

United States Department of the Interior
National Park Service

For NPS use only

National Register of Historic Places
Inventory—Nomination Form

received OCT 20 1986

date entered DEC 4 1986

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name 63 Hop

historic N/A

and or common Philadelphia Public Schools Thematic Resources

2. Location

street & number See individual survey forms and continuation sheets N/A not for publication

city, town Philadelphia N/A vicinity of

state Pennsylvania code 042 county Philadelphia code 101

3. Classification

Category	Ownership	Status	Present Use	
<input type="checkbox"/> district	<input type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture	<input type="checkbox"/> museum
<input type="checkbox"/> building(s)	<input type="checkbox"/> private	<input checked="" type="checkbox"/> unoccupied	<input checked="" type="checkbox"/> commercial	<input type="checkbox"/> park
<input type="checkbox"/> structure	<input checked="" type="checkbox"/> both	<input checked="" type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational	<input checked="" type="checkbox"/> private residence
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment	<input checked="" type="checkbox"/> religious
<input type="checkbox"/> object	<u>N/A</u> in process	<input type="checkbox"/> yes: restricted	<input checked="" type="checkbox"/> government	<input type="checkbox"/> scientific
<input checked="" type="checkbox"/> Thematic	<input type="checkbox"/> being considered	<input checked="" type="checkbox"/> yes: unrestricted	<input checked="" type="checkbox"/> industrial	<input type="checkbox"/> transportation
		<input type="checkbox"/> no	<input type="checkbox"/> military	<input type="checkbox"/> other:

4. Owner of Property

name See individual survey forms

street & number N/A

city, town Philadelphia N/A vicinity of state Pennsylvania

5. Location of Legal Description

courthouse, registry of deeds, etc. Philadelphia Recorder of Deeds; Deeds Registry Unit

street & number Room 153, City Hall

city, town Philadelphia state Pennsylvania

6. Representation in Existing Surveys

title See continuation sheets has this property been determined eligible? yes no

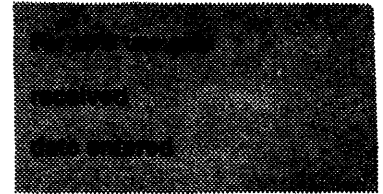
date N/A federal state county local

depository for survey records N/A

city, town N/A state N/A

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Continuation sheet Phila. Public Schools item number 6 Page 2

6. Representation in Existing Surveys

Historic American Buildings Survey, Library of Congress, Washington, D.C.
Robert Ralston School, 221 Bainbridge Street (PA-1614)

National Register of Historic Places, National Register Office, Washington, D.C.

Germantown Avenue Historic District

(5) Charles W. Schaeffer School, Germantown Avenue, & Abbottsford Street
Southwark Historic District

William M. Meredith School NEc 5th & Fitzwater Sts.

Robert Ralston School, 221 Bainbridge Street

Spring Garden Historic District

William Penn High School for Girls, 1501 Wallace Street

Washington Square West Historic District

J. Sylvester Ramsey School (Pine & Quince Streets School),

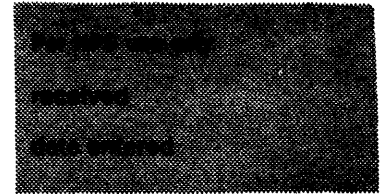
Pine and Quince Streets

PA. Historic Sites Survey - PA. Historical & Museum Commission, Harrisburg, PA
(Date of Survey)

- ✓ Alexander Dallas Bache School, 801 N. 22nd Street. (6-6-1984)
- Edward Bok Vocational School, 1901 S. 9th Street (8-19-1980)
- George Brooks School, 5629-5643 Haverford Avenue. (6-10-1982)
- Alfred Crease School, 6214-6222 Wissahickon Avenue (6-22-1983)
- Thomas Dunlap School, 5301 Race Street. (6-25-1982)
- Francis M. Drexel School, 1800 S. 16th Street. (5-27-1981)
- Robert Fulton School, Haines St., 60-68 E. Haines Street. (6-7-1983)
- Horace Howard Furness School, 1900 S. 3rd Street. (8-19-1980)
- William B. Hanna School, 5720-5738 Media Street. (7-20-1982)
- Nathaniel Hawthorne School, 712 S. 12th Street (8-28-1980)
- Andrew Jackson School, 1130-1148 Federal Street. (8-20-1980)
- Francis Scott Key School, (David Foy School), 2226-2250 S. 8th St. (8-19-1980)
- David Landreth School, 1201 S. 3rd Street. (5-11-1981)
- Delaplaine McDaniel School, 2100 Moore Street. (5-19-1981)
- Overbrook High School, 59th Street & Lancaster Avenue (7-8-1982)
- Frank Palumbo School (Charles E. Bartlett Junior High School),
110 Catharine Street. (8-26-1980)
- Edgar Allan Poe School, 2136 Ritner Street. (3-12-1981)
- J. Sylvester Ramsey School (Pine & Quince Streets School)
Pine and Quince Streets (1-27-1981)
- William H. Shoemaker Junior High School, 1464-1488 N. 53rd St. (6-14-1982)
- Walter George Smith School, 1300 S. 19th Street (5-11-1981, Revised 10-2-1981)
- William S. Stokley School, 1844-1860 N. 32nd St. (9-9-1985)
- Abigail Vare School, NEc Morris St. & Moyamensing Ave. (8-25-1980)
- Rudolph Walton School, 2601-2631 N. 28th Street. (2-6-1985)
- Anthony Wayne School, 2700 Morris St. (6-5-1981)
- West Philadelphia High School, 4700 Walnut Street
(4-6-1981, Revised 1-27-1983)

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6. Representation in Existing Surveys (cont.)

Philadelphia Register of Historic Places, Philadelphia Historic Commission.,
Philadelphia, PA (Date of certification)

Julia Masterman School, NEc 17th & Spring Garden Sts. (3-7-1974)

Robert Ralston School, 221 Bainbridge Street (6-24-1958)

J. Sylvester Ramsey School (Pine & Quince Streets School),
Pine and Quince Streets

7. Description

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved
<input checked="" type="checkbox"/> fair	<input type="checkbox"/> unexposed		date <u>N/A</u>

Describe the present and original (if known) physical appearance

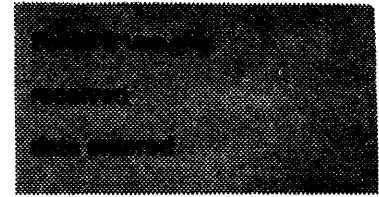
The Philadelphia Public Schools Thematic Nomination includes sixty-four buildings erected by the School Board of Philadelphia and its predecessors from 1825 to 1937. The beginning date of this period represents the earliest extant school house erected by and for the public school system. The latter date indicates the end of construction of public schools in Philadelphia until after World War II. In fact, no public school buildings were erected in Philadelphia between 1937 and 1946 according to the records of the School District of Philadelphia. These sixty four buildings have been chosen from over 110 known extant buildings built up to 1937. They were selected on the basis of their architectural quality and historical importance, and as examples of the changing trends in education architecture over the years. They range in style and size from the simple Greek Revival brick school house containing large multi-purpose rooms to the large 1930s Art Deco and Art Moderne brick high schools with specialized spaces for specific activities. The smallest building is the one-room rural Mechanicsville School (1866); among the largest are Overbrook High School (1924-1926) and Olney High School (1929-1930) with capacities of 3800 and 4000 students respectively.

The buildings included in this nomination represent the different styles, plans and types used in public school design. Schools were chosen for this nomination to represent the range of architectural styles from Greek Revival to Art Moderne found in Philadelphia public schools. Schools were also selected as examples of important interior plans adopted by the School District of Philadelphia. In addition, a range of types of schools, from early small schools to later specialized vocational schools, have been included to illustrate the evolution of schools in the city. Where several examples of a particular style, type or plan exist, selections were based on degree of architectural integrity. Other considerations for selecting buildings included whether the building is the sole surviving example of its type or plan, has additions which are sympathetic to the original design, or has significance beyond that of architecture. This winnowing process has eliminated a number of early twentieth century structures which have suffered modern unsympathetic additions.

Forty-three of these buildings are still in use today as public schools; six others are owned by the School District of Philadelphia but are reported to be vacant. Of the other fifteen, four are used for residential or housing purposes, three are commercial establishments and three are owned by various governmental agencies of the city of Philadelphia or Commonwealth of Pennsylvania. Of the remaining five schools two are now used as churches, one as a private school, one as a manufactory, and one is a training center.

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Three distinct eras of school construction may be discerned in the overall history of Philadelphia public schools. These are as follows:

Period	Major Architect or Designer	Total Buildings Considered	Total Buildings Nominated
1818-1850	none	2	2
1851-1904	Sloan/Sidney/Esler Anschutz/Sauer/Titus/Gaw	35	23
1905-1937	Richards/Catharine	77	39
	Totals	114	64

The eras tabulated above reflect major changes in the design and plan of school buildings or in the administrative handling of school construction. The early period from 1818-1850 saw forty-nine school small buildings erected under a decentralized school administration. All but two of these schools have been replaced by later structures. In the second period many schools were constructed by a decentralized administrative system in accordance with ideas developed by Samuel Sloan. Within this second period, sixty schools were built between 1851 and 1868. Only two schools survive from these years. At least 110 schools were constructed in the remainder of the second period (1869-1904). During the third period a centralized school administration constructed a large number of schools influenced by the ideas of William Wirt, an Indiana educator. Over 140 schools were erected in the third period of school construction.

All of the schools occupy their original sites. These plots range from small urban, almost back-alley lots of the early schools to entire city blocks occupied by schools of the 1910s, 1920s and 1930s. Almost without exception, despite the urgings of their architects over the years, the School District has paved these lots with concrete. Only a select few schools, notably John Bartram High School (1937) and Central High School (1937), have grass lawns. Few schools are set back from the street any great distance. Indeed, most of them are located at or very close to the building line of the principal street or streets at which they sit. Most of the open space around the buildings is reserved for the back areas which are used as concrete play areas for the pupils. Many of the schools are still surrounded by fencing which dates to the early twentieth century. This fencing is distinctive with posts containing a globe and the initials P.P.S. (for Philadelphia Public Schools).

