

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form



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

1. Name of Property

Historic name: Llanerch Public School

Other names/site number: Stratford Friends School

Name of related multiple property listing: Historic Educational Resources of Pennsylvania

2. Location

Street & number: 5 Llandillo Road

City or town: Haverford Township State: PA County: Delaware

Not For Publication: NA Vicinity: NA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>Andrew J. Donald</u>	<u>2/15/2017</u>
Signature of certifying official/Title:	Date
<u>Pennsylvania Historical & Museum Commission</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
Signature of commenting official/Title:	Date
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): _____

For Elson H. Beall 4.10.17
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property

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

Category of Property

- 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>	<u>0</u>	buildings
<u>1</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>2</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

VACANT/NOT IN USE

RECREATION/Park

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7. Description

Architectural Classification

LATE 19TH AND EARLY 20TH CENTURY REVIVALS – Colonial Revival

Materials:

Principal exterior materials of the property: Granite

Narrative Description

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

Summary Paragraph

The Llanerch Public School is situated at the southeast corner of Llandillo and Darby Roads in Havertown, PA, and faces north to Llandillo Road in a planned residential neighborhood of detached early 20th century homes. The first school on this site was constructed in 1905. The current building, which was constructed between 1913 and 1914, heavily adapted this earlier design, leaving virtually none of the earlier building other than some structural members and a relocated cupola. The new 2 ½-story school was designed in the Colonial Revival style by the firm Blithe and Richards and complements the styles and influences of the surrounding houses and other buildings. It has a squat, T-shaped footprint, a low-pitched hipped roof, and is clad in randomly laid granite blocks with terra cotta, sandstone, limestone and wood detailing. Prominent stone chimneys rise above the roof, and the rear (south elevation) includes three dormers. The main entrance is emphasized by a three-part tower with a terra cotta-surrounded entry topped by a multi-light wood fanlight. All elevations feature a prominent, denticulated painted cornice and a limestone water table. In keeping with school design of the era, prominent banks of windows indicate classroom locations. Between the school's north elevation and Llandillo Road is a paved, U-shaped driveway bisected by a concrete walkway; this drive and walkway provide the only vehicular access to the property. The front (north) yard includes low plantings flanking the walks and ornamental and shade trees. To the east of the school building is a paved parking lot, set back from Llandillo Road behind single-family homes, surrounded by a chain link fence along Lansdowne Road and the rear and side yards of the residential neighbors.¹ A concrete retaining wall topped by a chain link fence stretches the western length of the property, along Darby Road. South of the school building is a grassy playground and yard, dotted with trees, historically associated with the

¹ This undeveloped lot was acquired by the school c.1945. Historic maps suggest that no buildings or structures were at this location pre-1945 when the school acquired it for use as a parking area. Because the parking area post-dates the period of significance, and does not contribute to the school's significance, it is excluded from the nominated boundary.

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school but now on a separate lot, owned by the Township and serving as a small public park. The play area extends from a short paved swath along the school's rear elevation to Moewyn Road, and is bounded by a low stone retaining wall topped by a chain link fence. Because the playground lot was historically associated with the school, and retains integrity, it is included within the nominated boundary.

Exterior

The school's north (primary) elevation, facing Llandillo Road, is five bays wide (Photographs 1-4 and 8). The three center bays are part of the section of the building that protrudes from the main block. The main entrance to the building, in the center of the north elevation, is prominently marked by a three-level arrangement that becomes a short tower (Photo 2). The entrance consists of a double-leaf glazed wood door with 5-light wood sidelights and a tall 3/12/3 wood transom, in wood surrounds. The entrance is accessed by four granite steps with granite wing walls and a painted wrought metal railing. Surrounding the doorway is a prominent terra cotta surround with flanking engaged Doric columns, a denticulated entablature and a centered blank tablet. The underside of the entablature has a single contemporary light fixture. Immediately above the doorway entablature is an arched multi-light wood window that fills the second story and rises above the roof line. The three-part window (with replacement sash), is topped by a multi-light wood fanlight with transom, and all are set in a continuous wood surround with Doric pilasters and a keystone. Above the window feature is a large rectangular stone plaque, which reads "Llanerch School/Haverford Township." Above the plaque the tower is capped with a hipped roof with wide eaves.

Flanking the entryway and "tower" on the first and second floors are two banks of four window openings with limestone surrounds and continuous limestone heads and sills. The window sash are recent aluminum replacements. The window groupings largely fill the elevation, and were designed to light the classrooms and office. The ends of the elevation, which house the stairways, are set back from the projecting north portion of the building. The first floors of both ends provide access to the stairwells, and project slightly to create vestibule entrances with standing seam metal shed roofs and painted wood cornices. Both entrances consist of a double-leaf two-panel, two-light wood door with a continuous 4-light fixed wood transom. The entrances are accessed by three granite steps. Above the shed roof over each entrance, on the second floor, is a window (recent replacement sash) with a fanlight above set in a rounded stone arch with keystone. The windows have limestone sills.

The north elevation's basement is slightly above grade, allowing for basement windows and a basement-level entrance. The basement windows have limestone heads and sandstone sills with replacement sash. The partially below grade basement entrance is west of the main entrance, and is

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accessed by an open straight-run set of concrete steps with a painted metal railing. The entrance consists of a single-leaf glazed replacement door with a limestone lintel, and leads into a mechanical room. A date stone, reading “1913” is located immediately west of the basement entrance, on the corner of the building facing north.

The west elevation (Photograph 4), facing Darby Road, and the east elevation (Photographs 7 and 8), facing the parking lot, are virtually identical. The north ends of these side elevations are set back from the main block. The stair towers are each lighted by a tall window element consisting of a first-floor window with a stone sill, a blank wood panel immediately above that extending to the bottom of the second floor window, with the second floor window topped by a fanlight, set within a rounded arch with keystone.² The other west and east side window openings are individual or grouped windows with stone sills and heads. All of the windows contain replacement sash, with the exception of the east end’s basement openings, which have been filled with plywood.

The south elevation, facing the playground and lawn, is three bays wide (Photographs 5-7). The first and second floors both contain three banks of windows lighting classrooms, with four windows in each grouping. The window openings match those on the north elevation, with limestone surrounds and continuous stone heads and sills. The window sash is all replacement. The raised basement provides low windows lighting the cafeteria and two matching off-center entrances into the basement level. There are six evenly spaced basement window openings, with stone heads and sills, but the eastern-most opening is blind, with only a stone head—this opening is filled with granite block. The existing window sash is replacement. The basement entrances (Photograph 6) each consist of a double-leaf glazed and paneled wood door with an iron lintel. The doors, which are located partially-below grade, are accessed by concrete steps with concrete and granite cheek walls and painted metal pipe railings. There is a mechanical unit at the west end of the south elevation, which is encircled by a chain link fence. A paved area extends from the south elevation approximately 10 feet until it meets the grassy lawn and play area.

The roof of the building has a gable on hip form with three hipped dormers on the south elevation. Prominent stone chimneys rise above the roof and the center section is topped by an octagonal wooden cupola clad in copper that also dates to 1905 (Figure #4). This is the only portion of the original building campaign that remains visible. It is possible to assume that there are at least some original structural elements that were retained, but these are not readily visible on the interior.

² A c. 1915 photograph (Figure 6) shows that the wood panel between the windows is part of the original design of the elevation.

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Interior

Although no original plans of the building remain, it is possible to assume that there were originally five classrooms on each floor with various storage and closet areas for each classroom. On the 2nd floor, two of these classrooms, located in the southwest corner of the floor plate, could be combined into a single larger space. A non-historic movable wood partition remains in this location (see Photograph #20). In the center of the north elevation on the 2nd floor, over the main entrance, was a distinct space, which was likely originally used as administrative or teacher space, or perhaps the library. The basement likely originally contained open play areas, service areas and mechanical areas, along with the building's only bathrooms, in the southwest and southeast corners. Evidence of this presumed floor plan remains, supported by period documentation.

In 1988, the Stratford Friends School moved into the building and completed some renovations to the building, which primarily involved installing some linoleum tile flooring, dropped acoustical tile ceilings in classrooms and some halls, and fluorescent lighting throughout. It is not known whether or not any original finishes remain beneath the linoleum flooring or dropped ceilings. Some original pendant lights remain in the stairwells. There were no major changes to the overall configuration of the interior floorplan, including the hallways, stairways and classroom spaces, although a few of the latter have been bisected over the years.

The interior of the building is arranged around a wide, double-loaded centered hallway that extends from east to west. The hallway finishes consist of linoleum tile flooring, plaster walls, painted plaster and dropped acoustical tile ceilings, painted partial wainscoting, fluorescent lighting and 2-light 3-panel, single-leaf painted wood classroom doors with painted wood surrounds and historically operable 4-light painted wood transoms (Photographs 10 and 19). The vestibule doors have the same configuration, but have been varnished instead of painted (Photograph 11).

