

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name North Scranton Junior High School

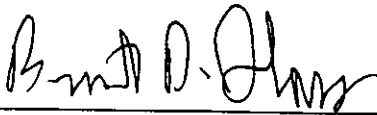
other names/site number N/A

2. Location

street & number 1539 North Main Avenue not for publication N/A
city or town Scranton vicinity N/A
state Pennsylvania code PA county Lackawanna 077 zip code 18103

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)



Exec. Dir.

Aug. 10, 1989

PA Historical and Museum Commission

Signature of certifying official

Date

United States Department of the Interior
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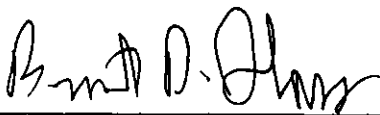
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Exec. Dir. Aug. 10, 1999

PA Historical and Museum Commission

Signature of certifying official

Date

State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. 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 Keeper Date
 of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

private

public-local

public-State

public-Federal

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing	
_ 1 _	_ 0 _	buildings
_ 0 _	_ 0 _	sites
_ 0 _	_ 0 _	structures
_ 0 _	_ 0 _	objects
_ 1 _	_ 0 _	Total

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

Current Functions (Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub:

7. Description

Architectural Classification (Enter categories from instructions)

LATE GOTHIC REVIVAL

Materials (Enter categories from instructions)

foundation Granite
roof Asphalt
walls Brick
other Limestone

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

8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

- a** owned by a religious institution or used for religious purposes.
- b** removed from its original location.
- c** a birthplace or a grave.
- d** a cemetery.
- e** a reconstructed building, object, or structure.
- f** a commemorative property.
- g** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education
Architecture

Period of Significance 1922-1949

Significant Dates N/A

Significant Person (Complete if Criterion B is marked above) N/A

Cultural Affiliation N/A

Architect/Builder Gilbert, Edson
Sinclair & Grigg

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

9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: Lackawanna County Historical Society

10. Geographical Data

Acreage of Property 4.4 acres

UTM References (Place additional UTM references on a continuation sheet)

Zone	Easting	Northing	Zone	Easting	Northing
1	18 445900	4586300	3		
2			4		

See continuation sheet.

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

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

11. Form Prepared By

name/title Shelby Weaver Splain, Associate

organization Noble Preservation Services, Inc.

date January 11, 1999

street & number 10 Log House Road

telephone (215) 679-5110

city or town Zionsville, PA 18092

state PA

zip code 18092

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.). **Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form.. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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National Register of Historic Places
Continuation Sheet

Section number 7 Page 1

North Scranton Junior High School
Lackawanna County, PA

Constructed in 1922-24, the North Scranton Junior High School is a large, three-story brick and stone educational building designed in the Late Gothic Revival style. This imposing masonry and steel frame building is situated on a 4.4 acre parcel on the crest of a steep hill that overlooks the Lackawanna River and forms the western boundary of the North Scranton residential district. The school follows an open rectangular plan and has a banked two-story section built into the rear facade. The main (east) facade faces the intersection of Main Avenue and Green Ridge Street, and the north and south facades are both visible from Main Avenue. In 1987, the school was decommissioned and vacated; as a result, much of the interior has been vandalized through theft and graffiti. However, the building still retains its integrity with its original, unaltered floor plan, workmanship, detailing, and materials.

The North Scranton Junior High School is situated in the eastern two-thirds of its 4.4 acre terraced parcel, which is defined by Main Avenue to the east, Theodore Street to the north, undeveloped Scranton School District property to the west, and residential properties to the south. The building is surrounded by grass and sparse, overgrown landscaping on the east, south, and west facades and a small poorly-maintained parking lot to the east. On the main (east) facade, a brick and concrete walk leads from the city sidewalk through an entrance gate and up the gently sloping lawn to the large entrance tower. A stone retaining wall with a decorative iron fence marks the property's intersection with the sidewalk. To the west of the property, beyond the rear of the building, a grass-covered baseball field occupies the remainder of the parcel. Separated from the building by a steep uphill slope and a narrow concrete roadway, the small baseball field is overgrown and in poor condition. Two ca. 1950 concrete sidewalks which originate at the field, continue around the school building, and terminate at the Main Avenue sidewalk. A retaining wall, the baseball field, and sidewalks are considered to be small scale features not included in the resource count. Currently, most of the property is surrounded by a tall, modern chainlink fence.