The use of architectural styles generally follows the changes found throughout Philadelphia's architectural history. The early schools, including the extant Mifflin School (1825) and the J. Sylvester Ramsey

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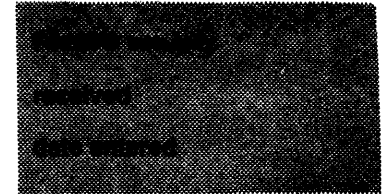
School (1850), tended to be utilitarian in design or were modelled after the Greek Revival. With the introduction of the Italianate and Gothic Revival styles of the mid-nineteenth century, school buildings changed in appearance to include elements of these styles. The Alfred Crease School (1874-1875), the Fayette School (1854-1855), and the Charles E. Schaeffer School (1876) are examples of the Italianate and Gothic Revival styles. The Queen Anne, Colonial Revival and Classical Revival styles popular in the later nineteenth century are found in the school designs by Anschutz, such as the Francis M. Drexel School (1888-1889), the Francis Scott Key School (1889), and the David Landreth School (1889). The Collegiate Gothic Revival which marked the construction of many academic and collegiate buildings during the early twentieth century reached its full flower in Philadelphia public schools in the Thomas A. Edison School (1903-1905). The Colonial and Georgian Revival styles popular at the turn of the twentieth century influenced the designs of such buildings as the Richardson L. Wright School (1904-1905), the Thomas B. Read School (1906-1908), and the William Penn High School for Girls (1908-1909). Richards and Catharine adopted the Jacobean Revival style for public schools in the 1910s and 1920s. Catherine introduced the Art Deco style in Philadelphia public school design with the Lydia Darrah School (1926-1927) and the Art Moderne style with the John Bartram High School (1937).

The majority of buildings are constructed of brick, often with limestone or brownstone trim. Brick was used in the construction of the buildings up to the 1860s and was advocated by Sloan and other reformers. However, owing in part to its availability especially in the northwest portions of the city, stone became the standard building material during the 1870s. The Alfred Crease and Charles E. Schaeffer Schools are examples of 1870s stone buildings. From 1883 to 1900, brick with brownstone trim became common. After 1905 fireproof buildings with brick walls and limestone trim became standard. Richards' designs called for red brick; Catharine's designs often used tan or yellow-colored brick.

In plan, the nominated buildings range from a simple one-room school house to large multi-room buildings with many specialized areas. Buildings constructed up to 1850 used simple plans. The plan developed by Sloan in the early 1850s called for a large area on each floor with moveable partitions, and separate stairwells and entrances on the sides of the buildings. This plan continued in use until c. 1880 when a single loaded corridor variation of the Sloan plan was adopted. In this variation, as many as five classrooms, each separated by moveable partitions, led to a single corridor running the length of the building. This plan continued in use until about 1905. In the later nineteenth century some double loaded corridor schemes were also designed for new buildings as

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well as additions to earlier single loaded corridor buildings which transformed them into double-loaded plans. H- and W-plans also utilized the basic elements found in the single-loaded corridor scheme. When the Edison High School (1903-1905) was designed, the architect created a U-plan around a central auditorium. This U-plan was adopted for other high schools after 1905 and enlarged into an O-plan with the corridor running completely around the auditorium space. Richards and Catharine also used the U- and O-plans for all of their designs and not just for high schools.

The schools generally possess good integrity. Most buildings retain their original interior plans. The exteriors of the great majority of schools also survive largely intact. Stone and brick detailing remains on most schools. The majority of schools still have original wood window sash, with only a small number of schools having modern metal replacement sash. Additions on the schools with good integrity are sympathetic to the original portions of these buildings. Only a few schools, usually the earliest schools in the nominated group, have fair integrity. Among these schools the Mechanicsville School (1866-1867) and the Mifflin School (1825) have had their interior plans altered. The exteriors of the schools with fair integrity, including the David Farragut School (1873) and the Robert Ralston School (1869), have lost exterior details and original window sash, and have had windows and doors boarded up.

NPS Counting Purposes: This thematic nomination contains sixty-four contributing buildings and no non-contributing buildings.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates 1825-1937

Builder/Architect various

Statement of Significance (in one paragraph)

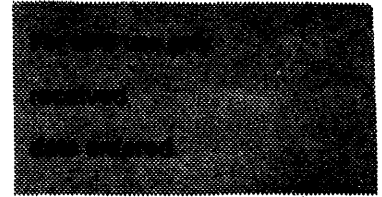
The sixty-four schools included in this thematic nomination date from 1825 to 1937 and comprehensively illustrate the evolution of public school design in Philadelphia from the early nineteenth century to the mid-twentieth century. The designs of these buildings reflect changing national and state trends in educational philosophy and school design, and the ideas of prominent architects and educators including Samuel Sloan and William Wirt. These schools also include outstanding examples of a wide range of nationally popular architectural styles. In addition, the nominated schools show local change from small, unspecialized schools created under a decentralized school system to large, specialized schools built by a centralized administrative system.

There have been three main periods of school design and building in Philadelphia from the early nineteenth century to the mid-twentieth century. Each period differs according to changes in school administration and educational philosophy. Between 1818 and 1850, a decentralized school system built small schools based largely on the Lancastrian method of educating children. From 1851 to 1904 a decentralized administration continued to construct small schools. However, for much of this period building design was based on the ideas of Samuel Sloan. Between 1905 and 1937 school design came under strong centralized administrative control. Many of William Wirt's ideas on the uses of interior space were instituted inside new buildings while nationally popular architectural styles became standard for school exteriors.

The Philadelphia public school system began in 1818 with the founding of the First School District of Pennsylvania. This school district was a decentralized administrative system consisting of seven sections covering the city and county of Philadelphia. Each of these sections had local boards of directors and representation on a central board of controllers. The construction of schools was left largely to the local boards. These local boards built a total of forty-nine small schools suited to the needs of individual neighborhoods. Many of these schools were designed on the Lancastrian Plan of education, which called for an open room on each floor in which several classes could be monitored by one principal instructor. The exterior of the schools tended towards the utilitarian without much architectural adornment. The only two schools which survive from this period, the Mifflin School (1825) and the J. Sylvester Ramsey School (1850), are included in this thematic nomination. The Mifflin School is a two story structure that contains elements of the Greek Revival with a pedimented roof and stone sills.

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Original floor plans for this school do not exist. If designed on the Lancasterian Plan, it was later altered into a six room schoolhouse.

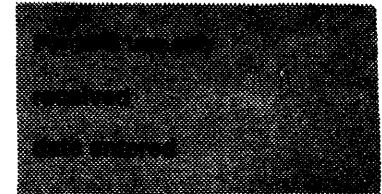
During the second period, 1851-1904, school administration remained largely decentralized. Under the 1854 Act of Consolidation of the City and County of Philadelphia, each ward was designated a separate school section with separate boards of directors and one representative on the central Board of Controllers. Forty-two ward boards consisting of 540 elected officials determined the size and location of each school. Thus the schools were kept small in order to serve particular wards and neighborhoods. Only two other major cities in the United States (Pittsburgh and Boston) had similar decentralized school systems until the early twentieth century. Pittsburgh had up to sixty-one subdistricts with a total of 366 people in these districts supervising the city's elementary schools. Pittsburgh's system also produced a diverse array of school buildings to serve local neighborhoods.

Although Philadelphia's school system remained decentralized between 1851 and 1904, Philadelphia's Board of Controllers and the office of Superintendent of Buildings (created in 1867) did greatly determine the interior plan of school buildings. And unlike the Pittsburgh school system, the Philadelphia Controllers and Superintendent of Buildings instituted Samuel Sloan's ideas about the design of school interiors. In 1851 the Controllers hired Samuel Sloan to survey school buildings in Philadelphia and other areas of the country. They charged him with developing a model plan that would improve lighting, heating, ventilation, and utilization of space in school buildings. Sloan developed a design, later known as the Philadelphia Plan, that greatly shaped school architecture in Philadelphia and much of Pennsylvania. This interior design was adopted for many of Philadelphia's schools in the second half of the nineteenth century. Sloan's plan was also publicized in several books and used, with the major exception of Pittsburgh, in many other Pennsylvania schools.

Sloan's influential Philadelphia Plan called for a single large room on each floor which could be transformed into as many as four classrooms by use of moveable partitions. Stairways and entrances, located on the sides of the building, would be separate from the classrooms. These separate compartments would limit the distraction caused by students and others entering the building during class hours. Sloan also suggested the installation of clothes closets to accommodate excess clothing and decrease clutter in the classroom. In addition, Sloan proposed improved lighting, heating and ventilation for school buildings.

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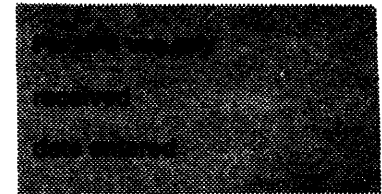
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Sloan's plan had an immediate affect on the design of Philadelphia school interiors. Between 1851 and 1855 twenty-five school buildings were erected using the Sloan Plan. Of these only one building, the William C. Jacobs School (1854-1855) still stands and is included in this nomination. After a lull in school construction between 1856 and 1865, a large number of schools was built, with thirty-five contracted between 1866 and 1868 alone. James C. Sidney designed nineteen of the thirty-five schools, adopting Sloan's plan for the interiors of the nineteen schools, and Italianate and Romanesque designs executed in stone for the exteriors. Unfortunately none of Sidney's schools survives. Lewis H. Esler served as the first Superintendent of Buildings from 1867 to 1883 and directed the design of schools during these years. Esler adopted Sidney's exterior designs and incorporated Sloan's plan for interiors. Most of Esler's interior plans closely followed Sloan's design by using a large room with moveable partitions on each floor and separate stairways and entrances on the sides. Five of Esler's executions of the Sloan plan still stand and are part of the nominated group (Robert Ralston, 1869; David G. Farragut, 1873; Germantown Grammar, 1874-1875; Alfred Crease, 1874-1875; and Charles W. Schaeffer, 1876). Only toward the end of his career did Esler change the Sloan plan significantly. He introduced a single-loaded corridor running the length of each floor rather than have classrooms open directly on side stairways and entrances.

Esler's successors after 1883 used Sloan's plan with Esler's introduction of the single-loaded corridor. Joseph W. Anschutz was the principal designer in the Superintendent of Building's office from 1886 to 1899, planning seventy-two of the seventy-four schools erected between 1883 and 1899. Anschutz made the single-loaded corridor variation of Sloan's plan standard design during his tenure. He found that the single-loaded corridor could accommodate more than one classroom per floor. This allowed each school to contain more Philadelphia school children who were growing rapidly in number. He also enlarged the size of each classroom to not only hold more children but also to allow each child more space in the classroom. In addition, Anschutz used the single-loaded corridor so that classrooms on the same floor could be separated and used for different grades. By the later nineteenth-century graded education was becoming standard practice in the Philadelphia school system.

