

United States Department of the Interior
National Park Service

MP 2987

National Register of Historic Places Registration Form



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

1. Name of Property

Historic name: M. Hall Stanton School

Other names/site number: NA

Name of related multiple property listing: Philadelphia Public Schools, 1938-c.1980

2. Location

Street & number: 2539 N. 16th St.

City or town: Philadelphia State: Pennsylvania County: Philadelphia

Not For Publication: NA Vicinity: NA

3. State/Federal Agency Certification

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

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local Applicable National Register Criteria: A B C D

	<u>8/8/2018</u>
Signature of certifying official	Date
<u>Director/State Historic Preservation Office, PA Historical & Museum Commission</u>	
Title/State or Federal agency/bureau or Tribal Government	

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

_____	_____
Signature of commenting official	Date

Title/State or Federal agency/bureau or Tribal Government	

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain): _____

Signature of the Keeper

9/25/18
Date of Action

M. Hall Stanton School

Philadelphia, PA

5. Classification

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

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

Category of Property (Check only one box.)

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

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

Contributing	Noncontributing	
<u>1</u>	—	buildings
—	—	sites
—	—	structures
—	—	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register: 0

6. Function or Use

Historic Functions

EDUCATION—School

Current Functions

EDUCATION—School

M. Hall Stanton School

Philadelphia, PA

7. Description

Architectural Classification

MODERN MOVEMENT—International Style

Materials:

Principal exterior materials of the property: Brick, concrete

Narrative Description

Summary Paragraph

The M. Hall Stanton School is a four-story, red brick elementary school located at the northwest corner of North 16th and West Cumberland Streets in the densely populated North Philadelphia area of the city. It served North Philadelphia children in kindergarten through fifth grade from 1960 until its closure by the School District of Philadelphia (SDP) in 2013 (construction of the building began in 1957 and was completed in 1961). The school has recently reopened as a charter school. The school is named in honor of M. Hall Stanton, a 19th century school board president, and was built on the site of an earlier school. The building was designed by local Philadelphia firm Ehrlich and Levinson and constructed between 1957 and 1961. It was built in the International Style, and displays key features of that architectural movement in its lack of ornamentation, simple rectangular volumes and flat roof. The facades of the school are red brick, with prominent ribbons of multi-pane, rectangular windows defining each of the floors where the main classrooms are located. The school's plan is L-shaped, with its longest wing located along the east side of the lot, and the shortest wing located along the north side. A fenced-in asphalt play area comprises the remainder of the lot, to the south of the school building. There is minimal landscaping, and no grassy setbacks or yards. The property is essentially unchanged since construction was completed in 1961, and retains integrity.

Exterior

M. Hall Stanton is located in a dense urban neighborhood. Two and three story brick row houses, built in the 1880s and '90s to accommodate workers at nearby factories, surround the school's 1.3-acre site. A number of surrounding lots are now vacant. Though its material and relatively modest scale complement the adjacent houses and nearby factories, Stanton stands out as one of only a few mid-20th century-era buildings in the immediate neighborhood.

The school's main entrance, on the west end of the building, facing North 16th Street, is fairly plain. The three pairs of steel doors have narrow vertical lights (similar to all the other exterior doors into the building), and transom lights above each door. This entrance leads into a small lobby and the office area of the school. The entrance's concrete pagoda-shaped awning, angled up from the main doors, is a rare decorative flourish. This original feature was installed at all three of the school's main entries but has since been removed from the set of doors along the

M. Hall Stanton School

Philadelphia, PA

south side of the auditorium wing. It remains intact over the east, secondary entrance facing West Cumberland Street, which opens onto the stairwell of the main classroom block. The only other decorative elements originally designed for the building's exterior are the 4¼-inch limestone sills underneath the ribbon windows and the aluminum lettering installed directly into the upper right-hand corner of the school's main façade. The san-serif, all capital letters spell "M. Hall Stanton Public School." A "1957" datestone under the school's name marks the year the plan was finalized and construction began.

The inside of the ell shape contains a two-story section of offices and classrooms that face the paved lot. The remainder of the building is four stories. Ribbons of windows (original aluminum sash, some that are operable) are prominent features of the long elevations, especially on the upper floors. The first floor of the side elevations are marked by evenly-spaced shallow flat columns. The lower floors on the north side house the auditorium and gymnasium, which have a different arrangement of openings than the other elevations, with no windows in the auditorium and stage portion.

The auditorium and gymnasium rise to fill two floors of the north side of the building; above them are two floors of classrooms. The classroom floors extend slightly over the west end's main entrance on 16th Street. The entrance area on the east elevation is marked by a vertical section of slightly-recessed bays. A basement level (not included in the floor count), non-classroom floor is indicated by low windows on the south end. The ends of building are mostly blank, with centrally-located windows marking stairwells. At the inner corner of the building, where the two wings meet, the flat roofline is interrupted by mechanical systems and stair tower penthouses.

Interior

M. Hall Stanton's main classroom block runs along the lot's eastern side and faces N. Sydenham Street. This wing features four stories of classrooms, all accessed via double-loaded corridors. Classroom sizes vary, but all conform to a similar plan. The 6-foot 6-inch windows line a single wall, either east or west. These original, aluminum sash windows are operable, and open out, though most of the windows are covered with exterior-mounted wire mesh. A 4¼-inch high interior limestone windowsill matches the exterior window treatment. Opposite the windows, original built-in wood and painted metal storage cabinets and cubbies are mounted along the interior walls. Original wood doors with inset windows are located near the front of each classroom. Blackboards, whiteboards and/or corkboards are mounted on front and sometimes back walls. Floors throughout the classrooms are linoleum and walls are painted concrete block. Interior trim on doors is painted metal. Hallway floors are concrete and walls are painted concrete block. In staircases a 4-foot 8-inch wainscoting of glazed ceramic tile is an original feature. Above the wainscoting, stairway walls are painted concrete block. A single row of glazed ceramic tile trim is located along the bottom wall of all classrooms and hallways. Acoustic tile dropped ceilings are found in some classrooms, but most ceilings throughout the school are simply painted concrete. Fluorescent lighting, all replacement, is suspended from classroom ceilings in strips running the length of the room. Hallway lighting is also replacement fluorescents and has been installed directly to the ceiling. Bathroom walls are entirely glazed tile,

M. Hall Stanton School

Philadelphia, PA

of a size matching the standard cinderblock used throughout the rest of the school. Bathroom stalls and fixtures all appear to be replacements.

The school's shorter wing is located along the lot's north side. This wing houses a 446-seat auditorium, a gymnasium/cafeteria and administrative offices. The auditorium is located near the school's main entrance, at the western half of wing. It has no windows. Oak wood paneling installed along the lower third of its walls is original. Rows of wood chairs, with folding seats and metal legs are nailed to the linoleum floor. The floor slopes gently down toward a large wood stage. The stage takes up the entire eastern length of the auditorium. Curtains hang from the ceiling on either side of the stage. The backstage area can be accessed from doors in the gymnasium/cafeteria, which is located directly behind the auditorium and makes up the majority of the eastern half of this wing. The gymnasium/cafeteria is the only area of the school with wood floors. Like all other parts of the schools, the walls are painted concrete block. Four basketball hoops are mounted to each of the gym walls. Two uninterrupted rows of aluminum windows, matching the type used throughout the school, are located along the upper two-thirds of the gym's eastern wall. One row of these windows, broken up by columns, and located near the gym ceiling, is located along the north side of the gym. These windows are covered with wire mesh, inside and out. Evenly spaced columns run the length of the gym and auditorium. They are among the school's few interior design flourishes and taper toward the floor at a diagonal (the narrow end is at the floor, with the wider end at the ceiling). The school's administrative offices are housed along the south side of the wing. They consist of a principal's office and waiting area, a counselor's office, a nurse's office and a conference room. The administrative areas' cement block walls, linoleum floors, drop ceilings and suspended fluorescent lighting is in keeping with classroom interiors throughout the school. Two-floors of classrooms are located on the third and fourth stories of this wing. These floors are identical to the main classroom wing in plan (double loaded corridors) and interior features (painted cinderblock, linoleum, concrete and acoustic tile ceilings, fluorescent lighting, etc.).

Metal doors at the first floor of both wings allow access to the school's 25,000 square foot play area – a paved asphalt lot including the spot where the original, 19th century Stanton school building once stood. The area is fenced in and features no landscaping or permanent playground equipment save for two basketball hoops installed at the south end.

Integrity

The M. Hall Stanton Elementary School property is considered to be a single-building type as defined by the *Philadelphia Public Schools, 1938-c.1980* Multiple Property Documentation Form (MPDF). In contrast to a campus of related buildings and structures, the Stanton School has one classroom building that in this case features dedicated space for an auditorium, gymnasium, and cafeteria. It reflects many of the city's school construction choices for dense neighborhoods during this period.

M. Hall Stanton School

Philadelphia, PA

The Stanton School was one of 24 city schools closed in 2013. All furniture was removed from the building, except for nailed-down auditorium seating and built-in cabinets, cubbies and bathroom fixtures. The building has recently reopened as a charter school, with minimal changes.

Overall, M. Hall Stanton retains integrity. The school is essentially unaltered since it was completed as part of the SDP's building program to address postwar population growth in Philadelphia. The building's strong horizontal massing, simple, economical design, treatment of classroom vs. communal spaces and choice of materials are all important features in schools built by the SDP between 1948-1968. Part of an ambitious, but ultimately flawed building program, M. Hall Stanton is emblematic of the SDP's struggle to address overcrowding, replace deteriorating facilities with modern buildings and adapt new designs, developed in suburban communities, to urban sites. These types of schools and their character defining features are discussed in the *Philadelphia Public Schools, 1938-c.1980* Multiple Property Documentation Form. The integrity of character-defining features identified at M. Hall Stanton makes it an excellent example of the practical, L-shaped elementary school employed by the SDP throughout Philadelphia during the postwar period.

M. Hall Stanton has never been expanded or experienced substantial changes. With the exception of painted brick on some of the lower walls, Stanton's exterior looks much the same as it did when it opened. The majority of windows are original. Of the few ornamental details included in the school's design, most are intact. These include two of the concrete pagoda-shaped canopies over the entrances, and aluminum school name signage. The interior layout is almost totally unchanged from the original 1957 plan. One interior classroom wall was removed and replaced with a folding, accordion style wall sometime after initial construction was complete. This may have accommodated team teaching or similar pedagogical experiments typical of the late 1960s and 1970s and does not impact the property's overall integrity. Minor updates to interiors have included painting, the installation of replacement light fixtures and addition of limited carpeting. Nearly all interior classroom doors are original. Some folding doors designed for classroom wardrobes have been removed and replaced with open metal shelving. The school's hallways retain their original concrete floors, while classroom floors are covered in linoleum, most of which appears original. Carpeting was added to one room, the computer lab, at an unknown date. Dropped, acoustic tile ceilings, found in some classrooms, are original to the school's design, though some of these tiles have been replaced during the 50 years since the school opened. All other ceilings are original painted concrete.

Original landscaping at Stanton consisted of six trees planted near the school's doors and 10-foot fencing along the perimeter of the asphalt play area. A gate at the lot's east end allowed for vehicular access, so the play space could double as a parking lot. Small concrete play areas that doubled as parking lots are typical of schools found in densely-developed Philadelphia neighborhoods throughout the 20th century. Both the interior and exterior of the school are easily recognizable by students of the 1960s.

M. Hall Stanton School

Philadelphia, PA

8. Statement of Significance

Applicable National Register Criteria

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

Criteria Considerations

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

Areas of Significance

Education

Period of Significance

1960-c.1970 (opening through period of community advocacy)

Significant Dates

1957-1961—Construction of building (inclusive from groundbreaking to full completion; datestone is 1957, but school apparently opened in 1960)

Significant Person (Complete only if Criterion B is marked above.)

