

United States Department of the Interior National Park Service

National Register of Historic Places Registration Form

HISTORIC PRESERVATION

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RECEIVED 102-0018

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 15). 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 Philadelphia N/A vicinity city, town Philadelphia state Pennsylvania code PA county Philadelphia code 101 zip code Multiple

3. Classification Ownership of Property private X public-local X public-State public-Federal Category of Property building(s) X site district structure object Number of Resources within Property Contributing 95 Noncontributing 20 buildings sites structures objects Total 20 Number of contributing resources previously listed in the National Register 1 Philadelphia Public Schools Thematic Resources (1986)

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, Pennsylvania Historical and Museum Commission 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. 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

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PUBLIC SCHOOLS INCLUDED IN THEMATIC NOMINATION

Name (Former Name in Parenthesis)	Date
Adamson, William, School 2637-2647 N. 4th Street	1879-1880
Alcorn, James, School 1500 S. 32nd Street	1931-1932
Allen, Ethan, School 3001 Robbins Avenue	1929-1930
AMY 2 & 5 (Elverson, James, School) 1300 Susquehanna Avenue	1929-1930
Annunciation School (Wilson, James School) 1148 Wharton Street	1908-1910
Audenried, Charles, Junior High School 1601 S. 33rd Street	1930-1931
Axe, William W., School 1709-1733 Kinsey Street	1903-1904
Barratt, Norris S., Junior High School Nichols, Jeremiah, School 1235 S. 16th Street	1926-1927 1908
Barton, Clara, School 300 E. Wyoming Avenue	1924-1925
Bartram High School Annex (Wolf, George, School) 8100 Lyons Avenue	1926-1927
Beeber, Dimmer, Junior High School 5901 Malvern Avenue	1931-1932
Belmont School 4030-4060 Brown Street	1927

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1912-1913	Birney, Gen. David B., School 900 W. Lindley Street
1874-1875	Bishop Miller Tabernacle Church (Muhlenberg School) 1640 W. Master Street
1923-1925	Blankenburg, Rudolph, School 4600 Girard Avenue
1923-1924	Brey, F. Amadee, School 1700 Bigler Street
1937	Brown, Joseph H., School 8118-8120 Frankford Avenue
1930-1931	Carnell, Laura H., School 6101 Sumerdale Avenue
1922-1924	Cassidy, Lewis C., School 6523-6543 Lansdowne Avenue
1937-1938	Catharine, Joseph W., School 6600 Chester Avenue
1903-1904	Cedar Grove Christian School (Lawnale School) 600 Hellenman Street
1907-1908	Chandler, George, School 1050 E. Montgomery Avenue
1893-1894	Childs, George W., School 1501 S. 17th Street
1925-1926	Connell, Russell H., School 1829-1851 E. Clearfield Street
1922-1924	Cooke, Jay, Junior High School 4735 Old York Road

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Creighton, Thomas, School
5401 Tabor Road
1929-1930

Crossan, Kennedy, School
7341 Palmento Street
1922-1924

Disston, Hamilton, School
6801 Cottage Street
1923-1924

Dobbins, Murrell, Vocational School
2100 Lehigh Avenue
1936-1937

Dobson, James, School
4665 Umbria Street
1929-1930

Durham, Thomas, School
1600 Lombard Street
1909-1910

Edmunds, Henry R., School
1101-1197 Haworth Street
1923-1924

Emlen, Eleanor Cope, School of Practice
6501 Chew Street
1925-1926

Fell, D. Newlin, School
900 Oregon Avenue
1922-1924

Feltonville School
4901 Rising Sun Avenue
1908

Ferguson, Joseph C. School
2000-2046 N. Seventh Street
1921-1922

Finletter, Thomas K., School
6101 Rising Sun Avenue
1929-1930

Fitzsimons, Thomas, Junior High School
2601 W. Cumberland Street
1926-1927

Forest, Edwin, School
4300 Bleigh Street
1928-1929

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1915-1916	Franklin, Benjamin, School 5737-5741 Rising Sun Avenue
1925-1927	Gillespie, Elizabeth D., Jr. High School 3901-3961 N. 18th Street
1925-1926	Gratz, Simon, High School 3901-3961 N. 18th Street
1916-1917	Harambee Institute (Oliver W. Holmes School) (Holmes Junior High School) 5429-5455 Chestnut Street
1923-1924	Harding, Warren G., Junior High School 2000 Waking Street
1928-1929	Harrison, William Henry, School 1012-1020 W. Thompson Street
1906-1908	Henry, C. W. School 601-605 W. Carpenter Lane
1924	High School for International Affairs (Thomas Jefferson School) 1101 N. 4th Street
1926-1927	Hopkinson, Francis, School 1301-1331 E. Luzerne Avenue
1926-1927	Houston, Henry, School 135 W. Allen's Lane
1913-1914	Howe, Julia Ward, School 1301-1331 Grange Street
1847-1848	Irving School (Bridensburg School) 2624 Haworth Street
1922-1924	Jenks, John Story, School 8301 Germantown Avenue

