected the same character and materials as those on the ground floor: the apartments, originally featured exposed painted concrete block walls, acoustical tile ceilings, carpeted or vinyl tile floors, and vinyl baseboard; there was no existing window or other trim in the stark classrooms (Photo H-21). As apartment units, these spaces are generally defined by carpet flooring, flat ceilings, and painted exposed concrete block and drywall walls.

Third Floor

The school's third floor included four classrooms in the 1915 building (including the two added in 1925), and the auditorium balcony, and restrooms and another classroom to the west of the balcony in the 1927 addition. Like the lower floors, the double-loaded corridor has plaster walls with fixed wood window sashes, carpeted floor, and a dropped tile ceiling (Photo H-18). In the rehabilitated school, these features were preserved and classroom entrances were re-used as apartment entrances (Photo 33, 34). When the school closed in 2007, the classrooms in the 1915 school and 1927 addition, now apartments, generally featured carpeted floors, dropped tile ceilings, plaster walls, wood wall trim (typically wainscot, door, and window trim), chalkboards, and in some rooms, closets. As residential apartments, the classrooms are defined by carpeted floors, plaster and drywall walls, flat ceilings that replicate the look of the original plaster, and the historic wood trim and other features (Photo 35, 36).

2013 Rehabilitation and Modern Addition

In 2012-2013 the school was rehabilitated into a senior living facility for the Springside community using the National Park Service's Rehabilitation Investment Tax Credit program. The materials and conditions of the school at the project start reflected material and physical changes throughout the school resulting from the changing uses of school spaces and routine maintenance/renovation activities by the Burlington Township School District; however, the school's original plan, classrooms, fabric, and character remained largely intact (Historic Photos #). Alterations to the interior of the building since the end of the Period of Significance in 1952 included the installation of late 20th century finishes and materials in the classrooms, installation of fire

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doors in the 1915 building, the installation of additional restrooms on the third floor in 1969, and the subdivision of three third-floor rooms in 1999. In the late 1980s, the school district replaced the original multi-light windows in the 1915 building and 1925 and 1927 addition with vinyl windows and blind panels.

The 2013 rehabilitation project was conducted in accordance with the Secretary of the Interior's Standards for the Rehabilitation of Historic Buildings and in consultation with the New Jersey Historic Preservation Office and the National Park Service. The project was certified by the National Park Service in early 2014. The exterior scope of work sought to preserve and restore much of the building's exterior character. This included stabilizing and repairing the exterior masonry and metals in kind when required, installing new windows that match the design of the historic windows as shown in historic photographs, maintaining character-defining features such the original bus lanes, decorative cast stone, and the distinctive metal cantilevered door canopies on the 1952 addition.

The same philosophy guided the interior rehabilitation work with the significant sequence of spaces and historic fabric preserved as part of the school's historic character. The primary change to the school was the conversion of classrooms to one- or two-bedroom apartments. This was done with minimal changes to the historic floor plan of the building. Throughout the school, historic fabric, circulation, and character were preserved as part of the building's new use. The footprint of the historic school was preserved, as was the circulation pattern of connected double-loaded corridors and internal stair towers. Primary importance was placed on the preservation and incorporation of historic fabric and features in the building's new use; equally important was retaining the school's historic character and institutional feel. As the most significant historic space, the auditorium was preserved intact as a community room with changes limited to the installation of new vinyl flooring over the existing asbestos vinyl flooring and a small kitchen in the corner of the room under the balcony.

In all corridors new institutional carpet replaced the existing carpet and underlying asbestos tiles were retained. The dropped grid and tile ceilings were removed and flat drywall ceilings installed to replicate the look of the original plaster ceilings. The plaster walls, painted exposed brick walls, painted exposed concrete block, and glazed block walls were repaired and historic trim and features like corridor windows were preserved in place. Where classroom openings could not be used as apartment entrances, original wood doors were fixed in place, and new code-required fire-rated doors that generally matched the appearance of the historic doors were placed in existing classroom openings. In the stair towers, existing asbestos floor tiles were left in place and covered with vinyl floor tiles to retain the institutional character of the flooring, the plaster walls and ceilings were repaired, and the staircases and railings were preserved and repaired for re-use.

Within all classrooms, almost all residential units conform to the historic classroom space. New demising walls were installed in two classrooms on each floor to create small community rooms and space for the elevator (see floor plans). Residential units are uniformly designed, with living rooms and bedrooms at the perimeter and bathrooms, kitchens, and closets at the interior. Most of the original demising walls between the classrooms were preserved, with some new openings for apartment circulation. Within each unit, drywall partitions created bedrooms and a bathroom, new carpet replaced the existing carpeting or was installed over the vinyl tiles, the dropped grid and tile ceiling was removed and replaced with a flat ceiling to replicate the look of the original flat ceilings. On the upper floors, the ceilings were lowered over the interior of the units (entrance, kitchens, bathrooms, closets) to accommodate mechanicals, with substantial setbacks from the windows. The historic wood trim was preserved where it originally existed, as were other character-defining school features like chalkboards, bulletin boards, water fountains, and classroom doors.

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In 2013, as part of the conversion of the school to a senior living facility, a new two-story glass hyphen and brick and clapboard addition was constructed at the west end of the 1952 addition at the rear of the property. At the ground floor, the 1952 addition connects to the glass hyphen through a former exterior entrance (Photo 21); at the second floor, a window on the west wall was enlarged for a connecting door.

This building is oriented on a north-south axis paralleling the 1915/1927 school building (see site plan). The new construction, set back from the street with limited viewsheds from primary thoroughfares, features red brick and tan composite wood clapboard siding, a cast stone beltcourse, and simple brick detailing around window openings and on the central block on the east façade (Photo 1, 4, 9, 10, 11). A narrow recessed glass hyphen serves as the transition space between the old and new construction to differentiate where the historic building ends and the new building begins, as well as minimize the physical connection to the historic school. Simple cantilevered porch roofs with brick and metal columns are located at the new wing's three entrances on the north, south, and east facades. An accessible entrance is located in the hyphen behind the 1952 construction to reduce its visibility and prominence. On the interior, the 2013 wing's floor plan features a double-loaded corridor flanked by one- and two-room units and community and administrative space.

Integrity

The Springside Public School retains integrity of location. It retains integrity of setting: the playground areas had previously been paved and reconfigured throughout the late 20th century and increasingly used for parking; although the paved parking areas around the 1952 section of the building have been replaced by a new building and a retention basin required by the municipality, those areas were also products of the third half of the 20th century; the neighborhood setting remains intact and the new construction has little visibility from the road. The school bus lane at the front of the school, as a character-defining feature of a consolidated school, has been retained. The rehabilitation retained and repaired in-kind many of the historic exterior and interior finishes and fabric, thus retaining integrity of design, materials, and craftsmanship. The school no longer retains integrity of association, but does retain integrity of feeling. Springside School is able to communicate its role in the development of the educational system in Burlington County, its prominent location as an important community landmark, and survives as a good example of a consolidated township school from the second half of the 20th century.

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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.)

Property is:

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

Period of Significance (justification)

The period of significance for the Springside Public School begins in 1915 with the construction of the initial school building and ends in 1952 with the construction of the school's last addition. This span of thirty-seven years represents a period during which this educational facility, the second consolidated school in Burlington Township, evolved from a single building with a few classrooms to a large elementary school whose additions exhibit vernacular characteristics of period architecture and programs for modern education of the period.

Criteria Considerations (explanation, if necessary)

Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Period of Significance

1915-1952

Significant Dates

1915

1925

1927

1952

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

1915: Moffett & Stewart (architect)

1925: Henry Armitt Brown (architect)

1927: William A. Klemann (architect)

1952: Henry W. Petty (architect)

1952: Thomas O. Hopkins (builder)

N/A

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Springside Public School is locally significant under Criterion A in the area of Education for its association with the development of the Burlington Township educational system during the second half of the 20th century. It is locally significant under Criterion C in the area of Architecture as a good example of an early 20th century consolidated township school building that was designed by noted local architects.

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

Under Criterion A, Springside Public School is locally significant for its association with the theme of education in Burlington Township, Burlington County, NJ. Springside School modernized the educational experience of Burlington Township students. The construction of Springside School marked the beginning of the change from one-room schoolhouses across the Township to its recognizably modern configuration by mid-century. The Springside School was built as the Township's second, and largest, consolidated school during the state's most expansive period of school growth (between 1911 and 1930).¹ The school's development reflected the evolution of the modern public school system. Its story paralleled the major trends in educational theory and practice during the second half of the 20th century, including development of an increasingly diverse intellectual and practical curriculum, formalized school/parent partnerships, extensive state and federal oversight and funding, and a complex professional bureaucratic administrative and teaching structure. Springside School was built at a time when schooling for most New Jersey children focused on fundamental literacy skills, and while they may have had a graded curriculum, in rural schools they certainly did not have a graded classroom. Few children went beyond the eighth grade, and few teachers had special training. By 1952, the end of the period of significance, college-trained teachers were the norm at Springside School rather than the exception, almost all elementary school students went on to high school, the curriculum offered a broad range of improving components in science, arts, and physical education.

Under Criterion C, Springside School is a good example of a local educational facility from the early 20th century that was expanded and upgraded as changes in pedagogy and school design evolved through the mid-20th century. Its design reflects the core principals and characteristics of early and mid-20th century school design and educational philosophy and its evolution mirrors the changing role of education in Burlington County. Under the impact of modernizing educational theory, public elementary schools transformed from single or multi-room buildings consisting solely of classrooms with fixed furniture, inadequate ventilation or lighting, and teaching support equipment that consisted of a chalkboard. By mid-century, the physical plant of public elementary schools needed to support a variety of curricular and social programs while providing a clean healthful environment. For Springside School, the well-known regional architects Moffett & Stewart, William A. Klemann, and Henry W. Petty designed all three phases of major construction and each embodies particular design tenets of public schools, including the emphasis on natural light, air circulation, and specialized spaces like an auditorium, gymnasium, cafeteria, library, and manual and domestic science classrooms. The 1952 addition was the last major renovation to any of the Township's early 20th century schools.

Developmental history/additional historic context information (if appropriate)

Springside School housed one of Burlington Township's three consolidated schools from 1915 to 2007, when the building was closed and the school moved to a new facility. The importance of Springside School comes into relief when examining the history of education in Burlington Township since the late-19th century.

¹ Howard Green, "Classrooms Struggle: A History of School Construction in New Jersey," (Unpublished manuscript, copy in author's possession, 2011), 51.

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Scott's 1876 Atlas of Burlington Township shows four unnamed schools: a "public school" at roughly the location of Springside School; a school house at the bottom of the township along what is now Mount Holly Road; a school house on Beverly Road; and a school house near the southeastern edge of the township near the intersection of Mill Lane and Jacksonville Road. In 1883, the township had four districts: Union District Number 1 (170 school age children), Irick District Number 2 (114 school age children), Mitchell District Number 3 (100 school age children), and Oakland District Number 4 (60 school age children). Each district had its own school building, located on land donated by local families. The schools housed several grades and could have one hundred or more students, usually with one teacher who, with the students, was also responsible for the cleaning and heating of the school building. By the beginning of the 20th century, there were five districts in the township, each with its own building. These districts were the Irick School on Mt Holly Road near Mount Holly, the Shedaker School on Beverly Road, the Oakland School at Stevens Station, the Edgewood School on Jacksonville Road, and the Mitchell School at Springside.² These schools were part of the era of public schools in New Jersey that emerged after the Civil War with the creation of a State Board of Education and the "Act to Establish a System of Public Instruction" in 1867. These two actions allowed townships to operate with their own boards of education and tax residents for the creation and support of schools.³

The Mitchell School was the forerunner of the Springside Public School. Built in 1870 on land donated by John and Martha Mitchell, the brick school was located along the Burlington-Mount Holly Road about a mile southeast of the city of Burlington, in an area that would be known as "Springside" by the early 20th century. By 1880, the small brick school was serving 100 children with one teacher. Funds for the school totaled \$300 and the value of the school property was \$2,500.00.⁴

By 1910, the Township had established its own school board and it began to see the need for replacing the deteriorating and cramped schoolhouses of the mid- and late-19th century. Statewide educational policy reforms, shifting population centers, and the Progressive-era emphasis on the importance of education created a demand for larger and better-equipped school buildings.⁵ The New Jersey Department of Public Instruction actively advocated and campaigned with school districts, educators, and the public for improved facilities and teachers. Among other activities, around 1900 it began issuing an extensive series of manuals and handbooks for teachers and school districts on a variety of topics. In particular, the Annual Reports for the State Board of Education after 1900 paid particular attention to the challenges faced by rural schools and consistently advocated consolidation as a means of improving rural education.

The Mitchell School was the third of the early township schools targeted for replacement with a new facility. Shadaker School had been replaced with a two-room building in 1910. In 1914, the township school board began wrestling with ways to efficiently and popularly deal with the overcrowding in all district schools and at the Mitchell School in particular. Before arriving at the conclusion to assume the cost and responsibility of a new modern school building, the Board considered several alternatives to the crowding at the Mitchell School including transporting⁶ students to the nearby Irick School and adding another teacher to assist the one teacher responsible for teaching over a hundred children in grades one through eight. Neither solution proved popular nor feasible, and in January 1915, the board requested designs and bids for a new schoolhouse at Springside. The program at Springside would be to create a consolidated graded school that,

² Dr. Louis J. Kaser, *A History of the Public Schools of Burlington County, New Jersey*, (Riverton, NJ: Press of the New Era, 1943), 38.

³ Green, 28-29.