Rising from a pink granite base, the main (east) facade features seven broad window bays evenly spaced between slightly protruding wings at the northern and southern ends. The window bays are trimmed with stone, and contain six six-over-six wood sash with a six-light hopper transom on each floor. Stone stringcourses and diagonal brick bond designs on the wing walls provide decoration on this facade.

The focus of the main (east) facade is the four-story central clock tower that frames the main entrance. Thin turrets, each capped with elaborately decorated octagonal-shaped roofs, delineate the corners of the massive tower. At the first story, the main entry is framed by a tall Gothic arch that surrounds two sets of paired glass doors and the seven-light transom above. The intricate stone carvings around the entrance include well-executed examples of traditional Gothic tracery and medieval floral designs.

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North Scranton Junior High School
Lackawanna County, PA

At the second and third floors, another tall arch frames the two sets of windows in this middle bay. These floors are separated by a square stone panel and diagonal brick bond similar to that seen on the eastern walls of the north and south wings. At the fourth story, a large clock is positioned in the center of the wall directly above a wide stone band that marks the position of the cornice line on the main building. The north, west, and south sides of the tower have windows identical to those found on the rest of the building. A stepped parapet wall, also decorated with gothic tracery, spans the distance between the turrets. Gothic crosses and carved scales complete the dome roofs of the turrets.

At the north and south corners of the main (east) facade, eight-bay wings extend west into the rear bank. Five sets of the same sash used on the main facade line the walls, which are trimmed with the same stone stringcourses found on the front of the building. Two sets of doors are located on each facade in the slightly projecting stair towers. A small portion of the wings extend east beyond the plane of the main facade, and each is dressed with diagonal brick bond and stone Gothic features such as quatrefoils, gargoyles, and other projecting elements. The phrase "Education is Growth" is carved into a stone panel on the south wing, and "Education is Guidance" is carved on the north wing.

The rear facade consists primarily of the banked section at the first and second floors, with the third story of the main section visible over the gymnasium's roof. This area houses the boys' and girls' gymnasiums and the manual training classrooms. As with the north and south facades, the only trim along all planes of the rear facade are the stringcourses continued from the rest of the building. Paired sets of the six-over-six sash with transoms line the north, south, and west facades of the two-story section; the windows on the third story of the main section are typical to the rest of the building.

The school's interior configuration follows that specified by its open rectangular plan. All of the rooms are arranged along the four sides of the school, with the two-story auditorium located in the center of the internal courtyard. The auditorium entrance, administrative offices, and the former library are located immediately inside of the main entrance on the east facade. Corridors and six internal stairs connect the classrooms and offices on every floor. These rooms vary in size, shape, and function, ranging from traditional square classroom spaces to areas specifically designated for home economics, industrial shops, and science labs. Some classrooms still retain their original features such as blackboards, built-in bookcases, and storage closets. A large kitchen, formal dining room, and cafeteria occupies most of the main section of the third floor.

The Late Gothic Revival style of the building is complemented by some of the school's interior features. Tall Gothic arches, quatrefoil balusters, and floral moldings are found throughout the building, particularly in the important public spaces such as the main lobby and the 1,206-seat auditorium.

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North Scranton Junior High School
Lackawanna County, PA

Paneled wood wainscoting and exposed ceiling beams in portions of the main floor corridor contribute to the Gothic atmosphere.

The North Scranton Junior High School retains its integrity as an excellent example of a Late Gothic Revival academic building. Since the Scranton School District abandoned the building in 1987, the school's interior has fallen into disrepair from lack of maintenance and, in some cases, substantial vandalism. Stained and leaded glass windows from the auditorium, doors, cabinets, and other features have been stolen from the building; to date only a few pieces have been located. The school's exterior has not been vandalized, and remains in sound structural condition with its aesthetic features completely intact.

