<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property owner's name and address</td>
<td>School District of Philadelphia 21st and Winter Streets, Philadelphia, PA 19103</td>
</tr>
<tr>
<td>Tax parcel number / other number</td>
<td>886260500</td>
</tr>
<tr>
<td>U.T.M. zone / quartering</td>
<td>18 48 17 10</td>
</tr>
<tr>
<td>Status (other surveys, lists etc.)</td>
<td>Germantown</td>
</tr>
<tr>
<td>Architect or engineer</td>
<td>Henry deCourcy Richards</td>
</tr>
<tr>
<td>Contractor or builder</td>
<td>Thomas Reilly</td>
</tr>
<tr>
<td>Classification</td>
<td>Thematic</td>
</tr>
<tr>
<td>Date(s) (how determined)</td>
<td>1913-1914</td>
</tr>
<tr>
<td>Genre</td>
<td>Tudor Revival</td>
</tr>
<tr>
<td>Primary building materials/construction</td>
<td>Brick with terra cotta trim</td>
</tr>
<tr>
<td>Integrity</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

**USE THIS COPY FOR Duplicating**

**Black and White Print(s)**

3½” x 5” enlargement or medium format contact note location of negative in block 24.

**Brief Description**

A 3-story, 5-register brick-faced reinforced concrete school with terra cotta trim. Basement windows pierce the watertable which is capped by a limestone drip course. The basement level consists of plain brick. The limestone center entrance surround is topped by an entablature. The five registers of the front step back from the center to the ends. Each register contains four double-hung windows with a common limestone lintel. Decorative panels appear between the first and second floors and between the third floor and the cornice. A stone beltcourse separates the second and third floors. The side elevation features a projecting entrance with a large arched opening above the entrance and an entrance surround that matches that of the main entrance.

**History, significance and/or background**

During his thirteen years with the School District, 1906-1918, Henry deCourcy Richards bore the primary responsibility for the design of forty-nine public school buildings in Philadelphia. For his several high schools, e.g., Kensington High School for Girls, he sought to impart some architectural originality and distinctiveness. For his many elementary schools, however, he worked with a limited number of basic sources of information.

**Sources of Information**

Edmunds, School Buildings of Philadelphia, 1908-1918
School District, New Buildings Under Contract

**Prepared by**

J. M. Moak

**Date**

5/26/81
27. HISTORY/SIGNIFICANCE (continued)
buildings, structural systems and plans. He introduced some variety to
these basic forms through ornamentation. In 1912-1914, for example,
eight schools were built on the same model, type 128, of reinforced con-
crete with brick walls and limestone and/or terra cotta trim, decorated
in Jacobethan or Classical Revival styles. One of the eight, the Edgar
Allen Poe School, was entered on the National Register in 1986. Four
others, including the Julia Ward Howe School, follow the same pattern and
possess integrity equal to the Poe School.
The Julia Ward Howe School, along with the three others in this
group and the Poe School, represents the developmental and architectural
response to the demands of the building program implemented by the School
Board following its reorganization in 1905 through World War I. This
expansion in itself was a response to the continuing increase in the
population of the city which grew from 1.3 million in 1900 to over 1.8
million in 1920. It led to the construction of 70 schools. It also
represents Richards's talent in giving some design variety to a single
basic, expandable, structural form and plan.

National Register Criteria: C, Architecture

Boundary Justification: The nominated property contains the contributing
building, one non-contributing building and all historically associated
land.

There is one contributing and one non-contributing building on the nominated property.

Verbal boundary: the nominated property is tax parcel #886260500.

EVALUATION
This building warrants entry on the National Register for its place
in the history of education and of school architecture in Philadelphia.

EVALUATOR(S)

November 1979