The former classroom spaces are located on the 1st and 2nd floors to the north and south of the hallway. They are arranged in a linear configuration but most were divided in half when the Stratford Friends School occupied the building. This alternation is most apparent in the baseboards, which are of different configurations on opposite sides of the room. No new hallway doors were added during this time. On the 1st floor, the administrative spaces are located in the northwest corner. This, however, is likely not the original location – given the degree of contemporary fabric – and the administrative space was likely originally in the center of the north elevation on the 2nd floor, in the location of the current bathroom and office space. On the 2nd floor, there is one double-width room in the southwest corner. The classroom finishes consist of carpeted, linoleum tile and wood floors, plaster and drywall partitions, original painted wood baseboard, chair rail and window sills, contemporary painted wood baseboard, fluorescent lighting and a combination of original and contemporary blackboards. The

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original blackboards are primarily located on the original dividing walls between the classrooms. In select locations, the closets and glazed wood doors, as well as painted wood doors and transoms to match those in the hallways, also remain (Photographs 10, 12-17, 20, 21, 23-27).³

The basement also has a general east-west hallway but it is partially open on the south side. There are mechanical rooms to the north and an open, multi-purpose space to the south. The finishes in the mechanical space are entirely utilitarian. The finishes in the multi-purpose space are contemporary, and consist of linoleum tile flooring, plaster and drywall partitions, exposed painted brick columns, a dropped acoustical tile ceiling and fluorescent lighting. There is also a non-historic kitchen at the west end of the multi-purpose space and bathrooms in the southeast and southwest corners. Although the finishes are contemporary, these are likely the original bathroom locations and the only ones initially in the building. On the east and west ends of the south elevation are steps that exit directly to the outside and which, presumably, were used by the students for outdoor access.

At the east and west ends of the main hallway are the two primary, U-return stairways, which extend between all floors (Photographs 18 and 22). The stairs have slate treads and painted metal risers and railings. They are separated from the hallways either by original double-leaf paneled and glazed varnished wood doors or double-leaf, multi-light metal doors with substantial multi-light metal surrounds. These latter elements appear to have been added in the mid-20th century. The stairwells were lit both by the adjacent windows and artificial lighting. Some of the original pendant lights remain. In the basement, the east and west ends of the south elevation have three concrete steps that lead up to a landing and access the exterior doors (Photograph 29). There is no elevator.

Integrity

The Llanerch Public School retains its integrity. To convey the significance of this property, the most important aspects of integrity are design, materials, workmanship and feeling. The school's exterior design and materials have not only been retained but are also characteristic of the period of construction, and successfully reflect the recommended school designs of the period. The design of the building was by a firm with extensive experience in school construction, and both the design and the materials selected reflect the trends and public commitment to schools in the early 20th century.

The only exterior alteration is the new window sashes, which replaced the original double-hung sashes that provided both necessarily light and ventilation to the interior spaces. Compatible window sash configurations were installed and no new openings have been created nor have changes been made to

³ The majority of classrooms had some kind of closet or storage space. There is no evidence of sinks.

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the opening themselves, allowing the rhythmic and characteristic fenestration pattern to remain. This change therefore does not adversely impact the overall building. The remaining exterior character-defining exterior features include the original granite cladding, the terra cotta, limestone and painted wood detailing, the Colonial Revival style elements and the consistent fenestration pattern.

The interior of the building is similarly intact with the dominant hallway and flanking circulation remaining with no significant alterations. The classroom spaces have been altered with the insertion of new partitions but as the building has continued being use as a school, it clearly continues to read as classroom spaces. Additionally, as this partitioning did not require the creation of new doorways or windows, both the original hallway configuration and fenestration patterns remain intact. Even the new elements, such as the blackboards, are in keeping with the historic function. The new floor coverings and minimally dropped ceilings have only (presumably) covered the original materials, but the bulk of the original floors and ceilings are believed to remain. In some locations, such as the stairways, the ceilings remain at their original height. Other traditional historic classroom elements, such as the interior doorways with operable transoms and the dedicated rear closet spaces, further solidify the impression of a school building. The workmanship also retains its integrity and demonstrates an era in which public education was considered to be a priority into which significant time and money was invested. In large part because the building has been in continuous use as a school until recently, there is no question that the original feeling of place remains intact.

The setting of the school, with front and rear lawns, plantings, and shady play areas in a complementary residential neighborhood also remains intact. Regarding the project site specifically, the only significant changes to the site occurred between the two building campaigns: the southern half of the block was added to the original school parcel, expanding the lot to Moewyn Road and the U-shaped driveway, which first appears on a 1913 Sanborn Fire Insurance Map. The specific use of the parcel is not known, but presumably it served as outdoor play space. Circa 1945 the east parking lot was added, but the change had no impact on the subject property. There have been no other significant alterations. The surrounding neighborhood retains most of the adjacent, historic residential buildings and the two other prominent architectural elements in the neighborhood - St. Andrew's M.E. Church and the Llanerch Presbyterian Church.

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8. Statement of Significance

Applicable National Register Criteria

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

Criteria Considerations

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

Areas of Significance: ARCHITECTURE; EDUCATION

Period of Significance: 1913-1930

Significant Dates: NA

Significant Person: N/A

Cultural Affiliation: N/A

Architect/Builder

Blithe and Richards, architects (1913-1914)

Patrick J. Hurley, builder (1913-1914)

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

The Llanerch Public School is significant under Criteria A and C, as it embodies early 20th century educational programmatic theories and is a design of the prominent and prolific school architect Henry DeCoursey Richards, during the stage in his career with the firm Blithe & Richards. The property meets the registration requirements presented in the *Historic Educational Resources of Pennsylvania* Multiple Property Documentation Form, specifically those from the Long Progressive Era. The period of significance is 1913-1930, beginning the year construction began and ending in 1930, which is the end of the Long Progressive Era. The property is an important example of early 20th century school design and an implementation of educational theories in southeastern Pennsylvania, in this case the new neighborhood of Llanerch.

Narrative Statement of Significance

A Brief History of Public Education in Delaware County and Haverford Township

The first introduction to formal education in Delaware County was in 1684 when the first recorded teacher was hired in a subscription school.⁴ As there was no formal system for education at the time, subscription schools were a voluntary program created and funded by individual communities. The first official school in Haverford Township was the Federal School, which was constructed in 1797. It was a subscription school that served students from the immediate area and neighboring farms but it only went through 8th grade.

The practice of subscription schools continued until the late 18th century when the United States Constitution called for a “free school for every child.” However, as it didn’t specify a way to pay for those schools, no real changes occurred until the 1830s, when acts passed in 1831 and 1834 provided actual financing for construction and maintenance of public schools. Eleven townships in Delaware County adopted these acts in 1834, including Haverford Township.⁵ By 1854, the county had its first Superintendent of Public Instruction and Haverford Township, where Llanerch is located, had five one-room public schools and one parochial school. By 1911, there were forty-four formal school districts throughout Delaware County.⁶

⁴ John W. Jordan, Ed. *A History of Delaware County, Pennsylvania and Its People: Volume II* (New York: Lewis Historical Publishing Company, 1914): 427.

⁵ Jordan, 428. There were twenty-one townships in Delaware County at that time.

⁶ Jordan, 428.

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In the second half of the 19th century, Haverford Township saw tremendous growth and development, due largely to the arrival of the toll road and, later, the trolley and rail lines. For the first time, this area west of Philadelphia was immediately accessible, resulting in an almost doubling of the population between 1900 and 1925.⁷ Gone were the largely open lots and farms and, in their place were single family homes, large estates and planned communities. These residential areas were heavily supported by small commercial centers, such as Havertown and Haverford, which made them largely self-sufficient in terms of daily life. Amenities such as Merion Cricket Club, the Llanerch Country Club and the Pennsylvania Railroad Golf Club speak to the township's affluence and continuing appeal as a residential option. The township was also heavily buoyed by the prominent Haverford College, which was established in 1883. The college not only gave the township a steady income stream and automatic community base, but also a firm sense of identity.

Beginning in the late 19th century, there was a significant increase in school construction in Haverford Township, primarily due to an increase in population, which in turn led to an increase in financial resources. In particular, there were five local schools that were in operation when Llanerch Public School was constructed, all within two to three miles of the property. The Preston School, located near the corner of Martin and Lancaster Avenues in Haverford, was constructed in 1876 and remained in operation until c.1950. The building still stands but has had a commercial function since the mid-20th century. The Manoa School, located at S. Manoa Road in Haverford, was built in 1897 and remained in operation until c.1990, when it was demolished. The Chestnutwold School, located at Loraine Street and Belmont Avenue in Ardmore, was constructed in 1908 and was initially used as a high school. It remained in operation until 1985, when it was demolished. The Oakmont School, located at the intersection of Eagle Road and Hathaway Lane in Havertown, is a stone building constructed in 1912 in the Colonial Revival style. It was used as the high school and remained in operation until 1923 when a new high school was constructed and the building was converted into school administrative space. The Brookline School, located at the corner of Earlington and Sagamore Roads in Havertown, was a stone building built in 1913 in the Colonial Revival style. It remained in operation until 1985, when it was converted into a senior center. Of the three other extant schools, the Preston and Brookline Schools were used as elementary schools and the Oakmont School was a high school.

A Brief History of Llanerch

The area that became Llanerch was originally an empty eighty-one-acre parcel, shown on an 1892 map as being owned by Henry Albertson and, later, by his wife Mary (Figure 1). It was bounded by Coopertown Road, later E. Darby Road, to the west, Westchester Turnpike to the southwest and Quarry

⁷ "History of Haverford Township." <http://www.haverfordtownship.org/egov/docs/120164522361.htm>. Accessed on January 5, 2017.