Additionally, in its seventy-five-year life, the building has not had any major additions or alterations, making it a rare surviving example of this type of building in the Scranton area. Only minor cosmetic changes have been made on the interior of the building, including the remodeling of the administrative offices on the first floor. On the interior and exterior, the building still has the important character-defining features that qualify the North Scranton Junior High School for the National Register of Historic Places under Criteria A and C.

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Section number 8 Page 1

North Scranton Junior High School
Lackawanna County, PA

The North Scranton Junior High School was built in 1922-24 and is located at the intersection of North Main Avenue and Green Ridge Street in the Scranton, Pennsylvania neighborhood locally known as North Scranton. It is locally significant under Criterion A for Education because of its association with the development of the Scranton public school system and under Criterion C for Architecture as an unaltered representative example of an early twentieth century modern Gothic Revival school building in Scranton. The school's period of significance begins with the start of its construction in 1922, and although the building continued to function as a school until 1987, the end date for the period of significance is 1949, in line with the National Register's fifty-year guideline for historic significance.

Summary History

The development of the public education system in the United States began in the late eighteenth century as state and Federal legislators acknowledged the need for a government-supported system of instruction for all citizens. Organized efforts to establish a public school system in Scranton began in the 1770s, but the practice was not recognized until the early nineteenth century. By 1857, the borough had a one-room schoolhouses strategically located in each of Scranton's five neighborhoods; by 1858, the public school system expanded to include the Central High School in downtown Scranton.¹ (Scranton was chartered as a city in 1866.)

The rapid growth of the public school system in the mid and late nineteenth centuries mirrored that of the city. The influx of people in search of employment necessitated larger and better schools to accommodate the rising number of school children, and new legislation continuously called for improved school buildings. By 1880, the school system had grown to include twenty-nine schools with one hundred and fifty-eight teachers and over seven thousand students.²

In 1921, the Pennsylvania Department of Education called for the incorporation of the junior high school into the secondary school system, an action which changed the face of education in many communities. The general philosophy behind the junior high school was that it:

will not only afford the children of the 7th and 8th grades...instruction along these more practical lines [domestic science, art, and manual training], but, including the first year of regular school work in addition to 7th and 8th grade work, will bring to those who

¹ Thomas Murphy, *Jubilee History: Commemorative History of the 50th Anniversary of the Creation of Lackawanna County, PA.*, (Topeka, KS: Historical Publishing Co., 1928) 208.

² Jubilee, 203, 209.

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North Scranton Junior High School
Lackawanna County, PA

would otherwise leave school at the end of the grammar school period the opportunity to spend at least another year in school. In many cases, it would be the means of leading a larger number into the other years of the high school than have been accustomed to take advantage of a high school education.³

Educators believed that the traditional 6:6 system (six years in elementary school, 6 years in high school) or the 8:4 system found in many small and rural communities was inadequate to serve the psychological and academic needs of young adults. As a result, beginning in the early 1900s, students were re-directed through a revised system of six years of elementary education, three years in a junior high, and three years in the senior high school.⁴ With this program, educators placed an emphasis on helping the students "*explore their own aptitudes and to make at least the provisional choice of the kinds of work to which he will devote himself*".⁵ The senior high grades were then spent in training specific to those fields which the student identified while in junior high school. Additionally, the incorporation of another building into the school system alleviated the growing problem of overcrowding in both the elementary and secondary schools.

Prior to the State's 1921 decision, the typical educational hierarchy consisted of kindergarten, neighborhood grade school for the first through eighth grades, and then to high school for grades nine through twelve; there was no intermediate step such as the junior high and students were sent either to grade or high schools. In Scranton, the methodology was no different with its seventy-six graded public schools (including kindergarten) which filtered to two high schools and one manual (vocational) training center. In the early 1920s, the total of 27,730 students, the bulk of which were found in the 76 public schools, were taught by approximately 794 teachers.⁶ Neighborhood schools, the 76 public schools, had children from kindergarten to eighth grade; upon graduation from their local school, they progressed to either the Central or Technical high schools, depending on their geography, or to the Manual Training Center. Students then graduated after the completion of twelfth grade.