NA

M. Hall Stanton School

Philadelphia, PA

Cultural Affiliation

NA

Architect/Builder

Ehrlich and Levinson

Statement of Significance Summary Paragraph

The M. Hall Stanton School is significant under National Register Criterion A in the area of Education. It successfully reflects key developments in the evolution of public education in Philadelphia and is a very intact example of a common school plan implemented by the School District of Philadelphia throughout the city's urban areas to meet post-war needs. The Stanton School represents the choices made in balancing national trends in education with Philadelphia's own trends; and the challenges faced by the school district as it dealt with shifting demographics, white flight, funding shortfalls from loss of industry, and other problems. The School meets the registration requirements for the property type of the single building school, as described in the *Philadelphia Public Schools 1938-c.1980* Multiple Property Documentation Form. Character-defining features of late 1950s Philadelphia school plans such as exterior brick construction materials, an "L" shaped plan, prominent bands of windows, and minimal decoration remain intact. The period of significance begins with the school's opening in 1960¹ and encompasses a period of parental and community involvement that includes Stanton's 1968 inclusion in the planning for President Lyndon B. Johnson's Model Cities Program in North Philadelphia.

Narrative Statement of Significance

When the new M. Hall Stanton School opened in the fall of 1960, it was one of the largest elementary schools in the district, built to accommodate 1,300 students. Its size and siting within a poor, majority black neighborhood were symbols of the dramatic population growth in North Philadelphia in the postwar years. A combination of factors, most notably white flight to the suburbs and the Second Great Migration of African Americans from the southern United States, dramatically reshaped Philadelphia neighborhoods during this period. The School District of Philadelphia (SDP) adopted new modern, suburban-style school models in their rush to build facilities in the city's growing neighborhoods. But the struggle to find appropriate space for new buildings in older, densely developed areas like North Philadelphia forced the SDP and school architects to make certain design concessions more suited to urban environments.²

1 While the school apparently opened in 1960, it may not have been completely finished until 1961. The 1957 datestone predates completion, which is common for many of the district's buildings. The datestones frequently appear to mark the finalization of the plans and beginning of site work and construction, not the opening of the school.

2 Characteristics of the new "suburban style" school and differences in SDP schools in suburban vs. urban areas of Philadelphia are explored in depth in the *Philadelphia Public Schools 1938-c.1980* MPDF.

M. Hall Stanton School

Philadelphia, PA

For a school like Stanton, this resulted in the design of a building with a smaller footprint and more floors than its counterparts built in suburban areas like Northeast Philadelphia. When larger lots were available for new construction, school plans feature sprawling low buildings with green lawn setbacks and areas to buffer neighboring properties, and playing fields. Stanton resembled earlier eras of construction, a building with stacked classroom floors to fit into tight spaces. Stanton's landscaping consisted of a few trees planted around a fenced-in asphalt playground that doubled as a parking lot. The building replaced an older school, with which it shared the property for several years. As such, it is an example of the SDP's policy of site reuse, despite objections from parents and the African American community, who were concerned that this policy reinforced segregation in schools.³

Despite issues of equity, the new M. Hall Stanton School was evidently beloved by the surrounding neighborhood. A local group of parents had fought for its construction and over the next decade teachers and students continued to fight to make the school a success. The building's efficient modern design, the work of local firm Ehrlich and Levinson, was an important sign of investment in a struggling neighborhood. It remains one of the few mid-century buildings in the immediate area. An example of the International Style, the school's simple, factory-like features neatly echo North Philadelphia's history as a 19th century industrial hub.

The Growth of North Central Philadelphia

North Philadelphia is a neighborhood that has historically included the large swath of land between the Schuylkill and Delaware Rivers, north from Spring Garden Street to Lehigh Avenue. Industrial development reshaped the area in the late 19th century, as farms belonging to Philadelphia's first families were replaced with factories, warehouses and row after row of worker housing. Industry spread west from established neighborhoods like Northern Liberties and Kensington, reaching the area around the present-day M. Hall Stanton School in the 1880s. Electric streetcar lines replaced horse drawn omnibuses along 13th and 15th streets in the 1890s, making travel from the neighborhood to other parts of the city convenient. The 13th and 15th Street Passenger Railway ran on a loop from W. Cumberland, through Center City to Jackson Street in South Philadelphia. Speculative row house construction followed improvements in public transportation throughout the last decades of the 19th century. By the 1890s institutions such as churches, temples and schools had been established throughout North Philadelphia, to meet the needs of a growing population of working class families, many of them German and Jewish immigrants.

The first M. Hall Stanton School was constructed in 1891 at W. Cumberland, between N. 16th and Sydenham Streets. The school was named after a reform-minded school board president who advocated for compulsory education during his tenure (1870-1877). In period photos (Figure 4), the imposing, three-story brick structure stands out in a sea of modest, two-story row houses. The

³ The choice of a location for the new Stanton school building reflected a traditional approach to education, one based on the "neighborhood school" model. More on the neighborhood school model and the ways site reuse reinforced segregation during this period can be found in the *Philadelphia Public Schools 1938-1980* MPDF.

M. Hall Stanton School

Philadelphia, PA

plan of the school was W-shaped, with two short wings running along N. 16th Street and Sydenham. The main entrance, at 2539 N. 16th Street, was located directly at the lot line. The lot itself was narrow and the school occupied most of it, though a small fenced-in play area behind the building, along Firth Street, was considered adequate for the period. By 1895 the surrounding neighborhood was densely developed. (Figure 3) The original Stanton School served the children of laborers, bricklayers, streetcar brakemen and drivers. One block east of the school, at Cumberland and Carlisle, stood the Philadelphia Traction Company's depot for the 13th and 15th Street line. One block north was an omnibus company car barn. Brickyards and lumberyards bordered the Pennsylvania Railroad tracks, which ran west of the school, along Glenwood Ave. The Philadelphia and Reading Railroad tracks ran four blocks east. A block away, at the corner of Huntington and N. 15th, the Philadelphia Baseball Grounds, home of the Phillies, opened in 1887.

Philadelphia's school system expanded greatly in the late 19th and early 20th centuries, mirroring the rapid growth of the city itself. Founded in 1818, the city's public schools originally operated as a type of charitable organization, with purpose-built pauper schools where poor children were educated free of cost. The city opened its public schools to all children in 1836, following the statewide act mandating common schooling. In 1867 a new Pennsylvania school law gave districts the power of eminent domain in the selection of schoolhouse sites, initiating an era of unprecedented school construction. In Philadelphia the school district created an office of Superintendent of Buildings, which influenced the interior plans of schools in each ward.

The original M. Hall Stanton School was very much influenced by a state issued publication on school architecture, compiled by the Philadelphia-based firm of Sloan and Stewart in 1855. As education became increasingly separate from the home, school buildings themselves began to move away from the domestic models that predominated in earlier periods. New buildings increasingly resembled other social institutions, like post offices, courthouses and town halls. The use of popular architectural styles was recommended to further portray the importance of school buildings. The original Stanton was built in the Victorian Gothic style. It featured dramatically peaked roofs and a series of tall, thin chimneys rising high above the school's top floor. Its unique massing, decorative brickwork and rusticated stone details signified its importance in this newly developed neighborhood. The school was also a symbol of a new, Progressive Era in public education. Public health concerns related to industrial labor, mass immigration and urban sanitation led to new curriculum designed to introduce children to a system of American values that reformers worried they might not be exposed to at home.⁴

In the early 20th century, the demographics of North Philadelphia began to change. European immigrants who settled north of Spring Garden in the late 19th century moved farther north into early suburban communities like Elkins Park. They were replaced by African Americans from the southern United States, who migrated to Philadelphia in large numbers. In search of industrial jobs, black Southerners of this First Great Migration increasingly settled north of

⁴ The MPDF for *Public Elementary and Secondary Schools in Pennsylvania, 1682-1969*, describes this 19th century history in greater detail.

M. Hall Stanton School

Philadelphia, PA

Center City. Historically, the city's Seventh Ward, located south of Market Street, attracted the majority of black migrants. This area had served as the center of black cultural life in the 19th century. But between 1910 and 1930, opportunities with the Philadelphia Rapid Transit Company, the Pennsylvania and Reading Railroads, and in North Philadelphia's factories, lead many new arrivals to establish residence in North Central Philadelphia. The area around North Broad Street emerged as a new cultural center for black Philadelphians. In 1890, the U.S. Census found 7,694 African Americans in North Philadelphia. By the 1930s the area's black population had grown to 77,930.⁵ By 1940, North Philadelphia's black population had grown by 25 percent, to 97,155. Ninety-four percent of North Philadelphia's black residents lived in the North Central neighborhoods around M. Hall Stanton school.⁶

World War II brought a Second Great Migration of African Americans to Philadelphia, also in search of entry-level industrial jobs. This group settled almost entirely in Philadelphia neighborhoods directly north or west of Center City. While many migrants settled in these neighborhoods due to personal connections and job opportunities, new urban renewal policies and racist real estate practices also closed off much of the city to black residents in the 1940s and 50s. Slum clearance in the historically black Seventh Ward and other downtown neighborhoods pushed African American families out of the neighborhoods around Center City, while developers in the newly suburbanizing Northeast Philadelphia employed illegal real estate maneuvers to ensure the area remained closed to black homeowners.⁷

School Replacement, Segregation and the School District of Philadelphia

In the years following World War II, as demographic and neighborhood development patterns shifted in Philadelphia, the School District of Philadelphia scrambled to catch up with demand for new facilities. The war had put a halt to new school construction between 1938 and 1948. A national school-building campaign from the late 1940s through the 1960s attempted to remedy shortcomings across the country. Lacking adequate facilities in the city's fastest growing neighborhoods, the SDP focused its efforts on building new schools, as quickly as possible.

The need for new schools was greatest in the African American neighborhoods of North and West Philadelphia, and in the newly developing white neighborhoods of Northeast Philadelphia. The district's business manager, Add B. Anderson, controlled virtually all school development during this period. He hired local architecture firms to build schools in the new modern style. District-wide the SDP adopted an economical elementary school type that was considered well suited to a variety of sites throughout the city. This type was L- or V- shaped, or simply rectangular, low-slung and built in brick. It featured a flat roof, ribbon windows and little ornamentation.

5 Matthew J. Countryman, *Up South: Civil Rights and Black Power in Philadelphia* (Philadelphia: University of Pennsylvania Press, 2006) 52.

6 Countryman, *Up South*, 53.

7 Countryman, *Up South*, 53.

M. Hall Stanton School

Philadelphia, PA

Between 1948 and 1967 over 50 of these types of elementary schools were built throughout the district. These schools resembled one another in style, shape and material. But despite the adoption of a standard type, different parts of the city had two distinct experiences of school design, development, and use. In areas of Philadelphia's Northeast, where very few schools existed prior to 1948, large plots of undeveloped land were available and affordable. The SDP was able to site new elementary schools far back from streets, on landscaped lots that averaged 6 or more acres and often bordered brand new city playgrounds.

In older African American neighborhoods, where the need for schools was just as great, older facilities already existed. As a result, these areas often waited longer for new buildings than did the brand new neighborhoods. Many of these older schools, including the original M. Hall Stanton, were built in the 19th century, when local ward boards controlled neighborhood public schools.⁸ These boards made decisions about school building without consulting school district officials. This decentralized system led to the construction of many small schools located on undersized lots. Ward boards often considered the immediate needs of their community, without planning for rising student populations or possible expansion. As a result, in the 1950s, many 19th century schools like the original Stanton were considered "inadequate, overcrowded and obsolete."⁹

To meet immediate postwar schooling needs, the SDP instituted a controversial double shift system at some schools, wherein students attended half-day sessions. At the original M. Hall Stanton, which served 1600 pupils in 1955, students through second grade could only attend three-and-a-half hour morning or afternoon classes.¹⁰ Local parents protested, and in 1955 the Citizens Committee for Stanton School was founded, to advocate for construction of a new school building.¹¹

The Citizens Committee suggested three alternative sites to the school's existing location: Broad Street and Lehigh Avenue, 15th and Cumberland, and 16th and York Streets. The largest suggested tract, nearly six acres located at Broad and Lehigh, was the former site of the Philadelphia Baseball Grounds, which had been demolished in 1950. The 2-acre tract at 15th and Cumberland, still owned by Philadelphia Traction Company, was home to a bus terminal and repair shop. At 16th and York, the smallest proposed lot, a mere .25 acres, was occupied by a laundry.¹² The first two of the three alternative sites proposed by the Citizens Committee would have provided more land for the kind of amenities like sports fields and setbacks that were

⁸ The system of ward-based control and its effect on school construction is discussed in the *Philadelphia Public Schools 1938-c.1980* MPDF.