⁴ E.M. Woodward, *History of Burlington and Mercer Counties, New Jersey*, (Philadelphia: Everts & Peck, 1883), 145.

⁵ Green, 50-52.

⁶ Before the mid-1920s conveying students primarily meant transport by horse and wagon; poor road conditions and expense slowed the adoption of motorized transport. See Robert D. Bole and Laurence B. Johnson, *The New Jersey High School: A History*, (The New Jersey Historical Series, Volume 8. Princeton, NJ: Van Nostrand Company, Inc., 1964), 96.

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in addition to Springside's children, would also be attended by students to the nearby Irick, Oakwood, and Edgewood schools, which would be closed.⁷

In February 1915, the Burlington Township school board accepted plans for the new Springside Public School from the architectural firm Moffett & Stewart of Camden, NJ. William Beaumont of Philadelphia was awarded the construction contract.⁸ Herbert W. Moffett and A. Walter Stewart operated from 1911 to 1917 as Moffett & Stewart and were responsible for the design and construction of many educational facilities in the Camden region of New Jersey such as the Vineland Training School (1912), Camden Business College (1917), and school buildings in Glassboro (1912, 1917) and Woodlynne (1912).⁹ Prior to joining his partner in 1911, Herbert Moffett had a successful career designing schools, banks, and other buildings throughout southeastern Pennsylvania and New Jersey with the firm of Arnold H. Moses.¹⁰ Moses was an original member of the NJ Board Architects, appointed in 1902, and he was a member of both the New Jersey and Pennsylvania chapters of the AIA. He lived in Camden, NJ but operated a highly successful practice in Philadelphia. His office was located in Camden, NJ except for the years between 1908 and 1921, when Moses worked from an office in Philadelphia.

Moffett & Stewart's plan created a two-story (three with basement as the ground floor), rectangular graded school with four classrooms each on the lower floors and an assembly room on the upper floor. The exterior design was based on the popular Classical Revival style and included two entrances (possibly one each for boys and girls) and large banks of multi-light windows.¹¹ The plan of the building included a double-loaded corridor on the ground and second floors and a single-loaded corridor with an auditorium on the east side of the building on the third floor. The classrooms featured wood floors, gaslights, coal heating, slate chalkboards, and tall ceilings.¹² Construction of the school began in June 1915 after the school year ended. The Mitchell schoolhouse sold to Mr. Fred Rodman for \$75 and was moved to a new location. The new, larger building was applauded in the local newspaper as a solution and necessity for the growing area of Springside and its many families with young children.¹³

The 1915-1916 school year opened at the new Springside Public School in October 1915.¹⁴ As one of the township's three new consolidated schools (the other two being Stevens Public School and Shedaker Public School), students from the former Irick, Edgewood, and Oakland schools joined those in the Springside neighborhood for education in grades 1 through 8. A consolidated school, also known as a "centralized school," is one public school that takes the place of several discontinued smaller schools and is composed of teachers and students from the closed schools. Classified as a "limited elementary school" and the largest of the three new consolidated schools, the school employed four teachers (each taught one class of two grades each). It also took advantage of "helping teachers," who functioned as teachers' assistants in the consolidated schools with newly expanded classes.¹⁵ The Burlington Township Board of Education added manual training

⁷ Burlington Township Board of Education, "Minutes of the Burlington Township Board of Education," December 14, 1914 through January 1915.

⁸ See Minutes, February 1915 and "Springside Will Have New School," *Trenton Evening Times*, April 20, 1915, page 1.

⁹ "Moffet & Stewart," (Philadelphia Architects and Buildings database, www.philadelphiabuildings.org/pab/app/ar_display_projects.cfm/908270); listing for firm includes 100 entries.

¹⁰ "Herbert N. Moffett," *The Mercantile and Financial Times*, March 14, 1908.

¹¹ Robert Craig, "New Jersey's Public School Buildings: A Brief Field Guide," (New Jersey Historic Preservation Office website, www.nj.gov/dep/hpo/publicschools.pdf), 6.

¹² See Kaser, 39, and Minutes, September 25, 1915.

¹³ "Springside".

¹⁴ "Springside". The construction period between June and October 1915 is a relatively short period of time for the construction of a school building. The source, or other, materials referenced for this nomination do not provide additional information about the period of construction or how it was accomplished in a five month period.

¹⁵ The "helping teachers" concept was adopted by the State of New Jersey in 1916 to provide support to teachers, especially those in rural schools who likely lacked experience or adequate training. The helping teacher was a state

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for boys and domestic science for girls to the curriculum of the school district. Since shops for these programs were only at Springside School, students were transported from the other two schools. The student body included 38 boys and 38 girls.¹⁶

The advantages of the consolidated school were considered to be plentiful. It allowed local school districts the opportunity to meet state mandates for school facilities and curriculum in economically feasible ways by spending money on a larger and better quality institution rather than groups of smaller buildings; these institutions could also offer more in the way of social enrichment and academic and manual training curriculums. Material benefits included seemingly simple items such as clean water, modern plumbing, central heating, adequate ventilation, and lighting. A consolidated school, even one with combined grades, was thought to attract better teachers and permit improved instruction of children appropriate to the grade levels. A consolidated school would energize local communities, especially parents, to take active interest and support for their children's education. Improved administration and training possibilities would also follow.¹⁷ However, the consolidated school also created a new set of challenges that had not existed before in late 19th century schoolhouses, such as those of transportation, on-site cafeterias and hot lunches, expanded personnel costs, and expanded building maintenance costs. Over the next decades, the history of Springside School played out this double track of experience.

By 1920, Springside was already struggling with space issues and battles waged in the township about spending more money on enlarging a school building that was less than five years old. The total township student enrolment at this time was just over three hundred.¹⁸ Even though it was a rural agricultural area, Burlington Township encircled the city of Burlington and quickly felt its suburbanizing influence in the early 20th century. Located directly south of the city on a main road, the neighborhood around Springside School was a prime growth area. Rather than enlarging the building, in 1919 the school board instead opted to build a new school at Stevens, a neighborhood northeast of Burlington City toward Bordentown. The former Oakland School students moved into this new facility, which temporarily relieved overcrowding at Springside.¹⁹ This solution was short lived, however, because of residential development throughout rural Burlington Township and the school board was revisiting this issue again only a few years later. In 1925, Burlington architect Henry Armitt Brown designed two more classrooms on the third floor on the west side of the building and directed the installation of a steam heating system.²⁰ At the same time, additions were

employee assigned to a county. The helping teacher gave demonstration lessons, recommended textbooks, and provided pedagogical advice and classroom assistance. By the mid-1920s there were 35 helping teachers in the state. The program was still active in the 1960s. See Roscoe L. West, *Elementary Education in New Jersey: A History* (The New Jersey Historical Series, Volume 7. Princeton, NJ: Van Nostrand Company, Inc., 1964), 90.

¹⁶ A total of seventy-eight students in a four-room school does not seem particularly crowded. Determining the actual number of pupils through population census or school district reports has not been productive. Except in 1930, federal Census reports did not tabulate for civil divisions less than 2500 population; the population census report in 1930 stated that Burlington Township had 547 children ages 5-14. School Board reports calculated the cumulative number of attendance days; for instance, the report of the 1st and 2nd grade teacher at Springside for the 1917-1918 school year accounted a total of 9891 number of day's attendance. Since the school was open 182 days in the school year, the number of 1st and 2nd grade students at Springside School in 1917-1918 was 54. See "Annual Report of Ruth Curl Horner Teacher in School No. Three District of Burlington County of Burlington for the school Year Beginning July 1, 1917 and ending June 30, 1918. Grade of room Second and Third." Burlington Township Board of Education files.

¹⁷ State of New Jersey. Department of Public Instruction. *Improvement of Rural Schools By Means of Consolidation*. Trenton, NJ: 1916.

¹⁸ *Annual Report of the State Board of Education and of the Commissioner of Education of New Jersey for the Year Ending June 30, 1922*. Trenton, NJ: 1922, 272.

¹⁹ Kaser, 39.

²⁰ See Minutes, 1923 and Kaser, 40.

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being added to the two other consolidated schools, Stevens and Shedaker, likewise because of increasing enrollments.²¹

While addressing the need for space, the school board also demonstrated its interest in improving the educational experience of its children. In 1927, the school board hired Trenton architect William A. Klemann to design a large addition to the school that clearly reflected the current imperatives in education. Klemann was an accomplished Trenton architect who had once been part of the prolific firm Klemann and Fowler. The project involved the minor renovation of the 1915 building and a large addition to the north of the earlier buildings. In the existing building, the renovation scope of work included upgrades to the heating system and the installation of stationary sashes in the corridor walls on the third and third floors. The new construction scope of work included a three-story (ground, second, and third floor) L-shaped addition to the north for a kitchen, lunch room, domestic science rooms, two classrooms, a teacher's room, a principal's room, and an auditorium with balcony. The exterior design of the new addition complemented the vernacular Classical Revival style of the earlier building with large arched windows, multi-light sashes, and banks of classroom windows (see historic photographs H-1, H-2, and the 1927 plans and elevations).²² With this addition, Springside became the largest of the three consolidated schools with eight teachers, compared to the two other consolidated schools in Burlington Township, which included three teachers at Shedaker School and four at Stevens School.²³

In many ways, the Springside Public School when completed in 1927 reflected the prevailing new concepts of modern education. It was designed and functioned as a neighborhood school and community center, and was integrated into the neighborhood through its scale, materials, sidewalks, playground, and prominent entrances. The design, plan, and operation of the building reflect the new emphasis on the connection between physical and mental wellbeing, essentially that a modern, sanitary, and well-lit building translates into better health, better attendance, and higher academic achievement, all of which translates into enlightened citizens. By 1927, the design of the school accommodated the recognized needs of quality modern educational buildings: a substantial amount of natural light with large window banks and borrowed light from the corridor windows, the circulation of fresh air with large window openings and interior door transoms, internal plumbing for bathrooms and water fountains, a room for hot lunches, flexible traditional classrooms, and specialized rooms for comprehensive curriculum such as manual (vocational) training, sewing, and domestic science.

Positive changes in the school's curriculum, services, and extracurricular activities followed on the heels of the expansion of the school's physical plant. Many of these were initiated by the school's Parent Teacher Association (PTA), which had started at the school in 1917 for the purposes of providing hot lunches for students. It was affiliated with the New Jersey Parent Teacher Association.²⁴ The Parent Teacher Association began in Burlington County in Riverton in 1900, and Springside Public School was the seventh school in the county to adopt this program in support of the school. An international movement, the Parent Teacher Association and its companion Parent Teacher Organization was a Progressive program based on the theory that parents, teachers, and the PTA shared the mutual responsibility between home and school "in the rearing and training of children." The PTA often provided the support services necessary for a school and community such as medical and dental attention, extra-curricular learning and athletic opportunities, and

²¹ Kaser, 39. The population of Burlington Township in 1910 was 1220; in 1920 it was 1520; in 1930 it had grown to 2587, a 70% increase; the population declined slightly in the 1930s, then grew to 3441 by 1950 and to 6291 by 1960.

²² See W.A. Klemann, "Addition to School Building, Springside," (Architectural drawings, 1927) and Kaser, 40.

²³ Minutes, March 5, 1928.

²⁴ Laura G. Swaim, "The parent-teacher association in the schools of Burlington County, New Jersey." Master's Thesis. (Philadelphia, PA: Temple University, 1938), 27, 33.

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other activities that could not be financially or practically carried out by families, a municipality, or school district.²⁵

The programs of the Springside School PTA illustrate the close partnership between the school's staff and the PTA and its importance in supporting the curricular agenda. In 1928, the PTA expanded the lunch program to include hot lunches run by a dedicated cafeteria employee. Around 1936, the PTA, the Board of Education, and the county library system established a small lending library within the school so children could expand their studies, visit the library for recreational or reference reading, and to appreciate the "real life experience" of using a public library. In addition, the PTA's fund-raising activities provided for the acquisition of desirable classroom and playground equipment, such as sound projector and a "candid camera", rest areas and cots for small children, and by 1940 sponsorship of a dental clinic for students.²⁶

The State of New Jersey did not mandate testing or curriculum principles for elementary schools as it did for secondary schools, so that coordinated guidelines were not developed by the state for elementary school curricula.²⁷ Nonetheless, individual school districts reflected considerable interest in gearing their elementary school programs to the needs of developing children. In Burlington Township the district supervisors expressed detailed interest in "hands-on learning and community engagement."²⁸ In the early 1930s, physical and health education, science, music, and art courses were added "for the enrichment of the curriculum". Music was added because it "adds to the development of the complete personality of the boys and girls. Younger pupils are taught to express their feelings and ideas..." Science taught children "observation, experimentation, and research" and made them aware of the world around them. Reflecting the growing role of public education in the development of personal and social skills of students, the programs at Springside School included activities to foster individual responsibility and civility. Following the lead of the school's successful and active PTA, the students began an official Springside Student Council in 1938. This organization worked to address issues and improve student experiences with committees for library, lunchroom, playground, house, assembly, and Safety Patrol.²⁹

By the time World War II began, the programs and physical facilities at Springside School had settled into a stable pattern reflecting the overall structure of the modern New Jersey public school system. The school and community dealt with wartime challenges and engaged in the sort of wartime patriotic and conservation activities common across the country. Springside School, as did other New Jersey public schools, emerged from the war with an aging school building and a growing student population.