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Road, later Township Pike, to the south. Parcels owned by Morgan R. Davis and the estate of Jacob Eckfeldt abutted the site to the north and east, respectively.

By 1895, the Alberstons had divided the land, named Llanerch, establishing formal streets – four east-west and four north-south streets – and building “twelve neat and tasteful dwellings of stone or brick...” (Figure 2).⁸ Robert G. Kennedy and Frank A. Hays, who both lived in Llanerch, were both the homes’ architects and the builders.⁹ Other early residents of the town included “J. Lord Rigby, Mrs. William Hays, D.S.W. Delaplaine, Robert G. Kay, Morgan R. Davis and the Reverend J.F. Hartman.”¹⁰ On February 28, 1897, a parcel was also given for the construction of St. Andrew’s M.E. Church, constructed near the northwest corner of the parcel.¹¹ The late Victorian stone building is typical of its era. The Llanerch Station and Post Office also appears on the west side of Westchester Turnpike. The one-story, late Victorian style building is clad in brick and painted stucco. A 1900 map still lists Mary Albertson as the owner of the entire tract.

In 1901, Charles S. Taylor bought the land from the Albertsons and formally subdivided the tract into 200 residential lots, excluding the built parcels mentioned above.¹² Although there was no formal zoning code at the time, Taylor determined the specifics of each plot, including usage and number of buildings. Taylor also continued to use Kennedy and Hays as the primary architects for the new homes, which resulted in a uniformity of size, setback and materials. Ultimately, there were 106 residences, most of which were architect designed. The non-residential buildings, which included the school as well as two churches, were also designed in Revivalist styles that were typical of both the Llanerch neighborhood in particular and similar suburban developments in general. The presence of the school and two churches as the town’s only “amenities” speaks to the priorities of the time and the weight that these three buildings must have carried as an enticement to new residents.¹³ Other similar services, such as a library or post office, for example, were clearly not considered by the developer to be as vital. All

⁸ Samuel Fitch Hotchkin, *Rural Pennsylvania* (Philadelphia: George W. Jacobs and Co., 1897): 350. Llanerch is a Welsh word meaning “open space at the top of a knoll.” This was the second time that the Albertson’s had undertaken such a development. The Henry Albertson Subdivision Historic District (NR 1997) is a collection of seventy-one houses that were constructed in the 1880s in nearby Lansdowne, PA.

⁹ They were partners in the Philadelphia firm of Kennedy, Hays and Kelsey. They were primarily known for their residential work, as well as for the Philadelphia Cricket Club.

¹⁰ Hotchkin, 350.

¹¹ Hotchkin, 350.

¹² Henry Albertson died suddenly in 1895 and it is likely that his death was one reason for the sale to Taylor.

¹³ The train station and post office are located on the west side of Westchester Pike and are not included within the Albertson plot.

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of this resulted in an extension of Albertson's vision, a self-sufficient planned community, which was the first in Haverford Township.¹⁴

The idea of a planned community in suburban Philadelphia was far from a novel suggestion. With the extension of the Lancaster Turnpike in 1797 and the parallel railroad and trolley lines beginning in the mid-19th century, people could not only easily access these places but also interested parties – the railroad and trolley lines –were incentivized to develop them. In general, the primary method of promotion was through purchasing land along the railroad line and then subdividing and selling it to its employees at a discounted rate. The employees not only benefitted from the prestige of an affluent neighborhood originating from a collection of country estates, but also were provided a comfortable country life away from the harshness of the city that afforded all of the city's conveniences. Simultaneously, the railroad was guaranteed a consistent passenger base for its "abundant train service."¹⁵ Merion, Ardmore and Bryn Mawr are located in the larger vicinity and are earlier examples of this trend.

These neighborhoods were also carefully marketed to a specific socio-economic group who were interested in maintaining proximity to Philadelphia while embracing a pleasant, country lifestyle in keeping with the then-popular Victorian ideals. Consequently, the result was idyllic, comfortable houses thoughtfully positioned on wide lots with broad, winding streets. The houses were also architect designed in a variety of Revivalist styles, so that owners had all the aesthetic comforts of a historic neighborhood and all the conveniences of a contemporary one.

The marketing of Llanerch followed this well-established tradition and period newspapers advertised it as having "beautiful views... Telford roads... granolithic pavements," electric lights, large houses and lots, "white tile and white enamel tubs" in bathrooms, "Macadamized streets" [and] only seven miles from Broad Street Station."¹⁶ As "the highest and most healthy suburb of Philadelphia," it had no dust or coal but offered "pure clean water" and underdrainage (Figure 3).¹⁷

Like most Philadelphia suburbs, the development and success of Llanerch was largely dependent on its accessibility from Philadelphia. In 1895, the Philadelphia and West Chester Traction Company built a

¹⁴ "History of Llanerch." <http://www.llanerchadvocacygroup.com/history-of-llanerch.html>. Accessed on August 23, 2016. The neighboring towns of Oakmont and Brookline were also early examples of planned communities in the Township.

¹⁵ Philadelphia Chamber of Commerce, *The City of Philadelphia As It Appears in the Year 1894* (Philadelphia, PA: 1895): 172.

¹⁶ Advertisement. *The Philadelphia Inquirer* (5 March 1898): 11.

¹⁷ Advertisement. *The Philadelphia Inquirer* (19 May 1895): 9. Philadelphians had long had a preoccupation with clean water, beginning with the yellow fever epidemics in the late 18th century, and the importance of their access to it.

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steam trolley from Philadelphia to West Chester with a stop in Llanerch and an additional line, servicing Ardmore, was added in 1902. The Philadelphia and Delaware County Railway, which ran to Newton Square, had a station in Llanerch.¹⁸

Site and Building History

On November 13, 1904, the Haverford Township School Board purchased a tract of land in Llanerch for \$2,450 for the construction of a public school.¹⁹ At the time, the population of Llanerch was approximately 100 people.²⁰ By January 1905, the school's architects, Churchman and Thomas, were accepting bids for a 2-story stone school building measuring seventy-five feet by thirty-three feet.²¹ The 2-story brick building measured seventy-five feet by thirty-three feet and had only four rooms (Figure 4).²² It was constructed at an estimated cost of \$10,000. The building was originally used as a high school but, in 1907, because of a rapidly increasing population, a grammar school teacher was placed in the building to accommodate "the population of the district [which was] rapidly increasing."²³ Indeed, between 1900 and 1925, the population of Haverford Township had doubled.²⁴

A 1908 Baist Atlas shows that the school has been constructed and sits on a parcel that extends halfway south down the block toward Moewyn Road (Figure 5). The remainder of the Albertson parcel has also been subdivided into formal building lots, with approximately half containing residential buildings and the remainder largely empty.

In August 1912, plans were underway for the construction of what was initially referred to as an expansion to the now-grammar school at an estimated cost of \$50,000. The new building was to be

¹⁸ "History of Llanerch." <http://www.llanerchadvocacygroup.com/history-of-llanerch.html>. Accessed on August 23, 2016.

¹⁹ "School Board Buys Tract of Land." *The Philadelphia Inquirer* (13 November 1904): 3. The school was originally named Public School No. 2, but renamed the Llanerch Public School in 1914, when Pennsylvania passed a law allowing schools to have names rather than numbers. The tract had not been previously designated for a school.

²⁰ "Llanerch Directory, 1902."

<http://www.delawarecountyhistory.com/haverfordtownship/LLANERCHDIRECTORY1902.htm>. Accessed on August 23, 2016.

²¹ *Philadelphia Real Estate Record and Builders' Guide* 20:3 (18 January 1905): 33. This construction was part of a larger building campaign in the township, which also undertook construction of schools in neighboring Brookline and Preston that same year.

²² *The Philadelphia Inquirer* (11 April 1905): 6.

²³ Jordan, 427. Prior to the construction of the school, elementary school students attended other schools in the township.

²⁴ "History of Haverford Township."

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exclusively used as an elementary school.²⁵ It was to consist of two stories and a basement and measure sixty-eight feet by 109 feet, triple the size of the previous school building (Figure 6). The architects were Wesley Blithe and Henry DeCoursey Richards, partners in the firm Blithe and Richards. While Blithe was better known for his residences and churches, Richards was a popular school architect and an expected choice for this era.²⁶ The contractor for the project was Patrick J. Hurley. It not clear which members of the firm – Blithe or Richards – were responsible for which design elements without available primary documentation.

By April 1913, the plans had been finalized and, in May, Haverford Township approved a loan of \$120,000 for the construction and renovation of three new schools, including the Llanerch Public School.²⁷ In August 1913, *The Philadelphia Inquirer* reported that construction was being rushed to be ready for the 1913-1914 school year.²⁸ The article also stated that the building was to be in the Colonial Revival style and clad in Holmesburg granite. The interior was to have ten rooms, measuring twenty-four feet by eighty feet each with a total capacity for 450 students, which was twice as much as the earlier school building. It was also to have a library, basement and play rooms. To maximize interior space, two classrooms on the top floor could be combined into an Auditorium via a folding-door partition.²⁹

A 1913 map shows that the lot on which the school sits has also been doubled, extending it all the way to Moewyn Road, which was presumably done in conjunction with the new construction (Figure 7). In the surrounding neighborhood of Llanerch, additional residences have been constructed, as well as the Llanerch Presbyterian Church, near the center of the parcel. Subsequent maps show no change to the school lot but show additional construction in the Albertson parcel, primarily for residential use but also with limited commercial services, such as buildings for the First National Bank of Philadelphia and the Provident Trust Company.