Although Anschutz standardized the interior plan formulated by Sloan and Esler, he departed from his predecessors in his use of construction materials and architectural styles. Esler had tended to use stone construction, and the Italianate style popular in Philadelphia at the time. However, since much of Philadelphia consisted of brick row houses, stone schools often stood out from their surroundings. In most of his designs Anschutz attempted to make school exteriors more harmonious with their surroundings by using mostly brick and brownstone. Only

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in his last designs did Anschutz turn to using granite for exteriors. He also adopted the Queen Anne, and later the Colonial Revival and Classical Revival styles in vogue when he designed schools. A representative group of six schools that Anschutz designed have been included in this nomination (Francis M. Drexel, 1888-1889, Francis Scott Key, 1889; David Landreth, 1889; Edwin H. Fitler, 1897; Simon Muhr, 1899-1900; and Thomas J. Powers, 1899-1900).

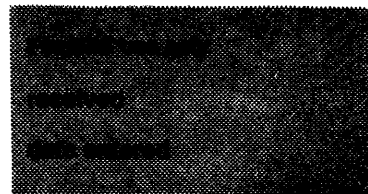
Anschutz's successors between 1900 and 1905 both followed and departed from his designs. James Gaw, Andrew Sauer and Lloyd Titus were the principal designers of the thirty-seven schools erected during these years. Sauer generally followed Anschutz's designs, including the Olney School (1900-1901) which is part of the nominated group. Gaw and Titus were not adverse to striking out on new trails that presaged later schools. Titus' Edison High School (1903-1905), which is included in this nomination, departed greatly from the single-loaded corridor variation of the Sloan plan. The Edison School was only the third Philadelphia school building erected, and the oldest extant structure, with an auditorium. The plan consisted of twenty classrooms and seven shops arranged along a U-shaped corridor that ran around the central auditorium. The Edison School was one of the first schools in Philadelphia with specialized interior spaces rather than the unspecialized classrooms divided by moveable partitions.

Near the end of the second period of school design, another notable change appeared--the construction of specialized schools. By the late nineteenth century school reformers in the industrial Northeastern United States called for vocational and industrial curricula in public schools in order to train students for industrial work. The Philadelphia public school system responded by creating schools dedicated to vocational and industrial courses. The first school built solely for industrial arts in Philadelphia, and the second one in the nation, opened in 1885. Known as the Central Manual Training School, it was followed in 1890 by the Northeast Manual Training School. This latter school eventually became the Thomas Edison High School, which is included in this nomination. In 1891, an elementary training school and the School for Pedagogy were added to the roster of specialized schools.

The third period of public school design began in 1905, a year that marked a turning point in the administration of Philadelphia public schools. In 1905 the previous decentralized administration system was abandoned in favor of a centralized system. A Board of Education composed of twenty-one members replaced the earlier ward boards of directors and took complete control of the entire design, setting and size of school buildings. The new Board of Education and the school Superintendent directed that schools be designed to meet the needs of the city at large, not just those of a particular ward.

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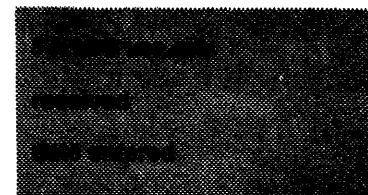
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The changes wrought by the reform of 1905 greatly affected school construction. The Board of Education and the Superintendent increased the size of schools so that one school could serve more than one ward. They also enlarged the size of lots upon which buildings sat. Instead of the buildings occupying only a small lot within a block, the new schools incorporated entire city blocks in their plan for building and recreation space. They also adopted new fireproof construction which at first increased the cost of construction from 15 cents a cubic foot before 1906 to twenty-five cents a cubic foot during 1906-1907. However, as designs became standardized under a centralized administration, this cost dropped to eighteen to nineteen cents a cubic foot between 1908 and 1916.

The newly centralized school administration also departed significantly from the single corridor variation of the Sloan plan. The Board and the Superintendent's office adopted many of the ideas about interior plans propounded by William Wirt. In 1908 Wirt was named Superintendent of Schools in Gary, Indiana. Wirt believed that the school should be an idealized microcosm of the real world providing as many activities for a student within the school as possible. Trained personnel could integrate practical training with basic scientific and mathematical principles. According to Wirt, schools needed specialty rooms to accomplish these goals. Buildings would contain auditoriums for dramatic performances, large gymnasiums and pools for sports activities, home economics rooms and shop spaces. Wirt also argued that schools should be large, accommodating up to 1800 students so that construction costs per cubic foot could be reduced. In addition, Wirt advocated that school hallways be lined with art work to serve as local museums, and that school libraries be each community's local branch library. He also proposed adult use of the school facilities after hours. Under Wirt's plan, which became known as the Gary Plan, each school would have specialized interior spaces for varied curricula. The school would also serve as a community center, not just a learning place for children.

Philadelphia adopted Wirt's ideas on the use of specialized spaces within schools. Lloyd Titus' designs had foreshadowed this use of space only a few years before, and the chief designer of public schools between 1905 and 1918, Henry deCoursey Richards, standardized these ideas in Philadelphia public schools. Between 1908 and 1916 five high schools were added to the system, all of which incorporated Wirt's ideas about specialized interior spaces. The West Philadelphia High School, designed by Richards with auditorium, gymnasium, cafeteria and recreational area, is included in the nominated group as representative of these high schools. Richards made the use of specialized rooms standard in elementary and primary schools in 1915 with the construction of the

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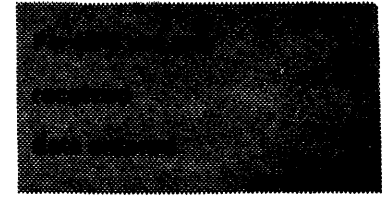
Page 6

S. Weir Mitchell and John S. Kinsey Schools. Both of these schools, which are part of the nominated group, contained a domestic sciences room, two manual training rooms, a gymnasium, an auditorium, infirmary, recreation spaces and offices.

Irwin T. Catharine succeeded Richards as Philadelphia's principal school designer from 1918 through 1937, and continued the policy of implementing Wirt's ideas about specialized interior spaces. During his tenure Catharine made a concerted effort to upgrade and expand public school facilities, adding 104 new buildings which replaced thirty-seven existing ones, adding wings to twenty-six other schools, and altering and improving at least fifty others. In his many designs Catharine followed the Gary Plan by incorporating specialized interior spaces, including gymnasiums and auditoriums. Catharine also eventually surpassed the size and student capacity advocated by Wirt. Twenty six schools have been chosen for nomination as outstanding representatives of Catharine's many designs. The Lydia Darrah School (1926-1927), the Thaddeus Stevens School (1926-1928), Overbrook High School (1924-1926), Olney High School (1929-1930), Julia Masterman School (1932-1933), John Bartram High School (1937), and Central High School (1937) stand as just a few of Catharine's designs included in this nomination.

Richards and Catharine closely followed Wirt's ideas on the uses of interior spaces, but they did not adopt his plan for making schools into community centers. In this regard Philadelphia deviated from other major cities such as Pittsburgh which adopted all of the Gary Plan. By the early twentieth century Philadelphia had already created other institutions which performed the community service functions that Wirt proposed for schools. The Free Library of Philadelphia had neighborhood branches scattered through the city by the turn of the century, usurping schools as the location of neighborhood libraries. In 1907 a Philadelphia Playgrounds Association was formed to open recreation centers, swimming pools, and organized recreation areas. By 1911 the city had a Board of Recreation to operate public recreation facilities. These recreation centers and libraries became the focus of community activities that Wirt had envisioned for public schools.

In addition to incorporating Wirt's ideas on specialized interior spaces, Richards and Catharine also continued the construction of specialized schools begun in the late nineteenth century. Catharine designed four technical schools, one orthopedic school, and four schools of observation and practice. Demonstration schools had been established as early as 1891. The success of these led to the construction of four more between 1920 and 1937. Usually organized as elementary schools, these schools possessed a staff consisting of specially selected

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National Park ServiceNational Register of Historic Places
Inventory—Nomination Form

Continuation sheet Philadelphia Public Schools Item number 8

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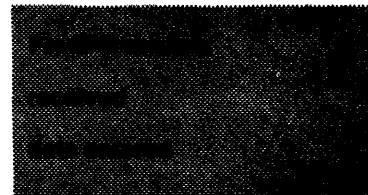
teachers who demonstrated classroom techniques approved by the school board. Teachers from Philadelphia public schools could come to learn better techniques through observation and practice. The Thaddeus Stevens School of Observation and Practice (1926-1927) is one example of these specialized schools included in this nomination.

Richards and Catherine also standardized the architectural styles of school exteriors after 1905. Both Richards and Catherine adopted styles popular in Philadelphia and the nation at the time. Richards' early buildings, such as Read and Hawthorne Schools, were patterned after the Colonial and Georgian Revival styles used widely in Philadelphia residential and institutional architecture in the early twentieth century. By the 1910s Richards had embraced the Jacobean Revival and Collegiate Gothic styles in schools such as John Kinsey and West Philadelphia High. These styles were widely used in educational buildings elsewhere, including the campuses of the University of Pennsylvania and Princeton University. Catherine at first retained the Jacobean Revival and Gothic styles, but soon changed during the 1920s to the Art Deco style then in vogue (Darrah and Stevens Schools). He also brought the Classical Revival style to fuller expression in such buildings as the Masterman School than Richards had. Finally, Catherine switched to the Art Moderne style for many of his final designs.

Eight of Catherine's schools, John Bartram High School (1937), Edward Bok Vocational School (1935-1937), Central High School (1937), Robert Fulton School (1935-1937), Willis and Elizabeth Martin School (1936-1937), Delaplaine McDaniel School (1935-1937), George G. Meade School (1935-1937), and George Washington School (1935-1937), are slightly less than fifty years old. However, they are rated as "exceptionally significant" since they are premier examples of Catherine's public school designs, and culminate the educational and architectural evolution of public school design in Philadelphia up through the mid-1930s. Bartram School is an exceptionally large school containing more than 3,500 students and provides an excellent canvas to view Catherine's skillful use of Art Deco/Moderne ornamentation. Bok School is an example of specialized vocational schools designed by Catherine and highlights Catherine's use of verticality and detailed ornamentation in the Art Deco style. Central High School is the most recent of four high schools by this name that date back to one of the oldest high schools in the country. With its rigorous entrance requirements, Central has played an exceptional role as the primary college preparatory high school in Philadelphia. Fulton School is a superb example of the Moderne style with its understated detailing. The Martin School is one of the few orthopedic schools for handicapped children in the country. It is one of Catherine's best designs in the Classical Revival style. The

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McDaniel School exhibits exceptionally rich, ornate Art Deco detailing and stands out among Catherine's Art Deco designs. The Meade School, similar in appearance to the Fulton School, is also an exceptional example of the Moderne style. The Washington School illustrates the transition from the detailed, boxy Art Deco to the more streamlined Art Moderne in Catherine's designs.

