

United States Department of the Interior  
National Park Service

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JUL 22 2016

### National Register of Historic Places Registration Form

Nat. Register of Historic Places  
National Park Service

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer to complete all items.

#### 1. Name of Property

historic name DEPEW HIGH SCHOOL

other names/site number Terrace Elementary School

#### 2. Location

street & number 591 Terrace Boulevard [ ] not for publication

city or town Depew [ ] vicinity

state New York code NY county Erie code 029 zip code 14043

#### 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 as 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 [ ] nationally [ ] statewide  locally. ([ ] see continuation sheet for additional comments.)

Ruth A. Purpoint DBHPO  
Signature of certifying official/Title

7/13/16  
Date

State or Federal agency and bureau

In my opinion, the property [ ] meets [ ] does not meet the National Register criteria. ([ ] see continuation sheet for additional comments.)

Signature of certifying official/Title

Date

State or Federal agency and bureau

#### 4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register [ ] see continuation sheet
- determined eligible for the National Register [ ] see continuation sheet
- determined not eligible for the National Register
- removed from the National Register
- other (explain) \_\_\_\_\_

[Signature]  
Signature of the Keeper

8.29.16  
date of action

**Depew High School**

**Erie County, New York**

Name of Property

County and State

**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)

- private
- public-local
- public-State
- public-Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1	0	buildings
-	-	sites
-	-	structures
-	-	objects
<b>1</b>	<b>0</b>	<b>TOTAL</b>

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

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

N/A

N/A

**6. Function or Use**

**Historic Functions**

(enter categories from instructions)

**Current Functions**

(Enter categories from instructions)

EDUCATION/school (secondary school)

VACANT

**7. Description**

**Architectural Classification**

(Enter categories from instructions)

**Materials**

(Enter categories from instructions)

LATE 19<sup>th</sup> & 20<sup>th</sup> CENTURY REVIVALS /

foundation STONE

Neo-Classical Revival

walls BRICK

roof MEMBRANE

other

**Narrative Description**

(Describe the historic and current condition of the property on one or more continuation sheets)

**Depew High School**

**Erie County, New York**

Name of Property

County and State

**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 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 that 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 boxes that apply.)

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

**Narrative Statement of Significance**

(Explain the significance of the property on one or more continuation sheets.)

**9. Major Bibliographical References**

**Bibliography**

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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

- preliminary determination of individual listing (36 CFR 67) has been requested. **NPS # 33,526**
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by historic American Building Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_

**Primary location of additional data:**

- State Historic Preservation Office
- Other State agency
- Federal Agency
- Local Government
- University
- Other repository: \_\_\_\_\_

**Areas of Significance:**

(Enter categories from instructions)

- ARCHITECTURE
- EDUCATION

**Period of Significance:**

1914-1955

**Significant Dates:**

1914, 1927, 1955

**Significant Person:**

N/A

**Cultural Affiliation:**

N/A

**Architect/Builder:**

Edgar E. Joralemon

Frank Spangenberg, Alexander Utecht

Depew High School  
Name of Property

Erie County, New York  
County and State

**10. Geographical Data**

Acreeage of Property 1.17 acres

**UTM References**

(Place additional UTM references on a continuation sheet.)

1	<u>117</u>	<u>678760</u>	<u>4747381</u>	3	<u>117</u>	<u>      </u>	<u>      </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>117</u>	<u>      </u>	<u>      </u>	4	<u>117</u>	<u>      </u>	<u>      </u>

**Verbal Boundary Description**

(Describe the boundaries of the property on a continuation sheet.)

**Boundary Justification**

(Explain why the boundaries were selected on a continuation sheet.)

**11. Form Prepared By**

name/title Caitlin Moriarty, Ph.D., Kelsie Hoke, M.Arch., Derek King, and Matt Shoen  
[Edited by Jennifer Walkowski, NYSHPO]

organization Preservation Studios date 11/11/15

street & number 60 Hedley Place telephone 716-725-6410

city or town Buffalo state NY zip code 14208

**Additional Documentation**

Submit the following items with the completed form:

**Continuation Sheets**

**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.

**Photographs**

Representative **black and white photographs** of the property.

**Additional items**

(Check with SHPO or FPO for any additional items)

**Property Owner** (Complete this item at the request of the SHPO or FPO)

name Mike Adolf, 591 Terrace LLC

street & number 1325 Millersport Highway telephone (716) 570-5754

city or town Williamsville state NY zip code 14221

**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. 470 *et seq.*)

**Estimated Burden Statement:** public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, D.C. 20503

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 7 Page 1

Depew High School  
Name of Property  
Erie County, New York  
County and State

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**Narrative Description of Property**

The former Depew High School is located on the southwest corner of Terrace Boulevard and Marengo Street in the Village of Depew, a suburb to the east of Buffalo, Erie County, New York. Terrace Boulevard is the primary east-west thoroughfare through this neighborhood from which the secondary north-south streets, such as Marengo Street, emanate. Depew High School faces north onto a large public park; east of the park is a local historic post office while to the west is a Catholic church and school complex. Depew High School's lot, on the south side of Terrace Boulevard, extends through the depth of the block to Minden Street behind; the school building is centered on the lot with a deep grassy lawn to the north and paved parking to the south. The area directly to the east of the school is used as a playground while across the street to the north is a large public park. The setting is largely residential with some commercial, social, and religious properties in the vicinity.

Designed by architect Edgar E. Joralemon, the Depew High School was constructed in 1914 in a modest, stripped-down Neoclassical style, with later additions made in 1927 by architect Frank Spangenberg. The original 1914 block features a plan unique to schools designed by Joralemon, who later became the architect of many schools throughout the state of New York. In 1927, Depew High School was expanded eight bays in depth to the south. This addition created space for two more classrooms, a stair, and bathrooms on each floor on both the east and west sides; it also expanded the gymnasium space on the ground floor. The current massing, then, comprises the 1914 three-story, rectangular block at the front and the 1927 three-story rear wings with a single story spanning between them. The 1920s era expansions were executed in manner sensitive to the building, leaving the original Joralemon plan still legible.

Depew High School retains its setting, location, design, materials, workmanship, association, and feeling that define historic integrity. Cosmetic updates have been made to the interior finishes, typical of active, functional schools, but the school building retains its historic plan, room configurations, and a sufficient level of exterior and interior historic features to understand it as an early twentieth century school. Notably, all of its original wood built-ins remain in a very good state of repair. Like many schools seeking to improve energy efficiency during the energy crisis of the 1970s, the original windows were replaced in 1975 and 1980, but the original windows are well documented in photographs. The building has been in constant use as a school building and then administrative offices until 2012 and is, inside and out, in very good repair.

**EXTERIOR**

Depew High School is a symmetrical steel-frame and masonry building constructed of sand-colored brick with grey stone accents. The building rises three stories in height over a raised basement and has a flat roof. It is oriented north-south with the primary elevation facing north onto Terrace Boulevard. At the front (north) end of the building is the original rectangular block dating to 1915. The 1927 wings extend the east and west

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 7 Page 2

Depew High School  
Name of Property  
Erie County, New York  
County and State

elevations seamlessly to the south. At the rear of the building, the 1927 single-story gymnasium extension occupies the area between the wings with the remaining original rear elevation visible beyond. The school is eleven bays wide and sixteen bays deep; the wings are three bays wide. Though elegantly composed and proportioned, the school is very modest in appearance and has few architectural embellishments. On the ground floor, a rock-faced stone sill course and a brickwork entablature with stylized triglyphs wrap the building. The second story also features a stone sill course while, in the third story, a stone belt course and parapet wrap the building.

On the front and side elevations, the second and third story windows are slightly recessed into brick reveals, creating subtle pilasters which frame each bay; at the ground floor, the windows are set into simple masonry openings. None of the original windows remain on the building. Currently, each of the openings contains an aluminum unit with glazing in the bottom half and a blind panel above.

**Primary (north) elevation.**

The primary elevation is symmetrically composed of seven central bays with two-bay, projecting, blank pavilions at either end. The seven central bays are almost identical. In the first and second stories, the three middle bays project forward slightly. A stone staircase and main entry door are located in the center bay and a brickwork panel above the second story with shields at either end bears the name of the school. Each of the blind pavilions has framing pilasters in the second and third stories and terminates in a segmentally arched built-up parapet.

**Side (east and west) elevations.**

The east and west elevations are identical and each elevation is composed of regularly spaced bays. In the penultimate bays at either end the windows correspond to the intermediate landings of an interior stair and a later red brick stair enclosure has been added at the ground floor. The bays dating to the 1927 addition are slightly differentiated from those dating to 1915. They do not feature framing pilasters and neither the ground-floor brick entablature nor the third-story belt course are carried through. In addition, the first and last bays of the 1927 portion feature smaller and narrower windows than the remaining bays.

**Rear (south) elevation.**

The rear of the Depew High School faces a large parking lot belonging to the property. Very little of the original 1915 rear elevation is visible as it has since been embedded in the 1927 additions. What remains visible is a solid wall with subtle pier articulations and a small window at each edge of the upper floor. The 1927 wings present a solid, blank wall on their rear faces as well. Their interior corners, however, are cut back and feature a

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 7 Page 3

Depew High School  
Name of Property  
Erie County, New York  
County and State

bay of windows on each face. In between the wings is the single story gymnasium extension; this has a single window in the center. A handicap-accessible ramp communicates with a door in the western corner of the gym. All of the windows on the rear of the building are aluminum with a center division and an infill panel above; they are set into simple masonry openings with stone sills.

**INTERIOR –**

The plan of Depew High School consists of classrooms arranged in a U-shape around stacked assembly space at the center. At the ground floor level, one enters into a spacious east-west gallery with hallways at either end and a gymnasium directly across which occupies the full height of the raised basement and ground floor. On the upper floors, classrooms are arranged around a two-story auditorium space and an east-west gallery open to the auditorium seating areas. Vertical circulation is provided by stairs at either end of the east-west hallway as well as in the southeast and southwest corners. Most of the current finishes are modern and comprise gypsum sheathed walls, vinyl tile floors, and acoustic tile ceilings. Nonetheless, numerous original details remain throughout the school and successfully convey and maintain the sense of an early twentieth-century school building.

Gymnasium

The 1927 gymnasium retains a number of original features. At the northern end are wooden bleachers; at the southern end is a built-in stage with wood finishes and trim. A basketball court with a hardwood floor occupies the center volume of the room. The walls are clad in a glazed, ceramic tile for half their height. The remainder of the wall, as well as the ceilings, are of painted plaster.

Auditorium

The center volume of the second and third floors is occupied by a double-height auditorium space. The original raised wooden stage is present at the southern end of the room. Surrounding the stage is the original decorative proscenium featuring two gilt frames in an elaborate bay leaf motif with a deep, strigilated, frieze in between them. The northern end of the room was originally open to the hallway on the second floor while the third floor balcony seating was open to the third floor hallway. The auditorium was enclosed on both floors in 1975 and the room has been re-purposed into open cubicle space. The original plaster walls remain, though the new wall enclosures are gypsum and the original ceiling is hidden behind a dropped acoustical tile ceiling. Behind the dropped ceiling, which was installed in 1964, the original skylights which once lit the balcony seating are still present.

Circulation

The circulation for each floor consists of U-shaped hallways. Each of the hallways is at its original width and has its original plaster walls and wood baseboard. A vinyl tile floor has been installed over the original flooring

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 7 Page 4

Depew High School  
Name of Property  
Erie County, New York  
County and State

and vinyl base covers up a portion of the existing original wood baseboard. Overhead, a dropped acoustic tile ceiling obscures the original ceiling height beyond.

The school has five principal staircases. The two stairhalls at the north end are original to the building while those at the south end date to the 1927 expansion. Each stairhall has a steel stair with decorative steel newel posts and wooden handrails. The walls and ceilings are the original smooth plaster. At the southeastern corner of the gymnasium is a small original wood staircase with decorative newel posts, straight spindles, and the original wood baseboard. The walls and ceiling in this stairhall are the original smooth plaster.

Basement

The basement has the gymnasium volume at the center with classrooms arranged around the perimeter and mechanical space along the eastern side. Unfinished spaces at this level have concrete floors and painted masonry walls. The finished spaces have a vinyl tile floor with vinyl baseboard with walls typically sheathed in drywall and painted. Dropped acoustic tile ceilings with inset fluorescent lighting are present throughout.

First Floor

The main entry at the center of the first floor opens into a large entry vestibule with administrative offices to either side. The vestibule leads into the main east-west hallway with the gymnasium just beyond, occupying the center volume. Classrooms are arranged around the perimeter, accessed by the U-shaped hallway. A typical classroom is thirty-four feet long by twenty-two feet wide with a large bank of three tall windows on the long side. Each of the classrooms has walls sheathed in gypsum with a dropped acoustic tile ceiling and vinyl tile floors. The doors and windows are non-original.

Second and Third Floors

At the center of the second floor is the original auditorium space; the third floor originally contained the balcony seating for the auditorium at its center and overlooked the second floor. As discussed above, the seating has been removed and the auditorium, once open to the hallways, has been enclosed in a more typical manner. Around the perimeter of the plan are the classrooms. As on the first floor, each of the classrooms has gypsum walls with a dropped acoustic tile ceiling. On these floors, the flooring is a mix of carpet or vinyl tile with a vinyl base.