As a result of this new statewide legislation, the Scranton school board voted to build the first junior high school in Scranton. North Scranton Junior High School was the first of three junior high schools to be built in the city, with the West and South Scranton Junior High Schools slated for construction in the early

³ S.E. Weber, "Scranton's Educational Opportunities", *The Scranton Republican*, (September 1920).

⁴ Department of Public Instruction, *100 Years of Free Public Schools in Pennsylvania*, (Harrisburg, PA: The Department, 1934) 23.

⁵ Department of Public Instruction, *Manual for Junior High Schools*, (Harrisburg, PA: The Department, 1925) 11.

⁶ Scranton Board of Trade, *Scranton, The "Electric City"*, (Scranton, PA: Scranton Board of Trade, 1920) 16.

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North Scranton Junior High School
Lackawanna County, PA

1930s. They hired local architect Gilbert Edson to design the school and Philadelphia contractors Sinclair & Grigg to build it. Construction started in 1922 on a large plot of land overlooking the river and city and was completed in the summer of 1924. The cost of the school in 1922, \$700,000, included the property, construction, furniture, supplies, and coal beneath the ground.⁷

On September 2, 1924, the North Scranton Junior High School welcomed its first class of students. Designed for 1,200 students and fifty-seven teachers, the school had a five-room apartment for domestic science instruction, two large gymnasiums, community rooms, a telephone exchange, and an auditorium large enough to seat 1,206 people, in addition to more than forty classrooms, a music room, and fully-equipped science laboratories.⁸ The school was built to allow for the latest in school building requirements for lighting, heating, and ventilation. The formula for what was expected in independent junior high school buildings was well established by 1920; the layout and function of North Scranton's rooms facilities follows this pattern.⁹

School curriculum was standardized to follow the general State guidelines regarding courses of study for junior high school. The following general philosophy for secondary education, established at the Pennsylvania State Educational Association annual meeting in 1919, embodies the spirit of educational theory in the early part of the twentieth century:

The general or ordinary High School, as well as the, coming Junior School, or Junior High School, should have as its primary aims physical, cultural, and civic education, these schools should make no attempt to prepare for specific vocations. But vocational guidance and various of the practical arts may legitimately be introduced when it is evident that these contribute better than anything else to the realization of some of the legitimate and defined ends of physical and liberal (cultural and social) education.¹⁰

North Scranton Junior High reflected these curricular principles in the classes they offered and with their extracurricular activities. When the school opened in 1924, it offered a combination of both general and vocational training with classes in math, art, domestic science, sociology, science, English, journalism,

⁷ "North Scranton Junior High School," *Scranton Times*, (September 2, 1924) 14.

⁸ "North Scranton Junior High School," *Scranton Times*, (September 2, 1924) 14.

⁹ See Department of Public Instruction, *Manual for Junior High Schools*, (Harrisburg, PA: The Department, 1925) 51.

¹⁰ Pennsylvania State Educational Association, "Report of Proceedings, Annual Session in Harrisburg, December 30-31 1918 and January 1 and 2, 1919", *Pennsylvania School Journal*, (Lancaster, PA: Pennsylvania State Educational Association, 1919) 209.

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North Scranton Junior High School
Lackawanna County, PA

Latin, penmanship, Spanish, mechanical drawing, carpentry, home mechanics, and machine shop.¹¹ Extracurricular activities included a radio club (later, in conjunction with the other junior highs and the high schools), a wide range of athletics for both men and women, a school newspaper and year book, pigeon-raising, photography and other traditional after-school activities.¹²

Because of the successful physical and philosophical transition to North Scranton and the general acceptance of the school by students, parents, and education professionals, the school district was authorized to float a \$5,000,000 bond issue in 1926 to build two more, albeit on a smaller scale, junior high schools to serve the city: the Art Deco West Scranton Junior High in 1932 and the Art Moderne South Scranton Junior High in 1937. The new construction came just in time to accommodate the growing enrollment in the school district, which peaked in 1939. In North Scranton Junior High alone, there were 1,992 students enrolled at the close of January 1939.¹³ With three junior high school now serving the city, students were funneled from the dozens of neighborhood grammar (kindergarten through sixth grade) schools through three junior highs and then, if they choose to continue, onto one of two high schools or a manual (vocational) training school.