The site operated as the Llanerch Public School for elementary school students from 1914 until 1977, when enrollment slowed and the school board subsequently relocated students within the district. Public ownership of the school was retained, however, and the space rented to various county agencies,

²⁵ The high school students were relocated to the new Oakmont School on E. Eagle Road until 1923 when another new high school building was constructed. The Oakmont School is a 2 ½-story stone, Colonial Revival style building.

²⁶ Blithe was responsible for other projects in Llanerch, including a residence for Dr. I.B. Roberts in 1904.

²⁷ *Philadelphia Real Estate Record and Builders' Guide*, 28:18 (30 April 1913): 283. The other two schools were those in Brookline and Preston. Given the extent of the work, it was ultimately more of a reconstruction than an expansion.

²⁸ "No Depression Felt in Delaware County."

²⁹ "No Depression Felt in Delaware County."

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including the Delaware County Intermediate Unit.³⁰ In 1987, the Township acquired the building from the school district and, in 1988, the building was bought by the Stratford Friends School, which primarily served children with learning disabilities. Ownership of the southern half of the block – the open playground area – was retained by the Township. In 2009, the Stratford Friends School relocated and the building has been vacant since that time.

Significance for Educational Theories and School Design

The Llanerch Public School embodies early 20th century educational programmatic theories and is a design of the prominent and prolific school architect Henry DeCoursey Richards and Wesley Leshar Blithe, in their firm Blithe & Richards.

The Long Progressive Era, 1867-1930

The Llanerch Public School fits the property type in the *Historic Educational Resources in Pennsylvania* Multiple Property Documentation Form (MPDF) defined as a “Public Elementary and Secondary School,” a single building with more than one room. The importance of the Llanerch School lies in its ability to convey the trends and theories found within the Long Progressive Era (please refer to the MPDF for a more-complete discussion of the Era and trends, pages E:40 – E:69). A suburban example of a multi-room single building, the Llanerch School contains many of the important aspects that clearly reflect the educational theories and design trends being actively promoted in the early 20th century.

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

³⁰ The Delaware County Intermediate Unit was a non-profit group dedicated to raising funds for teachers and school administrators.

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styles, usually applying Classical or Colonial Revival style influences that reflect either Greek or Roman ideals or the nation's colonial heritage.

To guide the construction of new schools, and to ensure they met society's evolving needs, Pennsylvania's Department of Public Instruction regularly issued guides and directions to schools across the state regarding curriculum, siting of buildings, specialized spaces, ventilation, sanitation, playground design, and more. The Llanerch School reflects most, if not all, of the directives put forth in the standardized plans and requirements for school construction at this time. The appearance of the school also fits the trends for civic or public buildings during the early 20th century.

The Llanerch Public School retains the typical features of an elementary school for the period including multiple classrooms, a level of architectural detailing, and simple landscaping. The Llanerch Public School was designed to have a library, basement play rooms and two 2nd floor classrooms that could be combined into a larger Auditorium.³¹ It is also compatible with the MPDF for *Historic Educational Resources in Pennsylvania* as reflecting "important developments in the history of educational philosophy and practice, and [retaining] integrity."³² Moreover, its design is successful in "demonstrating the important trends in school design and construction for a defined period."³³

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

It is this notion of a shift in architectural form to "address curricular reforms" that is particularly emblematic of the Llanerch Public School.³⁴ As is extensively discussed in the MPDF, then-prevailing educational theories, particularly those of John Dewey, posited that educational spaces needed to foster

³¹ "No Depression Felt in Delaware County." *The Philadelphia Inquirer* (17 August 1913): 6.

³² "Educational Resources of Pennsylvania," F1.

³³ "Educational Resources of Pennsylvania," F5.

³⁴ "Educational Resources of Pennsylvania," E50.

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“community, curiosity and creativity” much as the City Beautiful movement felt that architecture could improve human virtue.³⁵ In an era that saw both an unprecedented increase in school construction and an unprecedented involvement by the State, this objective was not always easy to achieve.³⁶

This school clearly demonstrates the important trends of the Long Progressive Era in the early 20th century by reflecting the importance of floor space, light, ventilation and sanitation and recreation.³⁷ The large open rooms provide both sufficient space for the students and a flexibility in how those spaces were used, maximizing their effectiveness to both the students and the larger community. At a minor level, this was achieved through moveable desks. At a larger level, this was achieved through moveable partitions between the rooms, such as on the 2nd floor. The large, regularly spaced windows provided the required light and ventilation. The interior basement bathrooms and easily-cleaned surfaces provided the appropriate sanitation. The play areas and playground emphasize physical activity. In the forward for *Bulletin of One, Two, Three and Four Room School Buildings*, Richards writes that, “an attractive school house surrounded by large and well-kept grounds is the best public asset in any community.... A substantially built school house designed to meet the need and purposes of the children, with due regard for modest artistic effects of grace and beauty, will profoundly influence the whole community life.”³⁸ The Llanerch Public School not only upholds the functional and programmatic principles of an early 20th century public school but also adheres to the higher moral and philosophical objectives to which a school building could aspire.

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

One of the first attempts at codifying the design of primary schools came in 1841 when educator Henry Barnard published *School House Architecture*.³⁹ The book was concerned with all aspects of school design, including location, size, light, ventilation, furniture, and arrangements for the teacher. Barnard’s main goal was to provide a healthy atmosphere for students and teachers, one that would be conducive to both learning and instruction.⁴⁰ Although based on his observations of schools in New England, the treatise became an instant success and went on to influence school construction throughout the United States for the rest of the 19th century.

³⁵ “Educational Resources of Pennsylvania,” E50.

³⁶ “Educational Resources of Pennsylvania,” E52.

³⁷ *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

³⁸ *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

³⁹ The following section was largely taken from the National Register nomination for the Gregory Primary School in Long Branch, New Jersey (NR 2012).

⁴⁰ Henry Barnard, *School House Architecture: A Report* (Hartford, CT: State of Connecticut, 1842): 6.

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

Over the next few decades, the nationwide standardization of design was becoming the norm, addressing the most general to the most specific of conditions. On the exterior, the design began with siting the construction in a central location with adequate indoor and outdoor space.⁴¹ The school should be no more than two stories and should refrain from excessive ornamentation and detailing.

On the interior, guidance included “good circulation, centralized administration, fire safety, . . . ease of maintenance,” a double-loaded corridor, classrooms in linear configurations, supplemental coat closets at the rear of the classrooms, copious sunlight, wide hallways, high ceilings, functional stairway locations, and chalkboards on the front and side walls so pupils never had to turn around in their seats.⁴² In keeping with then-contemporary beliefs about school construction, such schools also have large and continuous windows to provide adequate light and ventilation, the hallways and stairways are all fire-proofed and have significant ceiling heights and all spaces are constructed of basic materials – plaster, wood, concrete – to promote sanitation.

In 1915, shortly after the construction of the Llanerch Public School, the Bureau of Public Schools published the *Bulletin of One, Two, Three and Four Room School Buildings*, for which Henry DeCoursey Richards was the supervising architect.⁴³ As of 1911, the School Code of Pennsylvania specifically required that new school buildings “conform to the modern principles of lighting, heating, ventilating and physical activity.”⁴⁴ The intent of Richards’ book was to enable this by presenting “standard plans and limited specifications” to Boards of Education throughout Pennsylvania.⁴⁵

The close timing between the design of the Llanerch Public School and the publication of the book means that many of Richards’s theories can be clearly identified in the school’s design (Figure 8). The

⁴¹ May Ayers, Jesse F. Williams and Thomas D. Wood, *Healthful Schools: How to Build, Equip and Maintain Them* (Cambridge, MA: The Riverside Press, 1918): 6.

⁴² “River Street School,” *National Register Nomination* (1995): 8:6; W. Pope Barney and Roy W. Banwell, “Suburban Elementary School.” *The Architectural Forum* (January 1935): 37; Howard L. Green, *Classrooms Struggle: A History of School Construction in New Jersey* (New Jersey: Preservation New Jersey, 2011; Barney and Banwell, 37; Rawson W. Haddon, “Modern American Schoolhouses: Some Recent Examples of Specialized Buildings, Guilbert and Betelle, Architects.” *Architectural Record* 36 (July 1914): 248.

⁴³ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings* (Harrisburg, PA: William Stanley Ray, 1915). Larger school buildings were not addressed in the book as their needs were too specific to be simplified into such standard plans and specifications.

⁴⁴ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

⁴⁵ State Board of Education, *Bulletin of One, Two, Three and Four Room School Buildings*, 4.