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1923-1924	Jones, John Paul, Junior High School 2922 Memphis Street
1916-1917	Kensington High School for Girls 2075 E. Cumberland Street
1874	King, J. C., Educational Building (David Wilmot School) 1734 Meadow Street
1925-1926	Kirkbride, Eliza Butler, School 626 Dickinson Street
1914	Lea, Henry C., School 242 S. 47th Street (4700 Locust St.)
1894-1896	Levering, William, School 5938 Ridge Avenue
1923-1924	Logan Demonstration School 5000 N. 17th Street
1915	Longfellow, Henry W., School 5004-5098 Tacony Street
1913-1914	Lowell, James Russell, School 5801-5851 N. 5th Street
1926-1927	Ludlow, James R., School 1323-1345 N. 6th Street
1923-1924	Mann, William, School 1835-1869 N. 54th Street
1909-1910	Marshall, John, School 1501-1527 Sellers Street
1894-1896	Martin, James, School 3340 Richmond Street
1910-1911	McClure, Alexander K., School 4139 N. 6th Street

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1936	Miffelin, Thomas, School 3500 Midvale Avenue
1922-1924	Morrison, Andrew J., School 300 W. Duncannon Street
1924-1925	Nebinger, George W., School 601-627 Carpenter Street
1905-1907	Overbrook School 6201-6231 Lebanon Avenue
1920-1921	Patterson, John M., School 7001 Buist Avenue
1928-1929	Pelice, William S., School 2400 Christian Street
1927-1928	Penn Treaty Junior High School 600 E. Thompson Street
1926-1927	Pennell, Joseph, School 1800-1850 Nedro Street
1929-1930	Pennyacker, Samuel W., School 1800-1850 E. Washington Lane
1901-1902	Pentecostal Faith Assembly Church (Thomas Meehan School) 5347-5353 Pulaski Street
1925-1926	Reynolds, Gen. John F., School 2300 Jefferson Street
1928-1929	Richmond School 2942 Belgrade Street
1922-1924	Roosevelt, Theodore, School 430 E. Washington Lane
1937-1938	Rowen, William, School 6801 N. 19th Street

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1900-1901	St. Josephat's Catholic School (Mary Disston School) 4521 Longshore Avenue
1906-1908	Sharwood, George, School 200 Wolf Street
1922-1924	Shaw, Anna Howard, Junior High School 5401 Warrington Street
1899-1900	Sheridan, Phillip H., School 800 E. Ontario Street
1928-1929	Smedley, Franklin, School 5199 Mulberry Street
1892-1893	Somerton Masonic Lodge (Watson Comly School) 13250 Trevoze Road
1925-1926	Stanton, Edwin M., School 1616-1644 Christian Street
1929-1930	Sullivan, James J., School 5300 Dittman Street
1923-1924	Sulzberger, Mayer, School 701-741 N. 48th Street
1907-1908	Taylor, Bayard, School 3614-3630 N. Randolph Street
1920-1921	Thomas, George C., Junior High School 2746 S. 9th Street
1922-1924	Vare, Edwin H., Junior High School 2101 S. 24th Street
1936-1937	Vaux, Roberts, Junior High School 2300-2344 W. Master Street
1913	Whittier, John Greenleaf, School 2600 Clearfield Street

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Wister, Mary Channing, School
841-855 N. 8th Street
1925-1926

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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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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
1818-1850	Sloan/Esler/Hutton	4	2
1851-1905	Sloan/Esler/Hutton Anschutz/Titus/Gaw Richards/Cassell/ Catharine	139	39
Totals		188	63

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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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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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 Sharwood 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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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.

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Architect/Builder
Esler, Lewis
Hutton, Addison
Anschutz, Joseph W.
Sauer, Andrew
Titus, Lloyd
Gaw, James

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

Significant Dates

Period of Significance

1847-1938

N/A

Cultural Affiliation

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 Lancasterian 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

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Architect/Builder
Esler, Lewis
Hutton, Addison
Hutton, 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 Lancasterian 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 Grease 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 Huton, 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, Huton 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 Huton'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 Huton 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 Huton, 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. Fittler School, (1897); Simon Muhr School, (1899-1900); and Thomas J. Powers School, (1899-1900). These 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. Josephat'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 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. Vane 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 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. The success of 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 Sharwood 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 V. 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 Mitfild School, 3500 Midvale Avenue (4-1983)
- Overbrook School, 6201 Lebanon Avenue (8-1982)
- George Sharwood 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)