Through the mid-twentieth century, the Scranton public school system continued to adapt to changes in the state and Federal educational philosophies and local educational needs. As curriculum changed to reflect changes in mid- and late-twentieth century thought, the system responded to those needs by adding library facilities, eliminating some courses (such as penmanship) and substituting civic and social studies. These changes affected North Scranton as well as the district as a whole. Local needs for additional intermediate and high schools directed the physical and curricular changes to both West and South Scranton Junior High Schools in the mid-century. For example, both buildings were either expanded or "modernized" starting in the mid-1940s as their local demographics began to shift and the buildings had to accommodate different functions and an increasing number of students. North Scranton, having been built to accommodate a large number of students and to fulfill a varied list of criteria as a junior high school facility, continued to be able to serve its local, more demographically stable community, with only minor cosmetic changes to its physical building.

Changes in Scranton's demographics and the decline of its economic base in the mid-twentieth century precipitated the consolidation, closing, and limited re-organization of the city school system. At the end of the 1986-87 school year, the school board closed the North Scranton Junior High School, citing extensive

¹¹ "North Scranton Junior High School," *Scranton Times*, (September 2, 1924) 14.; See also "Junior News." Newsletter of the North Scranton Junior High School. February 1939. Files of the Lackawanna County Historical Society.

¹² Ibid.

¹³ Ibid.

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North Scranton Junior High School
Lackawanna County, PA

structural and stabilization problems with the building.¹⁴ In the eleven years since its closure, the vacant building has been the target of vandalism and theft, with some of the original architectural features stolen, broken, or destroyed.

Educational Significance

The North Scranton Junior High School is significant under Criterion A for its association with the development of public schooling in Scranton. Begun in 1922, the school was the first in the Scranton school district to be built specifically as a junior high. Until its closure in 1987, the building had continuously served the local community as its junior high for over fifty years.

As the first of three junior highs in the city, North Scranton embodied the changing educational philosophies of the early twentieth century. With the state Act of 1921 calling for the incorporation of junior high schools into the secondary education system, educators began to recognize and serve the needs of young teenagers that surface in the awkward physical and developmental years between elementary and high school. With high rates of student drop-outs, educators believed it was important to establish a forum within which students who were not continuing to high school after eighth grade could receive some training in life and technical skills. With programs in the vocational and domestic arts, and required courses in math, science, and English, North Scranton Junior High School served to satisfy both the educational and personal needs of students as they moved from grammar to high school. This school fulfilled that legitimate community need and, as a result, attained city-wide importance as the first of its kind in the area. Its success and acceptance in the community among students, parents, and educators, set the standard for the two junior high schools that followed in the 1930s.

Architectural Significance

North Scranton Junior High School is significant under Criterion C as an unaltered representative example of an early twentieth century modern school building in Scranton. It is also an excellent example of the Late Gothic Revival style in the Scranton region. The school still retains not only the essential elements that characterize educational buildings of this era, but also the Late 19th and 20th Century Revival Styles. Although there are a few other notable examples of early educational and Late Gothic Revival buildings in Scranton, none retain the integrity of North Scranton.

¹⁴ "North Scranton Jr. High" file folder, Lackawanna County Historical Society.

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North Scranton Junior High School
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When built in the early 1920s, North Scranton embodied the latest in school design. The poor physical condition of nineteenth century public schools precipitated a heightened awareness of health and sanitary conditions in the twentieth century. State and federal legislation throughout in the late nineteenth and early twentieth centuries continued to call for better facilities that provided better lighting, heating, and ventilation, among other things. The evolution of the "modern" school building included improved lighting and ventilation, fireproof construction, and large, well-organized buildings that accommodated the specific curricular needs of the students (i.e. domestic science rooms, manual arts shops). Because North Scranton was initially designed with all of these critical issues in mind, it was considered one of the best in the area.

The architect, Gilbert Edson, captured both the philosophy of the early twentieth century secondary school building and the emerging Late Gothic Revival style. In 1895, he had begun working as a draftsman for the prominent local firm of John A. Duckworth; by 1900, he was a partner in the firm and had worked with Duckworth on a number of important local buildings, including several local elementary and high schools. These schools included the Carbondale Public High School, the Olyphant High School, Dunmore High School and, in Scranton, Public Schools #3,6,7,13,15,25, and 28.