⁹ "M. Hall Stanton School Building, Erected in 1890, Called Obsolete" *Philadelphia Tribune*, November 19, 1955.

¹⁰ "M. Hall Stanton School Building, Erected in 1890, Called Obsolete" *Philadelphia Tribune*, November 19, 1955.

¹¹ The foundation of the Citizens Committee for Stanton School is part of a larger local movement towards increased community input in school board decisions that began with Floyd Logan and the founding of the Educational Equality League (EEL) in 1932. More in Logan and the EEL can be found in the *Philadelphia Public Schools 1938-c.1980* MPDF.

¹² "M. Hall Stanton School Building, Erected in 1890, Called Obsolete," *Philadelphia Tribune*, November 19, 1955.

M. Hall Stanton School

Philadelphia, PA

designed for new elementary schools in the Northeast. Whether the SDP seriously considered any of these alternative suggestions is unknown. By the time plans for a new M. Hall Stanton were officially underway the SDP's general approach to the replacement of older urban schools was to rebuild them on the same site. (Figure 5)

Though desperate for new schools, parents and community activists began to express concerns during this time that by rebuilding schools on the same site, or locating new schools in the heart of already segregated neighborhoods, the SDP ensured that the racial composition of schools, and their perception within the community as schools that served a single race, remained the same. Though the Supreme Court's decision, *Brown vs. Board of Education*, effectively outlawed segregation in schools after 1954, in Philadelphia the practice was entrenched. The school board had officially stopped segregating schools in 1937, but opposition from white parents and school administrators persisted. Further complicating the issue of public school integration, the city itself became increasingly segregated in the postwar period. Existing SDP schools were often located in areas that were already dominated by one race. In 1950, 84.8 percent of black elementary students were enrolled in majority black schools. Out of this number, 63.2 percent attended schools that were 90 to 100 percent black.¹³ Compounding this was the SDP's commitment to building "neighborhood schools." This policy was predicated on the idea that students were best educated within their immediate communities. But in an era when realtors and white neighbors staunchly enforced the color line, the neighborhood school policy failed to take into account that minority families had little choice when it came to where they lived. In Philadelphia, the city's growing African American population had few options outside established black communities in North and West neighborhoods.

In North Philadelphia, the black population continued to grow during the 1940s and had more than doubled again by the 1950s. The neighborhood around M. Hall Stanton was almost entirely African American by the time local activists called on the school board to replace the overcrowded Stanton Elementary. Moving the Stanton school to a larger site offering space for a more suburban-style building or complex may have required the redrawing of catchment areas to include a new, and possibly more diverse set of students.

Though aware that aging buildings, like the original M. Hall Stanton, were too small to adequately serve the burgeoning student population, the SDP struggled to find new land in densely developed urban neighborhoods. The price of land in North Philadelphia was high. Despite aging housing stock and crumbling infrastructure, the demand to live in North Philadelphia, and other majority African American neighborhoods, drove land prices up. Using eminent domain was within the SDP's powers, but it was costly and controversial, especially when undertaken at a large scale, as it was in this era for public housing and Urban Renewal projects (including Temple University's campus expansion) in North Philadelphia and other inner city neighborhoods.

¹³ Vincent Franklin, 168.

M. Hall Stanton School

Philadelphia, PA

A New M. Hall Stanton Elementary

In 1956 SDP business manager Add Anderson wrote to the Citizens Committee for Stanton School to promise he would recommend the 1891 building's replacement within the year.¹⁴ Despite desire among committee members for a new location, SDP planners purchased additional property behind the existing school to build a larger facility on the same site. This was a forced purchase, using eminent domain, though for an area smaller than the two larger sites proposed by the Citizens Committee, and a decision that kept intact the school's catchment boundaries. Twenty-eight two- and three-story row houses along N 16th, Mole and Sydenham Streets were demolished in 1957 to make way for the new school. Firth Street, a small alley running parallel to Cumberland, between N. 15th and N. 16th Streets, was closed between N. 16th and Sydenham. The expanded site totaled 1.3 acres, and bordered narrow alleys along Mole and Sydenham.

Harry B. Saunders, a Stanford University professor who conducted an extensive survey of all SDP school buildings in the 1960s, recommended new elementary school sites within the district be located on between 3 and 7 acres.¹⁵ At 1.3 acres, M. Hall Stanton's lot met less than half the suggested minimum. Despite limitations dictated by the SDP's choice of site and the densely developed urban environment surrounding the school, M. Hall Stanton was considered a state-of-the-art facility when it opened in 1960. Harry Saunders praised it as an excellent elementary school in his 1965 school buildings survey, and architects Ehrlich and Levinson were able to introduce some design elements at Stanton that were first developed for suburban sites.

M. Hall Stanton's style and plan, its lack of ornamentation, and straightforward treatment of space conform to the International Style practiced by many of Philadelphia's leading architects during the postwar period. The affordability of this style of design made it particularly appealing to SDP business manager Anderson, who awarded building contracts for public schools during his tenure. Rather than rely on an internal staff of architects, Anderson preferred to hire individual firms on a school-by-school basis, another cost saving measure. Ehrlich and Levinson, chosen to design the new M. Hall Stanton elementary, was a short-lived, Philadelphia-based firm, active from approximately 1953 to 1963.

Like many of the architects hired by the SDP, Matthew B. Ehrlich and Ezekiel Levinson were trained in the late 1920s and 30s, a period when International Style Modernism was influential. Ehrlich studied architecture at the University of Pennsylvania, earning his Bachelor's in Architecture in 1927. Levinson received his Bachelor's in Architecture from the Carnegie Institute of Technology in 1933. In the 1930s, both Levinson and Ehrlich worked under William Lescaze, one of the pioneers of Modern architecture in Philadelphia. During the 1950s and 60s, their firm completed a series of small public projects throughout Philadelphia, including the Ferko Playground in Juniata Park, the 3rd District Police Headquarters, and the Liddonfield

¹⁴ "Board Official to Request New M. Hall Stanton School Building," *Philadelphia Tribune*, March 6, 1956

¹⁵ Harry B. Saunders, *School Facilities Survey*, (Report to the Superintendent of Schools and the Board of Public Education of the City of Philadelphia, School District of Philadelphia, 1965) 32.

M. Hall Stanton School

Philadelphia, PA

Housing Project. Their only other known public school design was for Strawberry Mansion Junior High and Leslie Pickney Elementary, both constructed in 1964. Both schools are sleek International Style slabs with rows of windows and simple, rectangular plans. The Strawberry Mansion site called for multiple buildings on a shared lot and a playful concrete canopy with a zigzag-edge designed to connect the two schools. Like their earlier work for Stanton school, the limited lot size at Strawberry Mansion required Ehrlich and Levinson to make a series of compromises when adapting the ideals of Modern architecture to a dense urban environment.

In their late 1950s design for the new Stanton school, Ehrlich and Levinson largely adhered to the major tenets of the International Style. The school's rectangular volumes and rows of ribbon windows are particular hallmarks of the early Modern movement. The final design featured few decorative elements or references to historic architectural forms. The one exception was the incorporation of pagoda-like concrete canopies designed for school's main entrance and other exterior doors. These fanciful forms are a nod to a less rigid Modernism, popular in the commercial roadside architecture of the time. They are precursors to the more elaborate zig-zag canopy designed for Strawberry Mansion Junior High in 1964.

Another nod to car culture and its increasing influence on American life is M. Hall Stanton's strong horizontality. Low slung buildings like M. Hall Stanton resembled the new suburban factories, laboratories, and office parks that employed an increasing proportion of Americans. The L-shaped plan was easily reproducible and might be used for a variety of sites—a hallmark of design for the communities for which this type of school was developed.

At M. Hall Stanton, Ehrlich and Levinson were able to incorporate a few aspects of the preferred suburban "mid-century style," though not others. The L-shaped plan, which became a standard type used for elementary schools throughout Philadelphia in the 1950s, allowed them to partially separate the school's functions into two distinct spaces, with the auditorium and gymnasium located at the Mole Street entrance and the main bank of classrooms along North Sydenham. Separation of distinct spaces is a character-defining feature of suburban style schools buildings, and discussed in greater detail in the *Philadelphia Public Schools 1938-1980* MPDF. Still, the small site required the architects to employ some traditional solutions, another common feature of Philadelphia's public school buildings dating from this period. Ehrlich and Levinson located stacks of classrooms along double-loaded corridors, whereas designers increasingly preferred single-story buildings with classrooms that might be entered via covered walkways or central courtyards, allowing light to enter from more than one direction. At Stanton they located windows along a single classroom wall. Though operable, they were covered with chain link wire mesh along the first floor. Classrooms themselves were standard, traditional types, and all resembled one another in layout. No spaces were specifically designed for libraries, science labs or art or media rooms, unlike the prevailing trend in suburban schools. Two kindergarten classrooms located on the first floor featured in-room sinks, built-in blanket storage, and bathrooms, but all the other 35 classrooms were essentially identical. The gym doubled as a cafeteria, as no separate eating space was included in the school's plan. The large, 446-seat, oak paneled auditorium, however, was a rare feature for an elementary school in the 1950s, and its

M. Hall Stanton School

Philadelphia, PA

inclusion at Stanton is a reflection of the movement to open schools up to serve entire communities. The clear separation of spaces allowed certain facilities to be closed off during the evening, while others remained open to the public. Throughout the 1960s M. Hall Stanton hosted adult education classes in the evenings, and the auditorium was regularly used for community meetings¹⁶. Stanton's designers relied on affordable, modern materials to finish interiors, including wire glass, linoleum flooring and acoustic tile ceilings. All were considered state-of-the-art, and were recommended for new SDP schools by Harry Saunders in his 1965 school buildings survey¹⁷.

The result was a streamlined new Stanton school, a model of modern efficiency and a sign of much needed investment in a poor North Philadelphia neighborhood. But because of Stanton's restricted site, the most dramatic aspects of new suburban-style school design—multiple buildings, flooded with natural light, situated on expansive, well cared for lawns—were unsuitable, if not impossible, given the location. The nearly total lack of landscaping designed for Stanton is perhaps the most striking difference between the school and those elementary schools built in the suburban Northeast during this period. The building's entrance, just outside the auditorium doors, was located at the lot line, just as the original 1891 Stanton's had been. At the end of the school day young children emptied out onto N. 16th, where no barriers offered protection from traffic along the busy street. By contrast, suburban style schools were set back amongst landscaped grounds that provided a safe space for children and parents to gather before and after school. Where suburban schools featured lushly planted yards and state-of-the-art playing fields, the approximately 26,000 square foot play yard designed for recreation at Stanton was little more than an asphalt parking lot. Even this small space was unavailable to students for much of the 1960s, as the SDP retained the original 19th century M. Hall Stanton school to house children from nearby elementary schools like Kenderton, while those schools were replaced with new facilities. (The original school was eventually demolished c.1967.)

Though celebrated by the surrounding community, the new Stanton school, one of the largest grade schools in the city upon opening, was over-enrolled by more than 200 students in 1965.¹⁸ For reasons that remain unclear, the SDP never built an addition or installed temporary classrooms at Stanton. Instead, classrooms designed to comfortably accommodate 35 students were packed to capacity. Once again Stanton teachers and parents advocated for solutions to the problem of overcrowding.