Thus Philadelphia's public schools are rich examples of prevailing architectural styles. They also express in their design and construction the educational philosophies of leading school reformers. In addition, they well represent the evolution of the Philadelphia public school system from the early, small schools created under decentralized administration to the more recent, large schools built by a centralized school system.

9. Major Bibliographical References

See continuation sheets

10. Geographical Data

Acreeage of nominated property see individual survey forms - 104 total acres

Quadrangle name Beverly, PA-NJ; Camden, PA-NJ; Frankford, PA; Philadelphia, PA; Germantown, PA. Quadrangle scale 1:24000

UTM References see individual survey forms

A	<input type="text"/>	<input type="text"/>	<input type="text"/>	B	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Zone	Easting	Northing		Zone	Easting	Northing
C	<input type="text"/>	<input type="text"/>	<input type="text"/>	D	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>	<input type="text"/>	F	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>	<input type="text"/>	H	<input type="text"/>	<input type="text"/>	<input type="text"/>

Verbal boundary description and justification

See individual survey forms

List all states and counties for properties overlapping state or county boundaries

state N/A code N/A county N/A code N/A

state N/A code N/A county N/A code N/A

11. Form Prepared By

name/title Jefferson M. Moak/William Sisson/survey forms by Elizabeth Mintz

organization N/A/PHMC

date August, 1986

street & number 33 Benezet Street/William Penn Museum

telephone (215) CH2-5264

city or town Philadelphia/Harrisburg

state Pennsylvania

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature

title Dr. Larry E. Tise, State Historic Preservation Officer

date 10/4/86

For NPS use only

I hereby certify that this property is included in the National Register

date 12/4/86

Keeper of the National Register

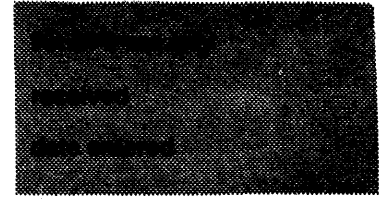
Attest:

date

Chief of Registration

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

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Inventory—Nomination Form**



Continuation sheet Phila. Public Schools

Item number 9

Page 2

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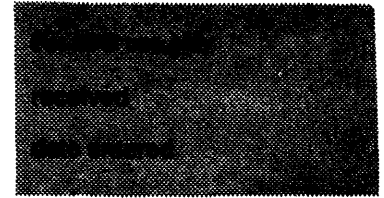
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National Park Service**

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Continuation sheet Phila. Public Schools

Item number 9

Page 3

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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

HISTORIC PRESERVATION

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name N/A
other names/site number Philadelphia Public Schools Thematic Resources (Addendum)

2. Location

street & number See individual survey forms and continuation sheets Not for publication
city, town Philadelphia Vicinity
state Pennsylvania code PA county Philadelphia code 101 zip code Multiple

3. Classification

Ownership of Property		Category of Property		Number of Resources within Property	
				Contributing	Noncontributing
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	<input type="checkbox"/> district	<u>95</u>	<u>20</u>	buildings
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> site	<input type="checkbox"/> structure	<u> </u>	<u> </u>	sites
<input type="checkbox"/> public-State	<input type="checkbox"/> object		<u> </u>	<u> </u>	structures
<input type="checkbox"/> public-Federal			<u>95</u>	<u>20</u>	objects
					Total

Name of related multiple property listing: Philadelphia Public Schools Thematic Resources (1986) Number of contributing resources previously listed in the National Register 1

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. See continuation sheet.

Signature of certifying official *Dr. Brent Glass* Date 9/28/88
Dr. Brent Glass, Pennsylvania Historical and Museum Commission
 State or Federal agency and bureau

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

Signature of commenting or other official _____ Date _____
 State or Federal agency and bureau _____

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register. See continuation sheet. *L.M. Clelland* 11/18/88

determined eligible for the National Register. See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain:)

 Signature of the Keeper

 Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

Education: School

Current Functions (enter categories from instructions)

Education: School
Religion: Religious structure & church school
Social: Meeting Hall & Civic
Commerce/Trade: Warehouse

7. Description

Architectural Classification
(enter categories from instructions)

Greek Revival
Italianate
Queen Anne

(See Section 7 Page 2)

Materials (enter categories from instructions)

foundation Brick
walls Brick
Stone: Granite
roof Asphalt
other Terra cotta trim
Limestone trim

Describe present and historic physical appearance.

The Philadelphia Public Schools Thematic Resources (Addendum) includes ninety-five school buildings erected by the School Board of Philadelphia and its predecessors from 1847 to 1938. The beginning date of this period represents the early stages of the construction of facilities by and for the public school system. The latter date indicates the end of a major building period of schools in Philadelphia. In fact, no school buildings were erected in Philadelphia between 1937 and 1946 according to the records of the School District of Philadelphia. These ninety-five buildings have been culled from over 119 known extant buildings from this period on the basis of their architectural quality, historical importance and as examples of the changing trends in educational architecture over the years. They range in style and size from the simple Greek Revival brick school house containing large multi-purpose rooms to the large Art Deco and Art Moderne brick high schools of the 1930s with specialized spaces for specific activities. The smallest building included is the four-room Thomas Meehan School erected in 1901-1902; the largest is Simon Gratz High School (1925-1927) with a capacity of 3,750 students.

On 4 December 1986, sixty-three Philadelphia public schools were listed on the National Register. Unfortunately, the survey that produced the 1986 nomination overlooked or omitted ninety-five other buildings that contribute architecturally or historically to the development of the public school in Philadelphia. For example, several early schools, e.g., the Irving or Bridesburg School (1847-1848) and the Watson Comly School (1892-1843), were found to have survived. Yet others follow the same plans as several entered on the National Register and possess equal integrity. The Edwin M. Stanton School (1925-1926) and the Mary Channing Wister School (1925-1926) do not differ from the Lydia Darrah School (1926-1927), and the General John F. Reynolds School (1925-1926) reflects a four-story version of the same design. All the structures rejected or missed in the 1986 survey were evaluated for integrity, uniqueness and/or representativeness of design, and historical context. Out of this process emerged the ninety-five schools included in the present nomination.

The buildings in this nomination represent almost all of the different styles used in public school construction. Where several examples of a particular style and/or plan exist, only those buildings with a high degree of architectural integrity appear in this nomination. This nomination also contains sole surviving examples of types and/or plans that may have later additions sympathetic with the original design or that have significance beyond

See continuation sheet

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Continuation Sheet**

Philadelphia Public Schools Thematic Resources

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Current Functions

Unknown

Vacant/Not in use

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Architectural Classification

Romanesque
Colonial Revival
Classical Revival
Tudor Revival
Late Gothic Revival
Spanish Colonial Revival
Moderne
Art Deco
Other: Classical Utilitarian

Materials

Foundation: Stone
Walls: Stone: Sandstone
Other: Sandstone trim

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**National Register of Historic Places
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Philadelphia Public Schools Thematic Resources

Section number 7 Page 3

architecture. These criteria eliminated a number of early twentieth century buildings that have suffered from modern, unsympathetic alterations.

The present nomination contains ninety-five buildings. Eighty-one remain in use as public schools; two others owned by the School District of Philadelphia stand vacant. Of the other thirteen, five serve as private or religious schools, one as a lodge hall, one as a church, one as a warehouse, one as a boys club and two are vacant; the use of one is unknown. Ownership of three rest with the City of Philadelphia; religious organizations hold two, and eight are in private hands.

Three distinct eras of school construction may be discerned in the overall history of Philadelphia public schools. These are as follows:

Period	Major Architect or Designer	Total Bldgs. Considered	Total Bldgs. Nominated	
			1986	1988
1818-1850		4	2	1
1851-1905	Sloan/Esler/Hutton Anschutz/Titus/Gaw	45	22	13
1906-1938	Richards/Cassell/ Catharine	139	39	81
Totals		188	63	95

The eras tabulated above reflect major changes in the design and plan of school buildings or in the administrative handling of school construction. The early period from 1818-1850 saw 49 school buildings erected under a decentralized school administration. All but four of these schools have been replaced by later structures. In the second period many schools were constructed by a decentralized administrative system in accordance with ideas developed by Samuel Sloan. Within this second period, sixty schools were built between 1851 and 1868. Only four schools survive from these years. At least 110 schools were constructed in the remainder of the second period (1869-1905). During the third period a centralized school administration constructed a large number of schools influenced by the ideas of William Wirt, an Indiana educator. Over 140 schools were erected in the third period of school construction: many of these are still in use today.

All of the schools occupy their original sites. These plots range from small urban, almost back-alley, lots of the early schools to entire city blocks occupied by the schools of the 1910s, 1920s and 1930s. Almost without exception, despite the urgings of their architects over the years, the School District has

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Philadelphia Public Schools Thematic Resources

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paved all of these lots with concrete. Only a select few schools have grass lawns. Few schools are set back from the street any great distance. Indeed, most of them are located at or very close to the building line of the principal street or streets at which they sit. Most of the open space around the buildings is reserved for the back areas which are used as concrete play areas for the pupils. Many of the schools are still surrounded by fencing which dates to the early 20th century. This fencing is distinctive with posts containing a globe and the initials P.P.S. for Philadelphia Public Schools.

The use of architectural styles generally follows the changes found throughout Philadelphia's architectural history. The early schools, including the extant Irving School (1847-1848), tended to be utilitarian in design or were modeled after the Greek Revival. With the introduction of the Italianate and Gothic styles of the mid-19th century, school buildings changed their appearances to include elements of these styles. The Watson Comly School (1851) and the Muhlenburg School (1874) are examples of the Italianate and Gothic Revival styles. The Queen Ann, Colonial Revival and Classical Revival styles popular in the later nineteenth century are found first in the sole surviving school design by Addison Hutton, the William Adamson School (1880) and later in the designs by Joseph Anschutz, e.g., the James Martin School (1894-96) and the Philip H. Sheridan School (1899-1900). The Collegiate Gothic Style was employed for many buildings around the turn of the century. The Colonial and Georgian Revival styles popular at the beginning of the twentieth century influenced the designs of such buildings as the Charles Wolcott Henry School (1906-1908) and the Thomas Meehan School (1901-1902). Richards and Catharine adopted the Jacobethan and/or Regency styles for public school design during the 1910s and 1920s. Catharine designed many buildings in a Collegiate Gothic style in the 1920s, e.g. Elizabeth Duane Gillespie Junior High School (1925-1927) and Simon Gratz High School (1925-1926). He introduced the Art Deco style into Philadelphia public school design with the Clara Barton School (1924-1925) and refined it into the spectacular designs of the Thomas K. Finletter School (1929-1930), the Mary Channing Wister School (1925-1926) and the Roberts Vaux Junior High School (1936-1937). The Vaux School also added elements of the Art Moderne style, a style employed by Catharine for the Joseph W. Catharine School (1937-1938). Catharine also returned to the Colonial and Georgian styles, combining elements of these with elements from the Art Moderne and Art Deco to produce the Thomas Mifflin School (1936).