Throughout the building, each of the classrooms retains its original built-in cabinetry with the original finish. Interestingly, the built-in units vary considerably from room to room. Some are a single tall unit with glazed upper cabinets and asymmetrical door and drawers below. Others are longer built-in closet units for coats and have multiple solid wood doors. A ground-floor office retains a whole wall of original built-in bookshelves.



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

**National Register of Historic Places  
Continuation Sheet**

Section 7 Page 5

**Depew High School**  
Name of Property  
**Erie County, New York**  
County and State

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Despite alterations and some changes made to the building over the course of its history, Depew High School retains a significant number of its original interior elements including corridor widths and classroom walls, public assembly spaces together with their original interior finishes, and almost all of the school's original, wood, built-in units. Other important features, such as ceiling heights, auditorium balconies, and skylights are also still present, though currently obscured.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 1

Depew High School

Name of Property

Erie County, New York

County and State

**Statement of Significance:**

The former Depew High School is locally significant under Criterion C in Architecture as a good representation of twentieth-century standardized school planning. The building, originally constructed in 1914 and significantly expanded in 1927, was designed in accordance with state and national regulations of school design that stemmed primarily from concerns for student safety. In response to school fires and scientific theories pertaining to health, bodies like the New York State Department of Education codified regulations for light, ventilation, heating, and fire safety. In 1904, New York became the first state to mandate review of school plans. It also required a minimum of 30 cubic feet of air exchange per student per minute, and in 1916, it required that school buildings with more than six classrooms include an auditorium. Within the next decade, school architects enclosed open stairwells and circulation spaces to prevent the spread of fire. The former Depew High School still embodies these early twentieth century school standards.

The school building is additionally significant as a representative work by architect Edgar E. Joralemon, who developed a signature style of school design in the Upper Midwest and New York State between ca. 1890 and 1920. The New York Department of Education endorsed Joralemon as an exemplary school designer and featured his designs in a 1917 publication about good school design. While many of Joralemon's schools are no longer extant, the Depew High School remains a good example of his distinctive style, which featured a gymnasium and auditorium surrounded by classrooms.

The period of significance is 1914 to c.1955, from the construction of Joralemon's original design until the building ceased to be used as a high school.

**Depew History and Education System**

*Development of Depew*

Though settled as early as 1808, the area constituting the village of Depew today did not experience widespread development until the end of the nineteenth century. For much of the nineteenth century, the border between the towns of Lancaster and Cheektowaga was populated largely by German families engaged in farming interests. Unlike villages to the north, which saw early development after the opening of the Erie Canal, it was not until the proliferation of railroads that this area experience the rapid growth associated with Buffalo's Victorian era growth.<sup>1</sup>

<sup>1</sup> Truman C. White, *Our County and Its People: A Descriptive Work on Erie County, New York, Vol. 1* (n.p: Boston History Company, 1898), 574.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 2

Depew High School

Name of Property

Erie County, New York

County and State

The convergence of several rail-lines through the area along Transit Road near the border of Lancaster and Cheektowaga led the New York Central and Hudson River Railroad's president, Chauncey Depew, to locate his company's regional workshops and facilities at the junction. Breaking ground in 1892, his decision led to a real estate boom, with several other large companies—including the Union Car Company, the National Car Wheel Works, the Gould Couple Company, and the American Brass Company—constructing factories in the next year. This surge prompted Chauncey to create the Depew Improvement Company, and through this entity, he purchased over 1,000 acres north and south of the New York Central Railroad. In 1893 alone, sixteen houses were erected, over nine miles of sidewalk, and 6,000 feet of sewers were laid out. The village was incorporated the following year and it surged to 1,814 residents in 1895, with over 500 houses constructed and 2,500 employees working in the village's bustling factories.<sup>2</sup>

Throughout this period of growth, the Depew Land Improvement Company hired Olmsted, Olmsted, & Eliot to design a plan for the growing community.<sup>3</sup> The firm undertook planning for Vandergrift, an industrial community outside of Pittsburgh, around the same time as it started on work for Depew. John Charles Olmsted and Charles Eliot led these projects while the company's leader, Frederick Law Olmsted, focused on higher profile projects, such as the Biltmore estate and the World's Columbian Exposition.<sup>4</sup> Though the firm produced comprehensive plans for the village in 1894, only portions of which were actually constructed, including the plan for Veteran's Park and the surrounding streets.<sup>5</sup> By 1904, the park was a "public square" of sorts, mimicking the spoked nature of Niagara Square in downtown Buffalo, and the following year it was gifted to the town by the Depew Improvement Company, along with sites for a church, and school. The former Depew High School was constructed in this square, at the center of the village, in 1914.

*Community Emphasis on Education and the Depew Union Free School District*

The quick growth of the village at the turn of the twentieth-century also resulted in dramatic changes in the area's education system. Like most small agricultural communities, education was not central to the way of life in the area that would eventually become Depew. Largely compelled by New York State education laws in 1852 and 1867 that required municipalities to provide educational facilities, the first school in the area was a one-

<sup>2</sup> White, 575.

<sup>3</sup> Arthur J. Domino, "Veterans Park: A Brief History," The Village of Depew, accessed May 17, 2016, [villageofdepew.org/departments/historian/](http://villageofdepew.org/departments/historian/).

<sup>4</sup> David Schuyler and Gregory Kaliss, *The Papers of Frederick Law Olmsted: The Last Great Projects, 1890–1895* (Baltimore: Johns Hopkins University Press, 2015), 46; Arleyn Levee, "John Charles Olmsted," National Association for Olmsted Parks, accessed May 17, 2016, <http://www.olmsted.org/the-olmsted-legacy/john-charles-olmsted>.

<sup>5</sup> Stanton M. Broderick, "Other Olmsted Projects in Buffalo," Olmsted in Buffalo, accessed May 17, 2016, <http://www.olmstedinbuffalo.org/OtherProjects.htm>.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 3

Depew High School

Name of Property

Erie County, New York

County and State

room schoolhouse constructed in 1875. This arrangement satisfied local needs for the next twenty years, until the industrial boom in the mid-1890s prompted rapid residential growth.<sup>6</sup>

In 1894, 75 pupils enrolled for school in Depew, and as a result the district was forced to spread the students out to three other buildings throughout the village. That same year, the village completed a school survey and found that there were 511 school-age children in the district, prompting the construction of two large \$10,000 schools to accommodate this explosion in student attendance.<sup>7</sup> In 1905, however, the census reported that the school-age population had increased to 1,948, prompting the construction of another school on Terrace Boulevard adjacent to Veteran's Park. T.W. Harris designed the two-story brick building, which operated through the 1912-1913 school year.<sup>8</sup> A fire destroyed the building the day after commencement in June 1913.

Responding swiftly to the loss, the school board commissioned a new high school to replace the building by the following year. Designed by Edgar E. Joralemon, the new school was reminiscent of many of his other designs, with a U-plan centered on a gymnasium, with a second and third floor theatre. It was built with brick and stone fireproof construction and was hailed by the State Department of Education as one of the leading secondary schools in the state. When it opened, it was a grammar and high school, and was one of three school buildings in the district. In 1918, the district began a night school and Americanization program in the building. In 1927, when one of the village's other schools was determined unfit by the state school inspectors, the village expanded the high school, hiring architect Frank Spangenberg and contractor Alexander Utecht to design and construct the new southern wings.<sup>9</sup> The renovation more than doubled the school size with the addition of four more classrooms per floor and rear staircases. The pair also designed and constructed a new junior high school for the Depew Union Free School District in 1926, in response to citizens' complaints about overcrowding and subpar conditions in the northeastern section of the village.<sup>10</sup> The school is extant and has not been evaluated for National Register eligibility.

The school district undertook its next building campaign in the 1950s post-war "baby boom" era. Between 1940 and 1950, the population of the village increased almost twenty percent, numbering over 7,200 people. In 1952, construction of a new junior-senior high school on Transit Road commenced. The following year, as population numbers climbed, voters approved funds for another high school, which was built on the same Transit Road campus from 1953-1955.<sup>11</sup> With the opening of this new high school, the former Depew High School was

<sup>6</sup> Daniel H. Idzik, "The School System," Village of Depew Historian Department.

<sup>7</sup> Ibid.

<sup>8</sup> "Buffalo Brick and Building News," *The Clay Worker* 49, no. 3 (1908): 478.

<sup>9</sup> Idzik, "The School System."

<sup>10</sup> Arthur J. Domino and Theresa L. Wolfe, *Images of America: Depew* (Charleston: Arcadia Publishing, 2015), 102.

<sup>11</sup> Ibid., 105.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 4

Depew High School

Name of Property

Erie County, New York

County and State

converted into an elementary school and later into the Depew Union Free District's administrative offices.<sup>12</sup> The district's younger pupils benefited from subsequent school building initiatives; the Depew Union Free School District constructed the Depew Middle School in 1967 and the Cayuga Heights Elementary School in 1970.<sup>13</sup> Both of these buildings are still in use.

### Depew High School and Standardized School Design 1900-1930

The Depew Union Free District commissioned Edgar E. Joralemon to design the former Depew High School on the site of a previous school that burned down in 1913. Joralemon designed the school in his signature style that embodied Progressive-era theories of sanitation calling for ample light and air circulation. The building opened in 1914 and was expanded in 1927 by architect Frank Spangenberg to accommodate the growing school age population in Depew. Beyond simply adding onto the building at that time, Spangenberg also altered elements of the original design to conform to new standards of fire safety. Together, the 1914 and 1927 components of the building represent the guidelines and regulations pertaining to school design during this era of nationwide school standardization. Despite subsequent renovations, the building retains considerable integrity that conveys the feeling and experience of both the 1914 and 1927 designs.

Between 1900 and 1930, schools emerged as a distinct building typology. Prior to this time, schools were treated as extensions of the domestic sphere, an association conveyed in the term *schoolhouse*, which was replaced by *school building* in the literature as education became affiliated with civic life instead.<sup>14</sup> A variety of factors, including health and safety concerns and the changing role of schools in local communities, spurred the formalization of standard practices into prescriptive legal regulations during the first three decades of the twentieth century. In 1904, New York State became the first state in the country to require the review of all new school building plans.<sup>15</sup> At the national level, the National Education Association established a Committee on Standardization of Schoolhouse Planning in 1917, advocating for a uniform standard and regulation of school buildings.

The progression of school design and standardization in the United States followed both scientific theories and lessons from experience. Over the course of the early twentieth century, guidelines first targeted student health and then promoted more rigorous fire safety and a diversifying curriculum. Concurrently, schools increasingly came to be considered public institutions that served their communities by creating democratic citizens and providing public meeting space. All of these concepts impacted the shape, layout, and aesthetic of school

<sup>12</sup> Karen Robinson, "Depew School District Sells Former School For Less Due to Asbestos," *The Buffalo News*, December 17, 2014, <http://www.buffalonews.com/city-region/depew/depew-schools-district-sells-former-school-for-less-due-to-asbestos-20141217>.

<sup>13</sup> Domino and Wolfe, *Images of America: Depew*, 105, 107.

<sup>14</sup> Suzanne Lichtenstein Warren, "The American School Building: 1890-1920" (master's thesis, Cornell University, 1985), 192.

<sup>15</sup> *Ibid.*, 104.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 5

Depew High School

Name of Property

Erie County, New York

County and State

buildings through such decisions as the placement and size of windows, access, circulation patterns, and architectural style.

In the first decade of the twentieth century, school advocates promoted measures of sanitation with light and ventilation guidelines. Design standards included formulas for air exchange, classroom size, and ideal ratios for lighting based on the size of windows compared to floor area. For instance, the New York State law of 1904 required that school buildings provide 30 cubic feet of air per student per minute.<sup>16</sup> Such formulaic drivers of design resulted from scientific beliefs such as the Carbon Dioxide Theory, which attributed the spread of disease to an overabundance of expired air. The legacy of such late-Victorian theories persisted in school guidelines into the 1920s, even after their underpinning was debunked by understandings of contact contamination. Additionally, the theme of sanitation extended beyond air circulation to building materials and interior finishes. Architects promoted materials that were “durable and easy to clean.”<sup>17</sup> This included wood or tile floors and smooth, painted walls with simple detailing that would not collect superfluous dust.

Another key development in this phase of school design was the reorientation of school buildings in the public imagination as civic institutions. As public bodies gained more oversight of school construction and school buildings were used for night classes and community gathering, the buildings developed into more than contained settings of classroom education; they became assets to their local communities. This sentiment was embedded in school floor plans and architectural styles. High schools had a variety of room sizes to accommodate diversifying curriculums and night classes. Large auditoriums, mandated in New York State by 1916 for schools containing over eight classrooms, served as grand public places.<sup>18</sup> Architects increasingly employed the same neoclassical aesthetics for school buildings that they used for town halls, libraries, and other civic buildings, marking the school as a “full-fledged public entity.”<sup>19</sup> Prior to 1900, architects designed schools with asymmetrical plans and pitched roofs, but by 1910, they employed flat roofs and symmetrical plans common to neoclassical designs.

While core tenets for a healthy environment and public function continued to inform school design, efficiency became a driving factor in the second decade of the twentieth century. The National Education Association (N.E.A.) likened the school building to an industrial plant that should be strategically planned to eliminate wasted space.<sup>20</sup> Extending beyond the existing dimensions suggested for physical elements such as windows, the N.E.A. sponsored studies to determine “optimum proportions” for the area devoted to particular uses within a school.<sup>21</sup> Subsequent reports suggested that no more than 12 percent of a school be devoted to administration,

<sup>16</sup> Ibid., 119.

<sup>17</sup> Ibid., 135.