Schools throughout the city became sites of community activism in the 1960s, as local Civil Rights leaders turned away from integration efforts and began to focus on securing rights for black students and ensuring instruction of meaningful curriculum. On November 17, 1967, 3,500 students and activists staged a protest outside SDP headquarters to demand the hiring of more

16 District 4 Communicator, March 1967, Box 27, Folder 32. Helen Oakes Papers, Urban Archives, Temple University.

17 Saunders, 34.

18 "Old Kensington School in Tioga to be Rebuilt," *Philadelphia Bulletin*, 1961, Floyd Logan Papers, Urban Archives, Temple University.

M. Hall Stanton School

Philadelphia, PA

black teachers and principals, the inclusion of courses in African culture and African-American history, and permission to wear African clothes and form African American student groups. The protest resulted from a three-month organizing campaign by the Black People's Unity Movement, an organization founded in 1966 to promote black pride and institutional control within black communities. Initially peaceful, the protest turned violent when some members of the crowd clashed with police. Under the orders of police commissioner Frank Rizzo, the police responded forcefully, knocking protesters, mostly young black teenagers, to the ground. Fifty-seven people were arrested and twenty treated for minor injuries.

In response to activists' demands, reform-minded school superintendent Mark Shedd encouraged school administrators to develop programming designed with students' immediate communities and cultural histories in mind. In 1969 the SDP monthly newsletter highlighted one such program at M. Hall Stanton, in which students compared African life along the Nile River Valley with African American life in their North Philadelphia neighborhood.¹⁹

Still, despite the efforts of administrators, community organizers, and parents, all of whom continued to explore options for improving education throughout Philadelphia's urban core, segregation and disinvestment in inner city neighborhoods like North Philadelphia largely prevented the fundamental changes they sought to make. Two decades of white flight and loss of the city's manufacturing jobs resulted in ghettoized black communities, contained within crumbling neighborhoods cut off from resources and opportunities. Public school students in poor African American neighborhoods struggled to meet national averages in reading and math throughout the 1960s. In 1964, the same year rioting broke out on Columbia Avenue, eight blocks south of M. Hall Stanton, the majority of residents living around the school survived on less than \$3,300 a year—thirty percent below the city average.²⁰

Despite increasing levels of poverty and rising crime rates in the area around M. Hall Stanton, members of the local community remained deeply invested in their school, attending weekly meetings in the Stanton auditorium and advocating for improvements. In the late 1960s, many neighborhood hopes centered around President Lyndon Johnson's new antipoverty initiative, the Model Cities Program. Local leaders believed it might provide some sort of relief in the form of federally subsidized programming to combat poverty in the city. Mayor James Tate proposed a 900 square block section of North Philadelphia, stretching between Spring Garden and Lehigh Streets, from the Schuylkill to the Delaware River, for inclusion in the program. Within that area, thirteen schools, including M. Hall Stanton, were identified as in particular need of program funding. The Stanton community hoped that the program might provide funding for much-needed programming, and that improvements to the surrounding neighborhood would benefit student's ability to learn. Teachers, parents and students participated in regular planning meetings at the school. One meeting, in 1968, revealed students' concerns as the neighborhood around them continued to deteriorate:

¹⁹ SDP Board Newsletter, December 1969, Floyd Logan Papers, Urban Archives, Temple University.

²⁰ Countryman, 158.

M. Hall Stanton School

Philadelphia, PA

They spoke out against more trash left in the streets after trash day; garbage cans bent and tossed about on garbage collection day, dirty repulsive alleys which are never cleaned and vacant houses which attract vandals and stray animals. They were concerned about all the things which kept their community from looking its best especially those things out of their control. The children felt cheated that the nearest library to most of them was located at 5th and Lehigh, where as many of them live in the area near the school around 16th and Cumberland Streets. The children even had enough insight to be concerned about limited health services, recreational facilities and cultural activities in their community. They felt that their school was too overcrowded to learn properly. They also frowned upon the many bars in their neighborhood and the disturbances they cause.”²¹

Though the Office of Housing and Urban Development ultimately approved aid to North Philadelphia as part of the Model Cities initiative, the program proved inconsequential for Stanton and the surrounding neighborhood. It fell victim to shifting politics in the late 1960s, as the country turned away from federally financed urban renewal programs in the wake of urban riots and increased inner city violence.

As racism, violence, and poverty lead Americans to turn their back on inner cities in the 1970s and 80s, M. Hall Stanton fell into disrepair along with its surrounding community. A 1990s Oscar-winning documentary, *I Am a Promise*, documented a year in the life of the struggling school, following students, teachers and administrators facing the overwhelming challenges shaped by a half-century history of urban poverty. As the School District struggled to reverse decades of decline, the difficult decision was made to close the school in 2013, despite protest from parents and students.

Comparisons to Other Schools

The preparers of the Multiple Property Submission for the *Philadelphia Schools, 1938-c.1980* MPDF, who selected this school intentionally to accompany the MPDF, made their selection based on how successfully Stanton reflects the educational and social trends impacting the SDP, and the integrity representing their standard L-shaped brick plans. While many other elementary schools in Philadelphia were originally similar to Stanton, a number have recent additions or substantial changes that detract from their integrity and ability to reflect the original plan. Others are in different types of neighborhoods, with markedly different settings, conveying a different experience.

Approximately 50 other single-building elementary schools were constructed for the SDP between 1948 and 1967, a boom period responding to post-War demands. Many of the schools from this period were similar and followed standard plans reflecting International or Modern

21 M. Hall Stanton Seeks Community Involvement, *Philadelphia Tribune*, Saturday, March 30, 1968

M. Hall Stanton School

Philadelphia, PA

style influences. Stanton fits perfectly into the citywide trends and school plans from the late 1950s.

While Stanton is one of many similar schools, it easily conveys the trends of the period, more so than some others. It reflects the experience of students in a densely populated, underserved neighborhood and documentation exists showing the active involvement and advocacy of parents and community members in the city's educational system. Its ability to convey those educational and social themes, in addition to its physical integrity, resulted in Stanton being determined an important example of an urban Philadelphia elementary school designed in the late 1950s.

A city-wide survey was completed in 2014 to update PA SHPO records and inventory schools owned by the SDP. The survey documented properties' current exterior appearance, and the surveyor suggested whether each property may have potential eligibility for National Register listing. (The PA SHPO has not yet comprehensively evaluated the eligibility of these schools, as interior and additional information would be necessary for a complete evaluation.) To better understand how M. Hall Stanton compares to other schools from this period, ten elementary school properties of a similar age were selected at random from the survey results to help provide some perspective. Survey dates were primarily based on datestones (not always the completion/opening date); Stanton's datestone is "1957" and the schools chosen range from 1955-1961.

The two schools of the comparison pool that most closely resemble Stanton today are the James Rhoads and Stephen Girard Schools, which share a similar design, current exterior integrity, and historic and current setting. The Alexander Wilson School was also very similar in design and setting, but unfortunately has been demolished. The Bridesburg School has experienced extensive recent construction, compromising integrity. The Otto V. Catto School was adapted to serve new purposes, not elementary students, and possesses unusual features such as a trio of overhead garage doors. The Anna Lane Lingelbach School is in a very different setting, and reflects different design influences, as do the Kenderton, Laura Wheeler Waring, Anne Frank, and Louis Farrell Schools; the latter two both feature 1970s era modular additions.

Inventory records for all of the schools documented in the 2014 survey are available for researchers through the PA SHPO office and website.

M. Hall Stanton School _____

Philadelphia, PA _____

Comparison Schools from Survey

Name	Street Address	Datestone	2014 Survey Opinion
Anna Lane Lingelbach Public School	6340 Wayne Ave, 19144	1955	Eligible
Laura Wheeler Waring Public School	1801 Green St, 19130	1956	Not eligible
Stephen Girard Public School	1801 Snyder St, 19145	1957	Eligible
Bridesburg Public School	2824 Jenks St, 19137	1957	Not eligible
M. Hall Stanton Public School	2539 N. 16 th St, 19132	1957	Eligible
Alexander Wilson Public School	1300 S. 46 th St, 19143	1958	Eligible; demolished 2016
O.V. Catto Public School (now Paul Robeson High School for Human Services)	4125 Ludlow St, 19104	1958	Eligible
Louis H. Farrell Public School	8300 Castor St, 19152	1958	Eligible
James Rhoads Public School	4901 Parrish St, 19139	1959	Eligible
Kenderton Public School (now Charter School)	1500 W Ontario St, 19140	1960	Eligible
Anne Frank Elementary School	2000 Bowler St, 19115	1961	Eligible

M. Hall Stanton School

Philadelphia, PA

9. Major Bibliographical References

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Clapper, Michael. "The Constructed World of Postwar Philadelphia Area Schools: Site Selection, Architecture, and the Landscape of Inequality" (PhD diss., University of Pennsylvania, 2008).

Countryman, Matthew J. *Up South: Civil Rights and Black Power in Philadelphia* (Philadelphia: University of Pennsylvania Press, 2006).

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Thomas, George E. "From Our House to the "Big House": Architectural Design as Visible Metaphor in the School Buildings of Philadelphia," *Journal of Planning History*, v.5, no.3, (August 2006), 218-232.

Vitiello, Domenic. "Re-Forming Schools and Cities: Placing Education on the Landscape of Planning History," *Journal of Planning History* vol.5, no.1 (February 2006).

Weisser, Amy. "Little Red School House, What Now?" Two Centuries of American Public School Architecture," *Journal of Planning History* vol.5, no.1 (February 2006).

Archives

Floyd L. Logan Papers, 1922-1978. Urban Archives, Temple University. Philadelphia, Pennsylvania.

Helen Oakes Papers, 1958-2002. Urban Archives, Temple University. Philadelphia, Pennsylvania.

George D. McDowell Philadelphia Evening Bulletin Clippings Collections, Urban Archives, Temple University. Philadelphia, Pennsylvania.

Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey #

recorded by Historic American Engineering Record #

recorded by Historic American Landscape Survey #

M. Hall Stanton School

Philadelphia, PA

Primary location of additional data:

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

Name of repository: Temple University's Urban Archives; School District of Philadelphia

Historic Resources Survey Number (if assigned): NA

10. Geographical Data

Acreage of Property 1.3 acres

Latitude/Longitude Coordinates (decimal degrees)

1. Latitude: 39.991790 Longitude: -75.157779

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

The property is bordered by Sergeant/N. Mole Street and rowhomes to the north, N. Sydenham Street to the east, W. Cumberland Street to the south and N. 16th Street to the west. The property's boundary corresponds to the legal parcel for the property. The boundary should follow the curb/edge of the street. (See Figure 6)

Boundary Justification (Explain why the boundaries were selected.)

The boundaries are in keeping with the historic lot lines of the M. Hall Stanton School, which consists of the site of an earlier school and the sites of former rowhomes acquired to expand the property for construction of the new school. The prior M. Hall Stanton School was located within the current boundary but was demolished c.1967. The former site of the prior school building is now the parking lot and play area for the current school. The original school building was retained only long enough to serve area students during the construction of new buildings. The area that held the earlier building was intended to become open space to serve the new school, and remains as such. No known resources associated with the school property have been excluded.