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Llanerch Public School is positioned on a large, well-landscaped lot that was both in a convenient location and away from major thoroughfares. The exterior has an architecturally distinct and pleasant appearance, in order to establish it as an important building, with windows that are placed as closely together as possible and of maximum height in order to provide the greatest amount of light possible. On the interior, there were specialized interior spaces—classrooms, a presumed library, and play areas; and the school could also be actively engaged with the community, offering some spaces for social and communal use. The representative plans in the book and the school’s design account for the “requirements of the code, namely sufficient light, floor space, air space, and proper heat and ventilations; vestibules and cloak rooms have been provided and wall spaces are available for plenty of blackboard surface.”⁴⁶

Blithe and Richards

The architectural firm of Blithe and Richards had a very limited partnership that only overlapped for three Pennsylvania schools in Meadville (1914, demolished), Collingdale (1913, demolished) and Llanerch. Wesley Leshar Blithe (1873-1946) was trained at the University of Pennsylvania and the Pennsylvania Academy of the Fine Arts. He was known for his work on schools, over fifty residential buildings and for numerous churches, including the Fletcher Methodist Church at 54th and Master Streets in Philadelphia and the Wharton Street Methodist Church at 54th and Catherine Streets in Philadelphia. His other commissions in Llanerch included a house for Dr. I.B. Roberts in 1904 and an addition to the St. Andrew’s M.E. Church, one block away, in 1922.⁴⁷ Henry DeCoursey Richards (active 1906-1924) was a prolific school architect, who primarily worked in Philadelphia. Between 1905 and 1918, he was the chief designer of Philadelphia public schools and oversaw the construction of over forty schools during that period. He was also the consulting architect for the Pennsylvania State Board of Education in 1911, a position created by the School Code of Pennsylvania in that year and one that was required to review all plans and specifications for new school construction. Part of this appointment, as discussed above, was the development of the guidelines for the construction of one, two, three and four room school buildings. Other than the Meadville and Collingdale schools mentioned above, as well as the Philadelphia schools, Richards was associated with a number of less-local schools towards the end of his career. These included designs for an elementary school in Roanoke, VA, in 1920; Jefferson High School in Roanoke, VA, in 1922; a high school in Bridgeport Borough, PA, in 1922; a high school in Wayne, PA, in 1922; and a junior high school in Roanoke, VA, in 1923.⁴⁸ Of

⁴⁶ *Bulletin of One, Two, Three and Four Room School Buildings*, 9.

⁴⁷ *Philadelphia Real Estate Record and Builders' Guide* 19:34 (24 August 1904): 541; *Philadelphia Real Estate Record and Builders' Guide* 37:48 (31 November 1922): 767.

⁴⁸ “Henry DeCoursey Richards – Published References.”

https://www.philadelphiabuildings.org/pab/app/ar_display_projects.cfm#Projects. Accessed on August 18, 2016.

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these the only one that was ultimately constructed and it still standing if the Jefferson High School in Roanoke, VA. Constructed between 1922 and 1924, the Tudor Revival style building was Roanoke's largest high school from the time of its construction until 1974 (Figure 9).

Comparable School Buildings

A comparable school building listed on the National Register of Historic Places is the Jefferson Elementary School in Pottstown, PA (NR 2003), which was also an architect-designed, architecturally progressive school building (Figure 10). The building was constructed in 1923 by the Philadelphia firm Ritter and Shay in the Classical Revival style. As with the Llanerch Public School, which was the first in its immediate neighborhood, it was the first school building in Pottstown that was specifically designed as an elementary school. The interior of the school, similar to Llanerch, had specifically designated flexible classroom, bathroom, gymnasium, play and library spaces. The design also had a comparable emphasis on good light, floor space, air space, ventilation and sanitation.⁴⁹

The Llanerch Public School is not typical of Richards's exterior designs at the time, in part because of the target population and in part because of the disparate architectural fabric of the city versus the suburbs. Richards's Philadelphia commissions were typically much larger than that of the Llanerch Public School because they had to accommodate a larger group of children. They also were typically clad in red brick, rather than stone, because it was cheaper and more accessible and perhaps more in keeping with the surrounding urban, brick architecture. Where the Llanerch Public School was designed in the Colonial Revival style to be compatible with the existing fabric of the surrounding development, Richards' Philadelphia projects were more inclined toward Jacobethan or Regency styles in the 1910s. However, there are some earlier examples of his work that provide interesting points of comparison. The Thomas Buchanan Read Public School in Philadelphia was designed in 1906 with an addition c.2000 (NR 1988) (Figure 11). The 2-story, Colonial Revival style building was clad in red brick with stone trim and was one of the first fireproof schools in the city. The George W. Sharswood School in Philadelphia was designed between 1906 and 1908 (NR 1988) (Figure 12). The 3-story, Colonial Revival style school was clad in red brick with stone trim and had twenty-four classrooms. The Charles Henry Wolcott School in Philadelphia was designed between 1906 and 1908 (NR 1988) (Figure 13). The 2-story, Colonial Revival style school was clad in red brick with stone trim and had six classrooms. The John Marshall School in Philadelphia was designed between 1909 and 1910 (NR 1988) (Figure 14). The 3-story, Colonial Revival style school was clad in red brick with stone trim.

⁴⁹ "Jefferson Elementary School." *National Register Nomination* (2003): 8:6-7.

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Locally, there are two comparable school buildings. The first is the Brookline School, which is located at the corner of Earlington and Sagamore Roads in Havertown (Figure 15). The stone building was built in 1913 in the Colonial Revival style. It remained in operation until 1985, when it was converted into a senior center. The Oakmont School is located on Eagle Road and Hathaway Lane in Havertown (Figure 16). The stone building was constructed in 1912 in the Colonial Revival. Style. Although it operated as the high school in 1923, it was used as Administrative offices from that point onward. They are both comparable in terms of date, location and population served. The 2-story stone buildings were also designed in the Colonial Revival style with a symmetrical floor plan. Like Llanerch, Brookline and Oakmont were both largely planned communities and the school acted as a similar focal point. But what is perhaps most interesting about these comparable is that they all share a similar shift of function. The Llanerch Public School originally shifted from a high school to an elementary school, and then later from a school into offices before reverting back to a school; the Brookline School was reimagined as a senior center; and the Oakmont School was used as ancillary space by the school district. During a period of clearly unexpected and ongoing growth in the township, the community was forced to rethink the initial roles that these buildings played in the community and successfully reconfigured them.

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Philadelphia Real Estate Record and Builders' Guide 37:48 (31 November 1922): 767.

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Previous documentation on file (NPS):

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

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

recorded by Historic American Landscape Survey # _____

Primary location of additional data:

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other/Name of repository: Library of Congress (general research)

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

Geographical Data

Acreege of Property Less than one acre

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

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1. Zone: 18S Easting: 474429 Northing: 4424681

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

The boundary of the Llanerch Public School corresponds to two Delaware County tax parcels identified as 22-33-395-000 and 22-33-395-001, shown in Figure 20.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the entire parcel on which the building is situated, as well as the adjacent open parcel to the south, which historically operated as the playground for the school. Because the lot retains integrity, reflects its historic association, and helps convey the significance of the school, it is considered to be part of the nominated boundary. Two adjacent parcels to the east of the school were acquired after the period of significance, and serve as a paved parking lot. As they post-date the period, and do not help convey the school's significance, they are excluded from the boundary. No other known associated resources or land have been excluded from the nominated boundary.

10. Form Prepared By

name/title: Logan I. Ferguson, Senior Associate
organization: Powers and Company, Inc.
street & number: 1315 Walnut Street, Suite 1717 city or town: Philadelphia state: PA zip code: 19107
e-mail: logan@powersco.net telephone: (215) 636-0192 date: February 15, 2017

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

Photograph Log

Name of Property: Llanerch Public School
City or Vicinity: Haverford Township
County: Delaware State: PA
Photographer: Robert Powers, Powers and Company, Inc.
Date Photographed: August 2016
Description of Photograph(s) and number, include description of view indicating direction:

<i>Photograph #</i>	<i>Description of Photograph</i>
1.	North elevation, view south
2.	North elevation, Entrance, view south
3.	North and west elevations, view southeast

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4.	North and west elevations, view southeast
5.	South elevation, view northeast
6.	South elevation, Entrance, view north
7.	South and east elevations, view northwest
8.	East and north elevations, view southwest
9.	1 st floor, Hallway, view north
10.	1 st floor, view north
11.	1 st floor, Hallway, view east
12.	1 st floor, Hallway, view north
13.	1 st floor, view southwest
14.	1 st floor, view south
15.	1 st floor, view north
16.	1 st floor, view southeast
17.	1 st floor, view south
18.	2 nd floor, Stairway, view west
19.	2 nd floor, Hallway, view east
20.	2 nd floor, view east
21.	2 nd floor, view east
22.	2 nd floor, Stairway, view west
23.	2 nd floor, view northeast
24.	2 nd floor, view south
25.	2 nd floor, view north
26.	2 nd floor, view north
27.	2 nd floor, view north
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5.	A.H. Mueller, Atlas of Properties on Main Line Pennsylvania Railroad, Haverford and Merion Townships, 1908.
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7.	A.H. Mueller, Atlas of Properties on Main Line Pennsylvania Railroad, Haverford and Merion Townships, 1913.
8.	State Board of Education, <i>School Architecture: One, Two, Three and Four Room School Buildings</i> (Harrisburg, PA: William Stanley Ray, 1915): 32.

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Figure 1 – Map of Haverford Township, 1892.