<sup>18</sup> Ibid., 223.

<sup>19</sup> Ibid., 190.

<sup>20</sup> Ibid., 202.

<sup>21</sup> Ibid.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 6

Depew High School

Name of Property

Erie County, New York

County and State

50 percent to instruction, and 20 percent to stairs and corridors. While the N.E.A. published formal reports to promulgate such findings, these additional guidelines and ratios did not significantly impact school design practices, in part because the studies analyzed existing buildings and therefore served to reinforce existing conditions rather than suggest alternatives.<sup>22</sup>

The most significant change in school design between 1910 and 1920 concerned public spaces; formerly treated as sites of lingering, they came to be seen primarily for their use in emergency situations. This transition occurred alongside a heightened attention to fire safety, which despite being a topic of concern for some time, had been overshadowed in practice by sanitation concerns.<sup>23</sup> Two tragic fires, in Collingswood, Ohio in 1908 and Peabody, Massachusetts in 1915, prompted more direct attention to fire safety regulations.<sup>24</sup> Advocates promoted well-defined corridors and easy exit strategies, re-envisioning school corridors and auditoriums in the process. Because of their openness, atriums, wide corridors, and third floor auditoriums were commonplace in the waning era of privileging light and air circulation. In the new zeitgeist of fire safety, the same characteristic was deemed hazardous, associated with the chimney effect and a confusing and perilous exit down multiple stories. Ground level auditoriums replaced upper floor assembly spaces, and open hallways were enclosed. The transition to more defined hallways benefited emergency exit patterns, but it also compromised the practice of using the corridor as an elegantly curated gallery space. The civic value of schools was perhaps no more obvious than in schools like Oneonta High School, which featured open corridors lit by skylights above a central staircase and adorned with paintings and statues.

Edgar E. Joralemon's design for the Depew High School reflected common thinking about schools in the 1900-1915 era, when ample light and ventilation topped design criteria. The school featured large windows and generous circulation space. He composed a simplified, balanced neoclassical design with a flat roof and cornice that communicated the civic value of school buildings during this era. The symmetrical plan of his design facilitated legible circulation routes, though he created open corridors that transitioned seamlessly into the gym and auditorium, a practice that would become outdated as fire safety regulations called for enclosed hallways. Additionally, Joralemon's placement of the auditorium on the upper floors was common at the time but would also become obsolete as fire safety eclipsed sanitation as the primary factor driving school design.

In the third decade of the twentieth century, governing bodies further codified common practices of school design established over the previous twenty years. School buildings did not undergo dramatic physical changes during this era, though technological advances such as artificial lighting eased the need for the fenestration patterns previously required to illuminate classrooms.<sup>25</sup> While architects continued to use Classical and Gothic

<sup>22</sup> Ibid., 203.

<sup>23</sup> Ibid., 135.

<sup>24</sup> Ibid., 207.

<sup>25</sup> Ibid., 260.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

Erie County, New York

County and State

Section 8 Page 7

styles for school buildings, they simplified their use of detailing, perhaps in conjunction with burgeoning modernist discourse. Also during this era, experts ceased to promote the use of basements for instructional purposes.<sup>26</sup>

Frank Spangenberg's 1927 renovation and addition to the former Depew High School embodied practices of efficient design and fire safety that developed after Joralemon's original 1914 design. Spangenberg expanded the building into a more legible U shape by adding two wings containing rear stairwells, classrooms, and restrooms on each floor. Even as artificial lighting became more common by the mid-1920s, the U-shape configuration of school buildings—a legacy of designs optimizing natural light—was perpetuated as a familiar school form.<sup>27</sup> The addition maintained symmetry and facilitated easier circulation with the extra stairwells.

The clearest examples of how Spangenberg adjusted the existing layout to reflect new fire safety standards are evident on the interior. While openness characterized Joralemon's original design, the architectural firm Kidd & Kidd created a partition to separate the gym from the center hallway in 1921, and Spangenberg further enclosed several areas, including the gymnasium, auditorium, and entrance. These actions reflected the shift in public space towards more contained, distinct areas. In addition to creating defined corridors, Spangenberg expanded the gymnasium and added a stage, proscenium and skylights in the room. As upper floor auditoriums were no longer supported, this gym renovation had the effect of creating a gathering space on the first floor.

### *Post-1927 Changes*

Like many schools, the former Depew High School underwent several additional renovations between 1960 and 1991, as the building was used and adapted over subsequent decades. All of the windows in the school were replaced during 1975 and 1980 renovations, a typical alteration made to many schools in the attempt to increase energy efficiency. Additionally, the gymnasium and auditorium skylights were covered from inside, leaving the frame and opening visible but ineffective, and roofed over.

Renovations in the 1960s changed the entrances and the basement. First, in 1961, the basement was reconfigured to create the current kitchen and cafeteria layout. That year, and in 1966, designers removed the original canopy over the entrance and created brick vestibules with tall sidelights, again likely as an attempt to maximize energy efficiency.

In 1975, the northern portion of the third floor was reconfigured to create classroom space in what was originally a study hall and a special purpose room in what was formerly the upper balcony. Joralemon's 1915 design included a large study hall room centered on the wall of the principal façade. A corridor south of the

<sup>26</sup> Ibid., 263.

<sup>27</sup> Ibid., 214.



United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

Erie County, New York

County and State

Section 8 Page 8

room separated it from the balcony. In 1975, the wall separating the room from the corridor was eliminated and the 1927 brick wall enclosing the balcony was removed and replaced by several partitions. This created an “open teaching area,” in what was formerly the study hall, corridor, and part of the balcony. In 1980, the open classroom was divided into two distinct classrooms with temporary dividers and in 1991, they were further divided into four classrooms. The remaining portion of the balcony became a special purpose room with two storage spaces in the corners that still have stepped flooring from when they were seating areas. These partitions are not structural, and do not interfere with the understanding of this space.

The preceding explanations encompass the most significant changes to the buildings after 1927. In addition, several other classrooms and offices were partitioned in 1980 and 1991, and drop ceilings and linoleum flooring was installed throughout the school. While these renovations have altered several aspects of the school building, the most defining characteristics of the 1915 and 1927 designs remain legible. Among the most fundamental original features are the neoclassical aesthetic, access and symmetry of the design, basic plan and layout, and the arrangement of the gymnasium, auditorium, and classrooms.

### Edgar E. Joralemon

Architect Edgar E. Joralemon was renowned for his school designs by the time the Depew School District contracted him in 1913 to design a replacement for the school building that burned down that year. Since 1900, Joralemon had designed schools in Peekskill, Springville, North Troy, Leroy, Oneonta, North Tonawanda, and Niagara Falls, New York. His work was endorsed by the New York State Department of Education, and several of his schools were featured in a 1917 publication promoting exemplary school design after the 1904 implementation of state regulations.<sup>28</sup>

### *Biography*

E.E. Joralemon was born in 1858 in Illinois. In 1867, his family moved to Minneapolis, Minnesota, where Joralemon spent the next thirty years. He began working as a draftsman for Leroy S. Buffington in Minneapolis in 1876. Four years later, he began a spurt of freelance draftsman work alongside A.M. Radcliff, Edward P. Bassford, and F.B. Long, who designed the Lumber Exchange Building (NR 1983). Beginning in 1892, he worked for George & Fremont Orff and partnered with the latter in 1894. Together as Orff & Joralemon, they designed several buildings throughout the 1890s, including the George Van Dusen House (1893; NR 1995) in

<sup>28</sup> University of the State of New York Division of School Buildings and Grounds, *School Buildings and Grounds* (Albany: University of the State of New York, 1917).

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 9

Depew High School

Name of Property

Erie County, New York

County and State

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Minneapolis, the Bayfield County Court House (1894; NR 1975) in Washburn, Wisconsin, and a variety of churches and schools built throughout the mid-west.<sup>29</sup>

Joralemon maintained his partnership with Orff until 1897, before beginning his first projects in the Western New York area. In 1898, his firm of Orchard & Joralemon completed the “International Theatre” in Niagara Falls, as well as high school designs in North Tonawanda and in Niagara Falls in 1901. In 1905, the two partnered with A.F. Lansing to design the Roswell P. Flower Memorial Library (NR 1980) in Watertown, New York, and by 1907, he had established his own firm. His firm was very successful, not just in the proliferation of school designs completed between 1907 and 1914, but also in opening offices in Buffalo, Niagara Falls, and New York City.<sup>30</sup>

Joralemon lived in Western New York for thirty-five years before spending his last three years in Pasadena, California. While in Western New York, Joralemon lived in Niagara Falls, Peekskill, and Buffalo. He died in 1937 in Los Angeles, California and is buried at Forest Lawn Cemetery in Buffalo.

*Joralemon's School Design*

Edgar E. Joralemon worked during an era in which school building design was coming into its own and his designs reflect this transitional moment. He developed a distinctive style particularly suited for high schools that also contained elementary grades. This arrangement emerged as the concept of junior high came into being as a way to entice pupils beyond grade school with a more engaging curriculum and it economized space for school districts.<sup>31</sup> These schools contained a variety of rooms—including study halls and recitation rooms in addition to laboratories and commercial rooms—reflecting the wide curriculum.

In addition to this variety of rooms, Joralemon's buildings devoted a significant portion of the building to open public spaces and often featured a central atrium for light and ventilation. Joralemon's work is heavily cited in a 1917 book published by New York State to feature buildings that reflect the 1904 school design regulations. Images include the grounds of Salamanca High School (1909); the corridor, cooking room, and physics laboratory of Drum Hill High School in Peekskill, New York (1909-1910; NR 1979); the corridor and boiler room of Oneonta High School (1907); the chemistry laboratory at Lansingburg High School in Troy, New York (1909); and the assembly room of Olean School No. 10 (1908; NR 2010). The former Depew High School exhibits many of the same qualities as these heralded designs. In addition to these noted designs, Joralemon's

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<sup>29</sup> Charles D. Test, "1890s - 1892 Edgar E. Joralemon," Chuck's Toyland, last modified September 15, 2005, <http://chuckstoyland.com/ej/1890s/1892/index.html>.

<sup>30</sup> Jennifer Walkowski, "Excerpt from H. Seeberg Building Application for Listing on the State and National Register of Historic Places," Buffalo as an Architectural Museum, accessed July 15, 2014, <http://www.buffaloah.com/a/archs/greenst/greenst.html>.

<sup>31</sup> Warren, "The American School Building," 188.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 10

Depew High School

Name of Property

Erie County, New York

County and State

Dunkirk School No. 7 (1920-21; NR 1992) and two of his three Carnegie libraries are listed on the National Register of Historic Places. He designed Carnegie libraries in Elmira (1916, demolished), Niagara Falls (1904; NR 1974) and North Tonawanda (1903; NR 1995).

In terms of exterior appearance, Joralemon's schools are invariably Neoclassical in style and display a subtle Beaux Arts influence in their siting, composition, and detail. Historic photographs depict a number of his schools as object buildings, situated in the center of open spaces with a long approach, wide sightlines, and a principal façade on each face. Nowhere is this more apparent than in Salamanca, New York, where the town created a public park adjacent to the school grounds.

Joralemon's buildings are elegantly composed of a rusticated base on the ground floor, a monumental order in the upper stories, and either strong flanking or central pavilions on each side. Owing to a preference for classrooms lit by a single wall, the use of blind flanking pavilions became almost standard in school design of this period; however, Joralemon's detailing of these elements was unusually sophisticated. He used quoining, incised blank panels, and stepped reveals to gracefully articulate and enliven an otherwise empty expanse. Joralemon's schools also typically incorporate doorways with carefully crafted pediments or surrounds, as well as crisply detailed entablatures with a deep bracketed cornice. The overall effect of each of the school buildings is quite prepossessing. They are at once both stately and simple, clearly influenced by the theoretical grandeur of the Beaux Arts but also clearly operating within an efficient system of public school design.

The Beaux Arts influence and Joralemon's distinctive approach to school design are more apparent on the interior of his buildings. The Beaux Arts emphasized the idea that moving through a building ought to be a beautiful experience, combining a clear path of travel with an elegant and visually stimulating sequence of spaces. Joralemon's schools are characterized by symmetrical and ordered plans with the central circulation space acting as the architectural centerpiece. His designs typically feature a three or four story building in either an I or a rectangular shape with classrooms arranged around the perimeter. In the center of each plan, the gymnasium is located at the ground floor with a double-height auditorium located above it. In each instance, the entry doors open into vestibules, which lead into a grand central circulation space incorporating the staircases, hallways, and the auditoriums. Though the gymnasiums tend to be somewhat enclosed, the auditoriums are generally open on one or more sides to the circulation space so that whatever is taking place in the auditorium becomes a part of the school as a whole. These general features are hallmarks of Edgar Joralemon's designs but, though he had clearly devised an effective and efficient system for school design, no two plans are exactly alike and each has its own variations.

Oneonta High School, built in 1907-8, is an example of one of Joralemon's smaller and more modest designs. It is almost square in plan with classrooms, offices, and bathrooms arranged around the perimeter and the stacked gymnasium and two-story auditorium in the middle. An open gallery space in the center connects hallways and

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

Erie County, New York

County and State

Section 8 Page 11

staircases at either end, the entrances to the gymnasium and auditorium, and a grand main stair. In this instance, the gallery features a column screen at each end and an octagonal oculus and balcony at the center of the second and third floors; each of the staircases is located outside of the boundaries of the space. On the second floor, open entries framed by columns are located on three sides of the auditorium; on the third floor, the balcony seating is completely open to the gallery and surrounding hallway, framed just by columns.