In 1902, Edson left his partnership with Duckworth and established his own business in Scranton. Although he worked independently on a number of different local and regional commissions until his death in 1927,¹⁵ Edson primarily worked in the Scranton area. Before designing the North Scranton Junior High School in 1922, he built the Technical High School in 1904. When compared to the Late Gothic Revival of North Scranton, the Classical nature of this early design reflects Edson's technical and philosophical grasp of various late nineteenth and early twentieth century architectural styles.

While there are other local examples of early twentieth century school design, ranging from elementary to high schools, few retain the integrity seen in North Scranton. The majority of the public elementary schools were constructed in the mid-to-late nineteenth century and were continuously renovated as required or abandoned in the mid-twentieth century in favor of new construction. The West Scranton Junior High, built in 1932 at 1201 Luzerne Street, and the South Scranton Junior High School, built in 1937 at the corner of Maple and Slocum streets, were built a decade after North Scranton; physical and curricular needs throughout the twentieth century have changed the form and function (i.e. no longer serving as junior high schools) of these buildings, leaving them with little integrity. Local high school buildings have also changed their form and function in the late twentieth century, with most of the character-defining features of the early twentieth century school building (i.e. heating and ventilation

¹⁵ *City Directory of Scranton*, (Scranton, PA: Polk & Co., Inc., 1920-28).

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systems, floor plans, specific room functions) replaced with more modern physical and educational systems.

In the early 1920s, North Scranton was one of a handful of Late Gothic Revival buildings in the city. Popular for ecclesiastical and academic buildings in the first few decades of the twentieth century, this style once again revived the philosophy and vocabulary of the medieval Gothic. It first emerged as a legitimate architectural style in the last decade of the nineteenth century, and was based more on the English, rather than French, precedents. Many of the country's prime academic institutions such as Princeton and Yale found themselves commissioning Late Gothic Revival buildings reminiscent of the universities of Great Britain in a conscious effort to emulate the reputation and noble histories of these institutions. As Late Gothic Revival designs were more widely published, local and regional architects around the country, particularly in the northeast, took an interest in the style. By the 1910s and early 1920s, these buildings could be seen in most cities and towns as churches or schools. North Scranton Junior High School is a good example of how this highly artistic form of architecture was interpreted at the local level.

Other local examples of the style include the Scranton Public Library, the School Administration Building, and the former Central High School (which now houses Lackawanna Junior College), among a few others. All three buildings are located on the same intersection in an area of downtown Scranton locally designated as the "Gothic District." This collection of buildings vary in the scale and design to include several variations on the standard Gothic style. For example, the Albright Memorial Library (1891-93) at the corner of Vine and Washington Streets was built in the French Gothic Style by architects Green & Wicks. The School Administration Building (ca. 1911), located across from the library, is more reminiscent of a castle than an academic building with its castellated towers, irregular massing, and sparse detailing. The former Central High School (1910-11), across the street from the library, is a large Beaux Arts building with decorative Gothic elements rather than a true Late Gothic Revival building. The other two junior high schools, while similar in size and massing, are different stylistically. The West Scranton Junior High and the South Scranton Junior High School represent the shift in secondary school architecture to the vernacular interpretations of the Art Deco or Art Moderne styles. Additionally, both of these buildings have been substantially altered since the 1930s and no longer retain integrity.

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Verbal Boundary Description

The National Register boundary follows the 505' x 415' 4.4 acre lot designated for the current tax parcel, 13416-010-027, as shown on the attached tax map. It is defined by Main Avenue to the east, Theodore Street to the north, open land to the west, and developed residential lots to the south.

Boundary Justification

The boundary for the North Scranton Junior High School encompasses the entire building and the surrounding open space. This parcel as designated has historically been associated with the school since its construction in 1922, and has not been subdivided or altered.



4590
27'30"
4589
4588
4587
4586
25'
4584

Scranton PA Quad
 North Scranton
 Junior High
 School
 Scranton, Lackawanna
 County, PA
 UTM Reference:
 18 445900 4586300