By 1950, the Burlington Township School Board was again struggling with overcrowding at its graded schools, particularly Springside; in the 1949/50 school year, Springside School housed 245 students in eight grades, with four special education teachers and nine homeroom teachers.³⁰ The population growth seen at the beginning of the century continued as more farmland was given over to residential developments and economic prosperity returned after the Great Depression and World War II. In Burlington Township alone, the population grew 36.5% between 1940 and 1950, jumping from 2,520 residents in the 1940 census to 3,441 residents in the 1950 census. In the following decade, the population of this small township grew an astounding 83%, up to 6,291 residents by the 1960 census.³¹ What was happening at Springside was an

²⁵ Swaim, 33.

²⁶ Kaser, 40.

²⁷ West, 91-92.

²⁸ Kaser, 40.

²⁹ Kaser, 41.

³⁰ Burlington Township Board of Education, "Springside School PTA," Records from 1948-49.

³¹ U.S. Census of Population and Housing, "Burlington Township, Burlington County," *Table 6. New Jersey Resident Population by Municipality: 1930 - 1990*. Available online at [lwd.dol.state.nj.us/labor/lpa/census/1990/poptrd6.htm](http://wd.dol.state.nj.us/labor/lpa/census/1990/poptrd6.htm)

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example of what was happening across the state, where school enrollments doubled between 1945 and 1961.³²

As it had in the 1910s and 1920s, the school board began to evaluate its building stock in the late 1940s, and began capital improvements on some of the existing schools and built new ones to replace aging facilities. In 1952, the Burlington Township school board hired architect Henry W. Petty from Moorestown, NJ to design a large two-story addition to the Springside School to accommodate the growing school-age population in the Township (see historic photographs H-3, H-4, and the 1952 plans and elevations). Because of the real and expected population increases throughout the 1950s and 1960s, the addition was specifically designed to be expanded with an additional floor or wing if needed.³³

Built under the auspices of local contractor Thomas O. Hopkins, the new approximately 60' by 132' addition included approximately 16,000 sq. ft. of space at a price of \$135,000.³⁴ Petty chose to use a combination of wood and concrete block construction, with exterior brick face that would complement the existing buildings and glazed terra cotta blocks on the interior. The plan included a large lunchroom/cafeteria, six classrooms, an internal stair, and modern restrooms. Petty's design reflects the vernacular International Style aesthetic that was popular for mid-20th century educational buildings because of the stark flat surfaces, lack of significant interior or exterior detail, and the use of flat aluminum door hoods and horizontal multi-light windows.³⁵ Not much is currently known about Henry Petty, other than he was a practicing architect in southern New Jersey between the years 1946 and 1985.

During the mid-20th century, Springside remained the largest of the three consolidated schools, and was the only one geographically sited in the center of the Township. A comparison of 1930 aerial maps of the Springside area to the 1955 USGS map and 1966 municipal tax maps show a steady growth of new construction in the area of the Springside School. In the 1930 aerial image, limited residential development is discernible to the north and west of the school; by the time of the 1955 USGS map, residential development appears to have almost doubled. The 1930 neighborhood to the north and west of the school expanded, with new construction to the east and southwest near Sylvan Lake. By the late 1950s and early 1960s, new residential subdivisions were planned for the Township's former farmland; these included communities like "Classic Acres" near the intersection of Coopertown and Rancocas roads, "Sterling Acres" to the south of Sylvan Lake, and a large subdivision along Mount Holly Road near Cadillac Road.³⁶ The steady increase in housing is part of the mid-20th century trend of post-World War II housing boom and, later, suburban flight as families began to move from small and large cities into the suburbs.³⁷

Throughout the 1960s and early 1970s, the school district continued to expand the number and size of its facilities as student enrollments, curriculum, and education theory evolved to reflect late 20th century pedagogy. The 1952 addition to Springside School was the last major renovation of the Township elementary schools. Two new elementary schools were opened: Beverly Road School in 1958 and Pinewald School in 1962. Burlington Township High School opened in 1964 and Thomas O. Hopkins Middle School in 1971. With the construction of the middle school, Springside became a dedicated elementary school for grades kindergarten through six. By the end of the 1970s, the township had sold two of the three early consolidated

³² Green, 62.

³³ "New School Wing at Springside" *Trenton Times*, April 30, 1953.

³⁴ "New School Wing at Springside."

³⁵ Henry W. Petty, "Alterations and Additions, Mitchell School," (Architectural drawings, March 1952). Note: It was common for local residents and the school board to refer occasionally to Springside School by the name of its predecessor, the Mitchell School.

³⁶ See 1930 aerial photograph; "Bristol, PA," USGS Map, 1955 (updated 1981); Burlington Township municipal tax maps, 1966.

³⁷ See Green, 66 and Craig, 7.

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schools, Stevens and Shedaker, as well as the Beverly Road School, leaving Springside as the oldest operating school facility in the area. The Stevens School has since been demolished, and the Shedaker School has been substantially altered as a storage facility for the local water department. The township opened the new Fountain Woods Elementary School in 1999.

Springside continued to operate as a local elementary school until it was closed in 2007 after the school board was unsuccessful in securing approval from state authorities to upgrade the historic school rather than build a new facility. It had continuously served the local community as a neighborhood public school since its construction in 1915, and remains a local landmark in the neighborhood.

In 2013, the Springside School was sold by the Board of Education for redevelopment as housing for the community's senior citizens using the National Park Service's Rehabilitation Investment Tax Credit program. Following the *Secretary of the Interior's Standards for the Rehabilitation of Historic Buildings*, the rehabilitation focused on preserving and highlighting the school's historic fabric and character and respecting and celebrating its historic significance. The project was completed in early 2014 and certified as being completed according to the Secretary of the Interior's *Standards*.

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9. Major Bibliographical References

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Springside Public School
Name of Property

Burlington County, NJ
County and State

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Previous documentation on file (NPS):

Primary location of additional data:

<input type="checkbox"/> preliminary determination of individual listing (36 CFR 67 has been requested)	<input type="checkbox"/> State Historic Preservation Office
<input type="checkbox"/> previously listed in the National Register	<input type="checkbox"/> Other State agency
<input type="checkbox"/> previously determined eligible by the National Register	<input type="checkbox"/> Federal agency
<input type="checkbox"/> designated a National Historic Landmark	<input type="checkbox"/> Local government
<input type="checkbox"/> recorded by Historic American Buildings Survey # _____	<input type="checkbox"/> University
<input type="checkbox"/> recorded by Historic American Engineering Record # _____	<input checked="" type="checkbox"/> Other
<input type="checkbox"/> recorded by Historic American Landscape Survey # _____	Name of repository: <u>Burlington County School District</u>

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

Springside Public School
Name of Property

Burlington County, NJ
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10. Geographical Data

Acreage of Property 4.5 acres
(Do not include previously listed resource acreage.)

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

Bristol, PA Quadrangle

1	<u>18</u>	<u>512992</u>	<u>4434153</u>	3	<u></u>	<u></u>	<u></u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u></u>	<u></u>	<u></u>	4	<u></u>	<u></u>	<u></u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

The proposed boundary of the property is its current tax parcel, Block 114, Lot 3 on Burlington County Tax Map page 16.

Boundary Justification (Explain why the boundaries were selected.)

The property within the proposed boundary has been associated with the Springside Public School since the 1940s, when the school district purchased the last parcel of land to the south of the original building for the expansion of the school.

11. Form Prepared By

name/title Shelby Weaver Splain, with Carol Lee, Ph.D.
organization Keystone Preservation Group date July 2014
street & number P.O. Box 831 telephone 215-348-4919
city or town Doylestown state PA zip code 18901
e-mail swsplain@keystonepreservation.com

Additional Documentation

Submit the following items with the completed form:

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

Springside Public School
Name of Property

Burlington County, NJ
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Photographs:

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

Name of Property: Springside Public School

City or Vicinity: Burlington Township

County: Burlington **State:** NJ

Photographer: Shelby Weaver Splain

Date Photographed: January 2014

Processing: Prints made by Mpix.com using true color processing on professional grade Kodak paper.

Description of Photograph(s) and number:

- 1: Looking NW at south (left) and main (east) facades across Mt. Holly Road
- 2: Looking NW at south (left) and main (east) facades
- 3: Looking W into site along S wall; 1915 school in foreground, 2013 addition in background
- 4: Looking SW at main (east) and north (right) facades across Mt. Holly Road
- 5: Looking SW at main (east) façade and north wall
- 6: Detail, main (east) façade, 1927 section
- 7: Detail, main (east) façade, 1915 entrance, typical condition
- 8: Looking NE at south and north walls of 1927 addition (to left), and north wall of 1952 addition (to right)
- 9: Looking W at 2013 addition
- 10: Looking S along rear (south) side of 2013 addition
- 11: Looking NW at south side of 2013 addition (to left) and 1952 addition (to right)
- 12: Detail, entrance on S side of 1952 addition
- 13: Looking NE at the south walls of the 1952 addition (to left) and 1915 school with 1925 addition at third floor (to right)
- 14: Looking N in auditorium
- 15: Looking S in auditorium
- 16: Looking E in 1915 stair tower from ground floor, typical condition
- 17: Looking N in ground floor from 1915 corridor into 1927 addition
- 18: Detail, original exterior ground floor window in 1927 addition
- 19: Looking S in 1952 corridor, ground floor
- 20: Typical apartment in 1952 addition
- 21: Looking N in 2013 hyphen at original exterior rear (south) wall of 1952 addition
- 22: Looking E in 1915 stair tower from second floor, typical condition

Springside Public School
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- 23: Looking N in 1915 corridor, second floor
- 24: Looking S in 1915 corridor, second floor
- 25: Community room in 1915 school, typical condition
- 26: Detail, original wood trim through 1915 school and 1927 addition, typical condition
- 27: Detail, typical classroom/apartment entrance, 1915 corridors
- 28: Typical apartment in 1915 school and 1927 addition, second floor
- 29: Typical apartment in 1915 school and 1927 addition, second floor
- 30: Typical apartment in 1915 school and 1927 addition, second floor
- 31: 1915 stair tower, typical condition
- 32: 1915 stair tower, typical condition at landings
- 33: Looking N in 1915 corridor, third floor
- 34: Looking E in 1927 corridor, third floor; auditorium balcony doors to left, stair tower fire wall in center
- 35: Typical apartment in 1915 school and 1927 addition, third floor
- 36: Typical apartment in 1915 school and 1927 addition, third floor
- 37: Looking N in stair tower in 1952 addition, ground floor
- 38: 1952 stair tower at second floor
- 39: Looking E along corridor in 1952 addition at stair tower, second floor
- 40: Looking E along corridor in center of 1952 addition, second floor

Property Owner:

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

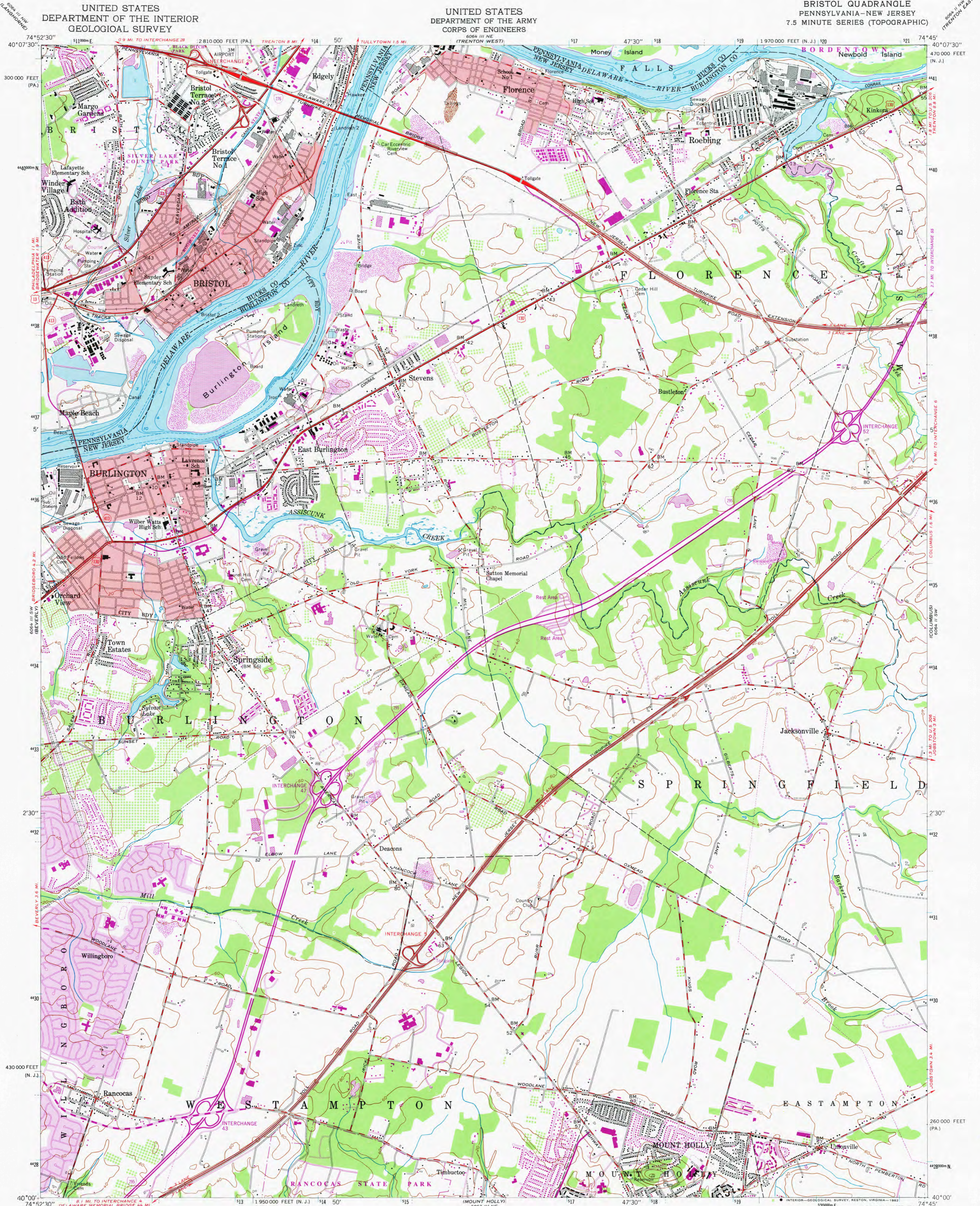
Name Charles Lewis

Street & number 20000 Horizon Way, Suite 180 Telephone 856-793-2078

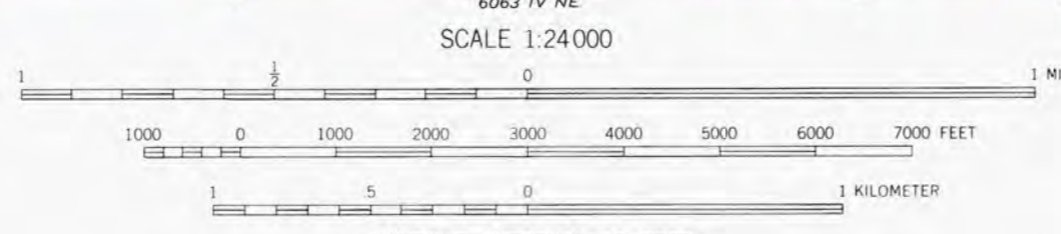
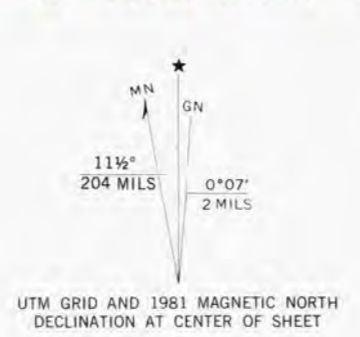
City or Town Mt Laurel State NJ Zip code 08054

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Mapped by the Defense Mapping Agency
Edited and published by the Geological Survey
Control by NOS/NOAA, USCE, and New Jersey Geodetic Survey
Topography by photogrammetric methods from aerial photographs
taken 1942. Field checked 1943
Culture revised by the Geological Survey 1955
Hydrography compiled from NOS chart 296 (1954)
This information is not intended for navigational purposes
Polyconic projection. 10,000-foot grids based on New Jersey
coordinate system and Pennsylvania coordinate system, south zone
1,000-meter Universal Transverse Mercator grid ticks, zone 18,
shown in blue. 1927 North American Datum. To place on
the predicted North American Datum 1983 move the
projection lines 6 meters south and 32 meters west
as shown by dashed corner ticks
Red tint indicates areas in which only landmark
buildings are shown
There may be private inholdings within the boundaries
of the National or State reservations shown on this map



CONTOUR INTERVAL 20 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
DEPTH CURVES AND SOUNDINGS IN FEET-DATUM IS MEAN LOW WATER
THE RELATIONSHIP BETWEEN THE TWO DATUMS IS VARIABLE
SHORELINE SHOWN REPRESENTS THE APPROXIMATE LINE OF MEAN HIGH WATER
THE MEAN RANGE OF TIDE IS 5.9 FEET

ROAD CLASSIFICATION

Heavy-duty	Light duty
Medium-duty	Unimproved dirt
U.S. Route	State Route
Interstate Route	

BRISTOL, PA.-N. J.
N4000-W7445/7.5

1955
PHOTOREVISED 1981
DMA 6064 III SE-SERIES V822

Revisions shown in purple compiled by the Geological Survey
from aerial photographs taken 1976 and other source data
This information not field checked. Map edited 1981
Purple tint indicates extension of urban areas

RETURN TO:
USGS AND HISTORICAL MAP ARCHIVES

195



Google earth



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Page 1

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Current Site Plan: Google Earth Aerial View Map Overview

(See also enclosed map printed to scale)



Google earth



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National Park Service

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Springside Public School

Name of Property

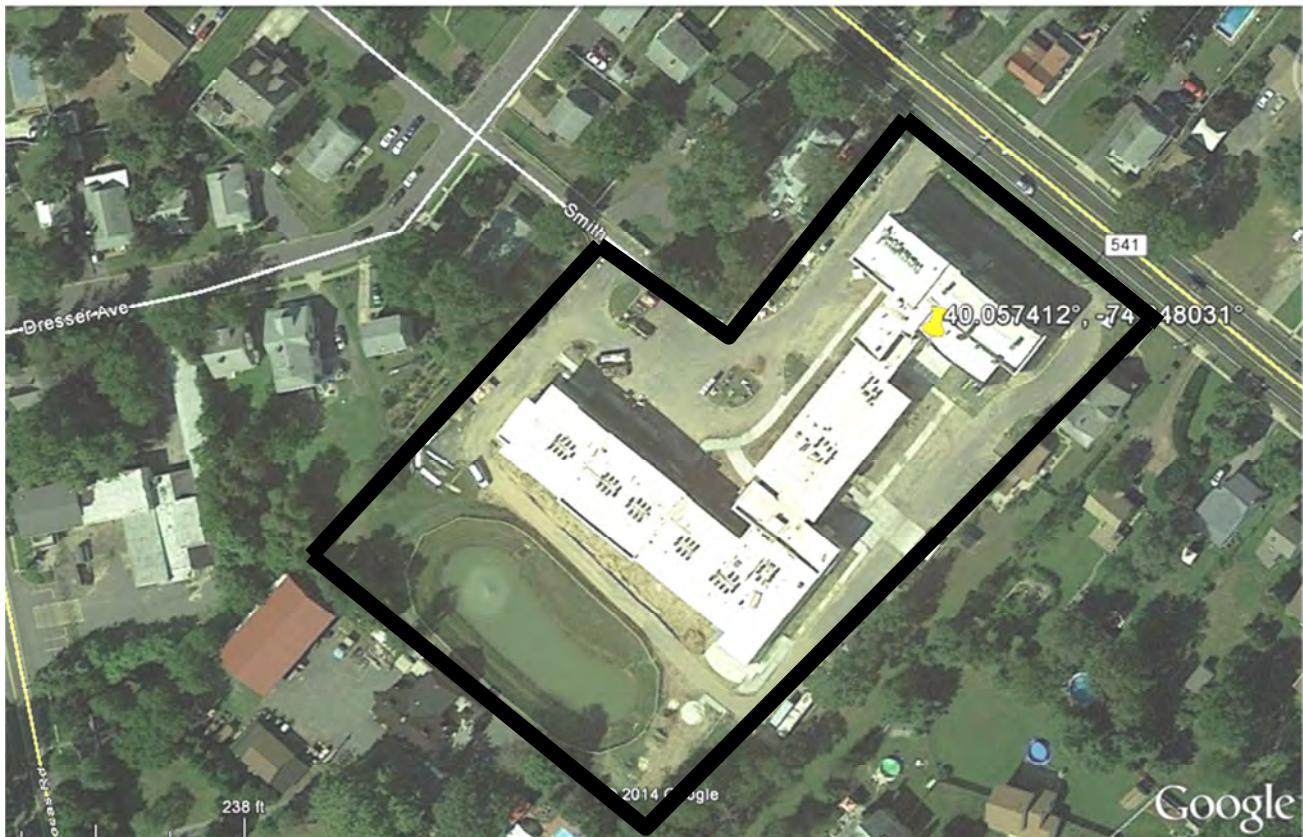
Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Site Plan: 2013 Google Earth Aerial View Map Detail, Property Boundaries



Note: Property boundary:

Proposed boundary is the current tax parcel.

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Page 3

Springside Public School

Name of Property

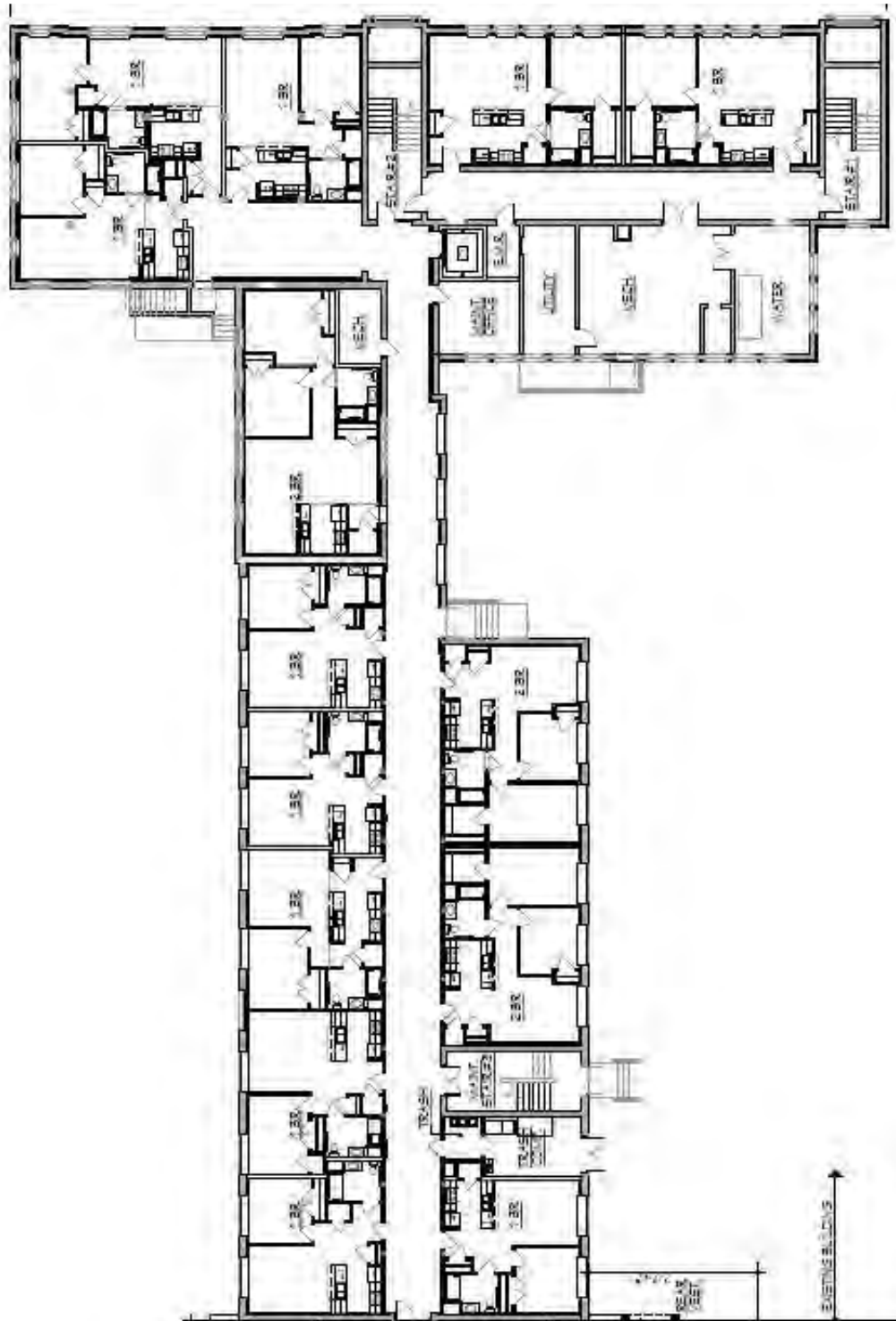
Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

2013 Floor Plans/Photo Key, Historic School: Ground Floor



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Springside Public School

Name of Property

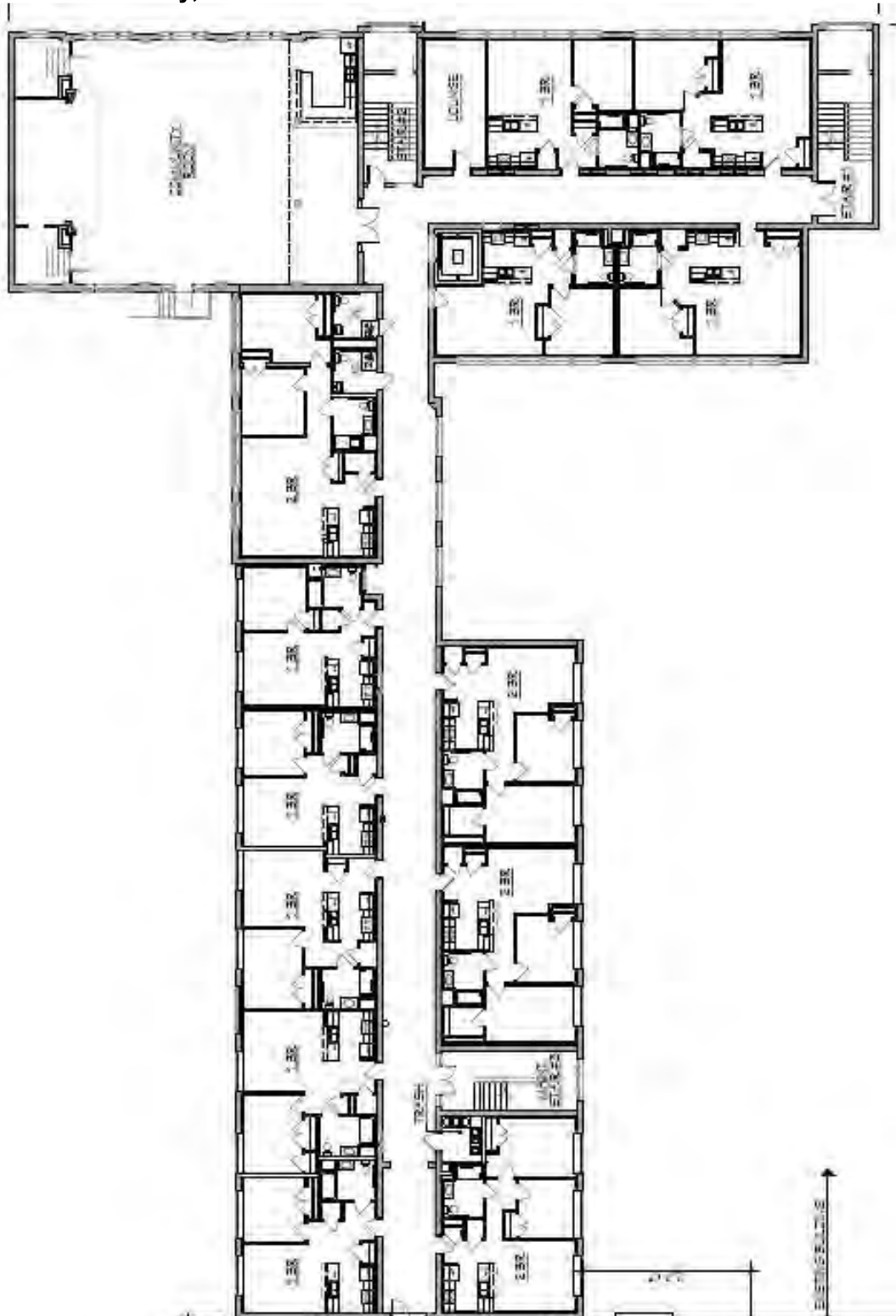
Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