Le Roy High School is another of Joralemon's more modest schools; however, in this case the building features a more elongated, I-shaped plan. Along the length of the plan is an elegant sequence of circulation spaces surrounded by classrooms along the perimeter. The grand central gallery, main stair, and stacked public rooms are located at the center of the building; at either end, the gallery leads to top-lit stair halls accessing additional classrooms. Tall pilasters frame wide openings into the gymnasium and entry lobby on the ground floor, as well as into the auditorium on the second floor; on the third floor, the balcony seating is open to the center hall beyond a column screen.

The Drum Hill High School is also I-shaped in plan and is one of Joralemon's more costly designs. In standard fashion, the classrooms are located around the perimeter with a central stacked gymnasium and auditorium. At the center of the building, though, a three-story atrium lit from above incorporates all of the building's vertical and horizontal circulation. Three entrances lead directly into this atrium. A stair at either end leads down to the ground floor of the gymnasium as well as up to the floors above, while the center of the atrium is occupied by a magnificent curving staircase leading up to the auditorium. Beyond the stair at the ground floor, enclosed galleries overlook the sunken gymnasium below. On the second floor, a ring of columns and railings surround the open portion of the atrium and a large balcony accesses all of the classrooms. Both levels of the auditorium are open to the atrium and central gallery.

As can be seen in the plans discussed above, Joralemon specifically configured his plans to elevate the process of moving through a building and to incorporate the large assembly functions of the school into the fabric of the building as a whole. The generous proportions of the central circulation spaces, along with elegant finishes, décor, and skylights make them more akin to central galleries and, indeed, they were often furnished with artwork. In this way, the circulation spaces become much more than hallways; they become the main event of the building so that entering, circulating, traveling from one classroom to another, or accessing the auditorium is a beautiful architectural experience. At the same time, the large community functions of the schools are given pride of place as the architecture and events of the gymnasium and auditorium are allowed to blend into the central galleries. Any event, then, immediately involved the whole school and anyone passing through the galleries. Simultaneously, the elegant stairs, lobbies, entries, and galleries welcome in friends and family of the students and provide appropriate reception spaces for any school function. Though Joralemon designed schools that ranged from the very modest to the rather ornate, each one contains this characteristic feature—the combination of the central gallery and open public spaces.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

Erie County, New York

County and State

Section 8 Page 12

The Depew High School featured the most characteristic elements of Joralemon's identifiable mode of school design. Its Neoclassical style, while subdued, is evident in the elegant and balanced composition, ground-floor brickwork entablature, and monumental columns ordering the upper stories. Joralemon also infused the layout with his signature open relationship between the circulation and the gathering spaces. At the former Depew High School, the stacked gymnasium and auditorium compose the core of the building with classrooms along the exterior. The central gallery on the ground floor, as well as hallways to either side, overlook the sunken gymnasium. On the upper floors, the auditorium space is also open to the central gallery. A combination of balconies and columns screens articulate the central gallery on each floor making the experience of traveling through the building a pleasant one. The former Depew High School is likely one of Joralemon's most modest designs but, nonetheless, incorporates each element of his distinctive and sophisticated style.

**Frank Spangenberg (1888-1932)**

Frank A. Spangenberg designed the 1927 addition to the former Depew High School, and his work on the building is significant for embodying the development of fire safety in school design standards to that point. While Joralemon's original design of the school prized openness, the mounting concern for fire safety led school designers to enclose circulation spaces by the 1920s. Spangenberg's three-story addition to the rear of the building created a more legible U-shape and increased fire-safe access points with enclosed corner stairwells. His design also incorporated a stage and proscenium into the first floor gym, prepping the room for use as a social space that could replace the second story auditorium, which was no longer encouraged.

Spangenberg and his associate, Earl Martin, designed ecclesiastical, school, and other buildings around Western New York. The pair moved from 160 Franklin Street to 1322 Prudential Building in 1920 and had offices at 250 Delaware Avenue in 1922.<sup>32</sup> In 1922, the Bank of Batavia commissioned Spangenberg to design a three-story bank and office building in Batavia. Spangenberg also designed the Buffalo Lodge #846 on Cazenovia Street in 1925 and a Masonic Temple in Hamburg in 1927.<sup>33</sup>

Spangenberg designed a number of churches in Buffalo, including the Classical Revival Lafayette Baptist Church at the northwest corner of Parkdale and Lafayette Avenue, constructed in 1922.<sup>34</sup> The following year, Spangenberg designed the English Gothic Revival North Park United Presbyterian Church at 700 Parkside Avenue. In 1924, he was commissioned for the First United Brethren Church, Laurel and Masten Streets, and the Tudor Gothic Revival Parkside Lutheran Church at 2 Wallace Ave, which opened in 1925.<sup>35</sup>

<sup>32</sup> "Personal," *The American Architect* 118 (July 7, 1920): 22.

<sup>33</sup> John R. Edson, *Hamburg Revisited* (Charleston: Arcadia Publishing, 2010), 88.

<sup>34</sup> "Buffalo, N.Y." *American Contractor* 43 (April 15, 1922): 61.

<sup>35</sup> "A Full Page of Pictures," *Buffalo Evening News*, September 8, 1924, sec. 2 front page.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 13

Depew High School

Name of Property

Erie County, New York

County and State

In addition to his proficiency with church design, Spangenberg worked on a number of school buildings. In 1922, he designed a new manual training department for the Hamburg, New York high school.<sup>36</sup> The addition measured 134x194 feet and was estimated to cost \$200,000. The school district hired Spangenberg again in 1925 to design a new high school.<sup>37</sup> Spangenberg was in charge of the new Seneca Vocational school in 1926, and he designed a new high school and administration building for the Clifton Springs school district in 1928.<sup>38</sup>

### Conclusion

The Depew High School exemplifies many features typical for early twentieth-century standardized school design and planning, in particular the U-plan, maximization of light exposure in classrooms, and multiple stairways leading to central circulation. The school also exemplifies the particular style of Joralemon, who designed most of his schools with central gymnasium-auditorium configuration. Though each design was different from one another, nearly all of his multi-story high school designs followed the morphology utilized in the Depew School, making the building not only an excellent example of the standardization of school design in general but of Joralemon's particular approach as well.

<sup>36</sup> *The Iron Age* 110 (November 23, 1922): 1400.

<sup>37</sup> Edson, *Hamburg Revisited*, 88.

<sup>38</sup> "Seek to Abolish Secret Sessions of School Board," *Buffalo Courier*, February 23, 1926, 5; "Architect to Prepare Plans for Proposed New School Building," *Clifton Springs Press*, January 26, 1928, front page.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 9 Page 1

Depew High School

Name of Property

Erie County, New York

County and State

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United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 9 Page 2

Depew High School

Name of Property

Erie County, New York

County and State

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

**National Register of Historic Places  
Continuation Sheet**

Section 11 Page 1

**Depew High School**

**Name of Property**

**Erie County, New York**

**County and State**

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Verbal Boundary Description

The nominated property is outlined by a heavy line on the attached map with scale

Boundary Justification

This boundary encompasses all property currently associated with the former Depew High School building. This boundary includes property historically associated with this building.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 2

Depew High School

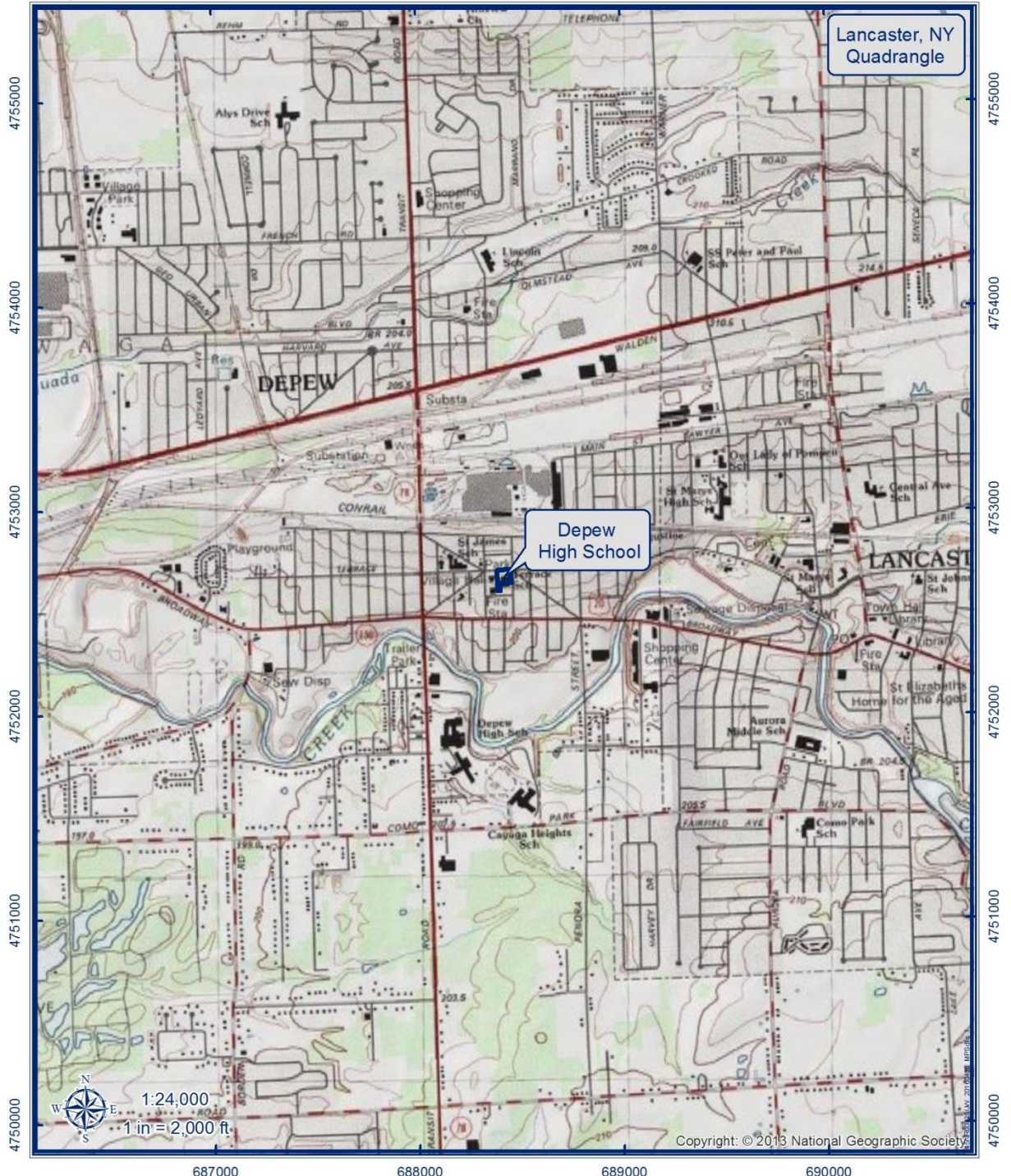
Name of Property

Erie County, New York

County and State

Depew High School  
Depew, Erie Co., NY

591 Terrace Blvd.  
Depew, NY 14043



Coordinate System: NAD 1983 UTM Zone 17N  
Projection: Transverse Mercator  
Datum: North American 1983  
Units: Meter



Parks, Recreation  
and Historic Preservation

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 3

Depew High School  
Name of Property  
Erie County, New York  
County and State

Depew High School  
Depew, Erie Co., NY

591 Terrace Blvd.  
Depew, NY 14043



Coordinate System: NAD 1983 UTM Zone 17N  
Projection: Transverse Mercator  
Datum: North American 1983  
Units: Meter



Parks, Recreation  
and Historic Preservation

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 4

**Depew High School**  
Name of Property  
**Erie County, New York**  
County and State

Depew High School  
Depew, Erie Co., NY

591 Terrace Blvd.  
Depew, NY 14043



Coordinate System: NAD 1983 UTM Zone 17N  
Projection: Transverse Mercator  
Datum: North American 1983  
Units: Meter



NEW YORK  
STATE OF  
OPPORTUNITY.  
Parks, Recreation  
and Historic Preservation