11. Form Prepared By

name/title: Shannon Garrison, with PA SHPO staff
organization: University of Pennsylvania
street & number: 102 Meyerson Hall, Univ. of Pennsylvania School of Design, 210 S 34th St
city or town: Philadelphia state: PA zip code: 19104
e-mail: shan.garrison@gmail.com telephone: 215-898-3169 date: May, 2016-2018

Additional Documentation

- USGS Map indicating property's location
- Sketch Map; key all photographs to map
- Additional Items

M. Hall Stanton School

Philadelphia, PA

Photographs

Photo Log

Name of Property: M. Hall Stanton School

City or vicinity: Philadelphia County: Philadelphia State: PA

Photographer: Shannon Garrison

Date Photographed: July 2015 (exterior appearance confirmed in 2018)

<i>Photo #</i>	<i>Subject</i>
1	South and West facades. Photo taken from SW corner of N.16 th Street and W. Cumberland.
2	East and south façades; camera facing northwest.
3	North and west façades; camera facing southeast.
4	Main entrance; camera facing east.
5	M. Hall Stanton main entrance signage. Located on west façade of school. Camera facing east. Note 1957 datestone in lower right corner; this indicates initial construction, not completion date.
6	A typical classroom setup with windows along a single side, built in metal closet along the opposite wall and a blackboard/corkboard located at the front. Camera facing north
7	A typical classroom setup with windows along a single side, built in metal closet along the opposite wall and a blackboard/corkboard located at the front. Camera facing north.
8	Folding partition wall in center of fourth story classroom, camera facing north.
9	Gymnasium interior, camera facing west
10	Gymnasium interiors, camera facing northeast

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

M. Hall Stanton School

Philadelphia, PA

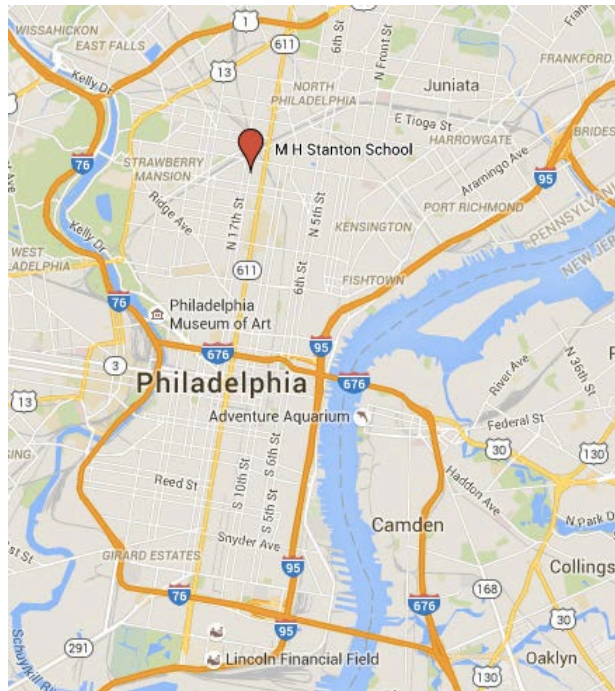


Figure 1: A map of Philadelphia, showing the location of M. Hall Stanton School property in the North Philadelphia area. Google, 2016.



Figure 2: Current aerial view of blocks surrounding the school property. Bing, 2016.

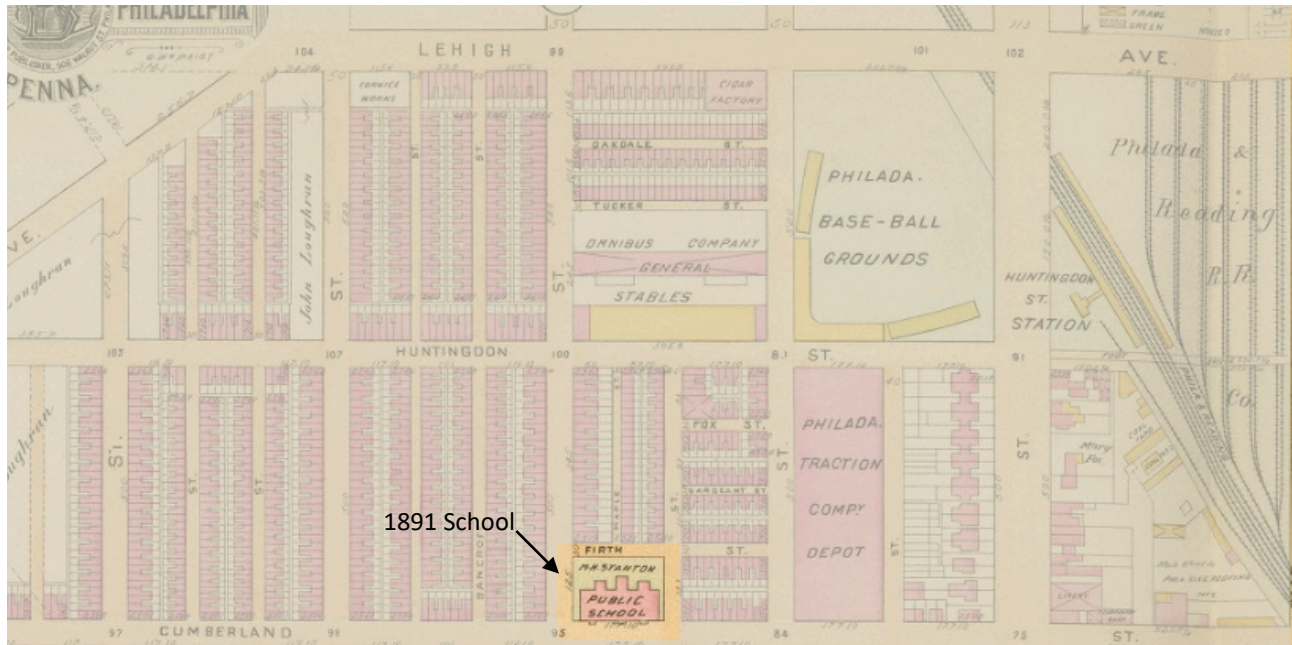


Figure 3: The original M. Hall Stanton School, from Baist's 1895 Property Atlas of the City and County of Philadelphia; the original building was demolished c.1967. A paved parking and play area is now located on the site of the former school.



Figure 4: The original M. Hall Stanton School, designed by SDP architect, Joseph W. Anschutz, in 1891. Philadelphia Department of Records photo, 1906.

M. Hall Stanton School

Philadelphia, PA

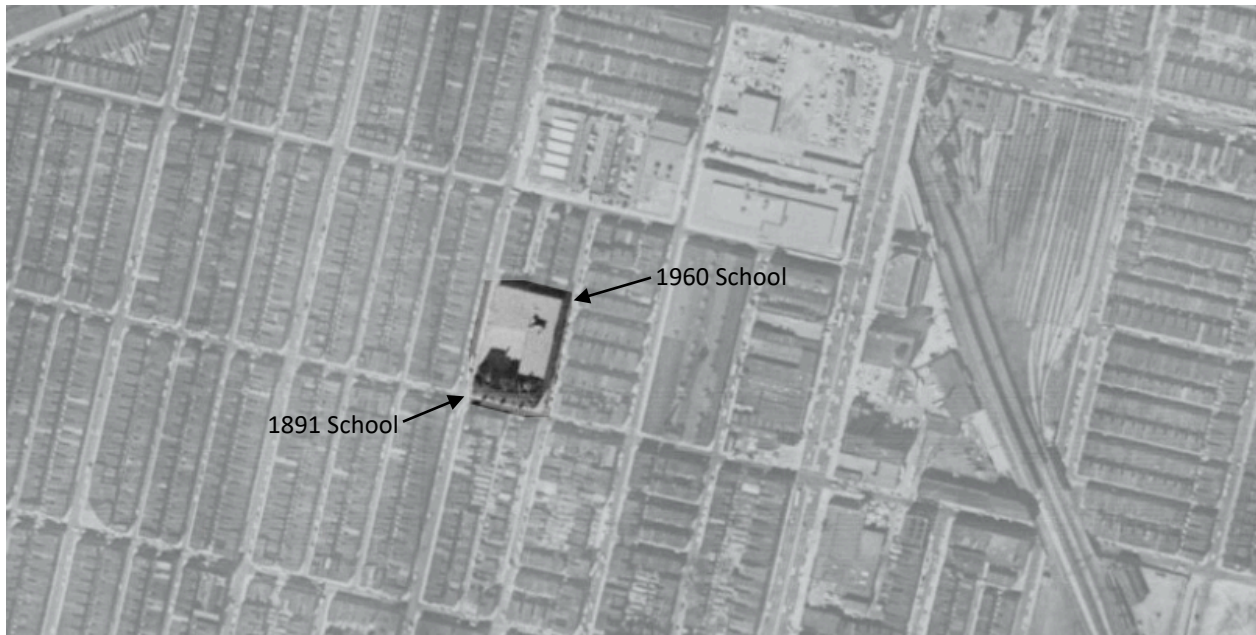


Figure 5: A 1959 aerial showing the new M. Hall Stanton, which opened in 1960, and the old M. Hall Stanton, which opened in 1891. The original school was retained to serve as classrooms for Kenderton and other schools while their new facilities were under construction, and the 1891 school was finally demolished c.1967. Delaware Valley Regional Planning Commission, 1959.

M. Hall Stanton School

Philadelphia, PA

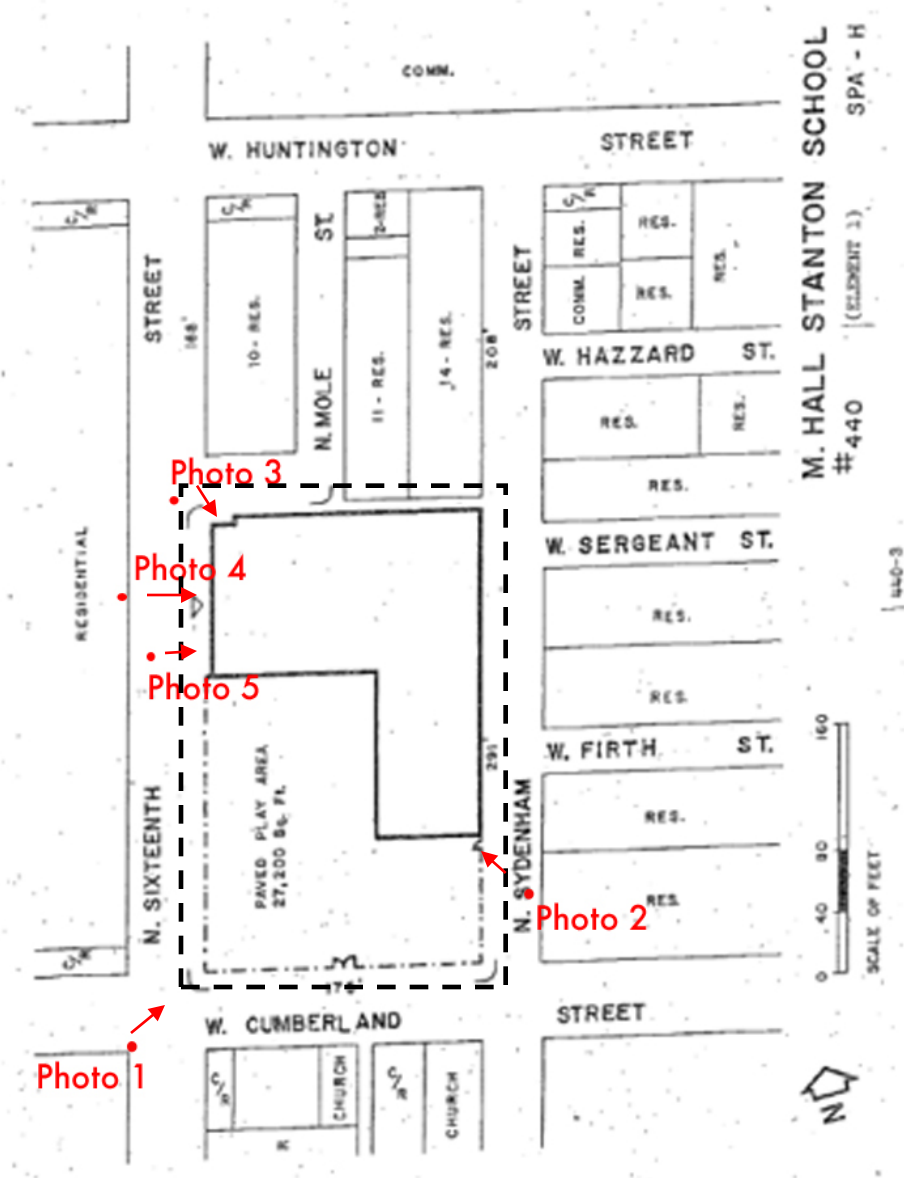


Figure 6: Current site plan, showing exterior photo locations. NR boundary inside dashed line, follows the street edge.

