

United States Department of the Interior
National Park Service

For NPS use only

National Register of Historic Places
Inventory—Nomination Form

received

date entered

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

1. Name

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street & number See individual survey forms and continuation sheets N/A not for publication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	N/A in process	<input checked="" type="checkbox"/> yes: restricted	<input checked="" type="checkbox"/> government	<input type="checkbox"/> scientific
<input checked="" type="checkbox"/> Thematic	being considered	<input 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

7. Description

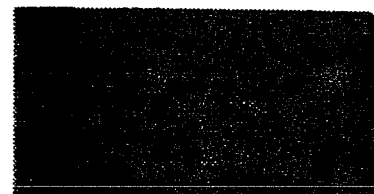
Condition		Check one	Check one	
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site	
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered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

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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Continuation sheet Phila. Public Schools

Item number 2

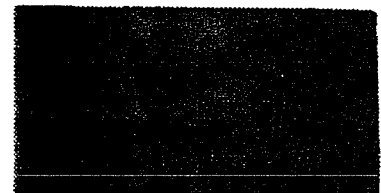
Page 2

Philadelphia Public Schools
Included in the Thematic Nomination

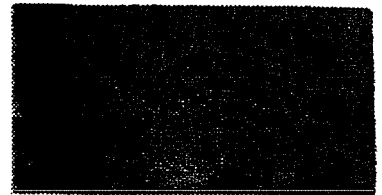
<u>Name</u> (Former name in paranthesis)	<u>Date</u>
Bache, Alexander Dallas School 801 N. 22nd, Philadelphia	1905-1906
Bartram, John High School 67th & Elmwood, Philadelphia	1937
Bok, Edward Vocational School 1901 S. 9th Street, Philadelphia	1935-1937
Boone, Daniel School NWc Hancock & Wildey Sts., Philadelphia	1926-1927
Brooks, George School 5629-5643 Haverford Ave. Philadelphia	1902-1919
Central High School Ogontz & Olney Aves., Philadelphia	1937
Crease, Alfred School 6214-6222 Wissahickon Ave., Philadelphia	1874-1875
Darrah, Lydia School 708-732 N. 17th Street, Philadelphia	1926-1927
Drexel, Francis M. School 1800 S. 16th St., Philadelphia	1888-1889
Dunbar, Lawrence Paul School WS 12th above Columbia Ave., Philadelphia	1931-1932
Dunlap Thomas, School 5031 Race, Philadelphia	1905-1906
Edison, Thomas A. High School (Northeast Manual Training School) 701 Lehigh Ave., Philadelphia	1903-1905
Farragut, David G., School (Cumberland School) SWc Hancock & Cumberland Streets, Philadelphia	1873

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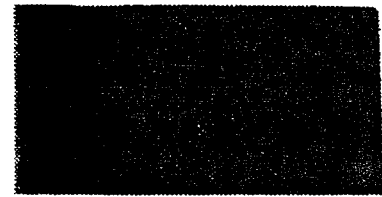
Continuation sheet	Serial number	Page
Phila. Public Schools	2	3
Fitler, Edwin H., School SEc Seymour & Knox Streets, Philadelphia		1897-1898
Fleisher, Helen Vocational School 13th & Brandywine Streets, Philadelphia		1925-1927
Fulton, Robert School 60-68 E. Haines Street, Philadelphia		1935-1937
Furness, Horace Howard, School 1900 S. 3rd Street, Philadelphia		1912-1914
Germantown Grammar School NWc McCallum & Haines Streets, Philadelphia		1874-1875
Hanna, William B. School 5720-5738 Media Streets, Philadelphia		1908-1909
Hawthorne, Nathaniel School 712 S. 12th Street, Philadelphia		1907-1908
Horn, George L. School NEc Frankford & Castor Avenues, Philadelphia		1902-1904
Jackson, Andrew School 1130-1148 Federal Street, Philadelphia		1924-1925
Jacobs, William C. School (Fayette School) Old Bustleton & Welsh Rds., Philadelphia		1854-1855
Key, Francis Scott School (Foy, David, School) 2226-2250 S. 8th Street, Philadelphia		1889
Kinsey, John L. School NE cor. 65th St. & Limekiln Pike, Philadelphia		1915-1916
Landreth, David School 1201 S. 23rd, Philadelphia		1889
Martin, Willis & Elizabeth, School 800 N. 22nd, Philadelphia		1936-1937
Masterman, Julia School (Girls' High School) NEc 17th & Spring Garden, Philadelphia		1932-1933