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 5

**Depew High School**

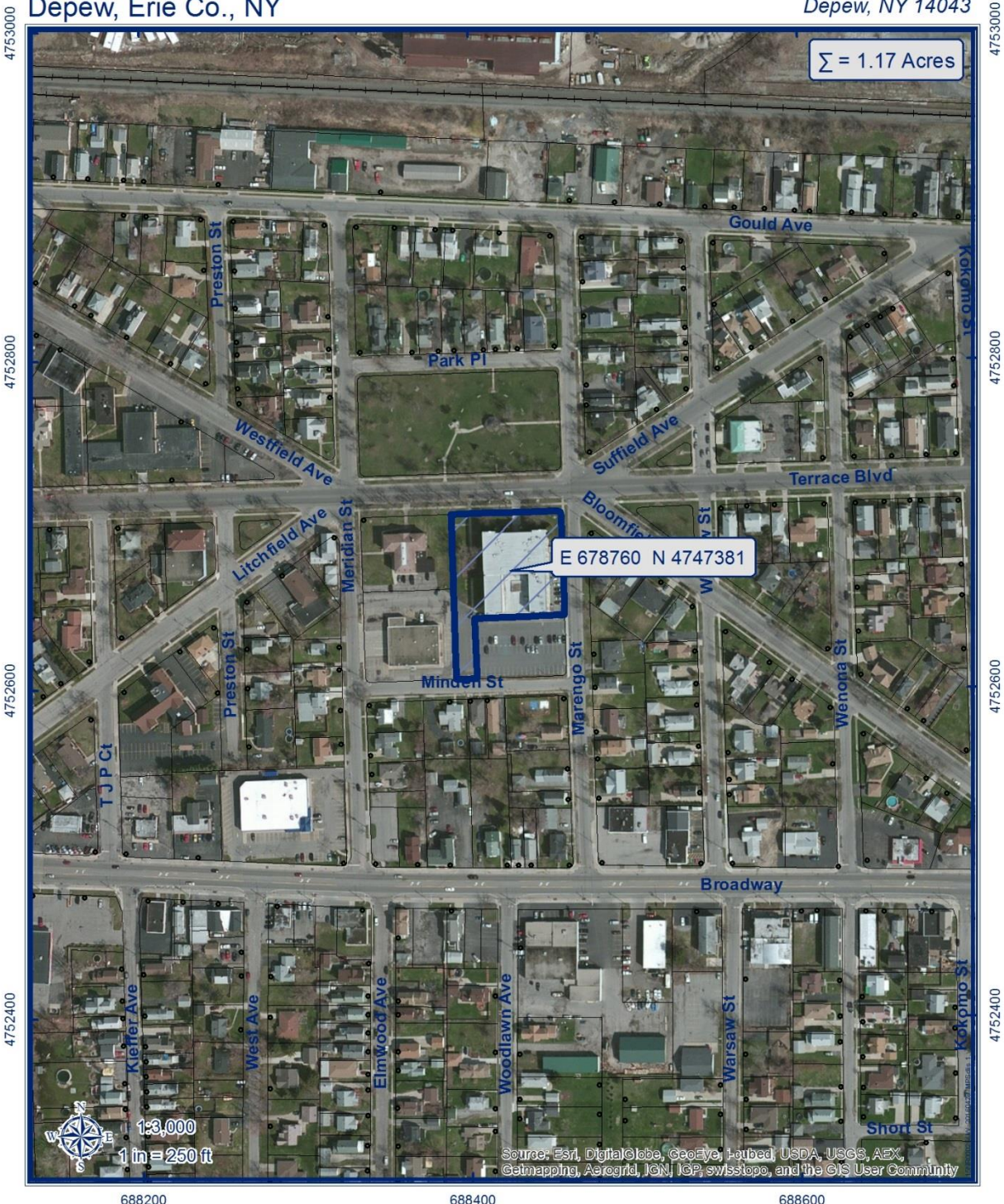
Name of Property

**Erie County, New York**

County and State

Depew High School  
Depew, Erie Co., NY

591 Terrace Blvd.  
Depew, NY 14043



Coordinate System: NAD 1983 UTM Zone 17N  
Projection: Transverse Mercator  
Datum: North American 1983  
Units: Meter



**Parks, Recreation  
and Historic Preservation**

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

Erie County, New York

County and State

Section 11 Page 1

Additional Information

**List of Photographs**

Name of Property: Depew High School  
City or Vicinity: Depew  
County: Erie  
State: NY  
Name of Photographer: Mike Puma  
Date of Photographs: 05/07/15  
Number of Photographs: 10

NY\_Erie County\_Depew High School\_0001  
Primary (north) façade, camera facing SE

NY\_Erie County\_Depew High School\_0002  
West elevation, camera facing NE

NY\_Erie County\_Depew High School\_0003  
Rear (south) elevation, camera facing N

NY\_Erie County\_Depew High School\_0004  
1<sup>st</sup> fl, west corridor, camera facing S

NY\_Erie County\_Depew High School\_0005  
1<sup>st</sup> fl, modern office space, camera facing S

NY\_Erie County\_Depew High School\_0006  
1<sup>st</sup> fl, gymnasium & enclosed stage, camera facing S

NY\_Erie County\_Depew High School\_0007  
2<sup>nd</sup> fl, auditorium proscenium, camera facing SW

NY\_Erie County\_Depew High School\_0008  
2<sup>nd</sup> fl, northwest classroom, camera facing S

NY\_Erie County\_Depew High School\_0009  
2<sup>nd</sup> fl, original rear staircase, camera facing E

NY\_Erie County\_Depew High School\_0010  
3<sup>rd</sup> fl, original skylights above ceiling, camera facing W

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

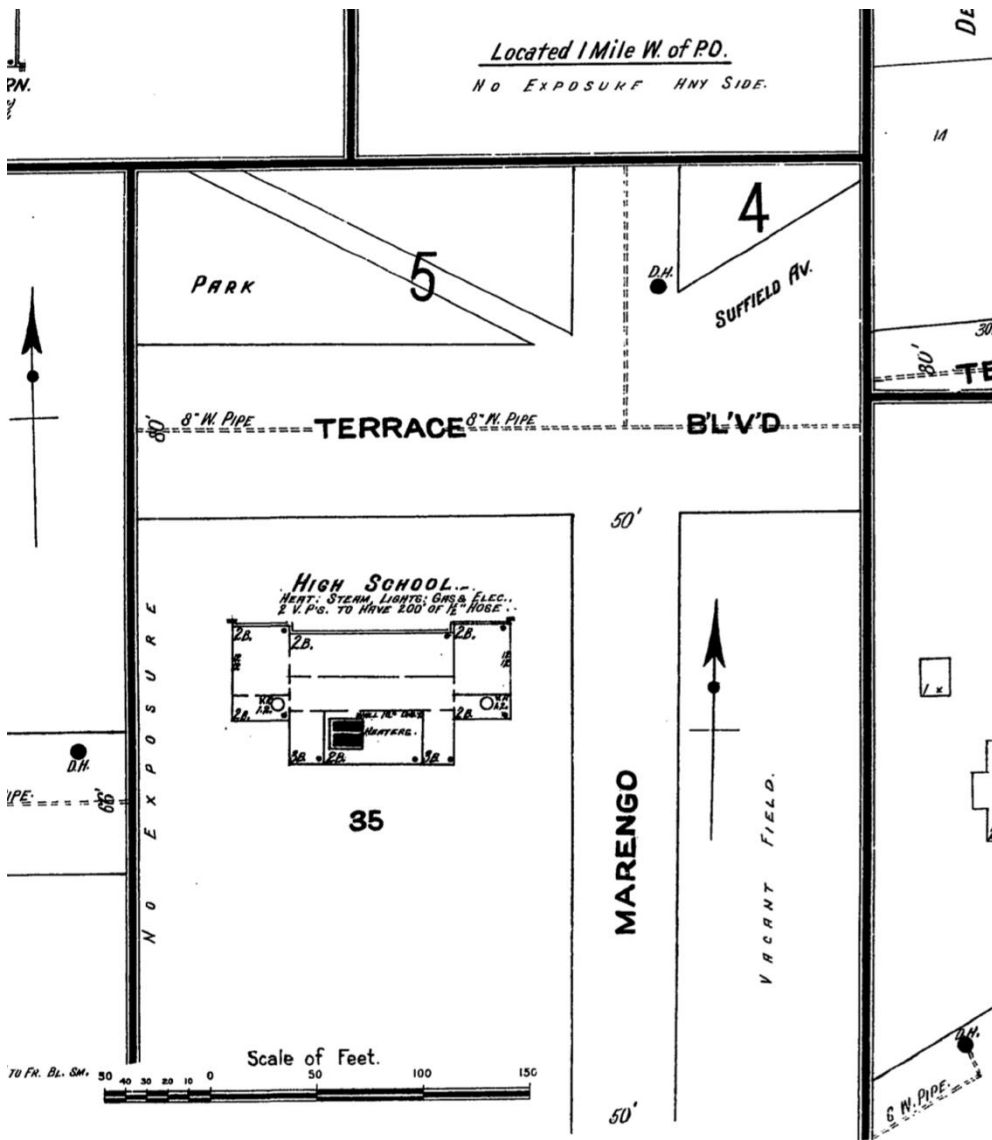
Name of Property

Erie County, New York

County and State

Section 11 Page 2

Sanborn Maps



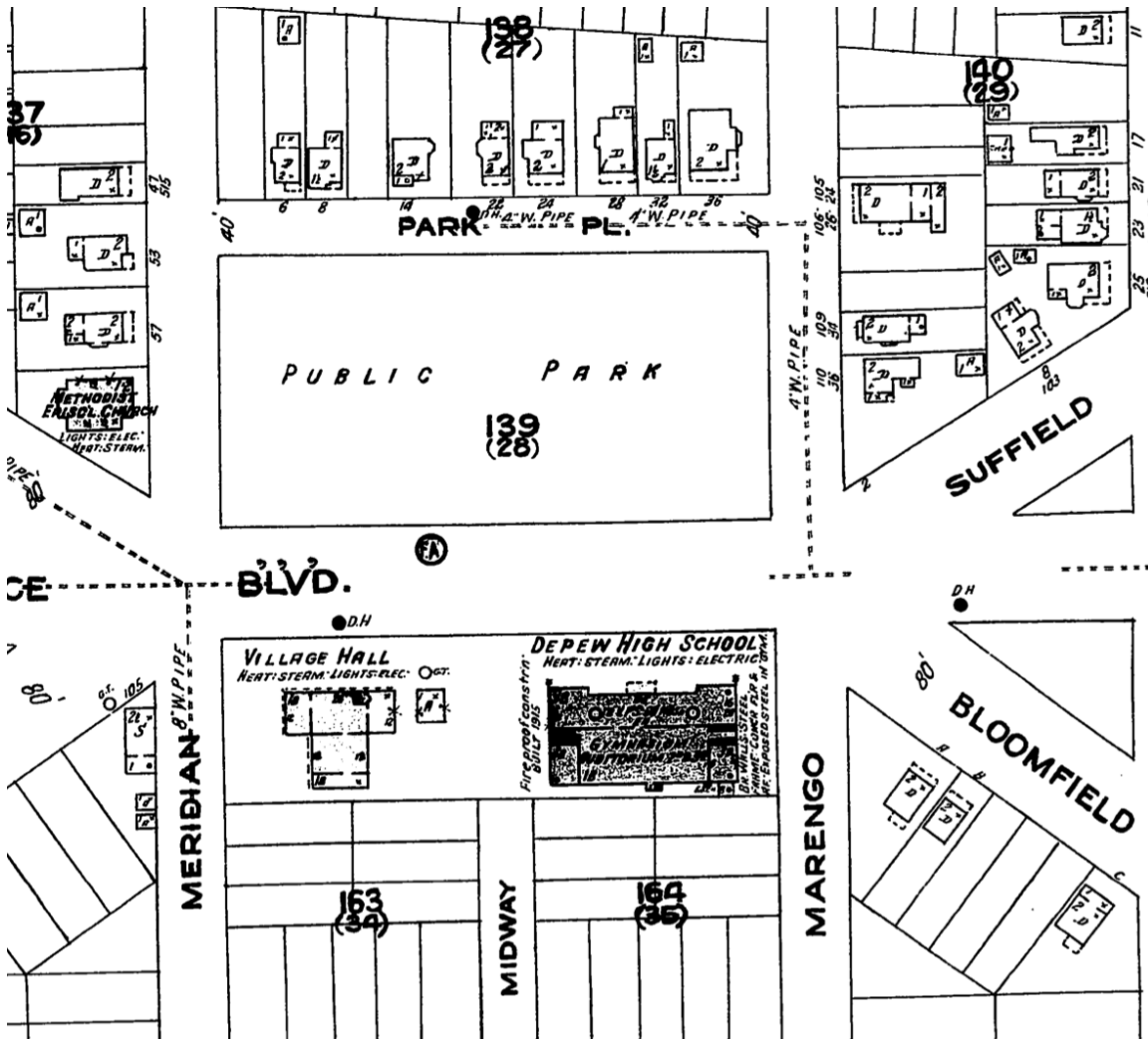
1911 Sanborn map (sheet 14) showing the former high school that burned down in June 1913.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 3