The majority of the buildings are constructed of brick, often with limestone or brownstone trim. Brick was used in the construction of the early buildings and was advocated by Sloan and other reformers. However, owing in part to its availability, especially in the northwest portions of the city, stone became the standard building material. The J.C. King Educational Building (Wilmot School) and the Muhlenberg School are examples of 1870's stone buildings. From 1883 to 1900,

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Philadelphia Public Schools Thematic Resources

Section number 7 Page 5

brick with brownstone trim was commonly used for new buildings. Then, for about six years, granite-faced brick buildings were common. After the reorganization of the School Board in 1905, fireproof buildings became the standard with interior steel frames and exterior brick walls and limestone trim. Richards' designs called for the use of red brick: Catharine's often used tan or yellow-colored brick.

In plan, the nominated buildings range from the simple four-room school house named after Thomas Meehan to the large, multi-room buildings with many specialized areas such as Simon Gratz High School. The early buildings used simple plans. The plan developed by Sloan in the early 1850s called for a large area on each floor with moveable partitions and separate stairwells and entrances on the sides of the buildings as survives at the Muhlenberg School. This plan continued until 1879-1880 when a single-loaded corridor variation of the Sloan scheme was adopted. In this variation, as many as five classrooms, each separated by moveable partitions, led to a single corridor running the length of the building and is exemplified by the William W. Axe School (1903-1904). This plan, developed by Addison Hutton, remained in use until 1906. In the later nineteenth century, some double-loaded corridor plans were also employed for new buildings as well as for additions to early single-loaded buildings which transformed them into double-loaded corridor schools, e.g., the Mary Disston School (1900-1901). W-plans also utilized the basic elements found in the single-loaded corridor scheme and is illustrated by the George Sharswood School (1906-1908). U-plans were also employed as exemplified by the John Greenleaf Whittier School (1913). Finally, both H. deCourcy Richards and Irwin T. Richards commonly used an O-plan for their larger works.

The schools generally possess good integrity. Most buildings retain their original interior plans. The exteriors of the great majority of the schools also survive largely intact. Stone and brick detailing remains on most schools. Many of the schools still have original wood window sash, although a window replacement program for many schools still owned by the Philadelphia Board of Education has begun. A few of the schools have additions. Additions to the nominated schools, however, are sympathetic in design and/or materials, or, owing to siting, do not compromise the character of the original building. Others, such as the Muhlenberg School (1874), the Irving School (1848), have lost some exterior details and original window sash, have altered openings or have had windows and doors boarded up.

With the completion of the Bartram and Central High Schools in 1937, the Philadelphia School Board ceased its building activity until after World War II. The course of the changes of design and how they affected education in Philadelphia can be traced through these nominated structures. In many

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Continuation Sheet**

Philadelphia Public Schools Thematic Resources

Section number 7 Page 6

instances, school buildings were built after the development of a neighborhood and the School Board had to be satisfied with a small lot, often not in a central location. A ban on buildings with more than 21 classrooms was lifted after the reform of 1905 reflected the School Board's desire to serve the entire district with adequate classroom space. Structures erected after this time were increasingly larger with each passing year, trying to handle the increasing enrollment, until the construction of the Simon Gratz High School. These ninety-five structures nominated as an addendum to the Philadelphia Public Schools Thematic Resources illustrate the differences and progression in styles and treatments in Philadelphia educational architecture over a 112-year period.

The nominated group of buildings contains 95 contributing buildings and 20 non-contributing buildings. One building was previously listed on the National Register as part of an historic district.

The 20 non-contributing buildings are generally free-standing portable school buildings with siding of composition material or brick buildings. Both the portable and brick buildings are of modest size, usually one story high with four rooms. These buildings have flat roofs. These 20 buildings are non-contributing because they were built after World War II. However, they do not detract seriously from the integrity of the contributing buildings. They have been most often placed or erected to the rear of the usually much larger contributing buildings. They are either detached buildings or free standing buildings connected to contributing buildings by enclosed corridors.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

Architecture
Education

Period of Significance

1847-1938

Significant Dates

N/A

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Catharine Irwin T.
Richards, H. deCourcy

(See Section 8 Page 2.)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The ninety-five schools in this thematic nomination date from 1847 to 1938 and illustrate the evolution of public school design in Philadelphia from the mid-nineteenth century to the mid-twentieth century. The designs of these buildings reflect changing national and state trends in educational philosophy and school design, and the ideas of prominent architects and educators including Samuel Sloan and William Wirt. These schools also reflect outstanding examples of a wide range of nationally popular architectural styles. In addition, the nominated schools show local change from small, unspecialized schools created under a decentralized school system to large, specialized schools built by a centralized administrative system.

In December 1986, sixty-three Philadelphia public schools were listed on the National Register. Since then, an additional survey revealed that another ninety-five buildings contribute architecturally and historically to the theme of the evolution of the public school and appear to meet the criteria for entry on the National Register. In some instances, early schools were found to survive, and in others, previously omitted buildings duplicate examples cited in the original nomination. Out of the further, exhaustive survey and a reevaluation of those excluded in 1986, the present ninety-five emerged.

There have been three main periods of school design and building in Philadelphia from the early nineteenth century to the mid-twentieth century. Each period differs according to changes in school administration and educational philosophy. Between 1818 and 1850, a decentralized school system built small schools based largely on the Lancastrian method of educating children. From 1851 to 1905, a decentralized administration continued to construct small schools. The early part of this period, however, was highlighted by designs based upon the ideas of Samuel Sloan. After 1879, inspired by the temporary engagement of Addison Hutton to design two new schools, schools were designed to reflect the latest ideas in fire safety. Between 1906 and 1938 school design came under strong centralized administrative control. Many of William Wirt's ideas on the uses of interior space were instituted inside new buildings while nationally popular architectural styles became standard for school exteriors. Steel-frame construction and newer fire safety ideas characterized school design after 1905.

See continuation sheet

9. Major Bibliographical References

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See continuation sheet

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 # _____

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository:

Philadelphia Historical Commission

(See Section 9, page 2)

10. Geographical Data

Acreage of property See individual survey forms

UTM References See individual survey forms

A

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Zone Easting Northing

C

--	--	--	--	--	--	--	--	--	--

B

--	--	--	--	--	--	--	--	--	--

Zone Easting Northing

D

--	--	--	--	--	--	--	--	--	--

See continuation sheet

Verbal Boundary Description:

See individual survey forms

See continuation sheet

Boundary Justification

See individual survey forms

See continuation sheet

11. Form Prepared By

name/title J.M. Moak; forms by E. Mintz (1986) and J.M. Moak (1987)
organization KKES, Inc. (1987) date August 1986, Revised 8 Nov. 1987
street & number 219 North Broad Street telephone (215) 561-1050
city or town Philadelphia state PA zip code 19107

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Architect/Builder

**Esler, Lewis
Hutton, Addison
Anschutz, Joseph W.
Sauer, Andrew
Titus, Lloyd
Gaw, James**

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The Philadelphia public school system began in 1818 with the founding of the First School District of Pennsylvania. The school district was a decentralized administrative system consisting of seven sections covering the city and county of Philadelphia. Each of these sections had local boards of directors and representation on a central board of controllers. The construction of schools was left largely to the local boards. These local boards built a total of forty-nine small schools suited to the needs of individual neighborhoods. Many of these schools were designed on the Lancastrian Plan of education, which called for an open room on each floor in which several classes could be monitored by one principal instructor. The exterior of the schools tended towards the utilitarian without much architectural adornment. One of the only four schools which survive from this period, the Bridesburg School (1847-1848), is included in the present nomination. Two others, the Mifflin School (1825) and the J. Sylvester Ramsey School (1850) were entered on the National Register in 1986; the fourth, the Penn Township School (1828) has lost virtually all its integrity along with its second floor.

During the second period, 1851-1905, school administration remained largely decentralized. Under the 1854 Act of Consolidation of the City and County of Philadelphia, each ward was designated a separate school section with separate boards of directors and one representative on the central board of Controllers. In 1854, this meant that twenty-four ward boards were created. However, every time a new ward was created, another ward board sprang into existence. By 1905, forty-two ward boards consisting of 540 elected officials determined the size and location of each school. Thus the schools were kept small in order to serve particular wards and neighborhoods. Only two other major cities in the United State, Pittsburgh and Boston, had similar decentralized school systems until the early twentieth century. Pittsburgh had up to sixty-one subdistricts with a total of 366 people in these districts supervising the city's elementary schools. Pittsburgh's system also produced a diverse array of school buildings to serve local neighborhoods.

Although Philadelphia's school system remained decentralized between 1851 and 1905, Philadelphia's Controllers of the Public Schools and the office of the Superintendent of Buildings, created in 1867, did much to determine the interior plan of school buildings. And, unlike the Pittsburgh school system, the Controllers and Superintendent of Buildings instituted Samuel Sloan's ideas about the design of school interiors. In 1851, the Controllers hired Sloan to survey the existing school buildings in Philadelphia and elsewhere in the United States. They charged him with developing a model plan that would improve lighting, heating, ventilation, and utilization of space in school structures. Sloan developed a design, later known as the Philadelphia Plan, that greatly shaped school architecture in Philadelphia and throughout much of Pennsylvania.

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This interior design was adopted for many of Philadelphia's schools in the second half of the nineteenth century. Sloan's plan was also published in several books and used, with the major exception of Pittsburgh, in other Pennsylvania towns.

Sloan's influential Philadelphia Plan called for a single large room on each floor which could be transformed into as many as four classrooms by the use of moveable partitions. Stairways and entrances, located on the sides of the building, were separate from the classrooms. These separate compartments limited the distraction caused by students and others entering the building during class hours. Sloan also suggested the installation of clothes closets to accommodate excess clothing and decrease clutter in the classroom. In addition, Sloan proposed improved lighting, heating and ventilation for school buildings.