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Figure 2 – J.L. Smith, Properties along the Pennsylvania Railroad, Overbrook and Malvern, 1900. The buildings shown on the parcel were those constructed by Kennedy and Hays, which was the catalyst for continued building in Llanerch. The future school site is located at the upper left of the Albertson parcel.

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Real Estate, Black Face Display, 15c per line. Real Estate, Black Face Display, 15c per line.

LLANERCH

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Underdrains, Steam Heat from a central plant, no trouble with furnace fires, no dust or coal in the houses, electric lights; large houses and lots, for little money. At railroad station. Market St. Trolley will be running by July 1, with cars every five minutes from foot of Market street. Houses have every modern convenience, with bathrooms in white tile and white enamelled tubs. Prices low, terms easy. Send for catalogue, or call on Frank A. Hays, Llanerch, Delaware county, Pa., or R. G. Kennedy, Philadelphia Bank Building, 423 Chestnut Street, City, or 703 Walnut Street, Edward Worth.

Figure 3 – “Llanerch.” *The Philadelphia Inquirer* (19 May 1895): 9.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 4 – “Public School, Llanerch, PA”, c. 1905. The original neighborhood school, designed by Churchman and Thomas in 1907, which would be replaced by Blithe and Richards’ design in 1913-1914, less than ten years after the original school’s opening.

Llanerch Public School
Name of Property

Delaware County, PA
County and State

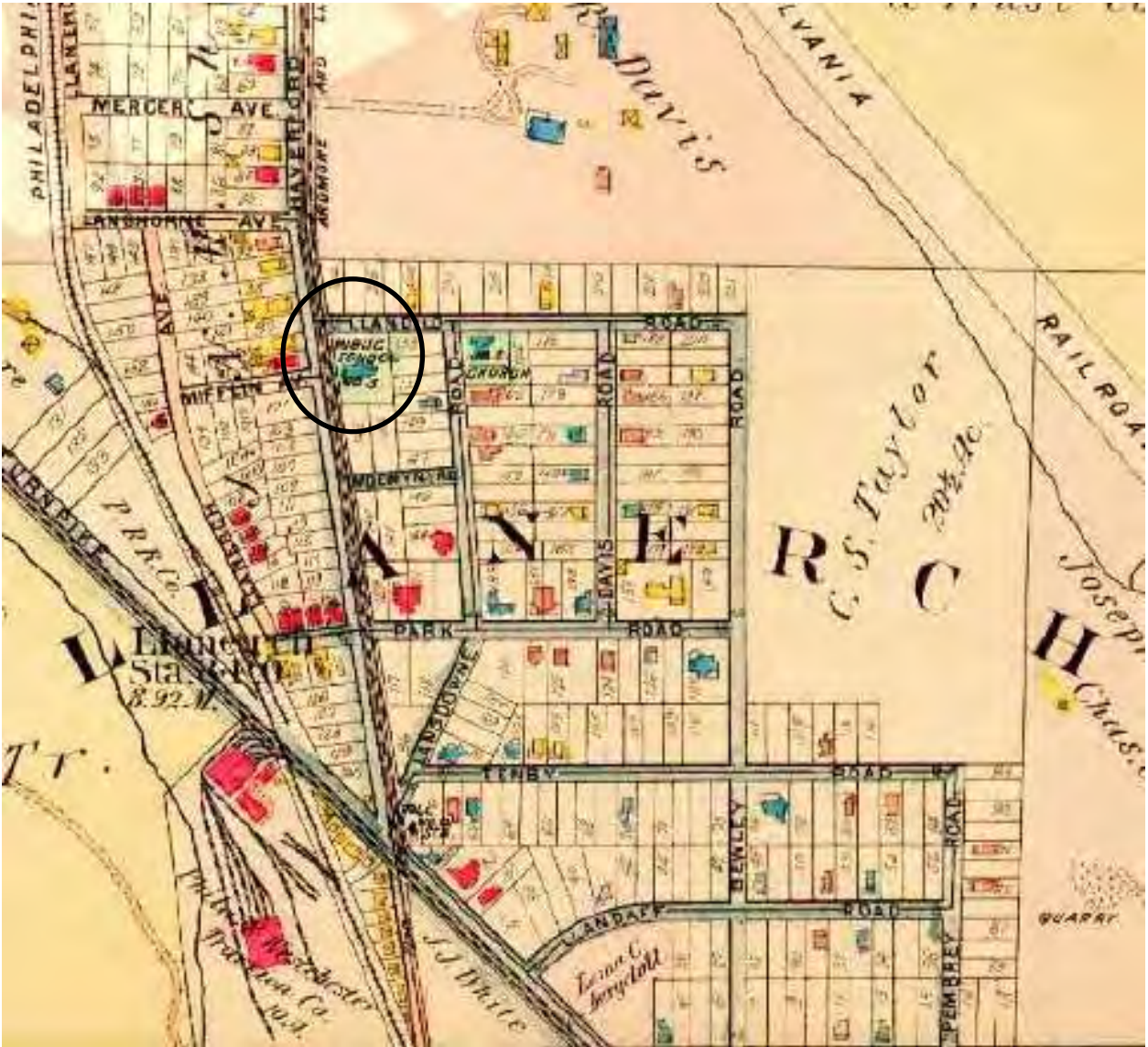


Figure 5 – A.H. Mueller, Atlas of Properties on Main Line Pennsylvania Railroad, Haverford and Merion Townships, 1908. Llanerch Public School – labeled “Public School” is shown in blue near the top left corner.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 6 – “Llanerch School, Haverford Township, PA”, c.1915. Other than the replacement of the windows, there are no significant differences between this image and the subject property. The fan light in the gable, while not visible in the National Register photographs, remains.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 7 – A.H. Mueller, Atlas of Properties on Main Line Pennsylvania Railroad, Haverford and Merion Townships, 1913. The Llanerch Public School is located at the upper left portion of the Llanerch parcel. The school parcel has been expanded to south to Moewyn Road. Approximately half of the remaining lots in Llanerch contain residential buildings while the remainder are empty.

Llanerch Public School
Name of Property

Delaware County, PA
County and State

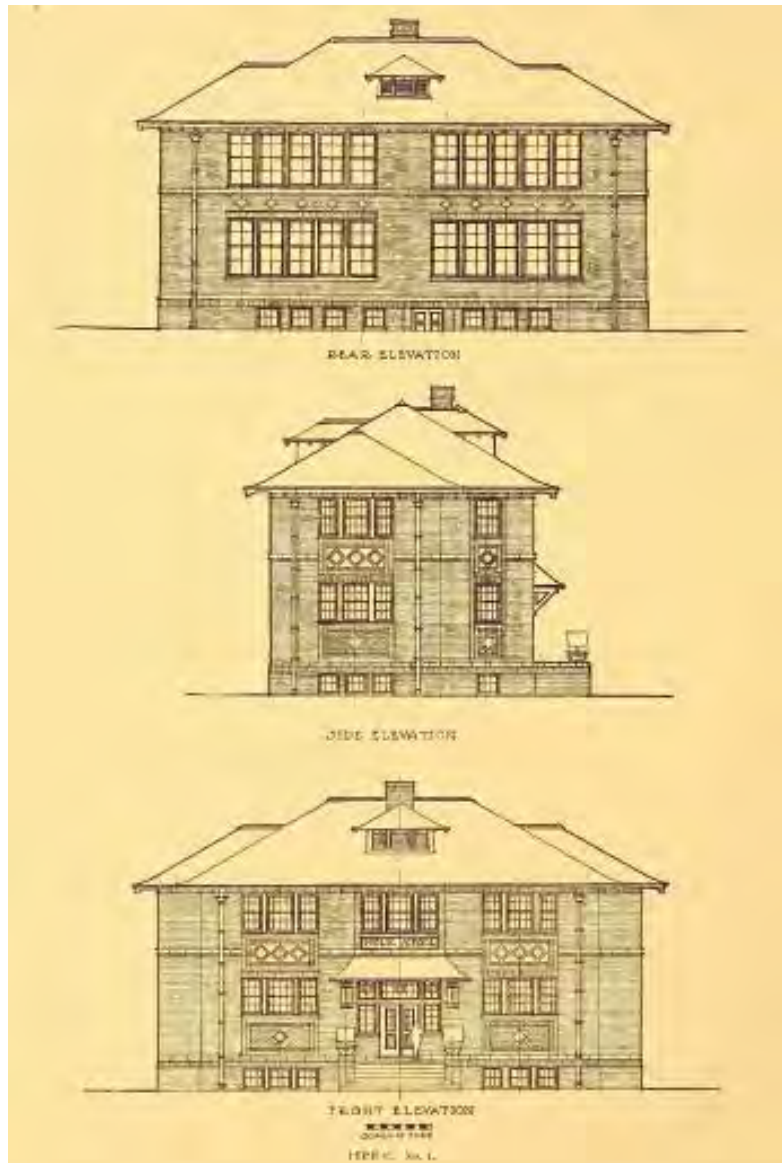


Figure 8 – State Board of Education, *School Architecture: One, Two, Three and Four Room School Buildings* (Harrisburg, PA: William Stanley Ray, 1915): 32. Henry deCoursey Richards was the primary author of this publication, which was commissioned by the Pennsylvania State Board of Education, and architect for the Llanerch School. The basic plans in the publication were intended to be expanded as needed to meet the size requirements of individual schools. As the Llanerch Public School has ten rooms, it is simply a larger model of the basic plans.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 9 – Jefferson High School, Roanoke, VA, 1924.