Depew High School  
Name of Property  
Erie County, New York  
County and State



1923 Sanborn map (sheet 12) showing the E.E. Joralemon-designed Depew High School constructed in 1914.



United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

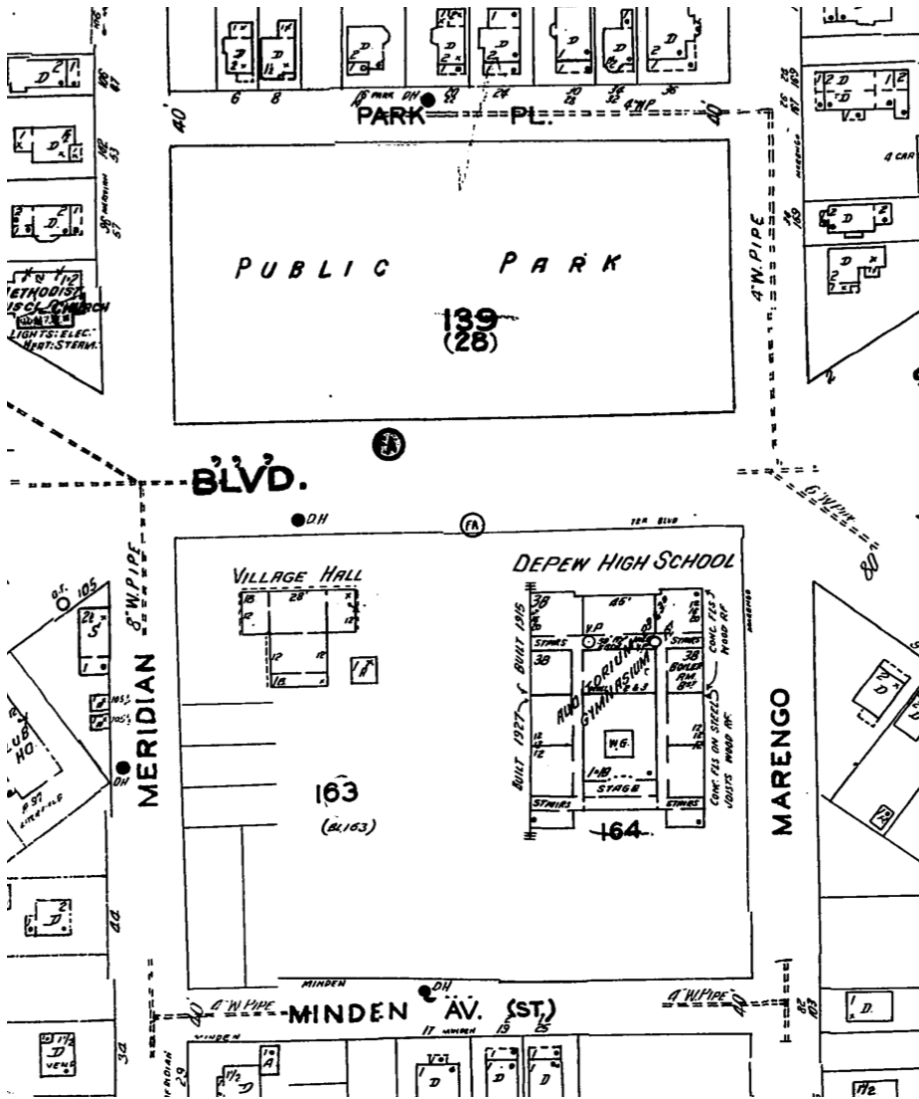
Depew High School

Name of Property

Erie County, New York

County and State

Section 11 Page 4



1949 update to the 1923 Sanborn map (sheet 12) showing Frank Spangenberg's addition to the Depew High School.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Depew High School