Sloan, the first professional architect of record retained by the School District, left another legacy to the history of the evolution of school design in Philadelphia. He, apparently, began the practice of assigning a type number to each plan or variation on a plan. Commonly, a type number reflected the layout of rooms, the footprint of the building and its elevation. In this scheme, Sloan's Fayette School, entered on the National Register in 1986, with three classrooms on each of two floors divided by moveable partitions, a corridor with stairs and two entrances to one side of the building and another entry and stair hall in one corner became type 12. During the decades of expansion, particularly in the early twentieth century, types proliferated. For example, the Lawndale School (1903-1904) with three rooms per floor on a single-loaded corridor with cloakrooms arranged between the classrooms and the corridor received the designation type 99. The same plan with five rooms per floor was listed as type 84 and is represented by the George W. Childs School (1893-1894). As changes in pedagogy occurred, general differentiation marked these classifications. Thus the records note JHS-01 for type 1 junior high schools, e.g., Holmes Junior High School (1916-1917), SHS 27 for type 27 senior high schools, e.g., Kensington High School for Girls (1916-1917), and TS-04 for type 4 technical or vocational schools, e.g., Dobbins Vocational School (1936-1937). Some forms, such as H. deCourcy Richards' three-story, seventeen-room on double-loaded corridors, Classical Revival elementary school, type 128, met considerable success or need; in 1913-1914, the School District erected seven type 128 schools, including the Lowell School, Howe School, Lea School and Birney School. Yet others were one-of-a-kind, e.g., type 114, the Bayard Taylor School, a Jacobean, three-story, eighteen-room, L-shaped elementary school by Richards. This system of type numeration remains in place today.

Sloan's plan had an immediate effect on the design of Philadelphia school interiors. Between 1851 and 1855, twenty-five school buildings were erected using the Sloan Plan. Of these, one building, the Fayette School, later the

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William C. Jacobs School (1854-1855) was included in the original nomination. Another, the Watson School (1851), still stands in Southwark, but it has lost virtually all of its integrity of design. The remaining twenty-three have been demolished. Few schools were built between 1856 and 1865. One of these, the Wyoming School, was rebuilt as the General Philip Kearney School in 1921-1922. A boom in school construction occurred after 1865, with thirty-five contracted for between 1868 and 1886 alone. The majority of these were designed by James Charles Sidney, who relied upon Sloan's interior plans. Lewis H. Esler, who served as the first Superintendent of Buildings between 1867 and 1883, succeeded Sidney as the chief school designer, using the former's plans for many of his early creations. Most of Sidney's and Esler's interior plans closely followed Sloan's designs by using a large room with moveable partitions on each floor and separate stairways and entrances on the sides. Seven of Esler's executions of the Sloan plan still stand. Five of these appear in the original nomination. These include the Robert Ralston School (1869), the David G. Farragut School (1873), the Germantown Grammar School (1874-1875), the Alfred Crease School (1874-1875), and the Charles W. Schaeffer School (1876). Two additional schools of this period were discovered during the resurvey of school buildings and are a part of the present nomination: the J.C. King Educational Building, formerly the Wilmot School (1874) and the Bishop Miller Tabernacle Church, formerly the Muhlenburg School (1874-1875).

Despite the large number of buildings designed during his tenure, Esler demonstrated a marked lack of innovation in architectural design and was content in producing variations of the Sloan-Sidney design. Reformers among the Controllers were successful in hiring Addison Hutton, a noted Philadelphia architect who had trained under Sloan and had become his partner during the mid-1860s, to design several schools using the latest ideas in architectural design and in fire safety. Among other innovations, Hutton introduced a single-loaded corridor running the length of each floor rather than classrooms opening directly on side stairways and entrances. One of the two schools completed from Hutton's designs, the William Adamson School (1879-1880), still stands. It was overlooked by the initial survey of school buildings and therefore not included in the original nomination. This omission has been rectified with the submission of the present nomination.

Esler's successors after 1883 used the Hutton variation of the Sloan Plan. Joseph W. Anschutz was the principal designer in the Office of the Superintendent of Buildings from 1886 to 1899, planning seventy-two of the seventy-four schools erected during this period. Anschutz made the single-loaded corridor variation of Sloan's plan standard design during his tenure. He found that the single-loaded corridor could accommodate more than one classroom per floor. This allowed each school to contain more children, an essential change since the

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population of the city was growing by leaps and bounds. He also enlarged the size of each classroom not only to hold more children but also to allow each child more space in the classroom. In addition, Anschutz used the single-loaded corridor so that classrooms on the same floor could be separated and used for different grades. By the last decade of the nineteenth century, graded education was becoming standard practice in the Philadelphia school system.

Although Anschutz standardized the interior plan formulated by Sloan and Hutton, he departed from his predecessors in his use of construction materials and architectural styles. Esler had tended to use stone construction, and the Gothic Revival and Italianate styles popular in Philadelphia at the time. However, since much of Philadelphia consisted of brick row houses, stone schools often stood out from their surroundings. Anschutz attempted to make school exteriors more harmonious with their environs by using mostly brick and brownstone. He also adopted the Queen Anne, and later the Colonial Revival and Classical Revival styles, for his school designs. Sixteen of the seventy-two schools designed by Anschutz still stand: six of these were included in the original nomination (Francis M. Drexel School, (1888-1889); Francis Scott Key School, (1889); David Landreth School, (1889); Edwin H. Fidler School, (1897); Simon Muhr School, (1899-1900); and Thomas J. Powers School, (1899-1900). Six of the remaining ten are nominated as part of the present nomination. These include the Daniel L. Keyser School (1886-1887), the original Watson Conly School, now the Somerton Masonic Lodge (1892-1893), the George W. Childs School (1894-1896), the William Levering School (1894-1896), the James Martin School (1894-1896), and the Philip H. Sheridan School (1899-1900). The remaining three were severely altered by fire and remodeling efforts.

Anschutz's successors from 1900 to 1905 both followed and departed from his designs. James Gaw, Andrew Sauer and Lloyd Titus were the principal architects of the thirty-seven schools erected during these years. Sauer generally followed Anschutz's designs, including the Olney School (1900-1901) but occasionally showed radical departures as with the St. Josaphat's School, formerly the Mary Disston School (1900-1901). Gaw and Titus were not adverse to striking out on new trails that presaged later schools. Titus' Edison High School (1903-1905), which was included in the original nomination, departed greatly from the single-loaded corridor variation of the Sloan Plan. The Edison School was only the third Philadelphia high school building erected, and the oldest extant structure, with an auditorium. The plan consisted of twenty classrooms and seven shops arranged along a U-shaped corridor that ran around the central auditorium. The Edison School was one of the first schools in Philadelphia with specialized interior spaces rather than the unspecialized classrooms divided by moveable partitions.

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Near the end of the second period of school design, another notable change appeared—the construction of specialized schools. By the late nineteenth century, school reformers in the industrial Northeastern United States called for vocational and industrial curricula in public schools in order to train students for industrial work. The Philadelphia public school system responded by creating schools dedicated to vocational and industrial courses. The first school built solely for industrial arts in Philadelphia, and the second one in the nation, opened in 1885. Known as the Central Manual Training School, it was followed in 1890 by the Northeast Manual Training School. This latter school eventually became the Thomas A. Edison High School mentioned above. In 1891, an elementary training school and the School for Pedagogy were added to the roster of specialized schools.

The third period of public school design began in 1906, a year that marked a turning point in the administration of Philadelphia public schools. In 1905, the passage of the Public School Reorganization Act mandated the abandonment of the previous decentralized administrative system in favor of a centralized one. A Board of Education composed of twenty-one members replaced the earlier ward boards of directors and took complete control of the entire design, setting and size of school buildings. The new Board of Education and the School Superintendent directed that schools be designed to meet the needs of the city at large, not just those of a particular ward. This goal began to be realized in 1906.

The changes wrought by the reform of 1905 greatly affected school construction. The Board of Education and the Superintendent of Buildings increased the size of schools so that one school could serve more than one ward. They also enlarged the size of lots upon which buildings sat. Instead of the buildings occupying only a small lot within a block, the new schools incorporated entire city blocks in their plan for building and recreation space. In 1906, they adopted new fireproof construction which at first increased the cost of construction from 15 cents a cubic foot before 1906 to twenty-five cents a cubic foot during 1906-1907. However, as the designs became standardized under the centralized administration, this cost dropped to between eighteen and nineteen cents a cubic foot between 1908 and 1916.

The newly centralized school administration also departed significantly from the single-loaded corridor variation of the Sloan Plan. The Board and the Superintendent of Buildings office adopted many of the ideas about interior plans propounded by William Wirt. In 1908, Wirt was named Superintendent of Schools in Gary, Indiana. Wirt believed that the school should be an idealized microcosm of the real world providing as many activities for a student within the school as possible. Trained personnel should integrate practical training with basic

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scientific and mathematical principles. According to Wirt, schools needed specialty rooms to accomplish these goals. Buildings should contain auditoriums for dramatic performances, large gymnasiums and pools for sports activities, home economics rooms, and shop spaces. Wirt also argued that schools should be large, accommodating up to 1800 students so that construction costs per cubic foot could be reduced. In addition, Wirt advocated that school hallways be lined with art work to serve as local museums, and that school libraries be each community's local branch library. He also proposed adult use of the school facilities after hours. Under Wirt's plan, which became known as the Gary Plan, each school should have specialized interior spaces for varied curricula. The school should also serve as a community center, not just a learning place for children.

Philadelphia adopted Wirt's ideas on the use of specialized spaces within schools. Lloyd Titus designs had foreshadowed this use of space only a few years before, and the chief designer of public schools between 1906 and 1918, Henry deCourcy Richards, standardized these ideas in Philadelphia public schools. Between 1908 and 1916, five high schools were added to the system, all of which incorporated Wirt's ideas about specialized interior spaces. The West Philadelphia High School, designed by Richards in 1911-1912 with auditorium, gymnasium, cafeteria and recreational area, is included in the original nominated group as representative of these high schools. Richards made the use of specialized rooms standard in elementary and primary schools in 1915 with the construction of the S. Weir Mitchell and John S. Kinsey Schools. Both of these schools, included in the original nomination, contained a domestic sciences room, two manual training rooms, a gymnasium, an auditorium, infirmary, recreation spaces, and offices.

Irwin T. Catharine succeeded Richards as Philadelphia's principal school designer from 1918 through 1937. During the first half of this period he served under the auspices of John D. Casell who was the Superintendent of Buildings. In the latter half, he combined the two offices of Superintendent of Buildings and Architect. He continued the policy of implementing Wirt's ideas about specialized interior spaces. Throughout his tenure, Catharine made a concerted effort to upgrade and expand public school facilities, adding 104 new buildings which replaced thirty-seven existing ones, adding wings to twenty-six other schools, and altering and improving at least fifty others. In his many designs, Catharine followed the Gary Plan by incorporating specialized interior spaces, including gymnasiums and auditoriums. Catharine also eventually surpassed the size and student capacity advocated by Wirt. The original nomination nominated twenty six of his school designs including the Lydia Darrah School (1926-1927), the Thaddeus Stevens School (1926-1928), Overbrook High School (1924-1926), Olney High School (1929-1930), Julia Masterman School (1932-1933), John Bartram High School (1937), and Central High School (1937). An additional 60 schools

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embracing a wide range of styles and uses have been incorporated in this amended nomination. For example, the School Board authorized the construction of separate buildings for junior high schools. In 1922-1923, eight such structures were erected in different parts of the city. Six of these, including the Jay Cooke Junior High School (1922-1924), the Edwin H. Vare Junior High School (1922-1924) and the John Paul Jones Junior High School (1923-1924), are among this nominated group.