2013 Floor Plans/Photo Key, Historic School: Second Floor



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Page 5

Springside Public School

Name of Property

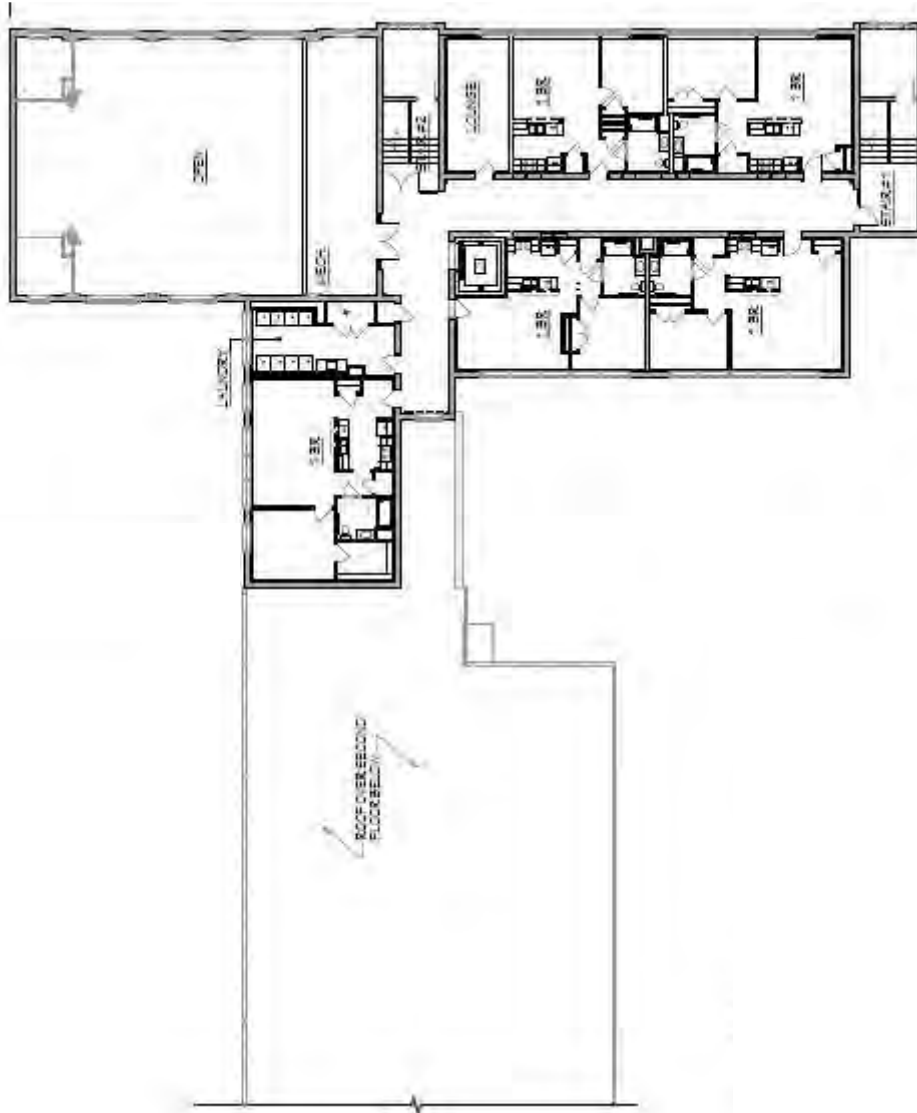
Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

2013 Floor Plans/Photo Key, Historic School: Third Floor



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Page 6

Springside Public School

Name of Property

Burlington County, NJ

County and State

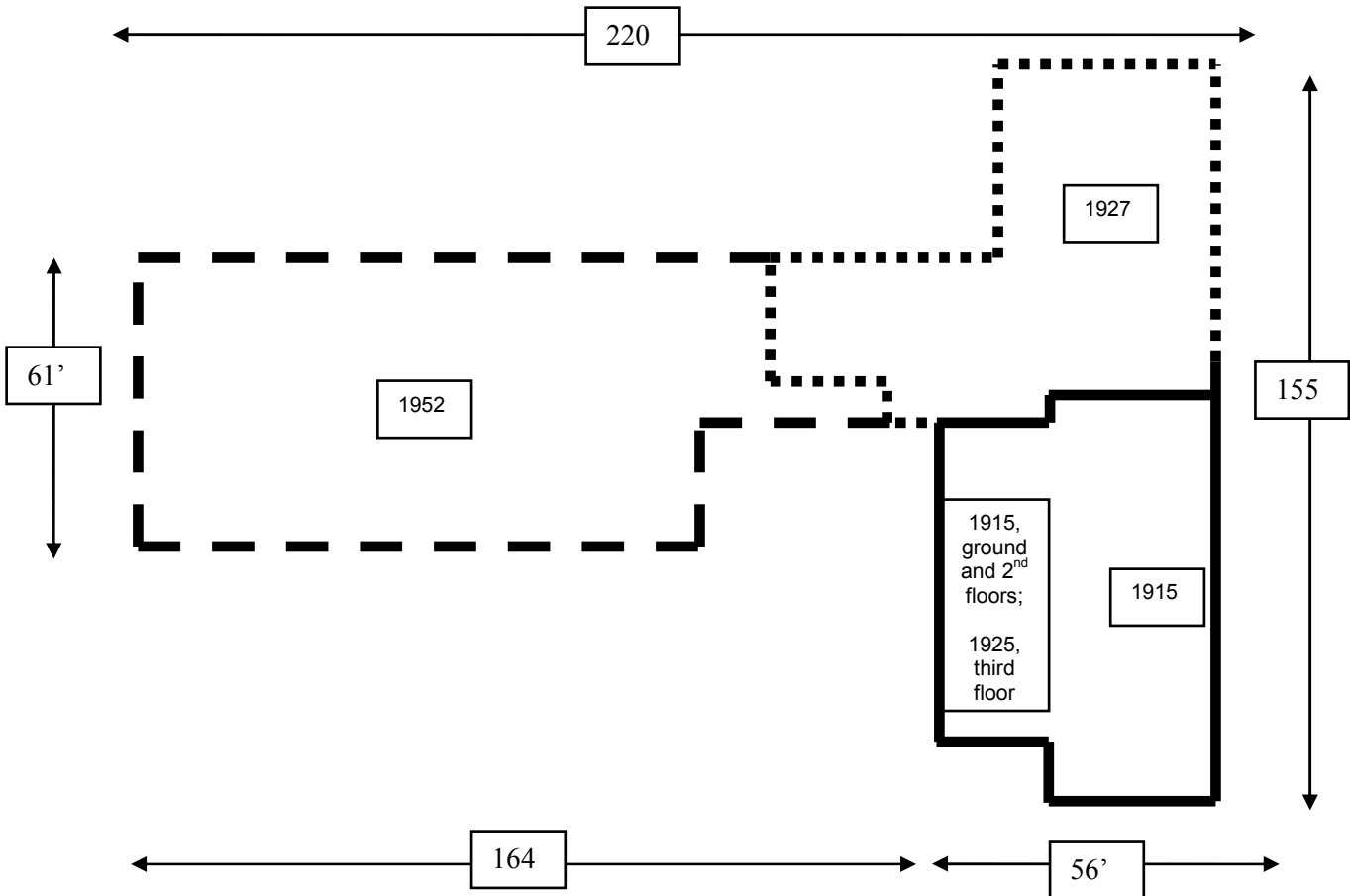
N/A

Name of multiple listing (if applicable)

Historic Building Evolution Plan: 1915 school through 1952 addition

Scale: Not to Scale

Project North: ↑



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Springside Public School

Name of Property

Burlington County, NJ

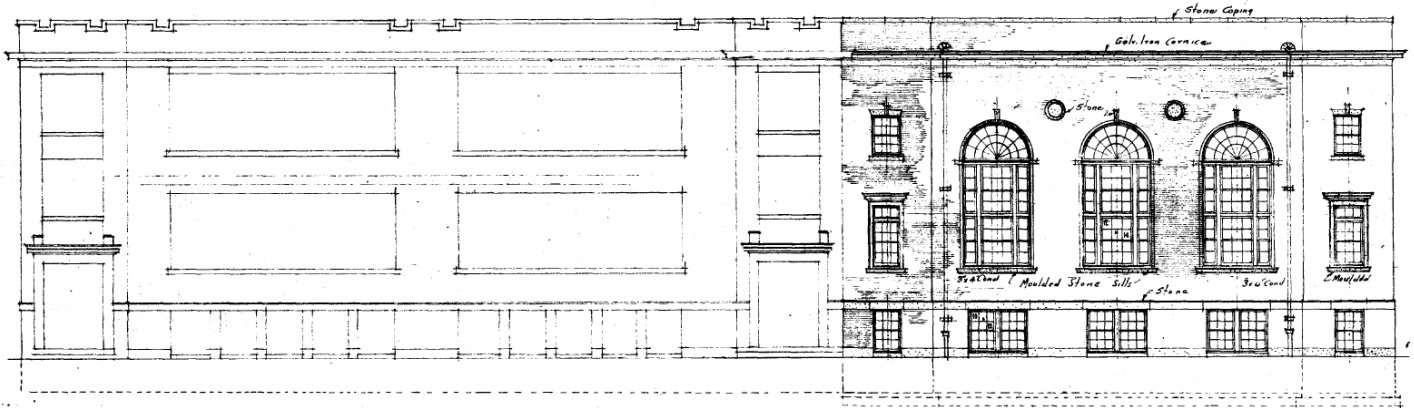
County and State

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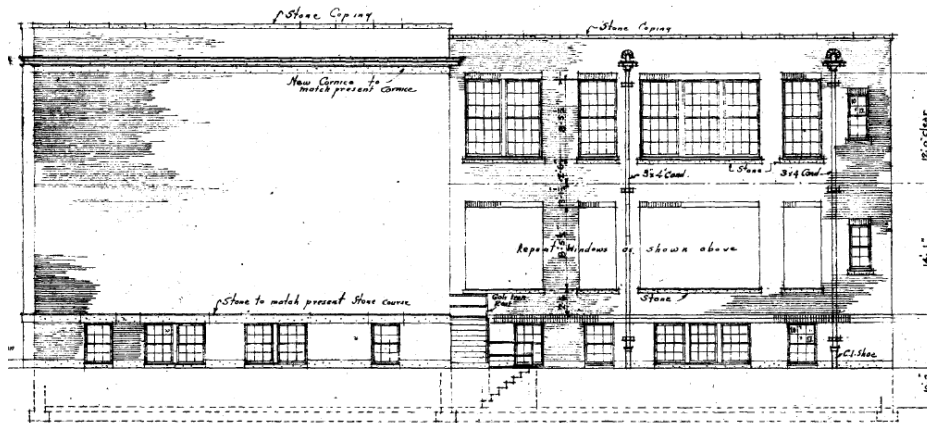
Name of multiple listing (if applicable)

Historic Plans:

1927 Elevations



Main (east) Façade; 1915 building to left, 1927 addition to right



END ELEVATION

North Elevation

United States Department of the Interior
National Park Service

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Page 8

Springside Public School

Name of Property

Burlington County, NJ

County and State

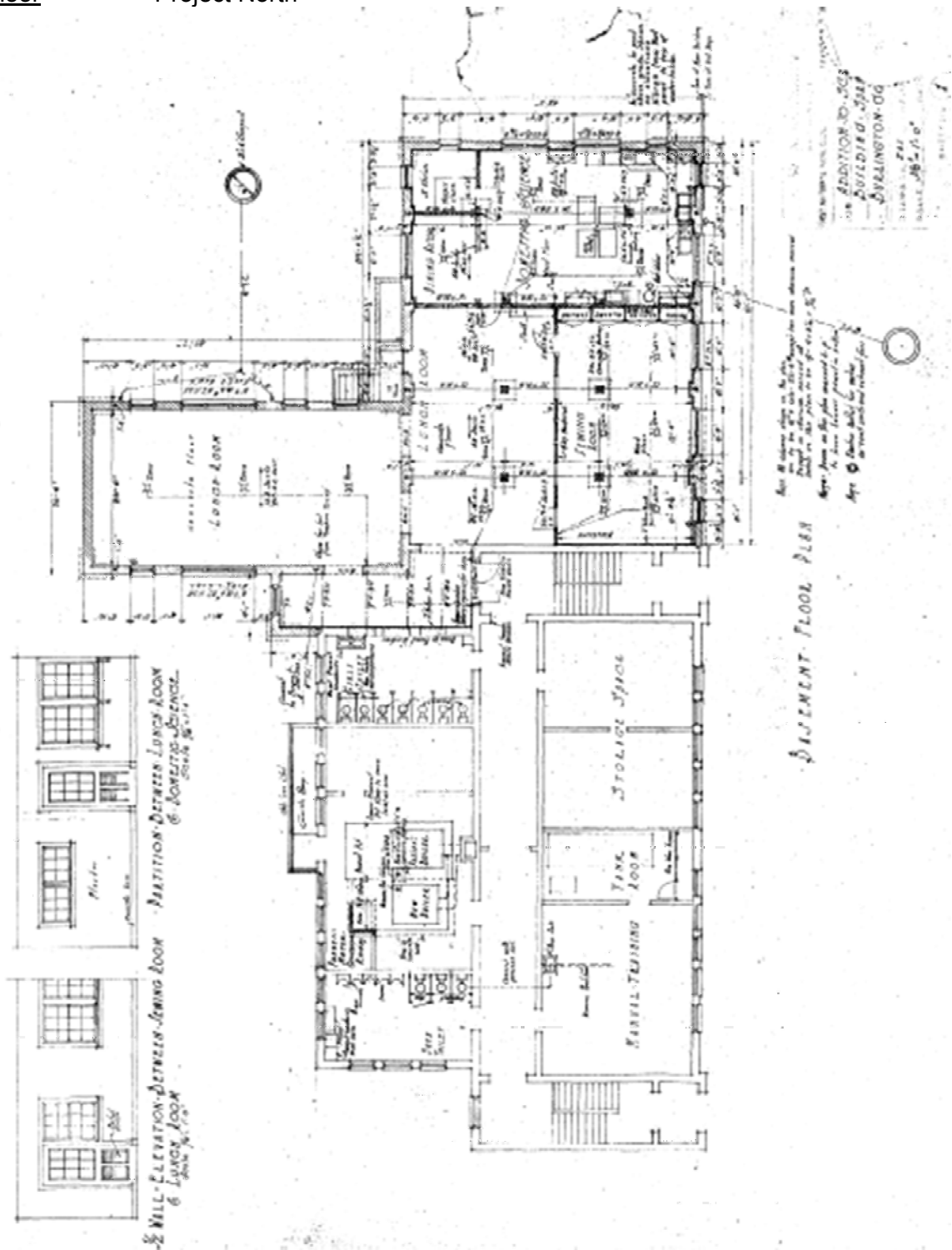
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Name of multiple listing (if applicable)

Historic Plans:

1927 Ground Floor

Project North ←



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Springside Public School

Name of Property

Burlington County, NJ

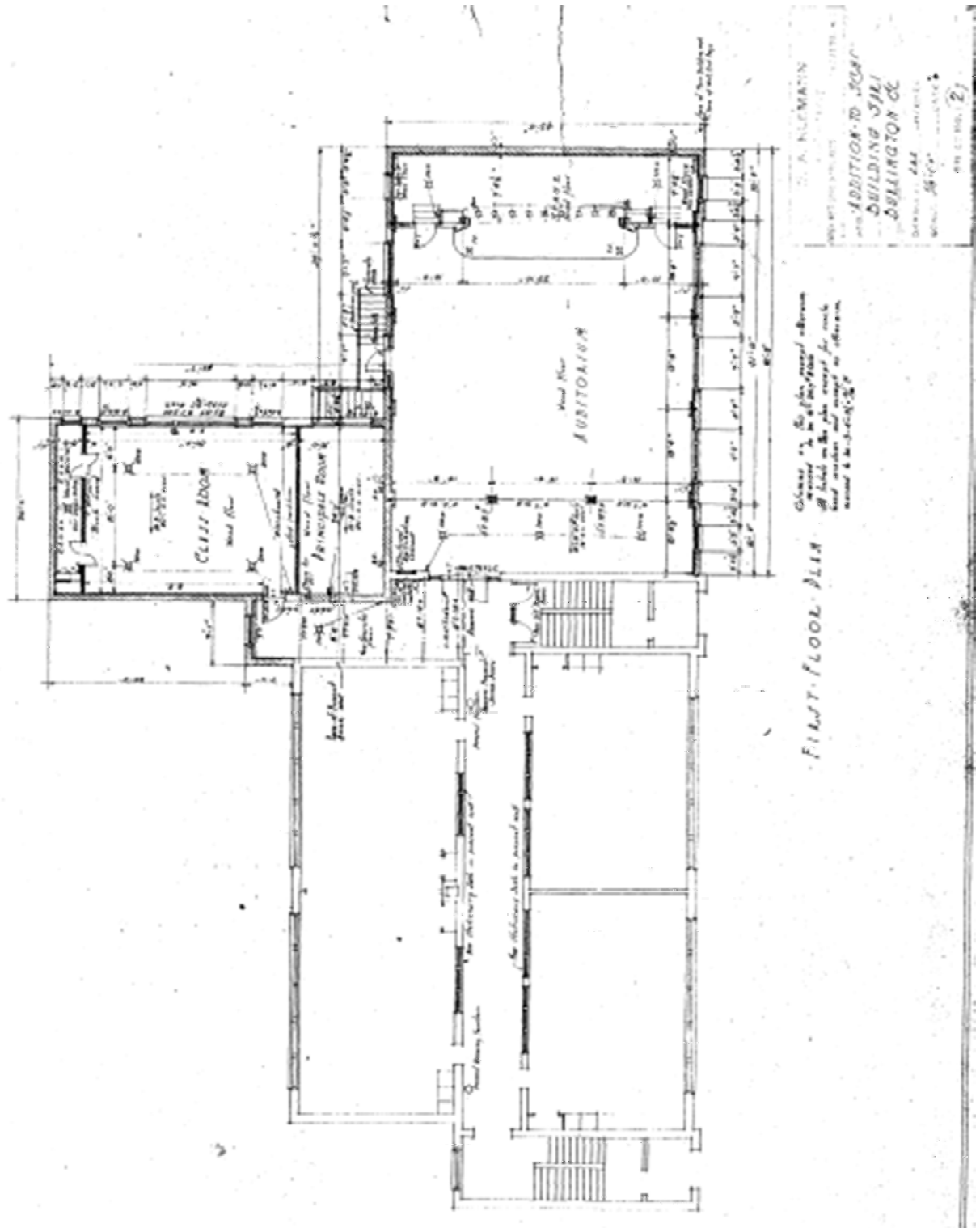
County and State

N/A

Name of multiple listing (if applicable)

1927 Second Floor

Project North ←



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Springside Public School

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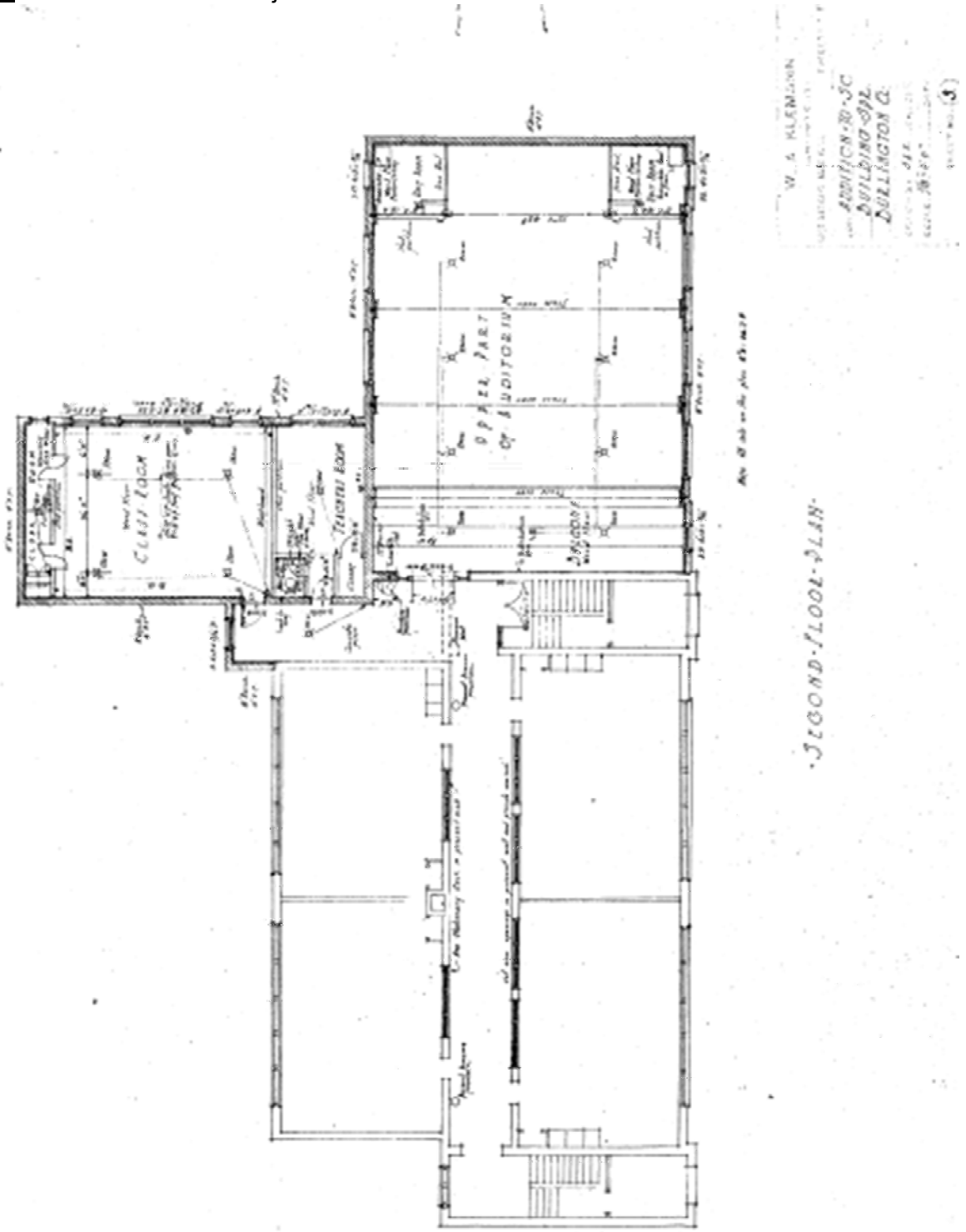
County and State

N/A

Name of multiple listing (if applicable)

1927 Third Floor

Project North



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Springside Public School

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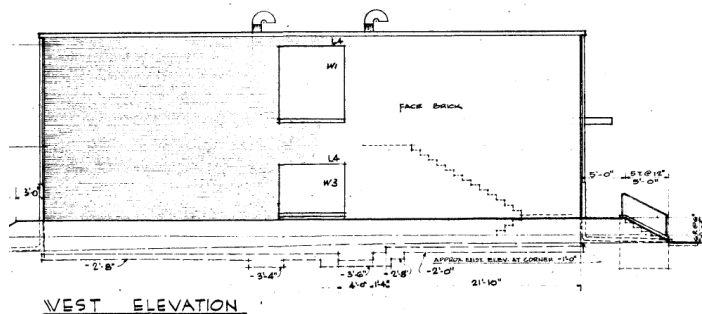
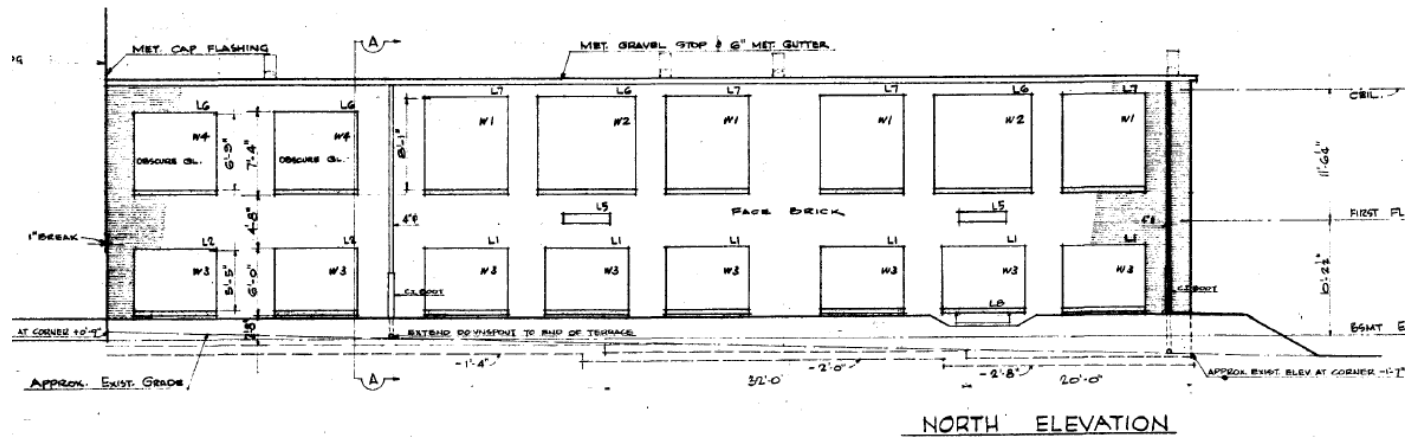
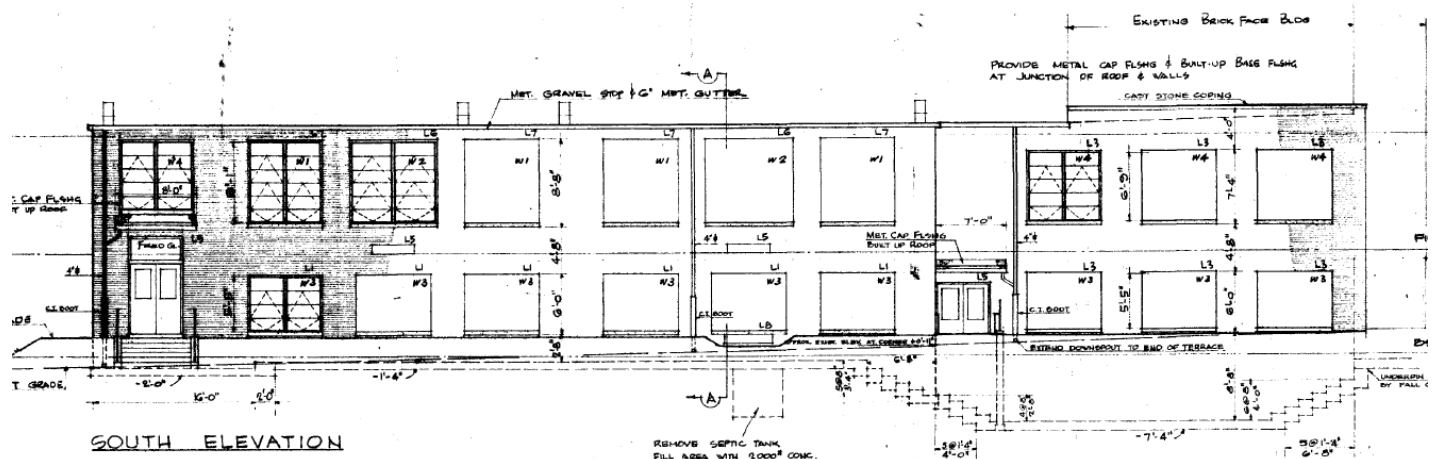
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Name of multiple listing (if applicable)