M. Hall Stanton School

Philadelphia, PA

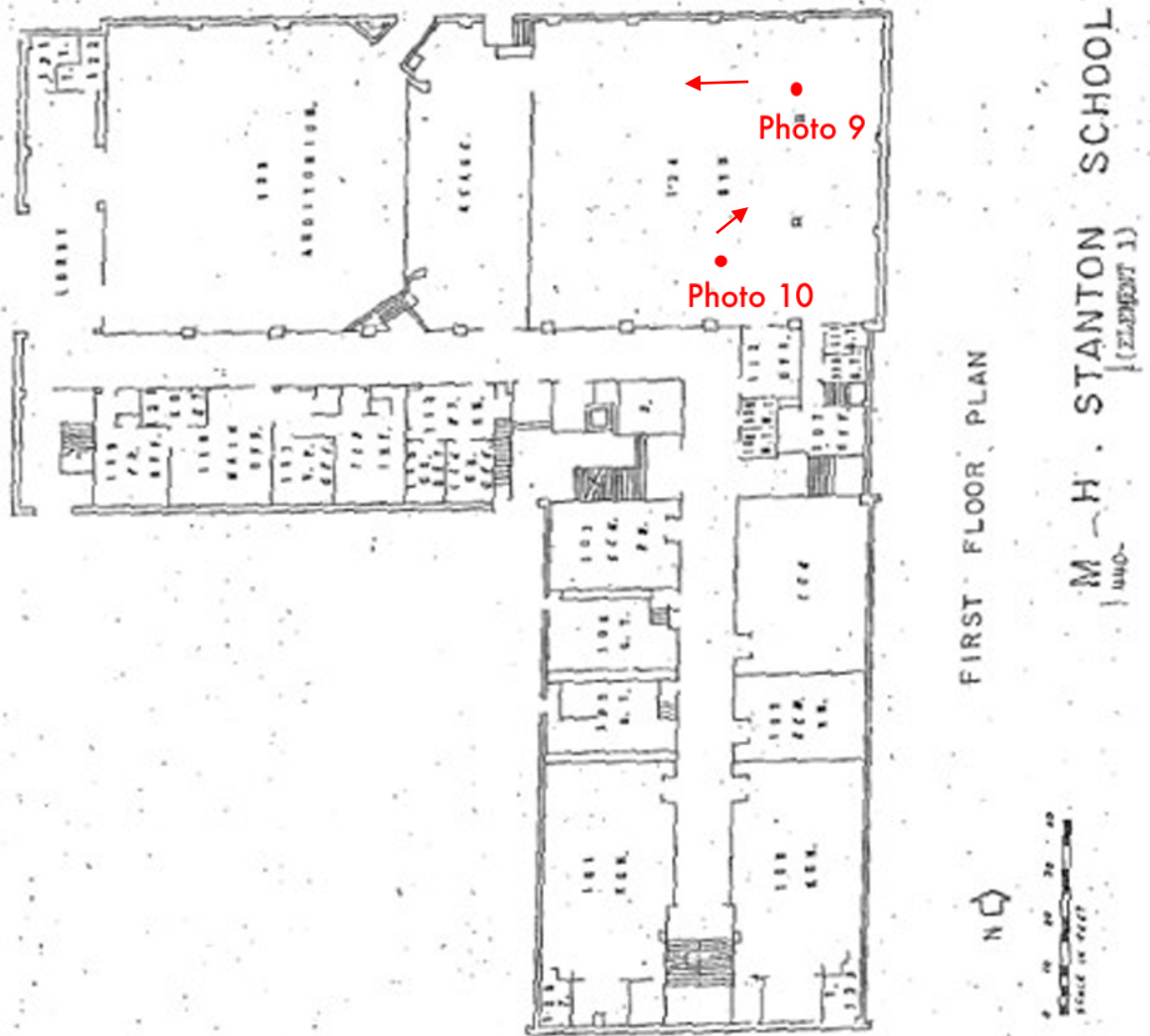


Figure 7: First floor plan, showing interior photos 9 and 10.

M. Hall Stanton School

Philadelphia, PA

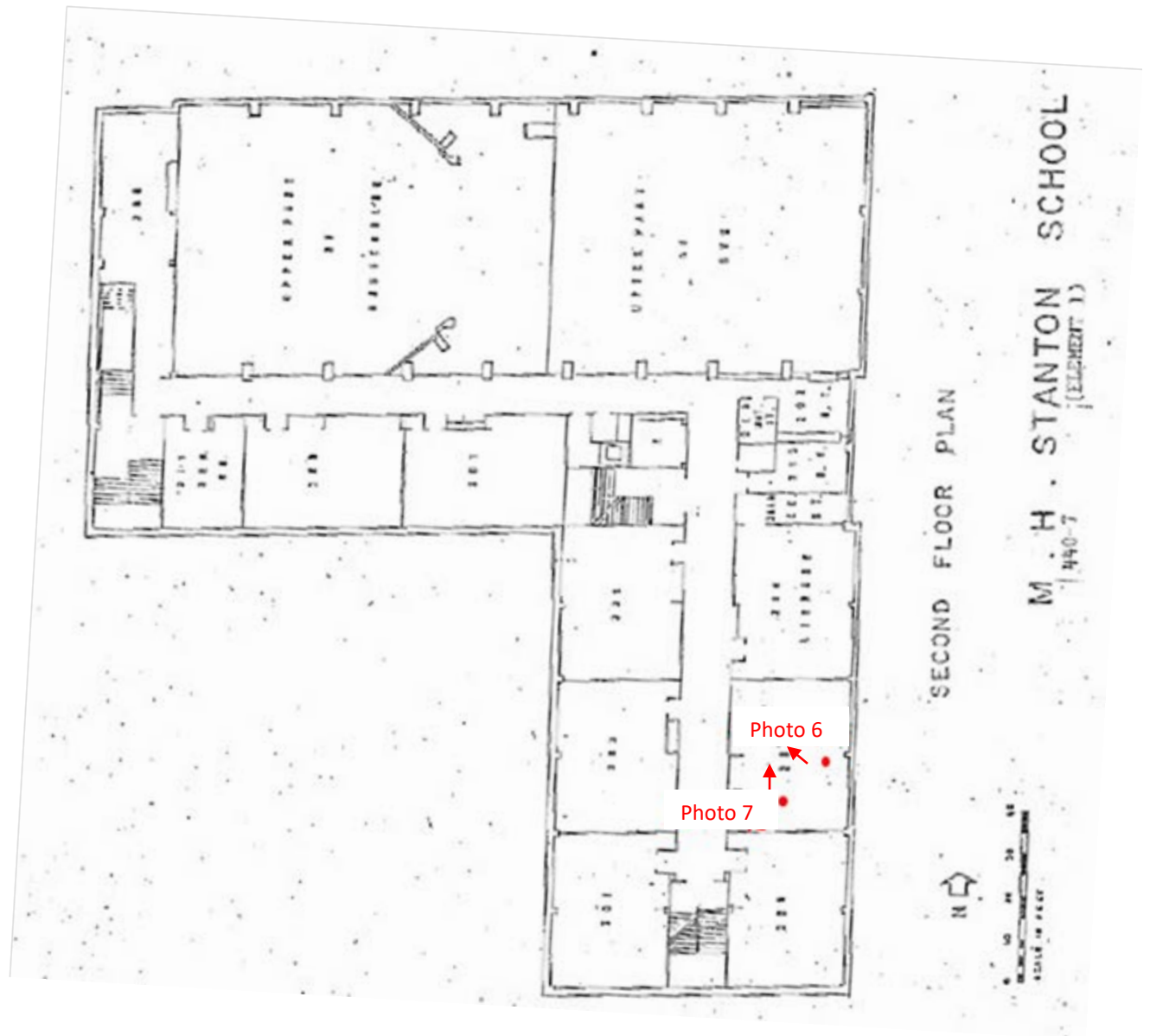


Figure 8: Second Floor Plan, showing location of interior photos 6 and 7.

M. Hall Stanton School

Philadelphia, PA

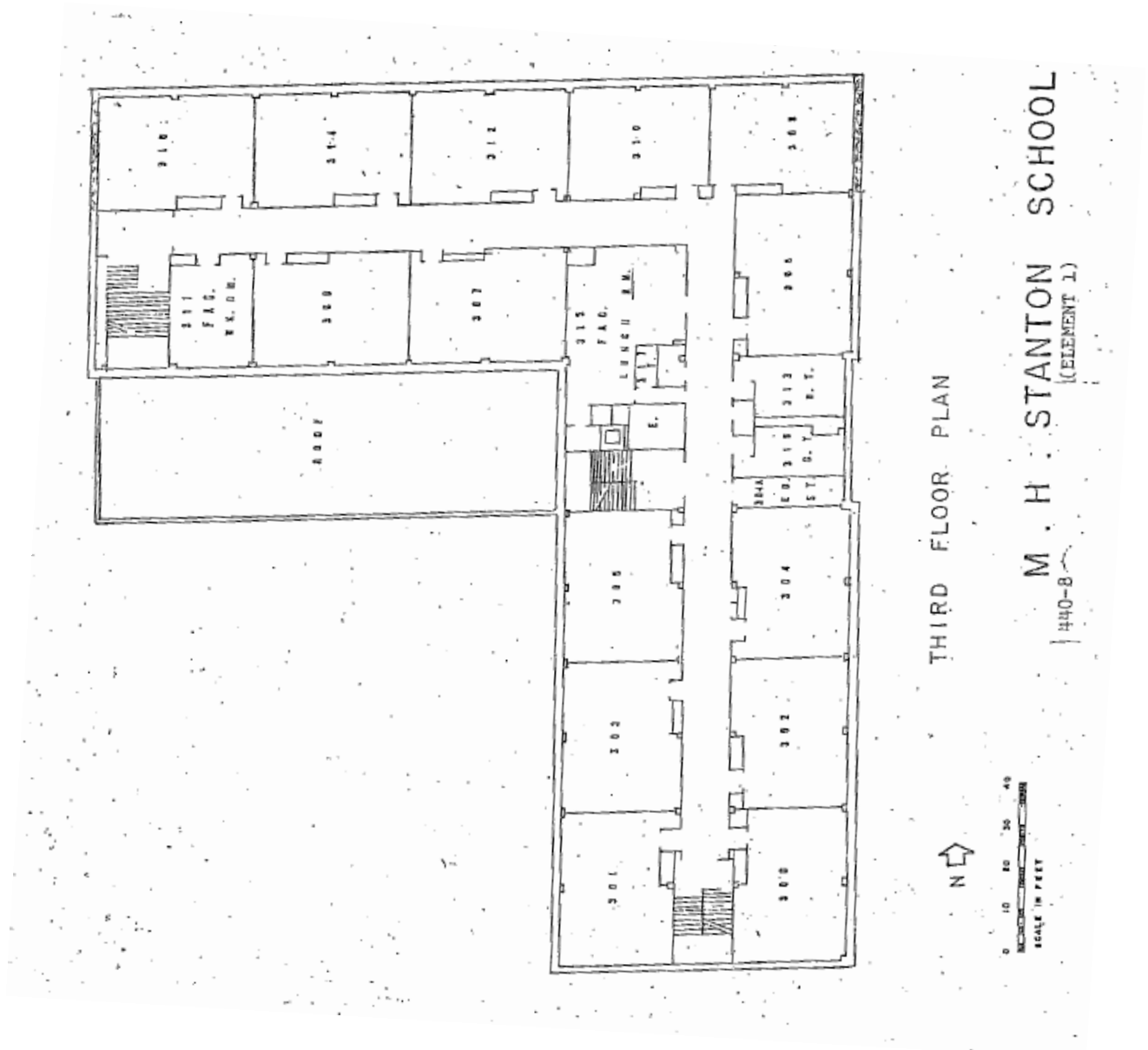


Figure 9: Third Floor Plan.