Name of Property

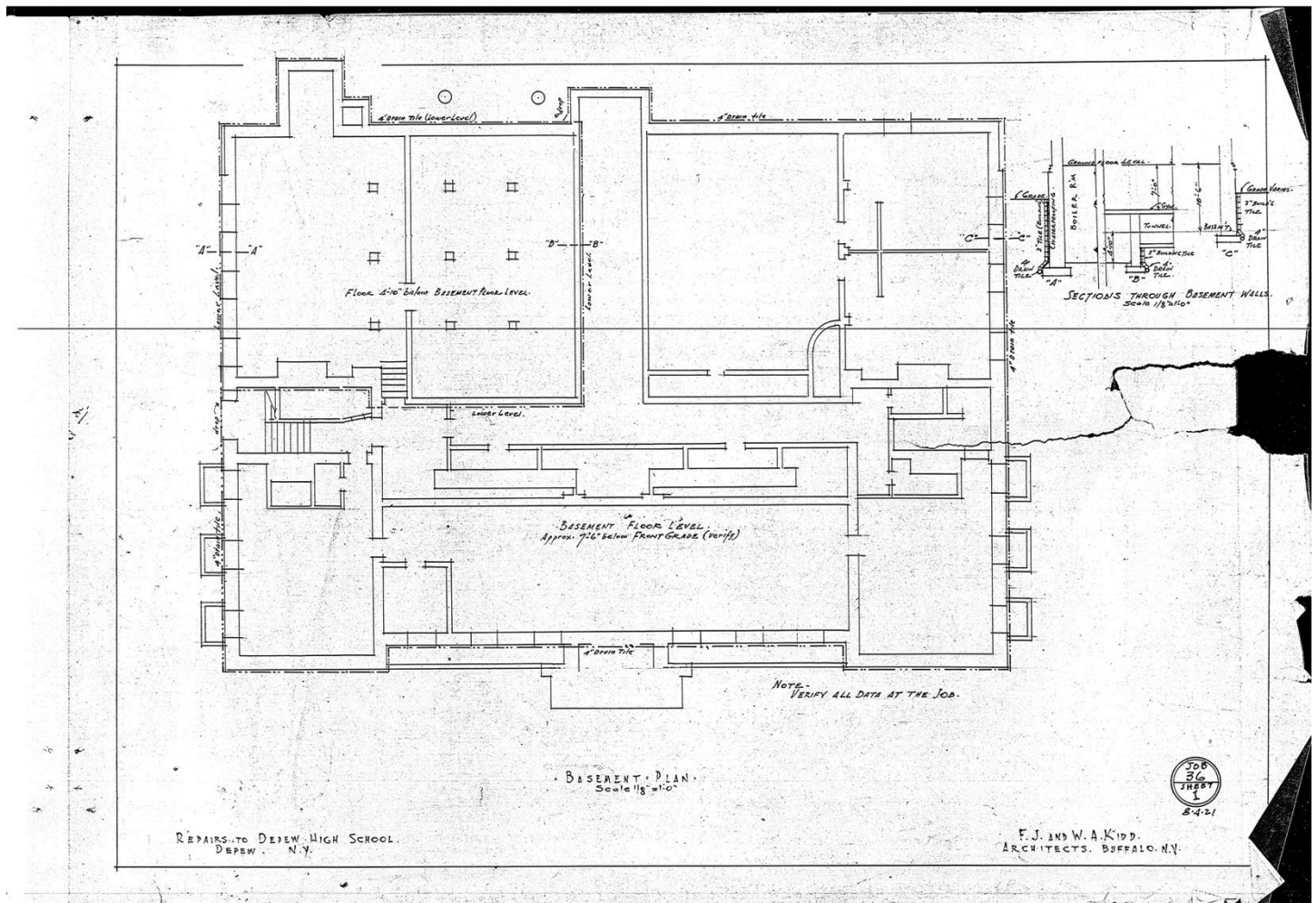
Erie County, New York

County and State

Section 11 Page 1

**Floor Plans**

F.J. and W.A. Kidd of Buffalo produced these existing conditions plans in 1921



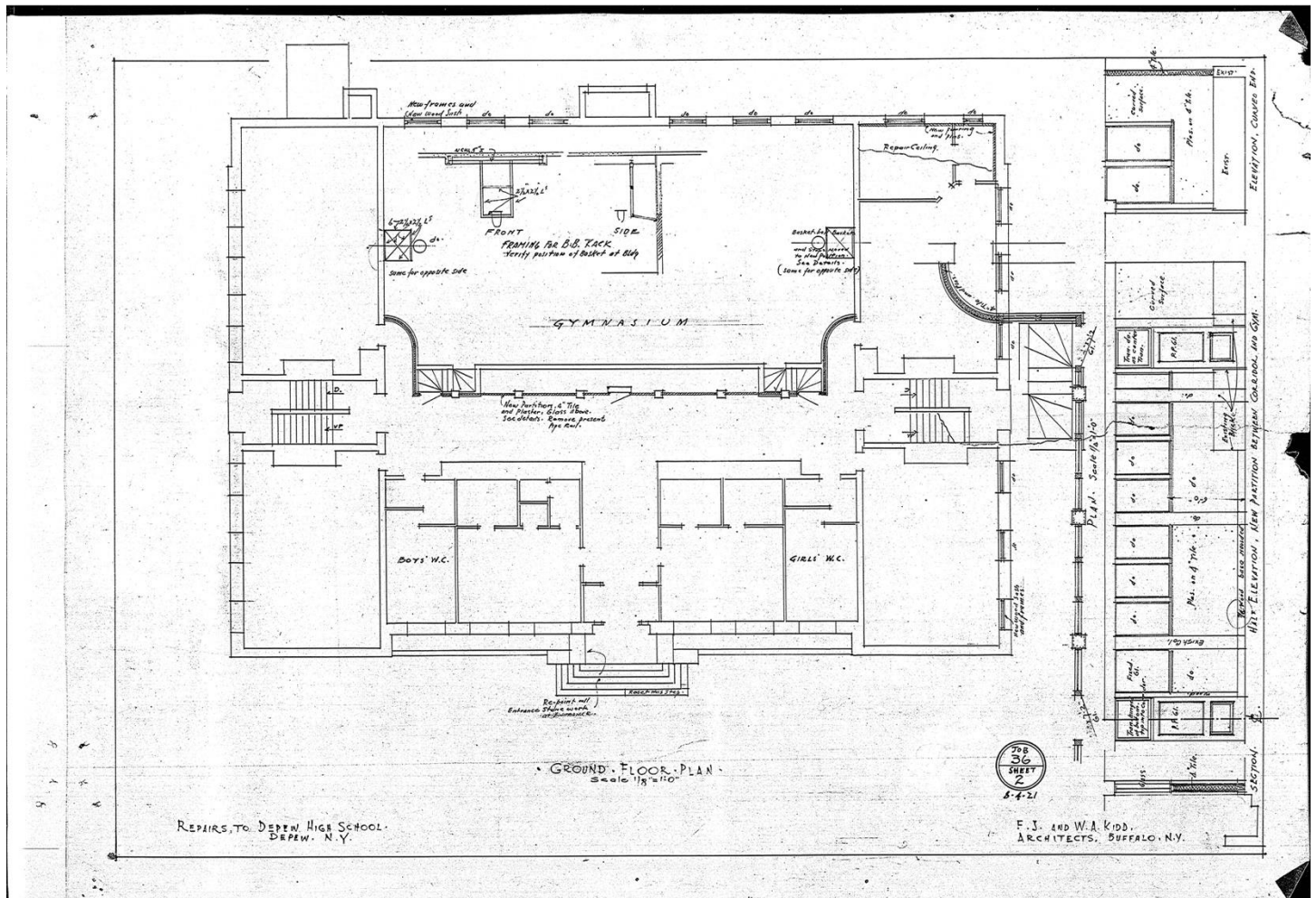
Basement

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 2

Depew High School  
Name of Property  
Erie County, New York  
County and State



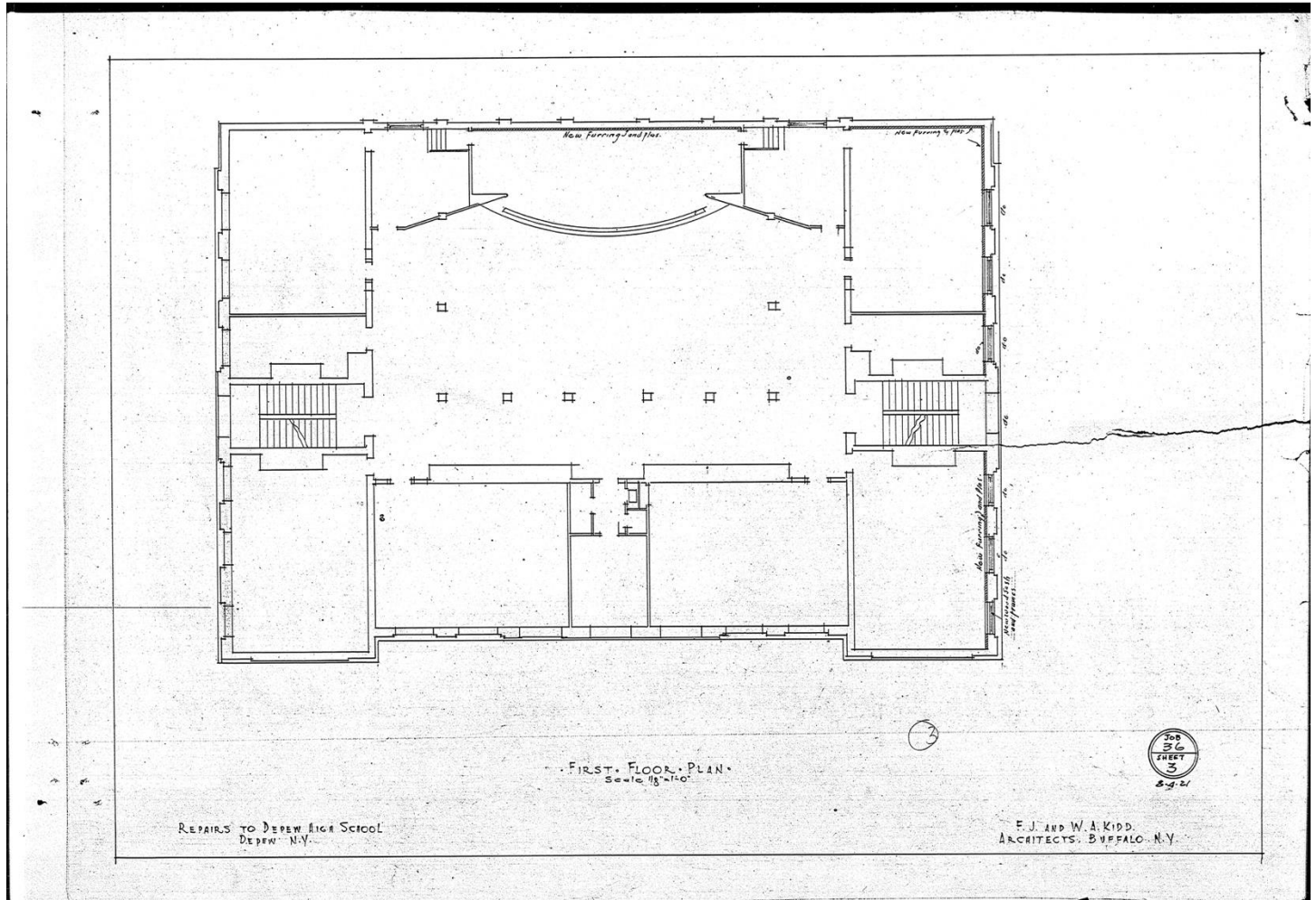
First floor

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 3

Depew High School  
Name of Property  
Erie County, New York  
County and State



Second floor

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

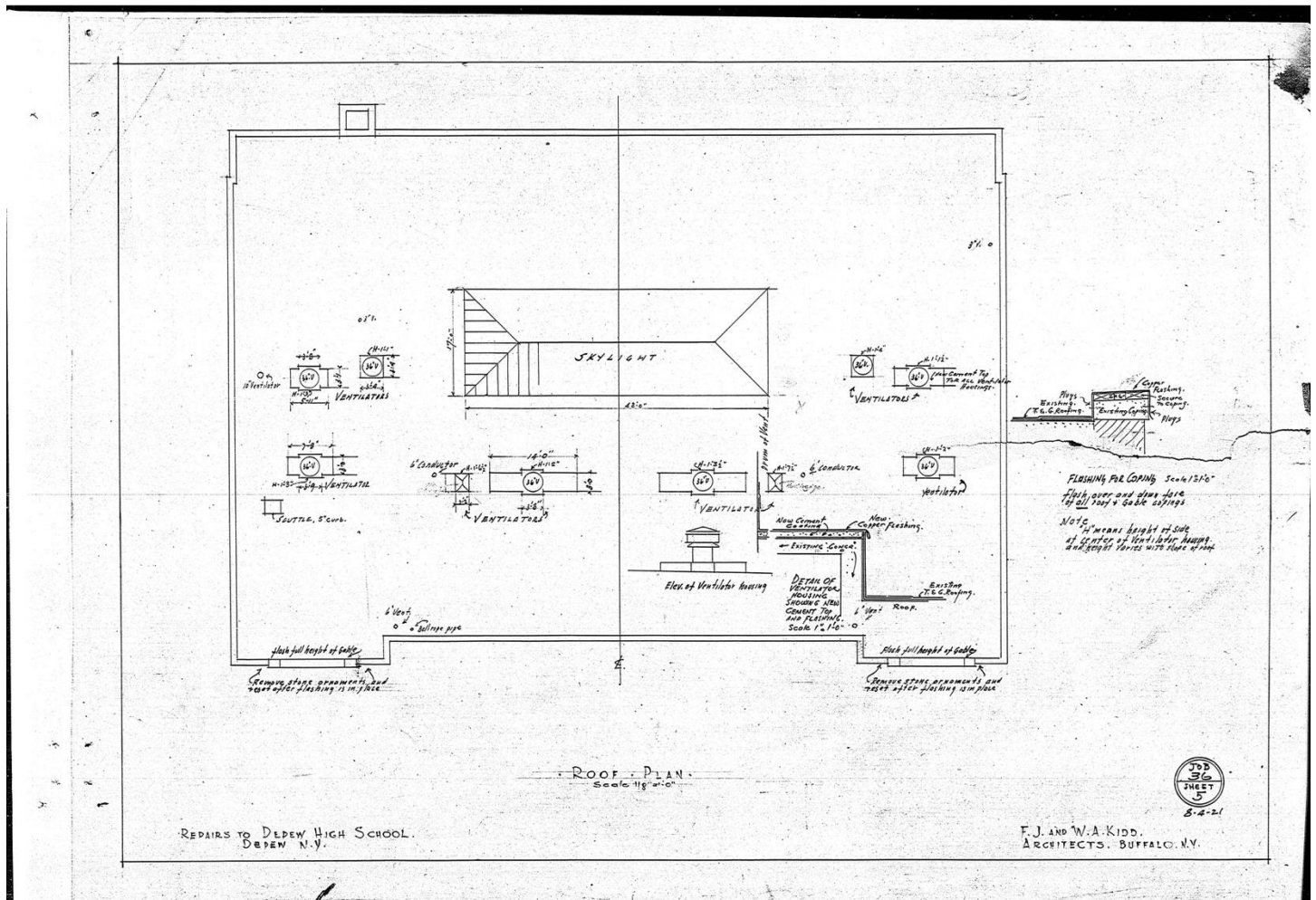
Section 11 Page 4

Depew High School

Name of Property

Erie County, New York

County and State



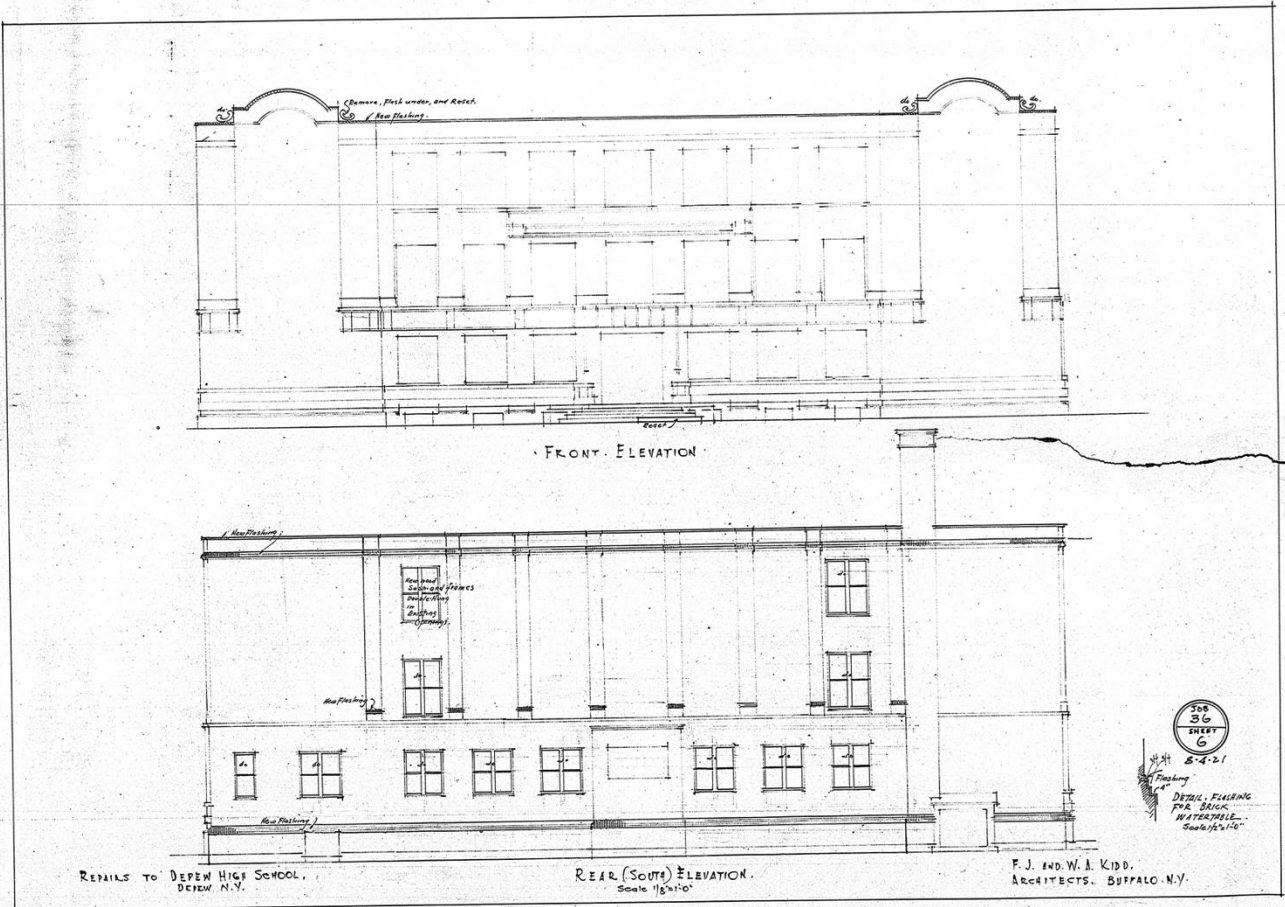
Roof

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 5

Depew High School  
Name of Property  
Erie County, New York  
County and State



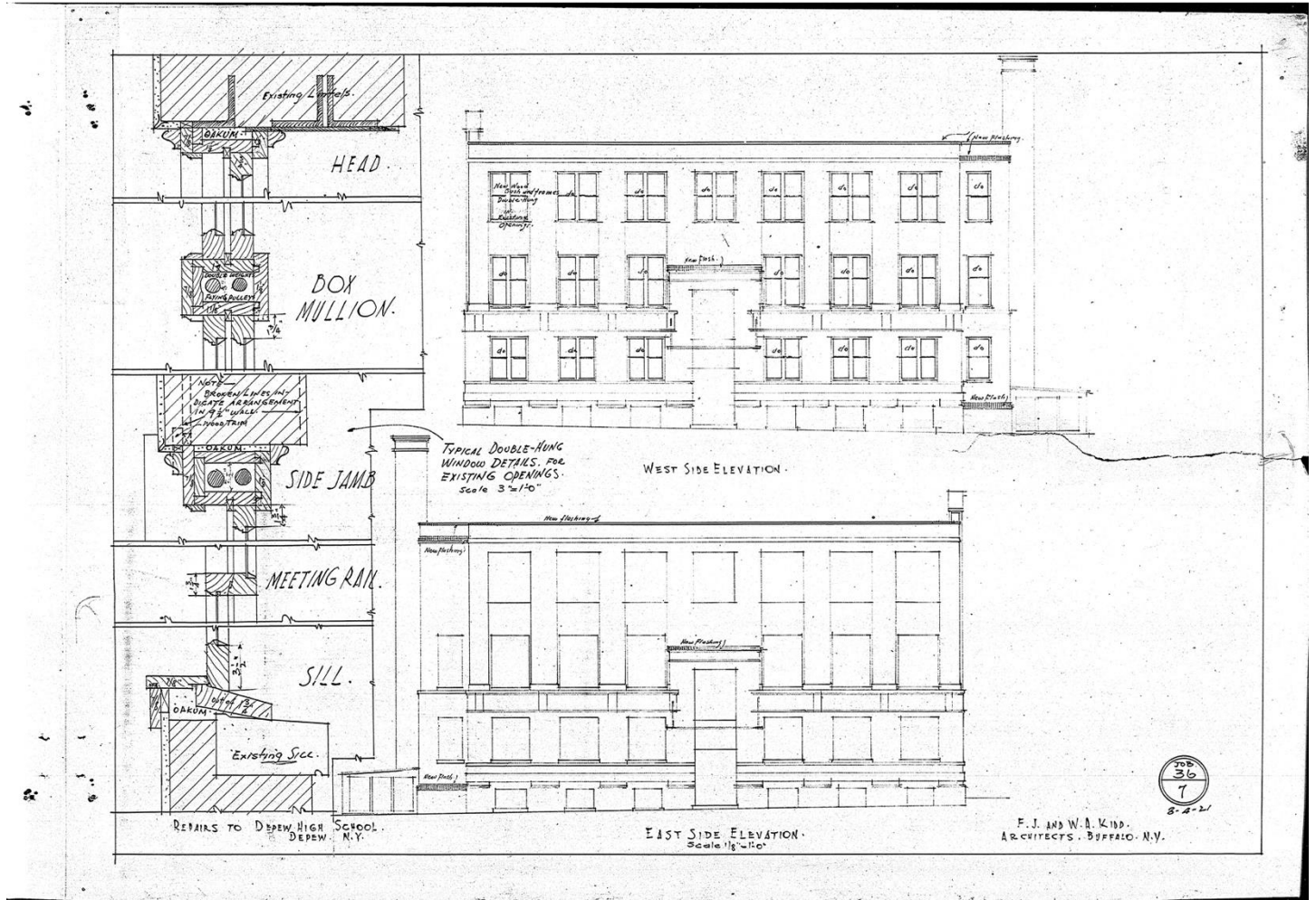
Front and rear elevations

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 6

Depew High School  
Name of Property  
Erie County, New York  
County and State



West and east elevations

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 1

Depew High School

Name of Property

Erie County, New York

County and State

Historic Photographs



c.1914 image of the Depew High School (provided by the Village of Depew Historian, Art Domino)



United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 2

Depew High School

Name of Property

Erie County, New York

County and State



c.1953 photograph from The Sentinel, the Depew High School yearbook.