Figure 10 – Jefferson Elementary School, Pottstown, PA, 1923.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 11 – Thomas Buchanan Read Public School, Philadelphia, PA, 1906. The school is a Richards design that is comparable in use and style.



Figure 12 – George W. Sharswood School, Philadelphia, PA, 1906-1908. The school is a Richards design that is comparable in use and style.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 13 – Charles Henry Wolcott School, Philadelphia, PA, 1906-1908. The school is a Richards design that is comparable in use and style.



Figure 14 – John Marshall School, Philadelphia, PA, 1909-1910. The school is a Richards design that is comparable in use and style.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 15 – Brookline School, Haverford Township, PA, 1913. The school is comparable comparable in terms of date, location and population served.



Figure 16 – Oakmont School, Haverford Township, PA, 1912. The school is comparable comparable in terms of date, location and population served.

Llanerch Public School
Name of Property

Delaware County, PA
County and State

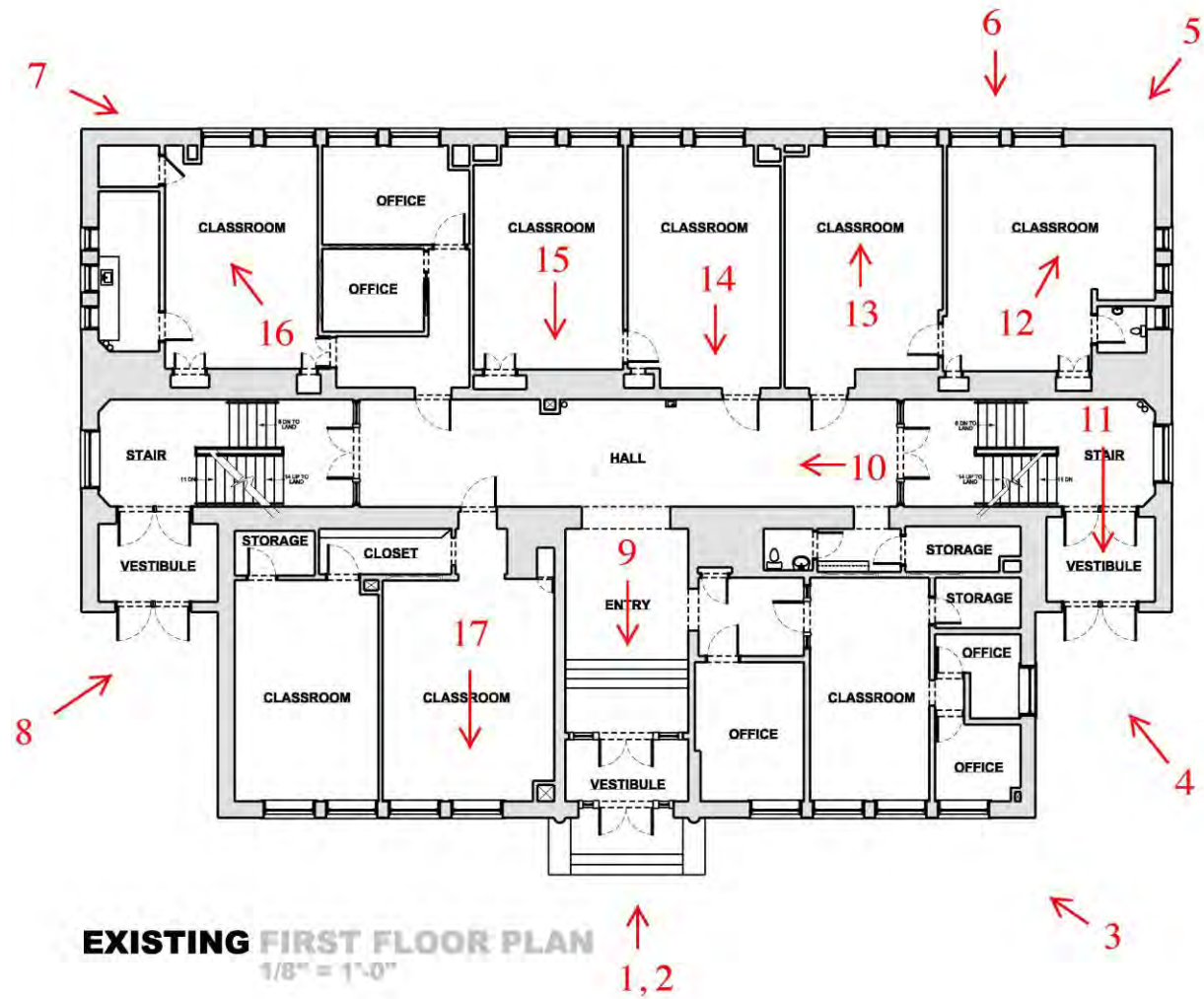
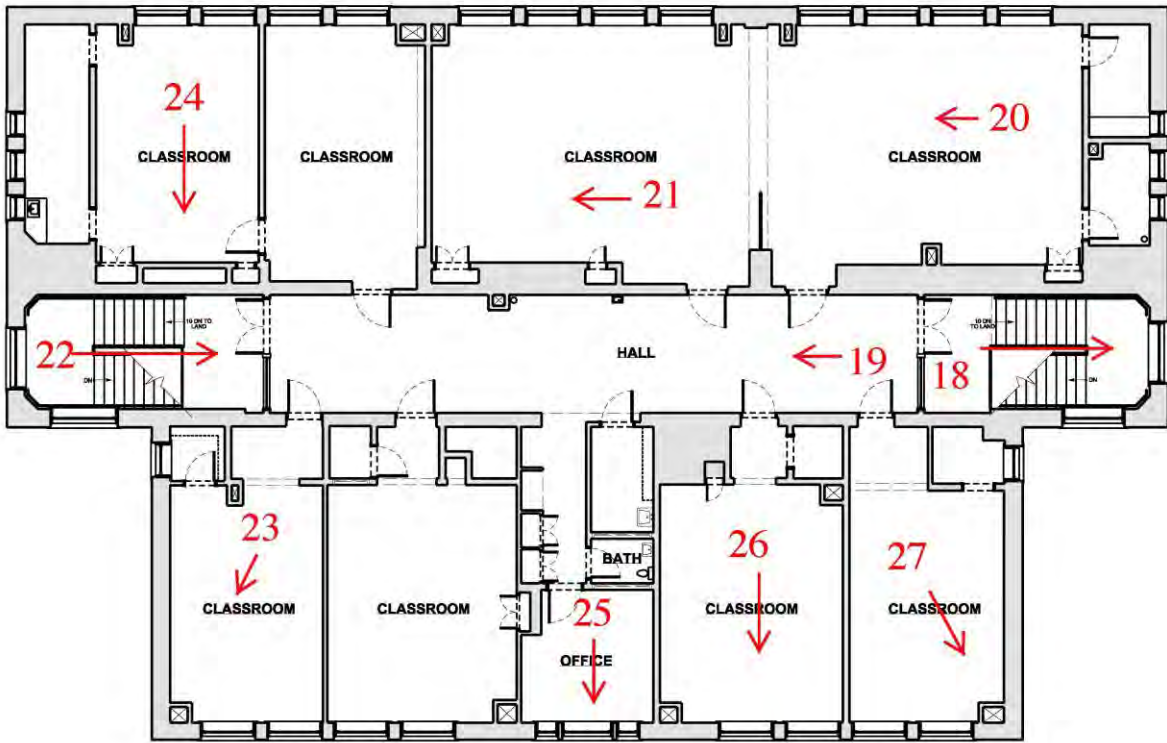


Figure 17 – First Floor Plan, showing exterior and first floor interior photo locations.