M. Hall Stanton School

Philadelphia, PA

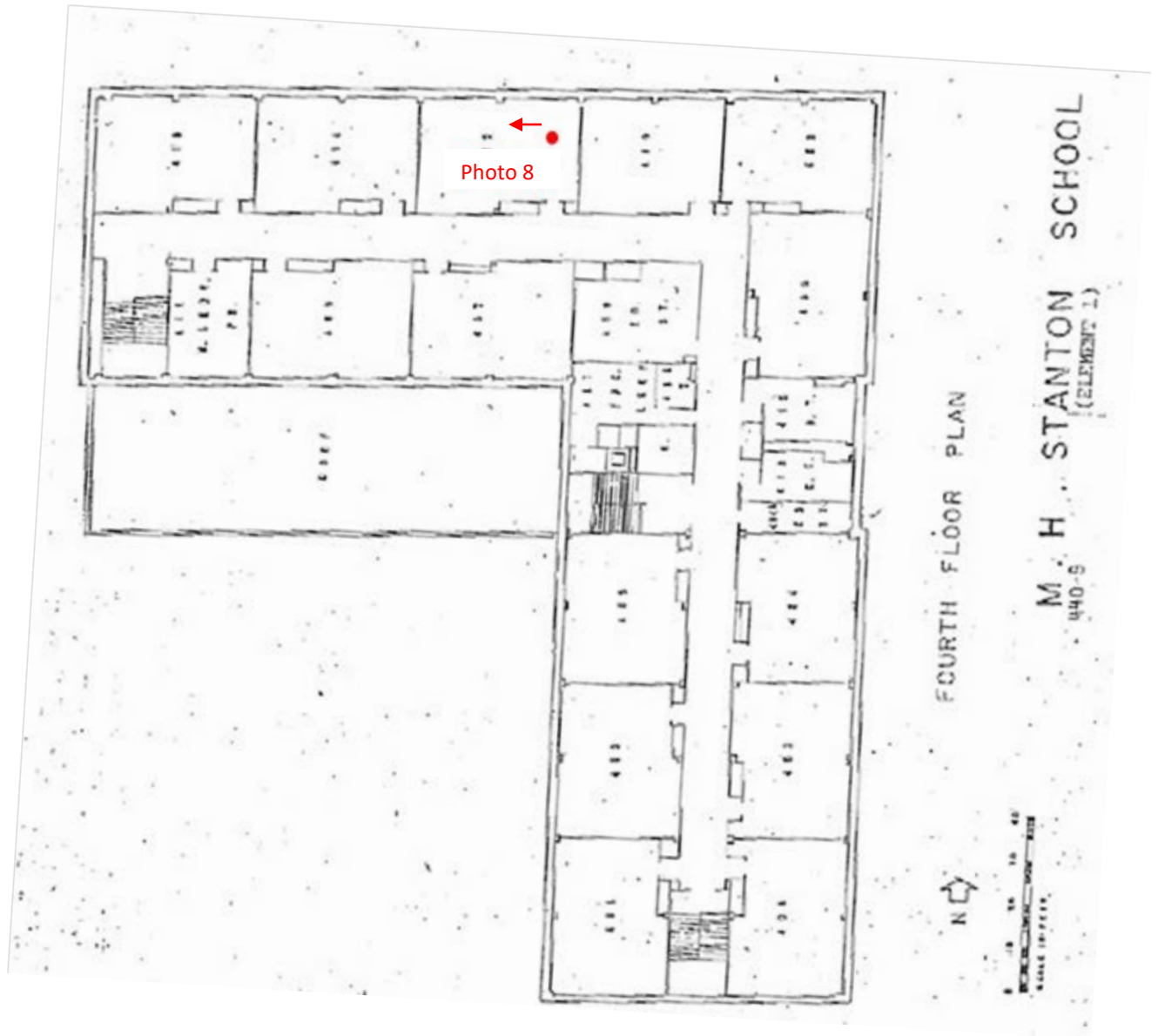


Figure 10: Fourth Floor Plan, showing interior photo 8.

M. Hall Stanton School

Philadelphia, PA



Figure 11: Birds-eye view of south elevation and play/parking areas. Bing, 2016.

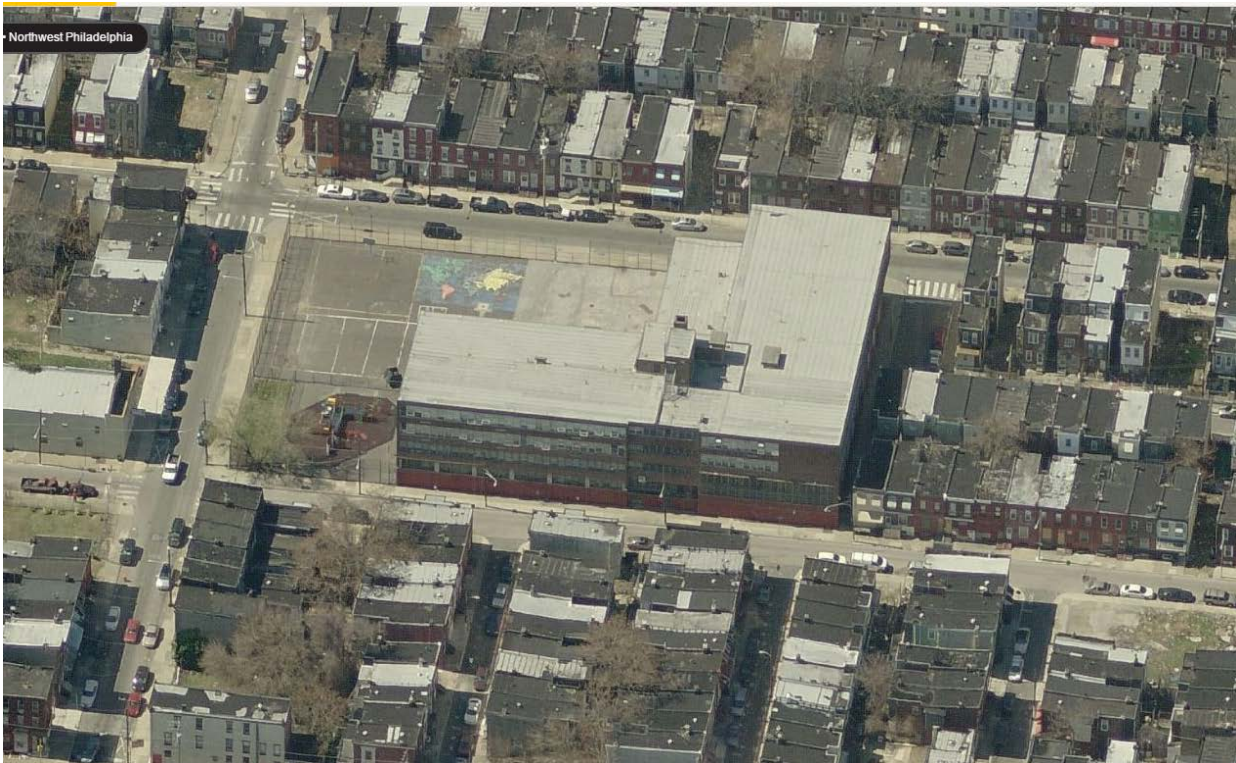


Figure 12: Birds-eye view, east elevation. Bing, 2016.

M. Hall Stanton School

Philadelphia, PA

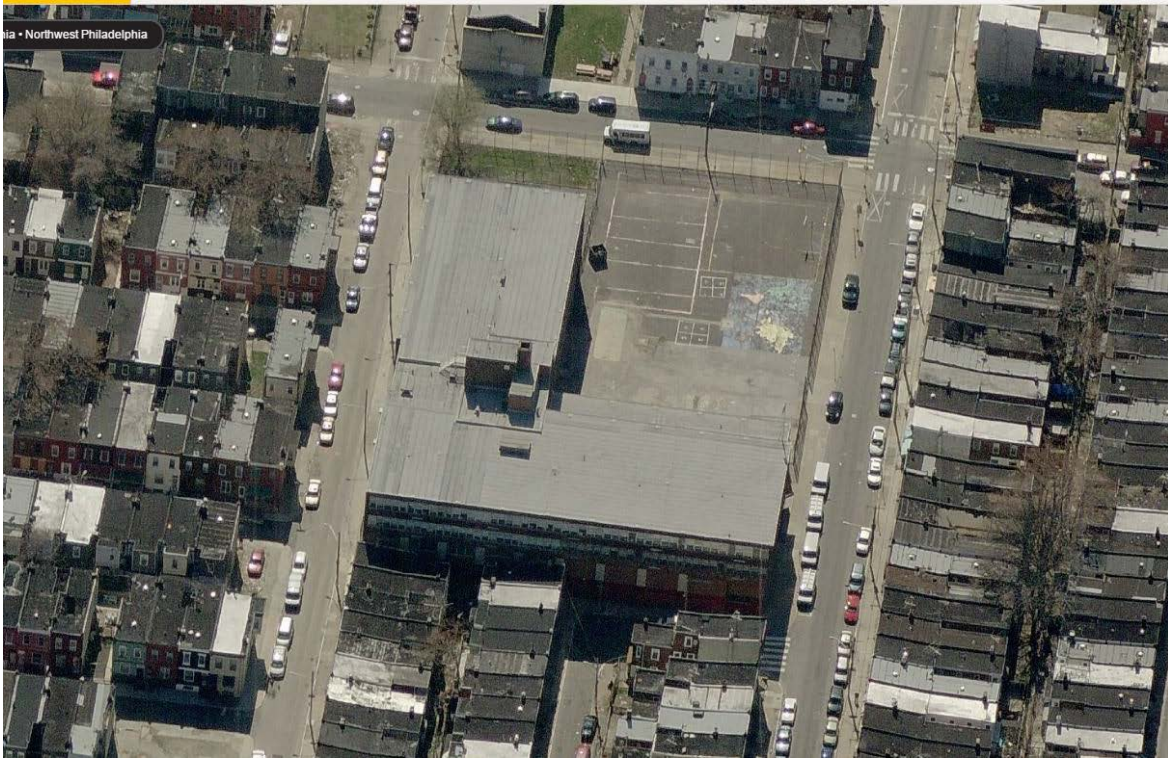


Figure 13: Birds-eye view, north elevation. Bing, 2016.

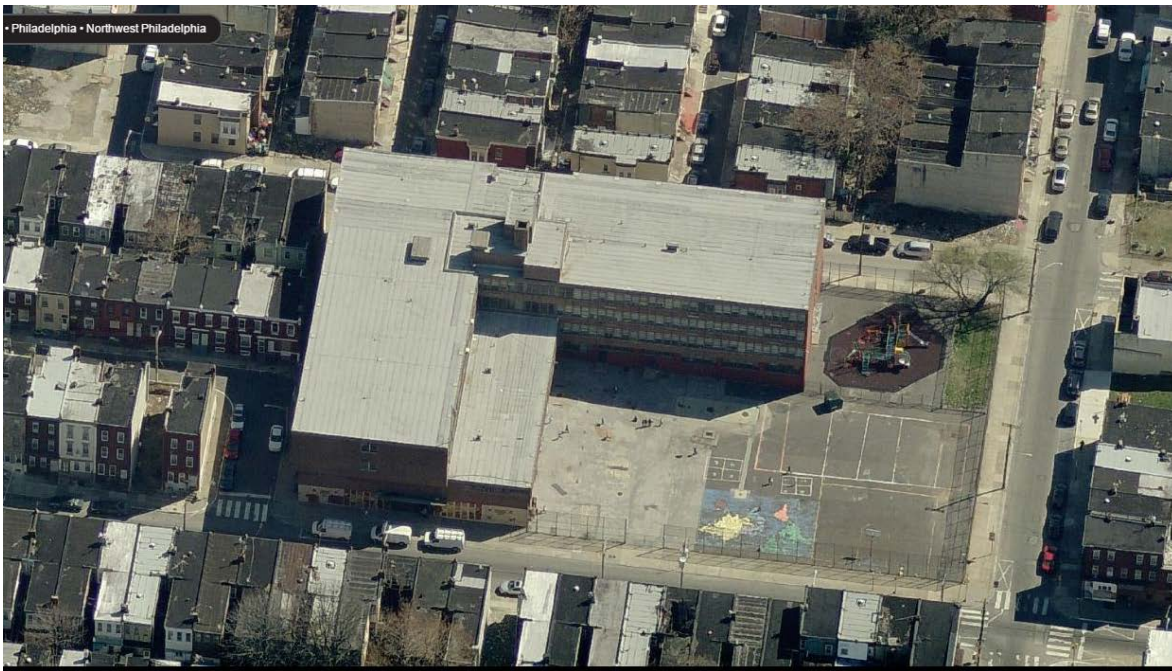


Figure 14: Birds-eye view, west elevation. Bing, 2016.