United States Department of the Interior  
National Park Service

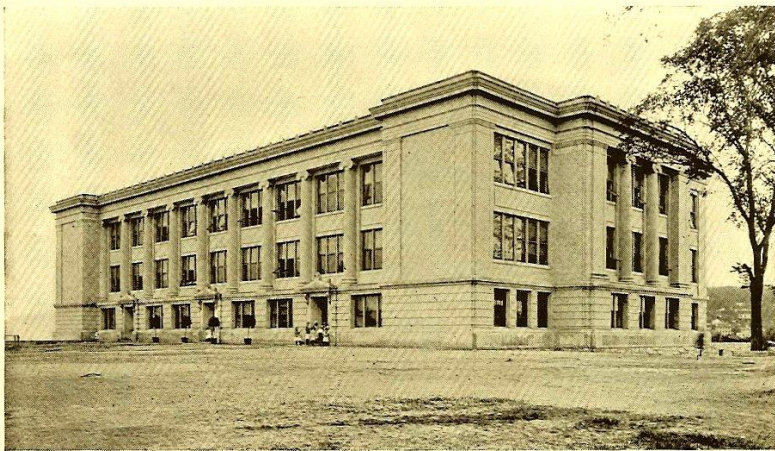
National Register of Historic Places  
Continuation Sheet

Section 11 Page 3

Depew High School  
Name of Property  
Erie County, New York  
County and State

Selected E.E. Joralemon School Designs

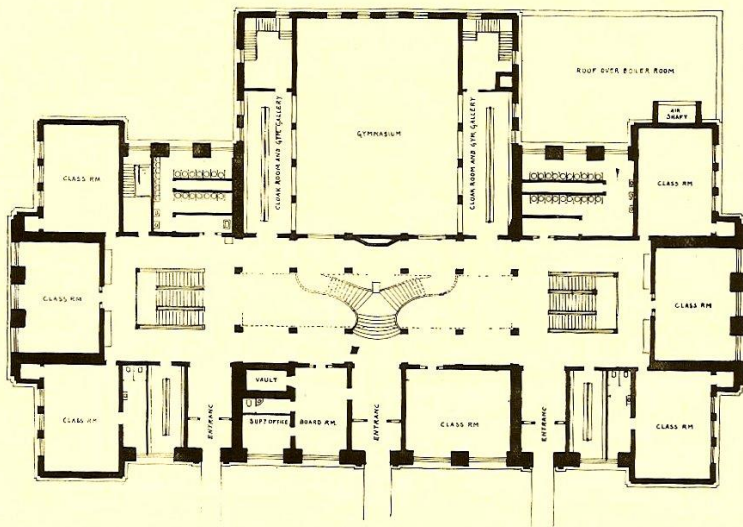
Drum Hill High School and Oneonta High School, two Edgar E. Joralemon designed high schools featured in the University of the State of New York publication *School Buildings and Grounds*, Albany: University of the State of New York, 1917.



Drum Hill High School, Peekskill

Cost \$175,000, or 16.6 cents a cubic foot. Brick and cut stone. Fireproof except roof. Seats 760 grade and 300 high school pupils. 1909-10

E. E. Joralemon, architect



Ground floor

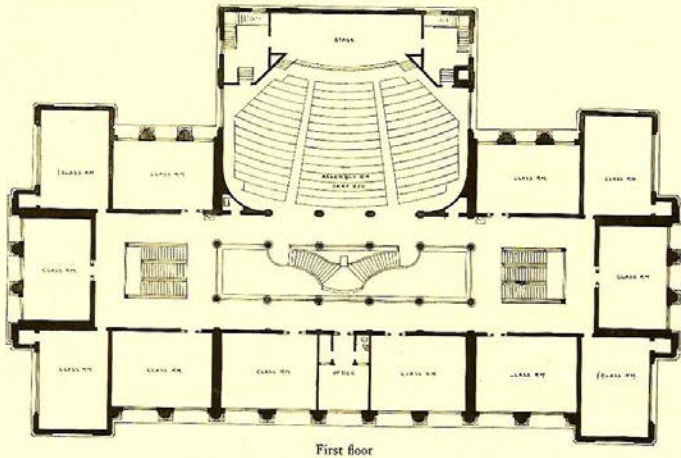
190

United States Department of the Interior  
National Park Service

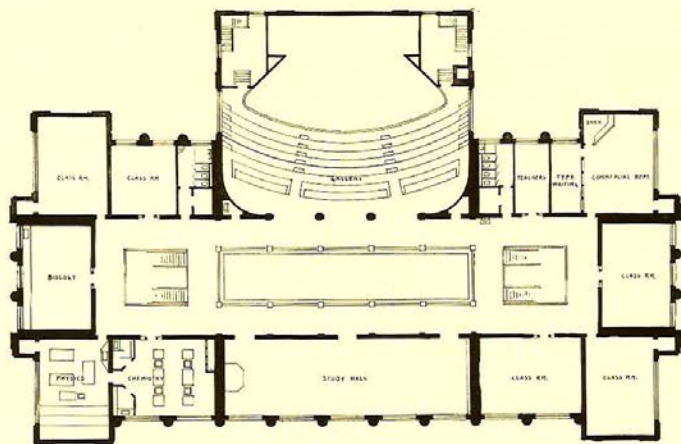
National Register of Historic Places  
Continuation Sheet

Section 11 Page 4

Depew High School  
Name of Property  
Erie County, New York  
County and State



First floor



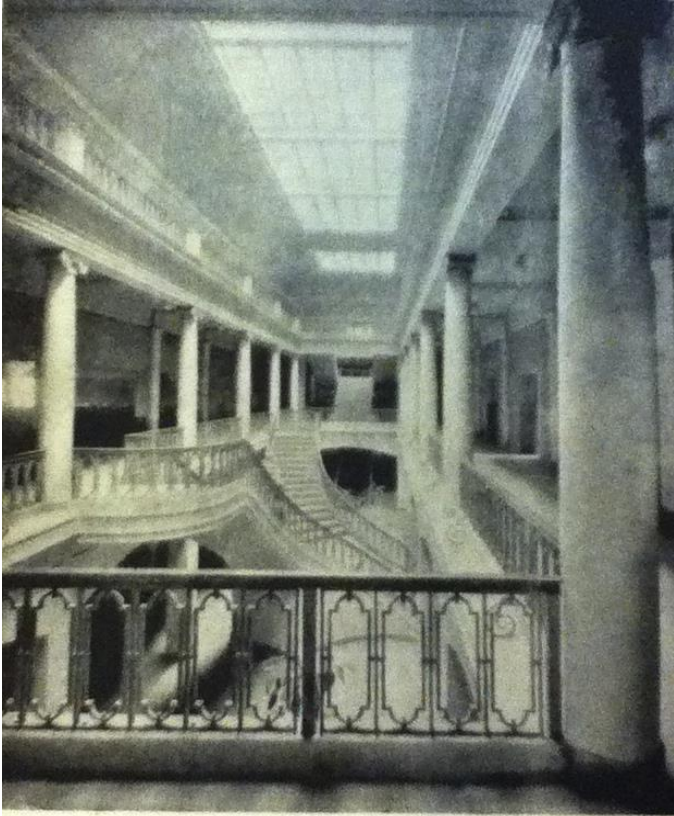
Second floor  
Drum Hill High School, Peekskill  
191

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 5

Depew High School  
Name of Property  
Erie County, New York  
County and State



Drum Hill High School, Peekskill



Oneonta High School

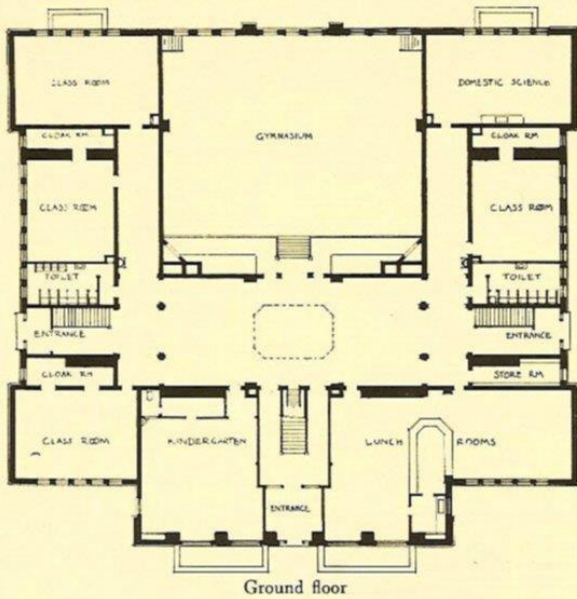
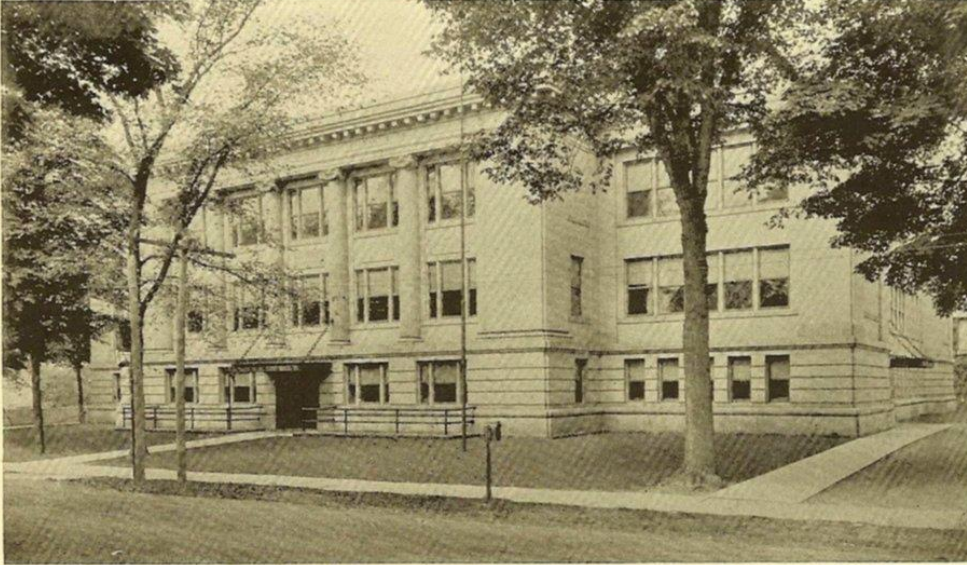
Excellent third floor corridor; friezes, statues and pictures well placed

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 11 Page 6

Depew High School  
Name of Property  
Erie County, New York  
County and State



Oneonta High School

Cost \$115,000, or 10.8 cents a cubic foot. Brick and cut stone. Seats 440 grade and 300 academic pupils. 1907-8

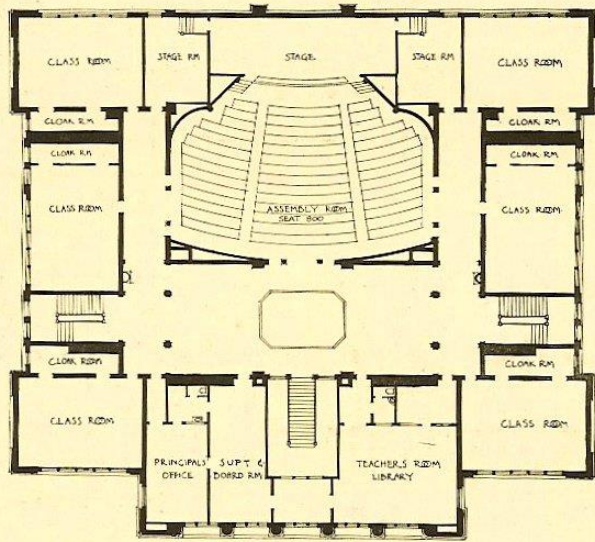
E. E. Joralemon, architect

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

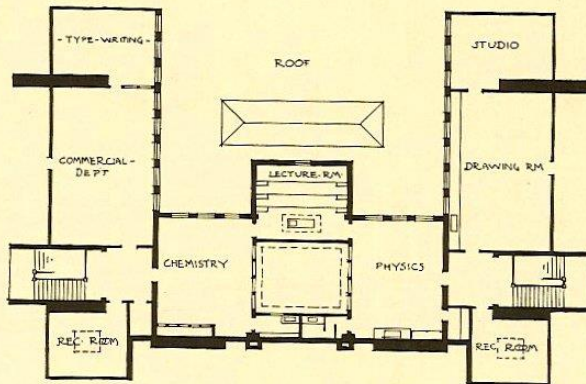
Section 11 Page 7

Depew High School  
Name of Property  
Erie County, New York  
County and State



First floor

The second floor of this building is essentially like the first, except that the center part is occupied by the academic study hall; the center contains the gallery and upper part of auditorium, and there are toilets over the two stage anterooms.



ROOF  
Third floor

Oneonta High School



TERRACE ELEMENTARY SCHOOL

NO STANDING  
DURING SCHOOL HOURS







Handicap Parking

NO PARKING

Handicap Parking

←

CAUTION

















UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Depew High School  
NAME:

MULTIPLE  
NAME:

STATE & COUNTY: NEW YORK, Erie

DATE RECEIVED: 7/22/16                      DATE OF PENDING LIST: 8/10/16  
DATE OF 16TH DAY: 8/25/16                      DATE OF 45TH DAY: 9/06/16  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 16000593

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      8/29/16 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA \_\_\_\_\_

REVIEWER *Abernethy* 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.



**Parks, Recreation  
and Historic Preservation**

ANDREW M. CUOMO  
Governor

ROSE HARVEY  
Commissioner

RECEIVED 2280

JUL 22 2016

Nat. Register of Historic Places  
National Park Service

15 July 2016

Alexis Abernathy  
National Park Service  
National Register of Historic Places  
1201 Eye St. NW, 8<sup>th</sup> Floor  
Washington, D.C. 20005

Re: National Register Nomination

Dear Ms. Abernathy:

I am pleased to submit the following six nominations, all on disc, to be considered for listing by the Keeper of the National Register:

Depew High School, Erie County  
St. Theresa's Roman Catholic Church Complex, Erie County  
Buffalo Public School # 63 (PS 63), Erie County  
Dennis-Newton House, Tompkins County  
Second Walton Armory (Thirty-third Separate Company), Delaware County  
Ascension Roman Catholic Church Complex, Niagara County

Please feel free to call me at 518.268.2165 if you have any questions.

Sincerely:

Kathleen LaFrank  
National Register Coordinator  
New York State Historic Preservation Office