Historic Plans:

1952 Elevations

Note: The as-built conditions differ from the drawings by the addition of two classrooms to the west of the stair shown in these plans. Compare to Historic Photo H-3.



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Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

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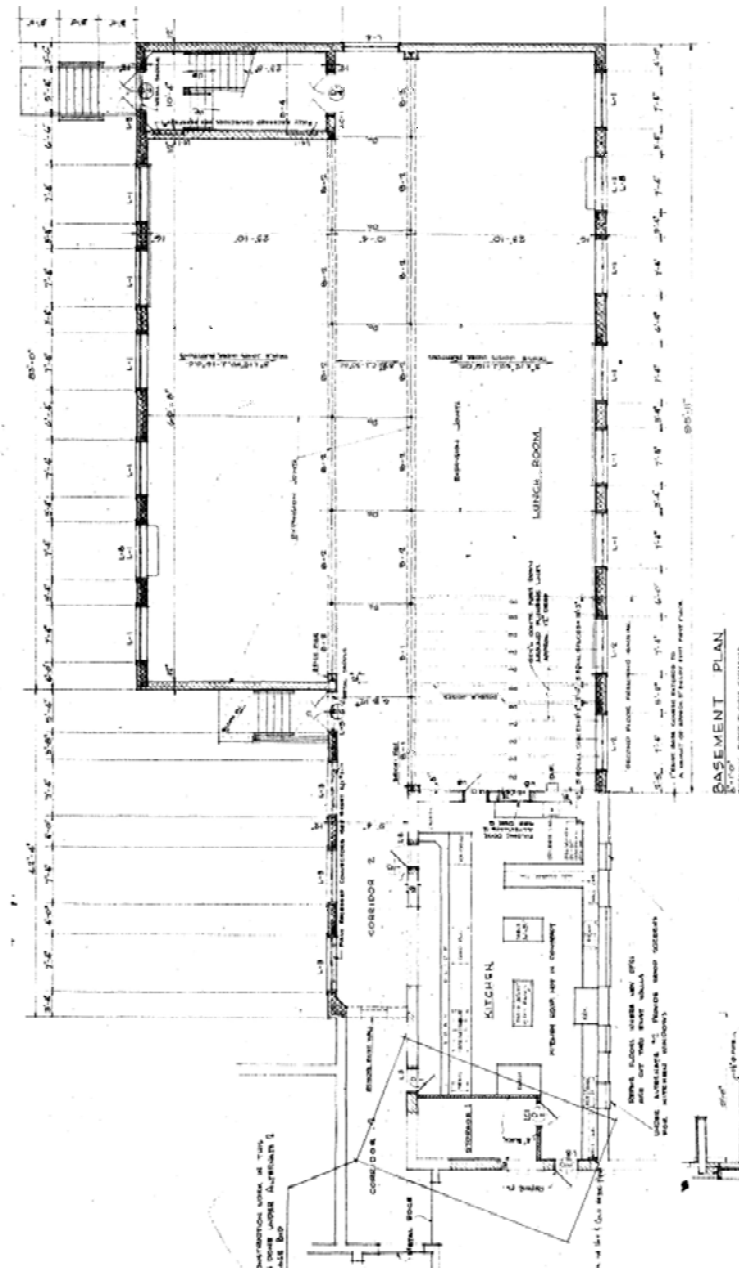
Page 12

Historic Plans

1952 Ground Floor

Note: The as-built conditions differ from the drawings by the addition of two classrooms to the west of the stair shown in these plans and an entrance third entrance at the rear of the building. Compare to Historic Photo H-3.

Project North →



BASEMENT PLAN
REARVIEW FIRST FLOOR FINISHES

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Springside Public School

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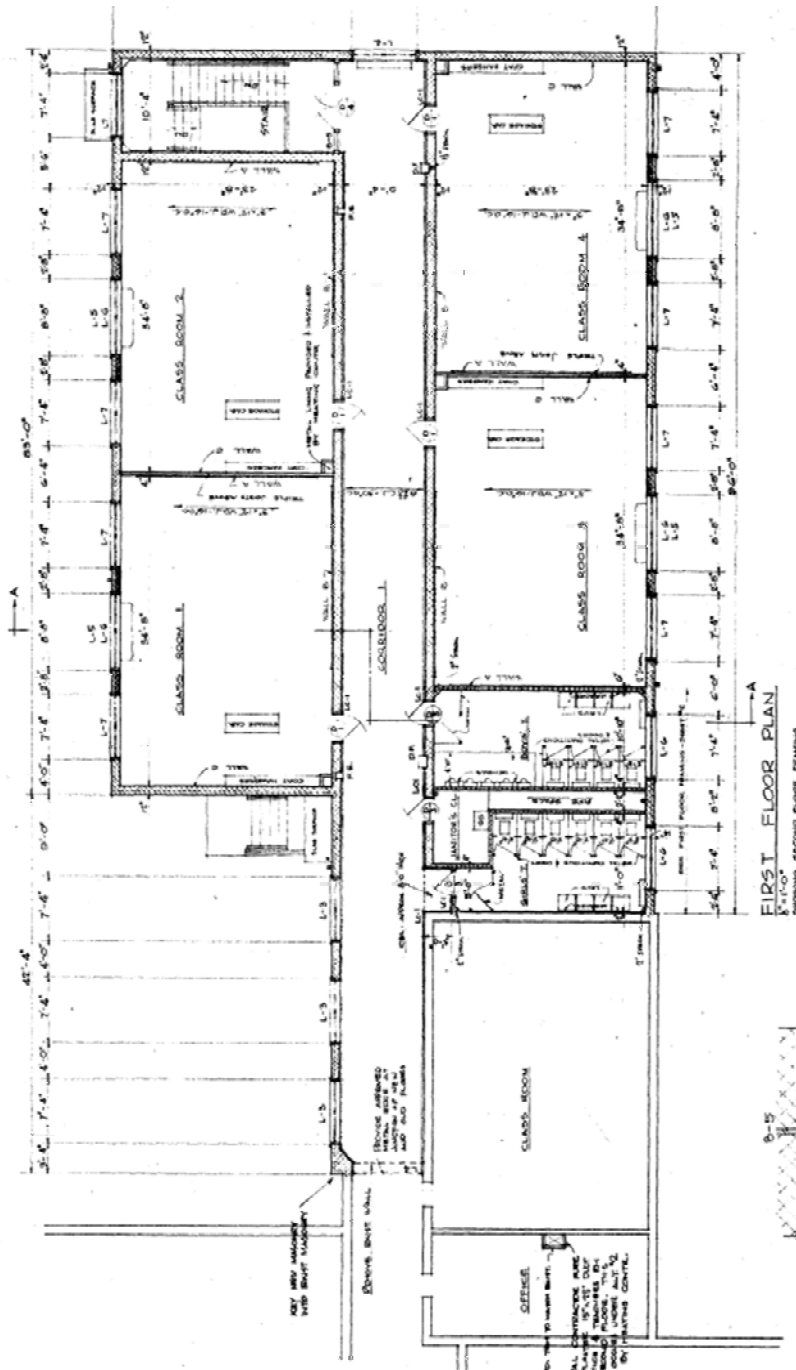
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Name of multiple listing (if applicable)

1952 Second Floor

Note: The as-built conditions differ from the drawings by the addition of two classrooms to the west of the stair shown in these plans. Compare to Historic Photo H-3.

Project North →



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Springside Public School

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County and State

N/A

Name of multiple listing (if applicable)

Historic Photographs:



H-1: Main (E) façade, looking W, 1943. Source: Kaser, *A Story of the Public Schools of Burlington County, NJ*, (1943), pg 39.

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Springside Public School

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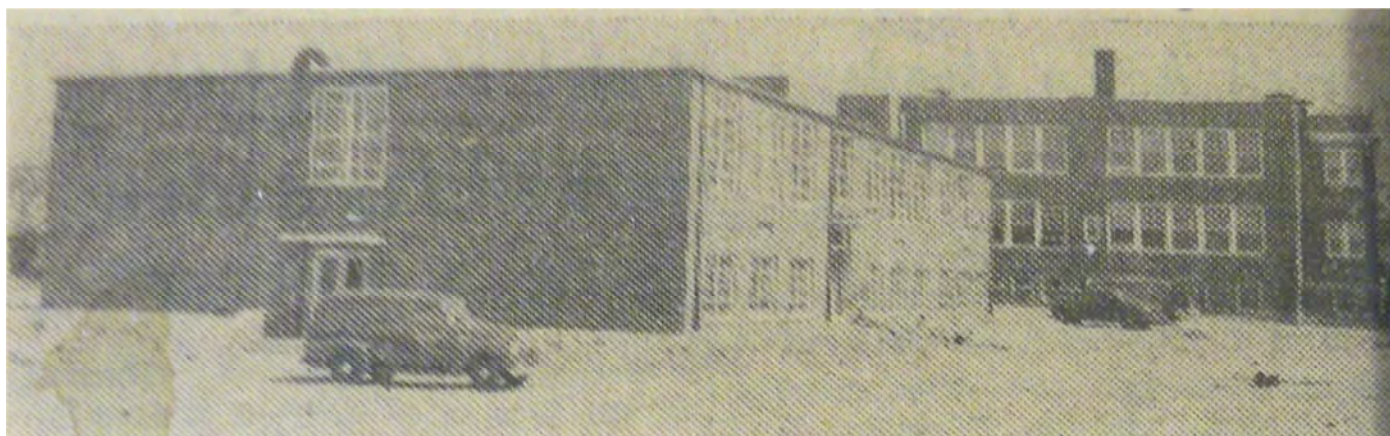
County and State

N/A

Name of multiple listing (if applicable)



H-2: Auditorium, looking N, 1943. Source: Kaser, *A Story of the Public Schools of Burlington County, NJ*, (1943), pg 43.



H-3: 1952 addition, looking north at south and west facades. Source: "New School Wing at Springside," *Trenton Times*, April 30, 1953. Note that the completed addition in this photograph

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Springside Public School

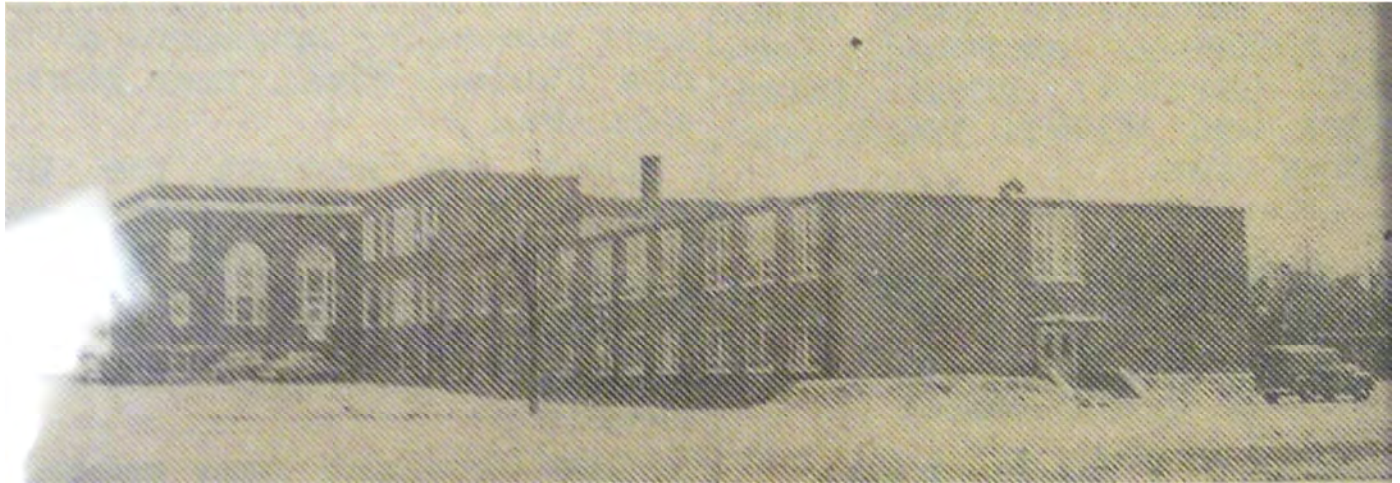
Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-3: 1952 addition, looking east at north and west facades. Source: "New School Wing at Springside," *Trenton Times*, April 30, 1953.