M. Hall Stanton School

Philadelphia, PA

Longitude -75.157779; Latitude 39.991790

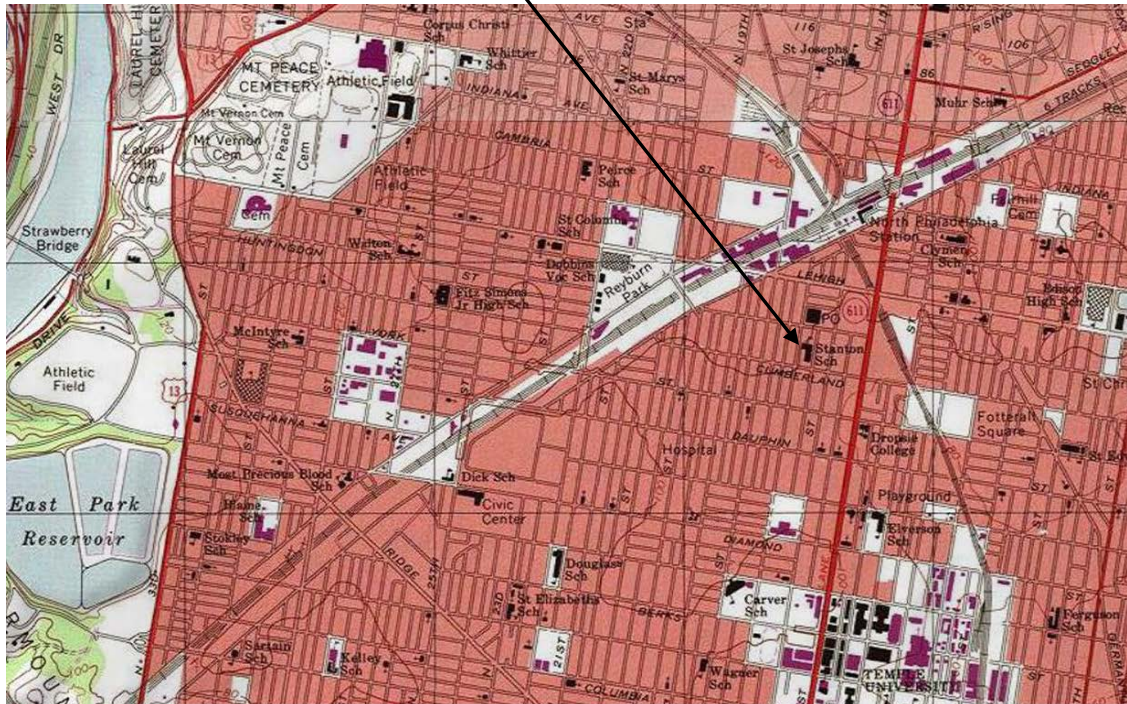


Figure 15: USGS Map excerpt; arrow pointing to location of Stanton School.

M. Hall Stanton School

Philadelphia, PA



Photo 1: M. Hall Stanton Elementary School. South and West facades. Photo taken from SW corner of N.16th Street and W. Cumberland. Camera facing NE. Note fenced play area (which doubles as parking) was site of original Stanton School building, demolished c.1967.



Photo 2: East and south façade of M. Hall Stanton Elementary.

M. Hall Stanton School

Philadelphia, PA



Photo 3: North and west façade of M. Hall Stanton Elementary.



Photo 4: Main entrance of M. Hall Stanton Elementary. Note the pagoda shaped roof sheltering the entrance.

M. Hall Stanton School

Philadelphia, PA



Photo 5: M. Hall Stanton signage near main entrance, located on west façade of school. 1957 datestone in lower right corner indicates date of initial construction, not completion date. Mural, painted by unknown artist, was painted over in 2016.

M. Hall Stanton School

Philadelphia, PA



Photo 6 and 7: A typical classroom setup with windows along a single side, built in metal closet along the opposite wall and a blackboard/corkboard located at the front. Camera facing north.

M. Hall Stanton School

Philadelphia, PA



Photo 8: Folding partition wall in center of fourth story classroom.

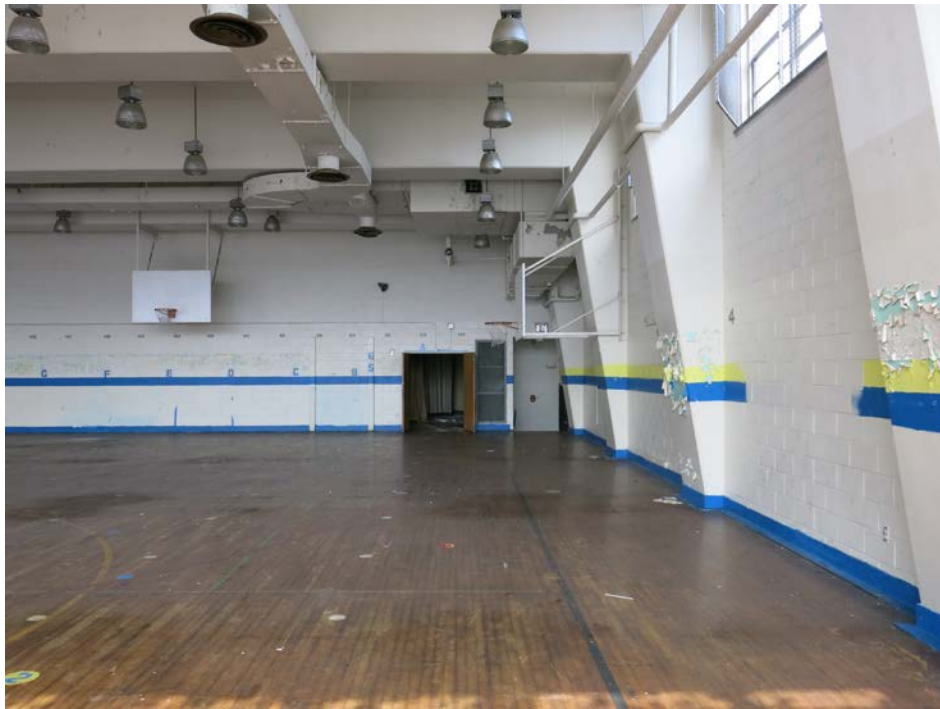


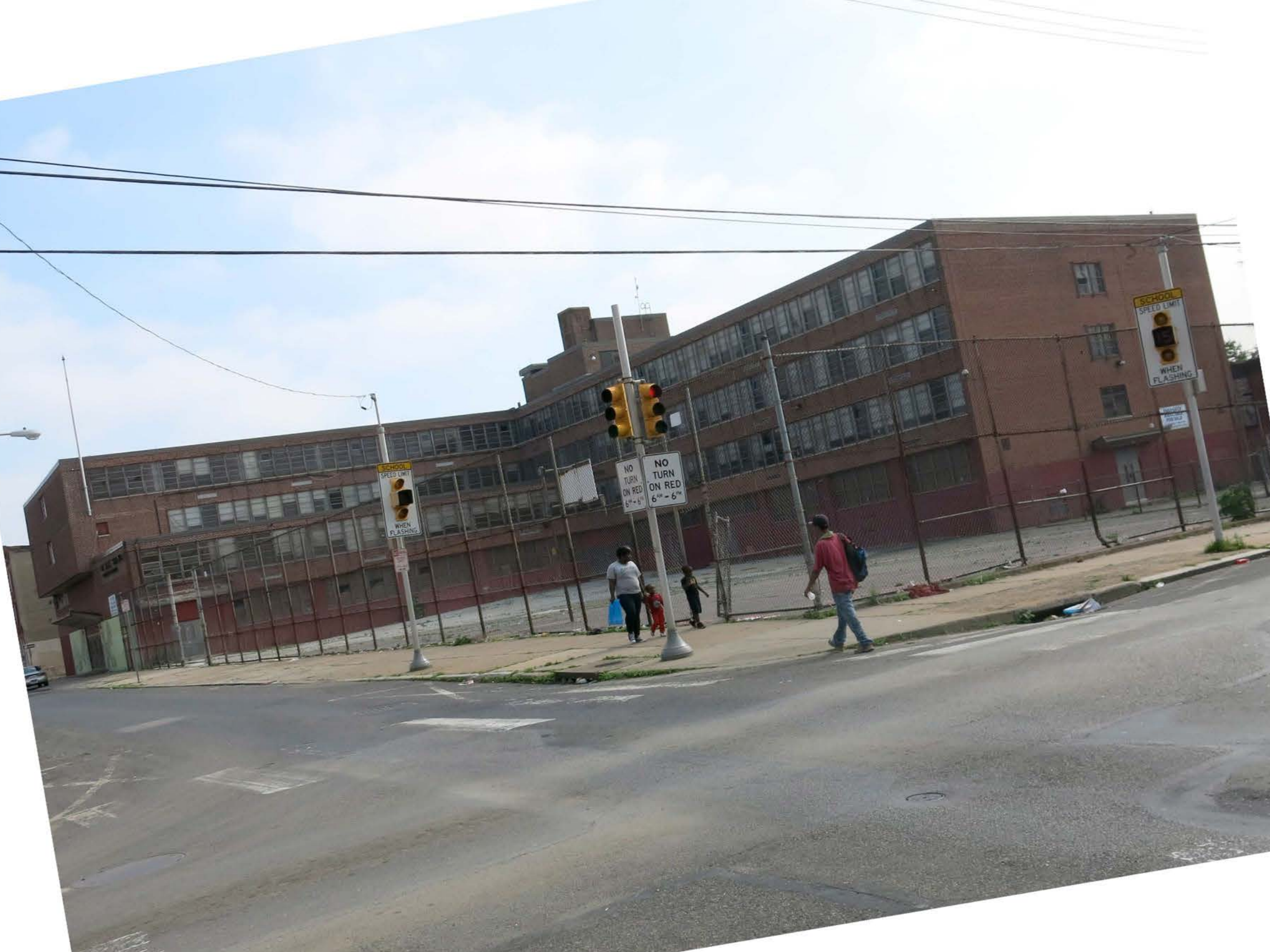
Photo 9: Gymnasium interior. Camera facing west.

M. Hall Stanton School

Philadelphia, PA



Photo 10: Gymnasium interior. Camera facing northeast.



SCHOOL
SPEED LIMIT
WHEN FLASHING

NO TURN ON RED
6^{PM} - 6^{PM}

NO TURN ON RED
6^{AM} - 6^{PM}

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1957













UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Stanton, M. Hall, Public School

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

State & County: PENNSYLVANIA, Philadelphia

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

Reference number: MP100002987

Nominator: State

Reason For Review:

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

Accept Return Reject 9/25/2018 Date

Abstract/Summary Comments: AOS: Education; POS: 1960-c. 1970; LOS: Local.

Recommendation/ Criteria: NR Criterion A.

Reviewer Lisa Deline Discipline Historian

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

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

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



Pennsylvania State Historic Preservation Office

PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION



August 10, 2018

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

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

Dear Ms. Beasley:

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

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

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

Sincerely,


April E. Frantz
NR Reviewer/Eastern Region

enc.