Richards and Catharine closely followed Wirt's ideas on the uses of interior spaces, but they did not adopt his plan for making schools into community centers. In this regard Philadelphia deviated from other major cities such as Pittsburgh which adopted all of the Gary Plan. By the early twentieth century Philadelphia had already created other institutions which performed the community service functions that Wirt proposed for schools. The Free Library of Philadelphia had neighborhood branches scattered throughout the city by the turn of the century. In 1907, a Philadelphia Playgrounds Association was formed to open recreation centers, swimming pools and organized recreation areas. Four years later, the city had a Board of Recreation to operate public recreation facilities. These recreation centers and libraries became the focus of community activities that Wirt had envisioned for public schools.

In addition to incorporating Wirt's ideas on specialized interior spaces, Richards and Catharine also continued the construction of specialized schools begun in the late nineteenth century. Catharine designed four technical schools, one orthopedic school, and four schools of observation and practice. Demonstration schools had been established as early as 1891. The success of these led to the construction of the Henry Lea School in 1914 and four more between 1920 and 1937, including the Logan Demonstration School (1923-1924). Usually organized as elementary schools, these schools possessed a staff consisting of specially selected teachers who demonstrated classroom techniques approved by the school board. Teachers from Philadelphia public schools, and other public school systems throughout the United States, could come to learn better techniques through observation and practice.

Richards and Catharine also standardized the architectural styles of school exteriors after 1905. Both Richards and Catharine adopted styles popular in Philadelphia and the nation at the time. Richards' early buildings, such as the Sharswood School, were patterned after the Georgian and Colonial Revival styles used widely in Philadelphia residential and institutional architecture in the early twentieth century. By the 1910s, Richards had embraced the Jacobethan Revival and Collegiate Gothic Styles in schools such as the Kensington High School for Girls. These styles were widely used in educational buildings elsewhere, including the campuses of the University of Pennsylvania and Princeton

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University. During the early years of Catharine's tenure as school architect, he and his superior, John D. Cassell, Superintendent of Buildings, designed conservatively, using many of the same elements, styles, plans and treatments advocated by Richards. However, even while designing in the Regency and Colonial styles, Catharine began to experiment with new treatments in the Collegiate Gothic with his design of John Story Jenks and Andrew J. Morrison Schools (1922-1924). By 1924, he even completed his first design in the Art Deco, the Clara Barton School. This led to such spectacular designs as the General John F. Reynolds School (1925-1926), the Francis Hopkinson School (1926-1927) and the Thomas K. Finletter School (1929-1930). Catharine also brought the Classical Revival style to fuller expression in such buildings as the Thomas Mifflin School (1936) and the Charles Y. Audenried Junior High School (1930-1931). Finally, Catharine switched to the Art Moderne style for many of his final designs, i.e. Murrell Dobbins Vocational School (1936-1937), the Joseph Brown School (1937), and the Joseph W. Catharine School (1937-1938).

Thus Philadelphia's public schools are rich examples of prevailing architectural styles. They also express in their design and construction the educational philosophies of leading school reformers. In addition, they well represent the evolution of the Philadelphia public school system from the early, small schools created under decentralized administration to the more recent, large schools built by a centralized school system. The addition of 95 more structures to the existing Philadelphia Public Schools Thematic Group will provide a complete picture of these changes through time.

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REPRESENTATION IN EXISTING SURVEYS

**National Register of Historic Places, National Register Office,
Washington, D.C.**

Chestnut Hill Historic District

John Story Jenks School, 8301 Germantown Avenue

**Pennsylvania Historic Sites Survey, Pennsylvania Historical and Museum
Commission, Harrisburg, Pennsylvania (Date of survey)**

**Norris S. Barratt Junior High School, 1235 S. 16th Street (6-1981)
Dinner Beeber Junior High School, 5901 Malvern Avenue
F. Amadee Bregy School, 1700 Bigler Street (6-1981)
Lewis C. Cassidy School, 6523-6543 Lansdowne Ave. (6-1981)
Murrell Dobbins Vocational School, 2100 Lehigh Avenue (8-1985)
Thomas Fitzsimons Junior High School, 2601 W. Cumberland Street
(2-1985)
Daniel L. Keyser School, 330 W. Coulter Street (5-1983)
Henry C. Lea School, 242 S. 47th St. (a.k.a. 4700 Locust St.)
(8-1983)
Logan Demonstration School, 5000 N. 17th Street (2-1983)
William Mann School, 1835-1869 N. 54th Street (7-1982)
Thomas Mifflin School, 3500 Midvale Avenue (4-1983)
Overbrook School, 6201 Lebanon Avenue (8-1982)
George Sharswood School, 200 Wolf Street (8-1980)
Edwin M. Stanton School, 1616-1644 Christian Street (5-1981)
Mayer Sulzberger Junior High School, 701-741 N. 48th St. (6-1982)
George C. Thomas Junior High School, 2746 S. 9th Street (8-1980)
Martha Washington School, 728-762 N. 44th Street (6-1982)**

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dnr-11

Name Philadelphia Public Schools Thematic Resources
State Philadelphia County, PENNSYLVANIA

Cover Patrick Anderson 12/4/86

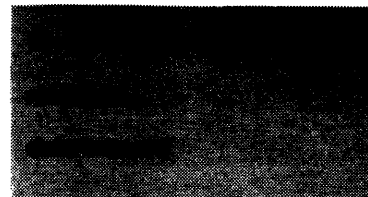
Nomination/Type of Review

Date/Signature

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|--------|------------------------------------|-------------------------------------|--------|----------------------------------|
| 1. | Bache, Alexander Dallas,
School | Entered in the
National Register | Keeper | <u>Almon Byers 12/4/86</u> |
| | | | Attest | |
| 2. | Bartlett School | | Keeper | <u>Almon Byers 12/4/86</u> |
| | | | Attest | |
| -50 3. | Bartram, John, High
School | Substantive Review | Keeper | <u>Ly S. [Signature] 12/4/86</u> |
| | | | Attest | |
| -50 4. | Bok, Edward, Vocational
School | Substantive Review | Keeper | <u>Ly S. [Signature] 12/4/86</u> |
| | | | Attest | |
| 5. | Boone, Daniel, School | Substantive Review | Keeper | <u>Patrick Anderson 12/1/86</u> |
| | | | Attest | |
| 6. | Brooks, George L., School | Entered in the
National Register | Keeper | <u>Almon Byers 12/4/86</u> |
| | | | Attest | |
| -50 7. | Central High School | Substantive Review | Keeper | <u>Ly S. [Signature] 12/4/86</u> |
| | | | Attest | |
| 8. | Crease, Alfred, School | Determined Eligible | Keeper | <u>Patrick Anderson 12/1/86</u> |
| | | | Attest | |
| | | DOE/OWNER OBJECTION | | |
| 9. | Darraha, Lydia, School | Entered in the
National Register | Keeper | <u>Almon Byers 12/4/86</u> |
| | | | Attest | |
| 10. | Drexel, Francis M., School | Substantive Review | Keeper | <u>Patrick Anderson 12/1/86</u> |
| | | | Attest | |

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Nomination/Type of Review

Date/Signature

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|---------|--|-------------------------------------|------------|--------------------------------|
| 11. | Dunbar, Paul Lawrence, School | Entered in the
National Register | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| 12. | Dunlap, Thomas, School | | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| 13. | Farragut, David, School | Entered in the
National Register | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| 14. | Fayette School | | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| -15. | Federal Street School | Substantive Review | for Keeper | <u>Patrick Andrews 12/1/86</u> |
| | | | Attest | _____ |
| 16. | Fitler School | Entered in the
National Register | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| 17. | Fleischer, Helen, Vocational
School | | for Keeper | <u>Melvin Byers 12/4/86</u> |
| | | | Attest | _____ |
| -50 18. | Fulton, Robert, School | | Keeper | <u>Patrick Andrews 12/4/86</u> |
| | | | Attest | _____ |
| 19. | Furness, Horace, Junior
High School | | for Keeper | <u>Patrick Andrews 12/1/86</u> |
| | | | Attest | _____ |
| 20. | Germantown Grammar School | | for Keeper | <u>Patrick Andrews 12/1/86</u> |
| | | | Attest | _____ |

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Date/Signature

- 21. Hanna, William B., School Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 22. Hawthorne, Nathaniel, School Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 23. Horn, George L., School Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 24. Institute for Colored Youth Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 25. Key, Francis Scott, School Entered in the National Register *for* Keeper Patrick Andrus 12/1/86
Attest _____
- 26. Kinsey, John L., School Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 27. Landreth, David, School Entered in the National Register *for* Keeper Melrose Byers 12/4/86
Attest _____
- 50 28. Martin Orthopedic School Substantive Review Keeper Ly L. [Signature] 12/4/86
Attest _____
- 50 29. McDaniel, Delaplaine, School Substantive Review Keeper Ly L. [Signature] 12/4/86
Attest _____
- 30. Mechanicsville School Substantive Review *for* Keeper Patrick Andrus 12/1/86
Attest _____

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State Philadelphia County, PENNSYLVANIA

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31. Meredith, William M., School

Submitted for Review

Keeper

Delores Byers 12/4/86

Attest

50 32. Meade, George, School

Submitted for Review

Keeper

[Signature] 12/4/86

Attest

33. Mifflin School

Entered in the National Register

Keeper

Delores Byers 12/4/86

Attest

34. Mitchell, S. Weir, School

Entered in the National Register

Keeper

Delores Byers 12/4/86

Attest

35. Muhr, Simon, Work Training School

Submitted for Review

Keeper

Patrick Andrews 12/1/86

Attest

36. Northeast Manual Training School

Entered in the National Register

Keeper

Delores Byers 12/4/86

Attest

37. Olney Elementary School

Submitted for Review

Keeper

Delores Byers 12/4/86

Attest

38. Olney High School

Entered in the National Register

Keeper

Delores Byers 12/4/86

Attest

39. Overbrook High School

Entered in the National Register

Keeper

Delores Byers 12/4/86

Attest

40. Penn, William, High School For Girls

Submitted for Review

Keeper

Patrick Andrews 12/1/86

Attest

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PENNSYLVANIA

Nomination/Type of Review

Date/Signature

- 41. Philadelphia High School for Girls Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 42. Poe, Edgar Allen, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 43. Powers, Thomas, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 44. Ralston, Robert, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 45. Ramsey, J. Sylvester, School Substantive Review Keeper Patrick Andrews 12/1/86
Attest _____
- 46. Read, Thomas Buchanan, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 47. Schaeffer, Charles, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 48. Shoemaker, William, Junior High School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 49. Smith, Walter George, School Entered in the National Register Keeper Shelous Byers 12/4/86
Attest _____
- 50. Southwark School Substantive Review Keeper Patrick Andrews 12/1/86
Attest _____