H-4. Looking N at S (side) and E (main) elevations of 1915 section of Springside Public School.

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N/A

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H-5. Looking W at center entrance on E (main) façade. This entrance was originally the north entrance to the school and became the center entrance with the 1927 addition.

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Springside Public School

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N/A

Name of multiple listing (if applicable)



H-6. Looking S at N (side) and Et (main) elevations of 1927 section of Springside Public School.

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Springside Public School

Name of Property

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N/A

Name of multiple listing (if applicable)



H-7. Looking NW at rear wall of 1915 school; 1925 classrooms identified by lack of detailing on left side wall

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Springside Public School

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N/A

Name of multiple listing (if applicable)



H-8. Looking NW at S (side) façade of 1952 addition.

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Springside Public School

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N/A

Name of multiple listing (if applicable)



H-9. Looking SE at W (rear) and N (side) elevations of 1952 addition. The large, arched windows of the 1927 windows are visible at the left side of the photograph.

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Springside Public School

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County and State

N/A

Name of multiple listing (if applicable)



H-10. Looking N in auditorium in 1927 addition.

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Springside Public School

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N/A

Name of multiple listing (if applicable)



H-11. Looking S in auditorium in 1927 addition.

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Springside Public School

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County and State

N/A

Name of multiple listing (if applicable)



H-12.Looking S in corridor between 1927 kitchen and 1952 wing, ground floor

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Springside Public School

Name of Property

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N/A

Name of multiple listing (if applicable)



H-13. Looking W in ground floor corridor, 1952 addition; the exterior doors in center of photo now connect to the 2013 addition

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Springside Public School

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N/A

Name of multiple listing (if applicable)



H-14. Looking S along second floor corridor in 1915 section of school.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 27

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-15. Typical classroom, 1915 and 1927 sections of school

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 28

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-16. Typical classroom, 1915 and 1927 sections of school

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 29

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-17. Typical stair tower, 1915 section of school.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 30

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-18. Looking S is third floor corridor of 1915 school

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 31

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-19. Looking S in stair tower in 1952 addition.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 32

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-20. Looking W in 2nd floor corridor in 1952 addition.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 33

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)



H-21. Typical classroom, 1952 addition.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 34

Springside Public School

Name of Property

Burlington County, NJ

County and State

N/A

Name of multiple listing (if applicable)

2007 Pre-Rehabilitation Site/Photo Key: Exterior

Not to scale

Project North:



Historic Photos 1 through 5



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 35

Springside Public School

Name of Property

Burlington County, NJ

County and State

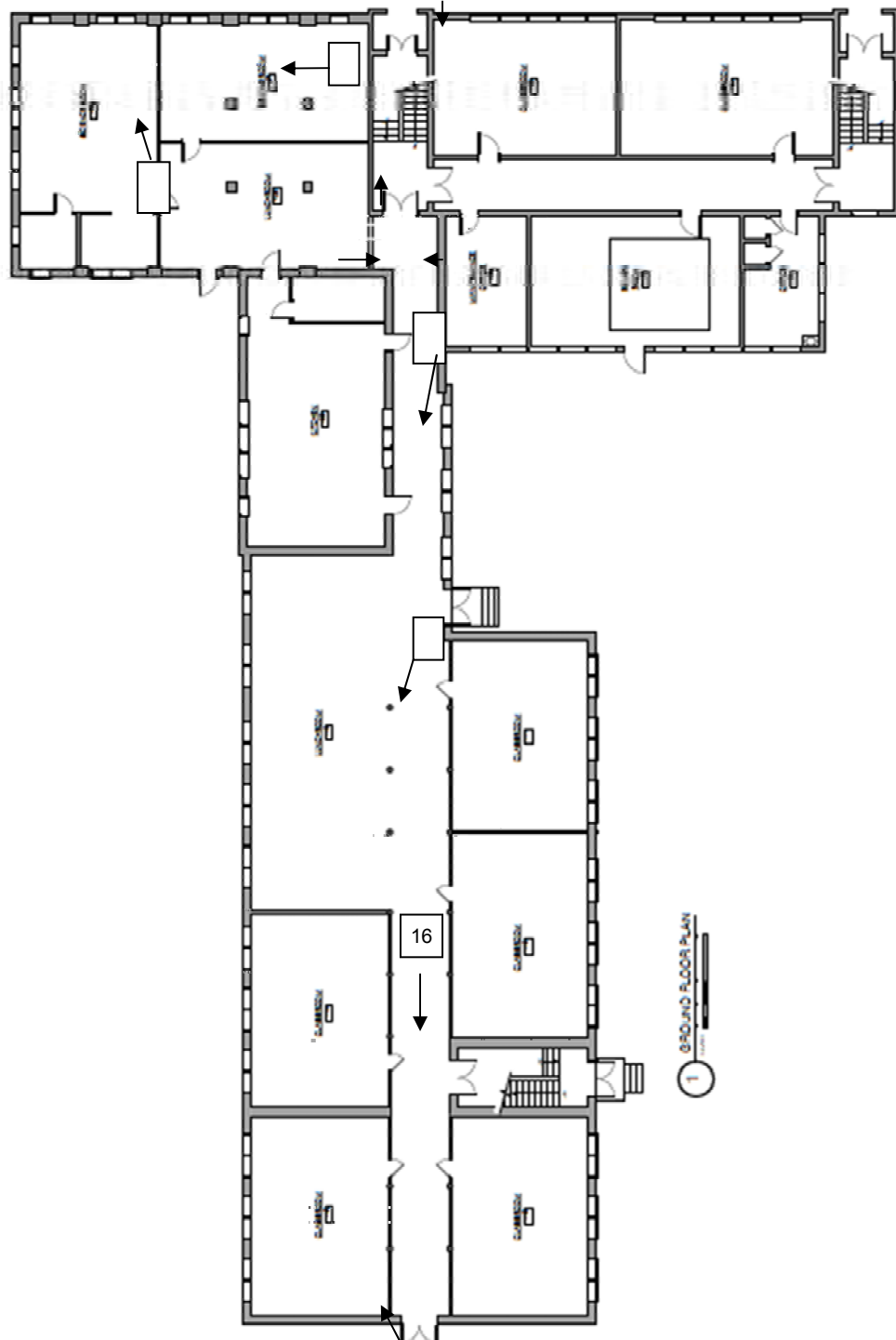
N/A

Name of multiple listing (if applicable)

2007 Pre-Rehabilitation Floor Plans/ Historic Building: Ground Floor Plan/ Historic Photo Key

Not to scale

Project North ←



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Documentation

Page 36

Springside Public School

Name of Property

Burlington County, NJ

County and State

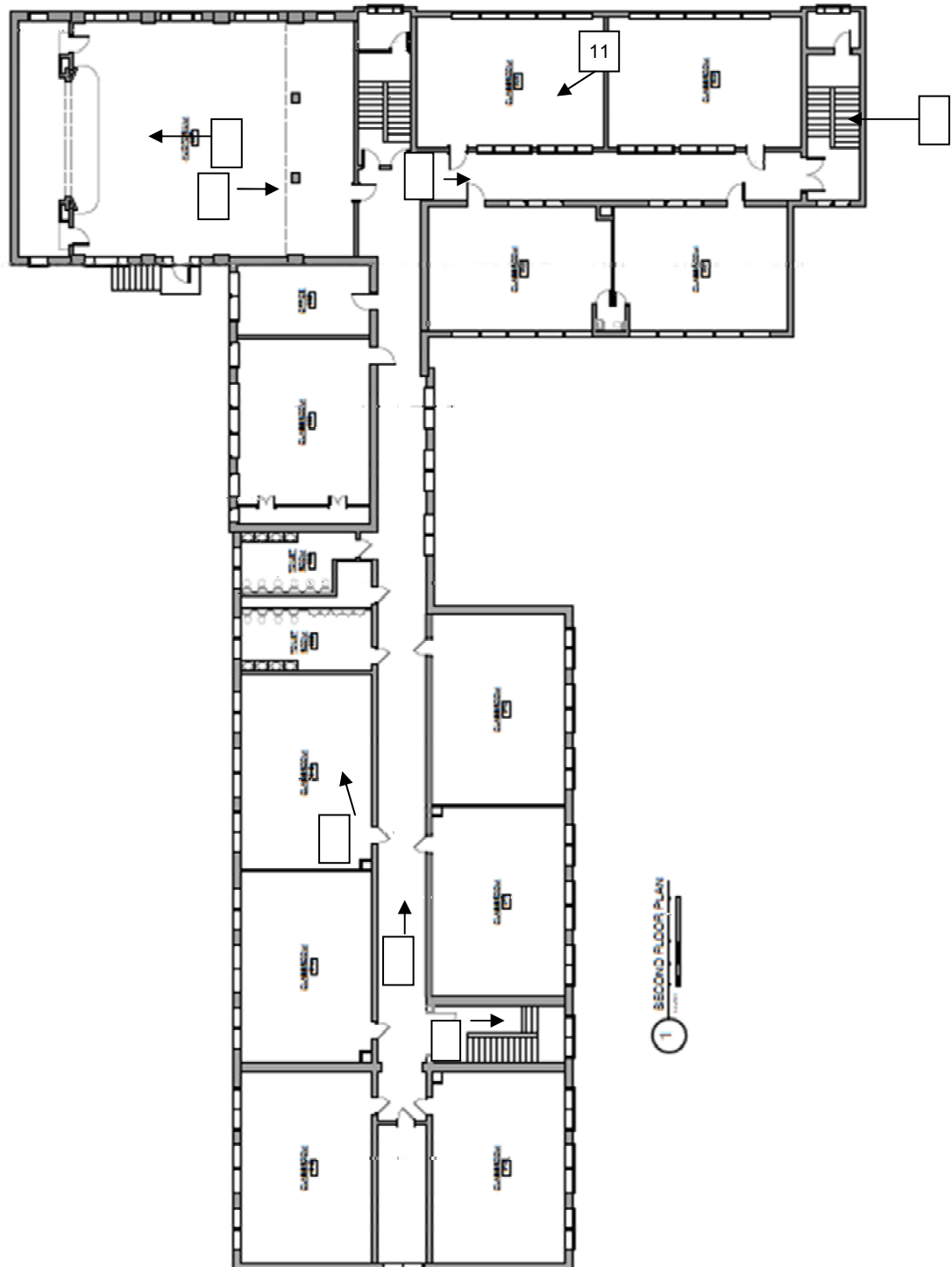
N/A

Name of multiple listing (if applicable)

2007 Pre-Rehabilitation Floor Plans/ Historic Building: Second Floor Plan/Photo Key:

Not to scale

Project North ←





NOW LEASING

DO NOT
ENTER

DO NOT
ENTER

DO NOT
ENTER

DO NOT
ENTER

Springdale School
Apartments

Springdale School
Apartments

Springdale School
Apartments



NOW LEASING

DO NOT
ENTER

DO NOT
ENTER





NOW LEASING



NOW LEASING

TJ Bank

ONE WAY



NO
PARKING
FIRE
ZONE

← ONE WAY

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PARKING
FIRE
ZONE

FDC

WARNING, P.A. 1
Please do not touch the
equipment. It is for
your safety.

This project
T
America
1-888



















FIRE DOOR
KEEP CLOSED













EXIT

FIRE DOOR
KEEP CLOSED



EXIT

FLOOR
2
FLOOR TO RISE



FIRE
EXTINGUISHER





UNIT 233











ROOM NOT FOR USE







EXIT

3









FIRE
EXTINGUISHER



MAINTENANCE STAIR
NOT AN EXIT





BOYS



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Springside Public School

MULTIPLE NAME:

STATE & COUNTY: NEW JERSEY, Burlington

DATE RECEIVED: 1/30/15 DATE OF PENDING LIST: 3/05/15
DATE OF 16TH DAY: 3/20/15 DATE OF 45TH DAY: 3/17/15
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000091

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

ACCEPT RETURN REJECT 3.17.15 DATE

ABSTRACT/SUMMARY COMMENTS:



RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

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

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



Proj. #13-1344
Chrono #:A2015-277

State of New Jersey

DEPARTMENT OF ENVIRONMENTAL PROTECTION
NATURAL & HISTORIC RESOURCES

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



BOB MARTIN
Commissioner

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

January 23, 2015

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

Dear Mr. Loether:

The enclosed disk contains the true and correct copy of the nomination for the Springside Public School, Burlington Township, Burlington County, New Jersey.

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

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

Sincerely,

Rich Boornazian
Deputy State Historic
Preservation Officer