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Continuation sheet	Item number	Page
Phila. Public Schools	2	4
McDaniel, Delaplaine School 2100 Moore Street, Philadelphia		1935-1937
Meade, George G. School 1801 Oxford Street, Philadelphia		1935-1937
Mechanicsville School Mechanicsville Road, Philadelphia		1866-1867
Meredith, William M. School NEc 5th & Fitzwater, Philadelphia [listed as a contributing blg. in the Southwark Historic District]		1930-1931
Mifflin School 808-818 N. 3rd Street, Philadelphia		1825
Mitchell, S. Weir School SEc 56th & Kingsessing Ave., Philadelphia		1915-1916
Muhr, Simon School SEc 12th & Allegheny, Philadelphia		1899
Olney Elementary School SEc Tabor Road & Water Street, Philadelphia		1900-1901
Olney High School SWc Front & Duncannon Streets, Philadelphia		1929-1930
Overbrook High School 59th Street & Lancaster, Philadelphia		1924-1926
Palumbo, Frank School (Charles E. Barlett Junior High) 1100 Catharine Street, Philadelphia		1930-1931
Penn, William High School for Girls 1501 Wallace Street, Philadelphia [listed as a contributing blg. in the Spring Garden Historic District]		1908-1909
Poe, Edgar Allan School 2136 Ritner Street, Philadelphia		1913-1914
Powers, Thomas J., School Ec Frankford & Somerset, Philadelphia		1899-1900
Ralston, Robert School 221 Bainbridge Street, Philadelphia [listed as a contributing blg. in the Southwark Historic District]		1869

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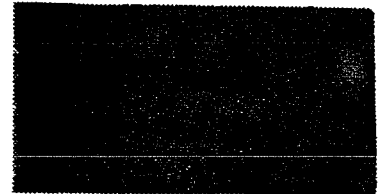
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Continuation sheet Phila. Public Schools	Item number 2	Page 5
Ramsey, J. Sylvester School Pine & Quince Streets, Philadelphia [listed as a contributing blg. in the Washington Square Historic District]	1850	
Randall, Samuel J. School (Institute for Colored Youth) 10th & Bainbridge Streets, Philadelphia	1865	
Read, Thomas Buchanan School NEc 78th & Buist Ave., Philadelphia	1906-1908	
Schaeffer, Charles E. School Nc Germantown Ave. & Abbottsford St., Philadelphia [listed as a contributing blg. in the Germantown Ave. Historic District]	1876	
Shoemaker, William H. Jr. High School 1464-1488 N. 53rd St., Philadelphia	1925-1927	
Smith, Walter George, School 1300 S. 19th Street, Philadelphia	1924-1925	
Southwark School NWc 8th & Mifflin Streets, Philadelphia	1909-1911	
Spring Garden School #1 SEc 12th & Ogden Streets, Philadelphia	1927-1928	
Spring Garden School #2 (Cornman, Oliver P., School) SS Melon, east of 12th, Philadelphia	1930-1931	
Stevens, Thaddeaus, School of Observation 1301 Spring Garden Street, Philadelphia	1926-1927	
Stokley, William S. School 1844-1860 N. 32nd Street, Philadelphia	1905-1906	
Tilden, William T. Junior High School NWc 66th St. & Elmwood Ave., Philadelphia	1926-1927	
Vare, Abigail School NEc Morris St. & Moyamensing, Philadelphia	1903-1904	
Wagner, General Louis Jr. High School NWc 17th St. & Cheltenham Ave., Philadelphia	1927-1928	

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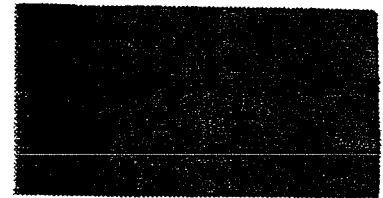
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Continuation sheet	Phila. Public Schools	Item number	2	Page	6
	Walton, Rudolph School 2601-2631 N. 28th Street, Philadelphia			1900-1901	
	Washington, George Public School 5th & Federal, Philadelphia			1935-1937	
	Wayne, Anthony School 2700 Mooris Street, Philadelphia			1908-1909	
	West Philadelphia High School 4700 Walnut Street, Philadelphia			1911-1912	
	Willard, Francis E., School NWc Emerald & Orleans Streets, Philadelphia			1907-1908	
	Wilson, Woodrow School SEc Loretta Street & Cottman Ave., Philadelphia			1927-1928	
	Wright, Richardson L., School 1101 Venango Street, Philadelphia			1904-1905	

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6. Representation in Existing Surveys

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

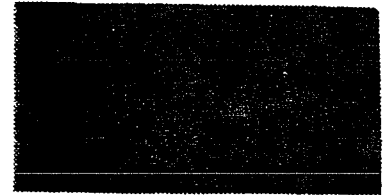
National Register of Historic Places, National Register Office, Washington, D.C.
Germantown Avenue Historic District
Charles W. Schaeffer School, Germantown Avenue, & Abbottsford Street
Southwark Historic District
William M. Meredith School NEc 5th & Fitzwater Sts.
Robert Ralston School, 221 Bainbridge 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 102-1981)
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