United States Department of the Interior
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For NPS use only
received 10/20/88
date entered

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PENNSYLVANIA

Nomination/Type of Review

Date/Signature

51. Spring Garden School
No. 1

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

52. Spring Garden School
No. 2

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

53. Stevens, Thaddeus, School
of Observation

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

54. Stokely, William J., School

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

55. Tilden, William J.,
Junior High School

Substantive Review

for Keeper

Patrick Andrus 12/1/86

Attest

56. Vare, Abigail, School

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

57. Wagner, General Louis,
Junior High School

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

58. Walton, Rudolph, School

Entered in the
National Register

for Keeper

Melvyn Byers 12/4/86

Attest

-50 59. Washington, George, School

Substantive Review

for Keeper

Oliver J. [Signature] 12/4/88

Attest

60. Wayne, Anthony, School

Substantive Review

for Keeper

Patrick Andrus 12/1/86

Attest

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received

10/20/86

date entered

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Multiple Resource Area
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Name Philadelphia Public Schools TR
State Philadelphia County, PENNSYLVANIA

Nomination/Type of Review

Date/Signature

61. West Philadelphia High School

Entered in the
National Register

for Keeper

Delores Byers 12/4/86

Attest

62. Willard, Francis E., School

Entered in the
National Register

for Keeper

Delores Byers 12/4/86

Attest

63. Wilson, Woodrow, Junior High School

Entered in the
National Register

for Keeper

Delores Byers 12/4/86

Attest

64. Wright, Richardson L., School

Entered in the
National Register

for Keeper

Delores Byers 12/4/86

Attest

Keeper

Attest

Keeper

Attest

Keeper

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Attest

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

Nomination/Type of Review	Date/Signature
Cover Substantive Review	Keeper <u>Linda McClelland 11/18/88</u>
^{7W} _{Set} -1. Adamson, William, School Substantive Review	Keeper <u>Linda McClelland 11/18/88</u> Attest _____
2. Alcorn, James, School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
3. Allen, Ethan, School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
4. Audenried, Charles Y., Junior High School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
5. Axe, William W., School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
-6. Barton, Clara, School Substantive Review	Keeper <u>Linda McClelland 11/18/88</u> Attest _____
7. Beeber, Dimmer, Junior High School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
8. Belmont School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
9. Birney, Gen. David B., School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____
10. Blankenburg, Reudolph, School Entered in the National Register	Keeper <u>Alfred Byers 11/18/88</u> Attest _____

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Name Philadelphia Public Schools TR

State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

- 11. Bregy, F. Amadee, School **Substantive Review** Keeper Linda McClelland 11/18/88
 Attest _____
- 12. Bridesburg School *no record* Keeper Linda McClelland 4/10/89
 Attest _____
- 13. Brown, Joseph H., School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 14. Carnell, Laura H., School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 15. Cassidy, Lewis C., School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 16. Catharine, Joseph W., School **Substantive Review** Keeper Linda McClelland 11/18/88
 Attest _____
- 17. Chandler, George, School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 18. Childs, George W., School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 19. Comly, Watson, School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____
- 20. Conwell, Russell H., School *Entered in the National Register* Keeper Delores Byer 11/18/88
 Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

-21. Cooke, Jay, Junior High School

Substantive Review

Keeper Linda McClelland 11/18/88

Attest _____

22. Creighton, Thomas, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

23. Crossan, Kennedy, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

24. Disston, Hamilton, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

25. Disston, Mary, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

- 26. Dobbins, Murrell, Vocational School

Substantive Review

Keeper Linda McClelland 11/18/88

Attest _____

27. Dobson, James, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

28. Durham, Thomas, School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

29. Edmunds, Henry R., School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

30. Elverson, James, Jr., School

Entered in the
National Register

for Keeper Delores Byers 11/18/88

Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools, TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

31. Emlen, Eleanor Cope, School of Practice
Substantive Review

Keeper Linda McClelland 11/15/88
Attest _____

32. Fell, D. Newlin, School Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

33. Feltonville School No. 2 Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

34. Ferguson, Joseph C., School Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

35. Finletter, Thomas K., School Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

36. Fitzsimons, Thomas, Junior
High School Substantive Review

Keeper Linda McClelland 11/15/88
Attest _____

37. Forrest, Edwin, School Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

38. Franklin, Benjamin, School Entered in the
National Register

Keeper Melora Byers 11/18/88
Attest _____

39. Gillespie, Elizabeth Duane,
Junior High School Substantive Review

Keeper Linda McClelland 2/10/89
Attest _____

40. Gratz, Simon, High School
Substantive Review

Keeper Linda McClelland
Attest 4/10/89

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msl

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

⁴¹ -41. Harding, Warren G., Junior
High School **Substantive Review**

Keeper Linda McClelland
11/18/88
Attest _____

42. Harrison, William H., School

^f Keeper Arlene Byen 11/18/88
Attest _____

43. Henry, Charles Wolcott, School

^f Keeper Arlene Byen 11/18/88
Attest _____

44. Holmes Junior High School

^f Keeper Arlene Byen 11/18/88
Attest _____

45. Hopkinson, Francis, School

^f Keeper Arlene Byen 11/18/88
Attest _____

⁴⁶ -46. Houston, Henry H., School
Substantive Review

Keeper Linda McClelland 4/10/89
Attest _____

47. Howe, Julia Ward, School **Entered in the
National Register**

^f Keeper Arlene Byen 11/18/88
Attest _____

48. Jefferson, Thomas, School **Entered in the
National Register**

^f Keeper Arlene Byen 11/18/88
Attest _____

49. Jenks, John Story, School **Entered in the
National Register**

^f Keeper Arlene Byen 11/18/88
Attest _____

50. Jones, John Paul, Junior
High School **Entered in the
National Register**

^f Keeper Arlene Byen 11/18/88
Attest _____

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National Register of Historic Places
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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia Co., PA

Nomination/Type of Review

Date/Signature

- 51. Kensington High School for Girls
Substantive Review
Keeper Linda McClelland 11/18/88
Attest _____
- 52. Kirkbridge, Eliza Butler, School
Entered in the National Register
Keeper Alvoret Byrum 11/18/88
Attest _____
- 53. Lawndale School
Substantive Review
Keeper Linda McClelland 11/18/88
Attest _____
- 54. Lea, Henry C., School of Practice
National Register
Keeper Alvoret Byrum 11/18/88
Attest _____
- 55. Levering, William, School
Substantive Review
Keeper Alvoret Byrum 11/18/88
Attest _____
- 56. Logan Demonstration School
Substantive Review
Keeper Linda McClelland 11/18/88
Attest _____
- 57. Longfellow, Henry, School
Entered in the National Register
Keeper Alvoret Byrum 11/18/88
Attest _____
- 58. Lowell, James Russell, School
Entered in the National Register
Keeper Alvoret Byrum 11/18/88
Attest _____
- 59. Ludlow, James R., School
Entered in the National Register
Keeper Alvoret Byrum 11/18/88
Attest _____
- 60. Mann, William, School
Entered in the National Register
Keeper Alvoret Byrum 11/18/88
Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia Co., PA

Nomination/Type of Review

Date/Signature

61. Marshall, John, School **Substantive Review**

Keeper Linda McClelland
Attest _____
11/18/88

62. Martin, James, School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

63. McClure, Alexander K., School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

20
561
64. Meehan, Thomas, School

Keeper Linda McClelland
Attest _____
11/18/88

65. Mifflin, Thomas, School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

66. Morrison, Andrew J., School **Substantive Review**

Keeper Linda McClelland 11/18/88
Attest _____

100
561
67. Muhlenberg School **Substantive Review**

Keeper Linda McClelland 11/18/88
Attest _____

68. Nebinger, George W., School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

69. Nichols, Jeremiah, School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

70. Overbrook School **Entered in the
National Register**

for Keeper Andrew Byrum 11/18/88
Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR

State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

71. Paterson, John M., School

Substantive Review

Keeper Susan McClelland 11/18/88

Attest _____

72. Peirce, William S., School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

73. Penn Treaty Junior High School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

74. Pennell, Joseph, School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

75. Pennyacker, Samuel W., School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

76. Reynolds, Gen. John F., School

Substantive Review

Keeper Susan McClelland 11/18/88

Attest _____

77. Richmond School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

78. Roosevelt, Theodore, Junior High School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

79. Rowen, William, School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

80. Sharswood, George, School

Entered in the
National Register

Keeper Melvyn Byrum 11/18/88

Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

81. Shaw, Anna Howard, Junior High School
Substantive Review

Keeper Linda McClelland
11/18/88

Attest _____

82. Sheridan, Philip H., School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

83. Smedley, Franklin, School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

84. Stanton, Edwin M., School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest /

85. Sullivan, James J., School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

86. Sulzberger, Mayer, Junior High School
Substantive Review

Keeper Linda McClelland 11/18/88

Attest _____

87. Taylor, Bayard, School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

88. Thomas, George C., Junior High School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

89. Vare, Edwin H., Junior High School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

90. Vaux, Roberts, Junior High School
Entered in the National Register

for Keeper Delores Byers 11/18/88

Attest _____

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Multiple Resource Area
Thematic Group

Name Philadelphia Public Schools TR
State Philadelphia County, PA

Nomination/Type of Review

Date/Signature

91. Whittier, John Greenleaf, School
Substantive Review

Keeper Linda McClelland 11/18/88

Attest _____

92. Wilmot, David, School
Entered in the National Register

for Keeper Alonzo Byers 11/18/88

Attest _____

93. Wilson, James, Public School
Substantive Review
DOE/OWNER OBJECTION

Keeper Eligible - L. McClelland 11/18/88

Attest Chris C. [Signature]

94. Wister, Mary Channing, School
Entered in the National Register

for Keeper Alonzo Byers 11/18/88

Attest _____

95. Wolf, George, School
Entered in the National Register

for Keeper Alonzo Byers 11/18/88

Attest _____

Keeper _____

Attest _____

Keeper _____

Attest _____

Keeper _____

Attest _____

Keeper _____

Attest _____

Keeper _____

Attest _____