Llanerch Public School
Name of Property

Delaware County, PA
County and State

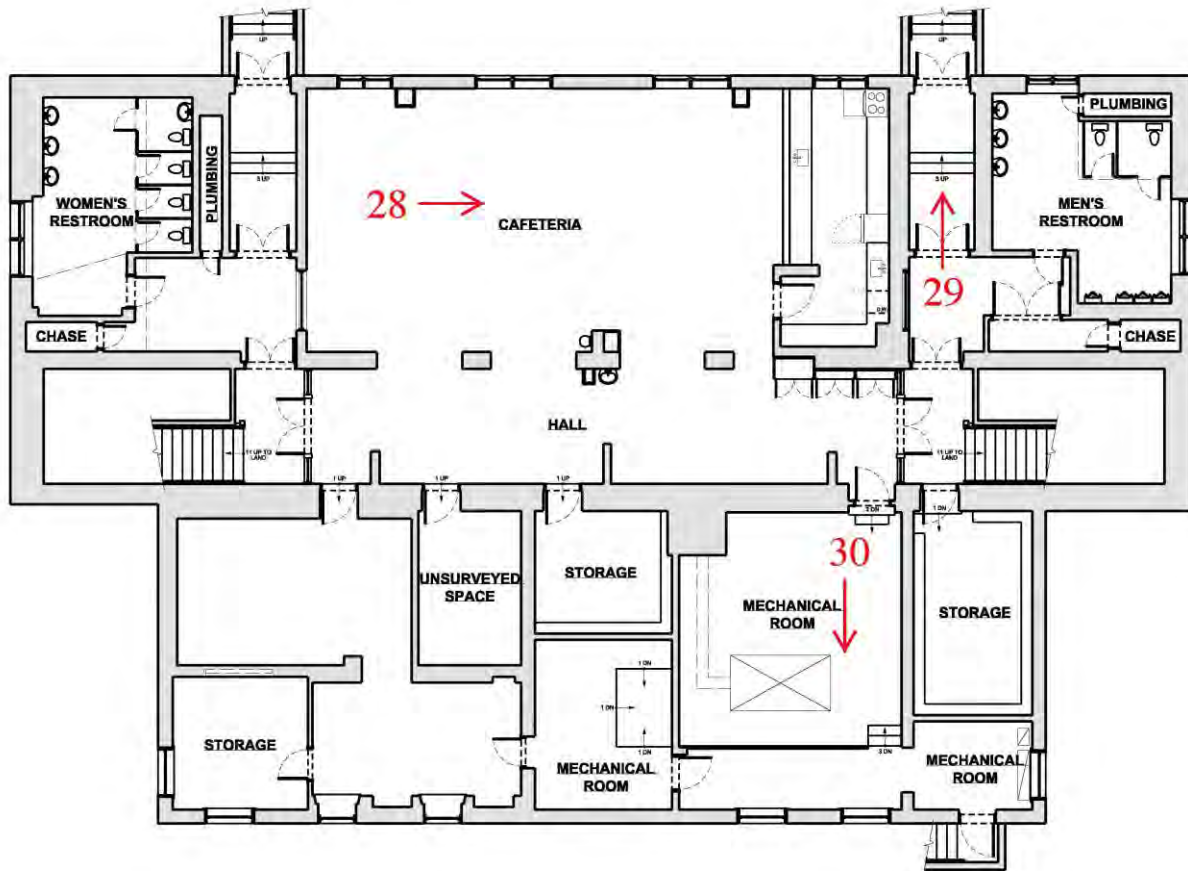


EXISTING SECOND FLOOR PLAN
1/8" = 1'-0"

Figure 18 – 2nd Floor Plan, showing photo locations.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



EXISTING BASEMENT PLAN
1/8" = 1'-0"

Figure 19 – Basement Plan, showing photo locations.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 20 – National Register Boundary, based on Delaware County tax parcel maps. The nominated property includes the parcel containing the school building, marked 395 (shaded in green), and the parcel with the playground, 395-001, both within the dashed lines. The full tax parcel map numbers are 22-33-395-000 and 22-33-395-001.

Adjacent parcels marked 393 and 393-001 were acquired by the school after the end of the period of significance, and contain a paved parking lot. They do not contribute to the significance of the property, and so are excluded from the boundary.

Llanerch Public School
Name of Property

Delaware County, PA
County and State



Figure 21 – National Register Approximate Boundary shown in solid line on current aerial view.

Llanerch Public School
Name of Property

Delaware County, PA
County and State

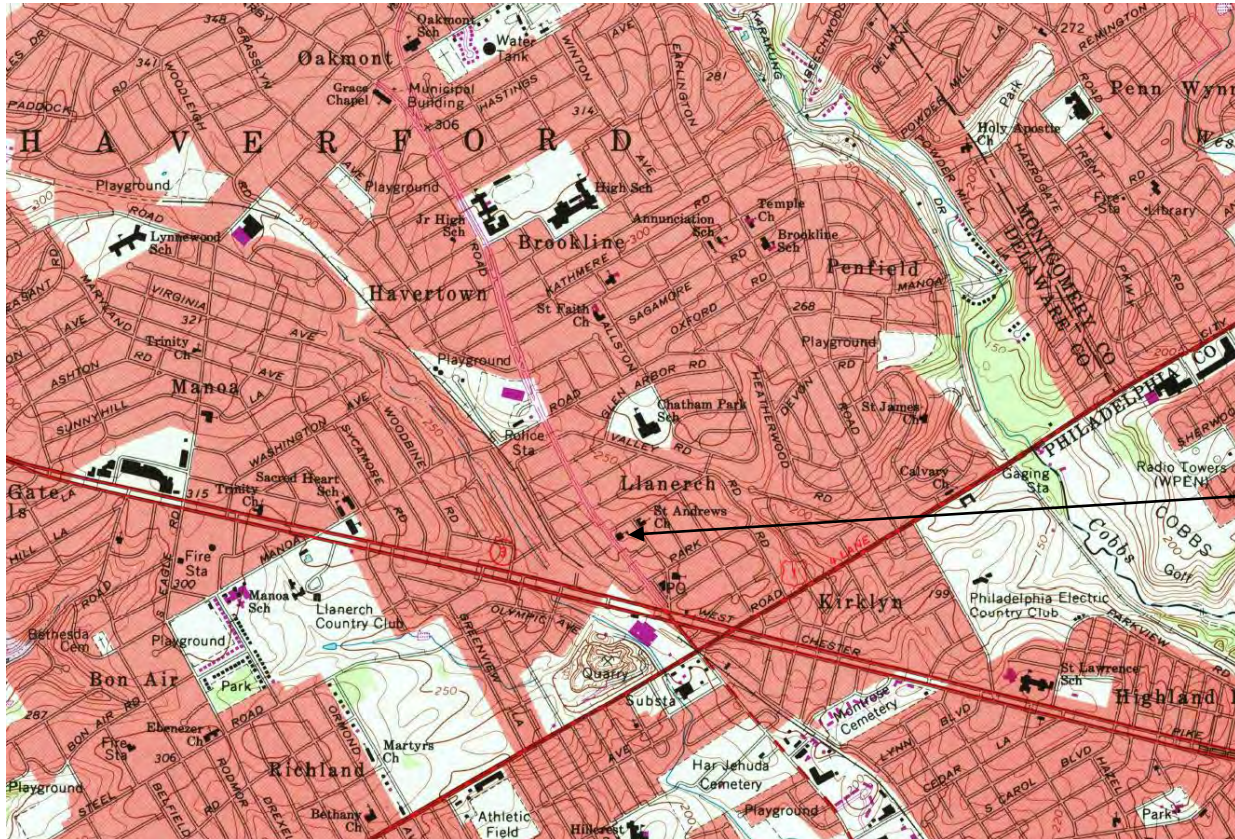


Figure 22 – USGS Lansdowne quadrangle detail, arrow pointing to location of school building; UTM coordinates Zone18S Easting 474429 Northing 4224681.

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.



LLANERCH · SCHOOL
HAVERFORD TOWNSHIP















LEAHY HOUSE
HARTFORD CONNECTICUT









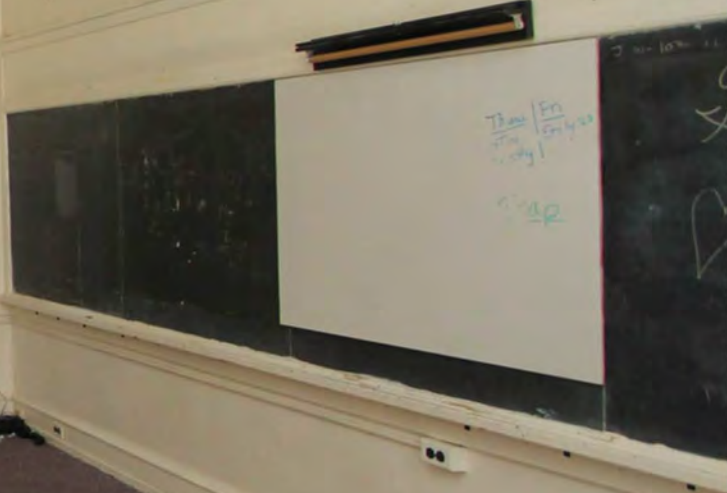
EXIT











ART MATTERS





























DRAIN
SUPPLY
RETURN



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: Date of Pending List: Date of 16th Day: Date of 45th Day: Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

Telephone _____ Date _____

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

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



Pennsylvania
Historical & Museum
Commission



February 17, 2017

Stephanie Toothman, Keeper
National Register of Historic Places
National Park Service, US Department of Interior
1201 "I" (Eye) Street, NW, 8th Floor
Washington D.C. 20005

Re: National Register Nominations

Dear Ms. Toothman:

Enclosed please find four National Register nominations for your review. Included are signed first pages, CDs containing the true and correct copy of the nominations, and CDs with tif images. Copies of correspondence are enclosed as well. The nominations submitted are:

1. Harry C. Kahn & Son Warehouse, Philadelphia County
2. Highland Park Camp Meeting, Bucks County
3. Llanerch Public School, Delaware County
4. Marcus Hook Plank House, Delaware County

The proposed action for each nomination is listing in the National Register. Our staff and Historic Preservation Board members support these nominations. If you have any questions please contact April Frantz at 717-783-9922 or afrantz@pa.gov. Thank you for your consideration of these properties.

Sincerely,

Andrea L. MacDonald, Director
State Historic Preservation Office

enc.

Historic Preservation Services
Commonwealth Keystone Building
400 North Street
Harrisburg, PA 17120-0093
www.phmc.state.pa.us
The Commonwealth's Official History Agency