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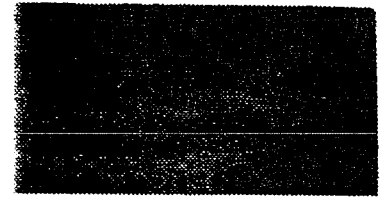
Three distinct eras of school construction may be discerned in the overall history of Philadelphia public schools. These are as follows:

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	<u>77</u>	<u>39</u>
	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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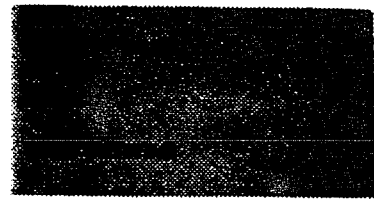
School (1850), tended to be utilitarian in design or were modelled after the Greek Revival. With the introduction of the Italianate and Gothic Revival styles of the mid-nineteenth century, school buildings changed in appearance to include elements of these styles. The Alfred Crease School (1874-1875), 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)

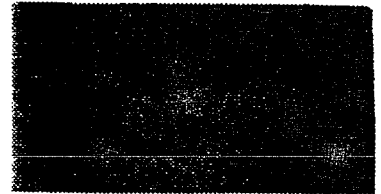
The sixty-four schools included in this thematic nomination date from 1825 to 1937 and comprehensively illustrate the evolution of public school design in Philadelphia from the early nineteenth century to the mid-twentieth century. The designs of these buildings reflect changing national and state trends 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 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 Lancastrian Plan, it was later altered into a six room schoolhouse.

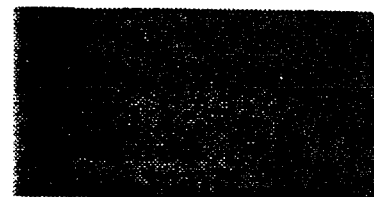
During the second period, 1851-1904, school administration remained largely decentralized. Under the 1854 Act of Consolidation of the City and County of Philadelphia, each ward was designated a separate school section with separate boards of directors and one representative on the central Board of Controllers. 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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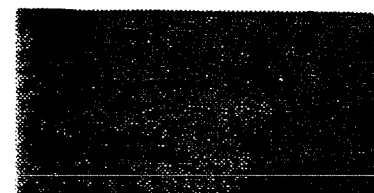
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Sloan's plan had an immediate affect on the design of Philadelphia school interiors. Between 1851 and 1855 twenty-five school buildings were erected using the Sloan Plan. Of these only one building, the William C. Jacobs School (1854-1855) still stands 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).

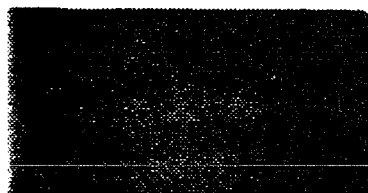
Anschutz's successors between 1900 and 1905 both followed and departed from his designs. James Gaw, Andrew Sauer and Lloyd Titus were the principal designers of the thirty-seven schools erected during these years. Sauer generally followed Anschutz's designs, including the Olney School (1900-1901) which 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 Pedogogy 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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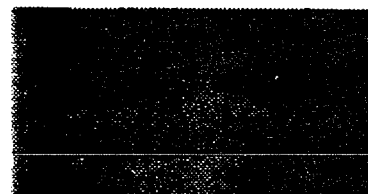
The changes wrought by the reform of 1905 greatly affected school construction. The Board of Education and the Superintendent increased the size of schools so that one school could serve more than one ward. They also enlarged the size of lots upon which buildings sat. Instead of the buildings occupying 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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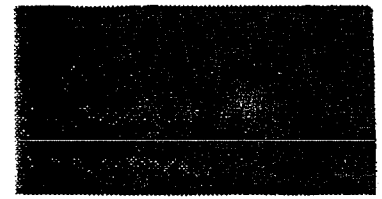
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S. Weir Mitchell and John S. Kinsey Schools. Both of these schools, which are part of the nominated group, contained a domestic sciences room, two manual training rooms, a gymnasium, an auditorium, infirmary, recreation spaces and offices.

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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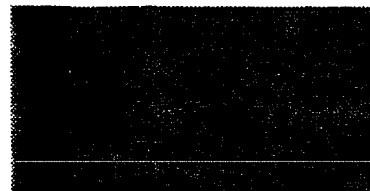
teachers who demonstrated classroom techniques approved by the school board. Teachers from Philadelphia public schools could come to learn better techniques through observation and practice. The Thaddeus Stevens School of Observation and Practice (1926-1927) is one example of these specialized schools 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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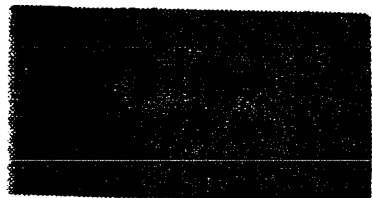
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McDaniel School exhibits exceptionally rich, ornate Art Deco detailing and stands out among Catherine's Art Deco designs. The Meade School, similar in appearance to the Fulton School, is also an exceptional example of the Moderne style. The Washington 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.

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