

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

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1. Name of Property

historic name James Madison School

other names/site number East Scranton Intermediate School
East Scranton Junior High School

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2. Location

street & number 528 Quincy Avenue not for publication NA
city or town Scranton vicinity NA
state Pennsylvania code PA county Lackawanna code 069
zip code 18503

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3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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.)

Signature of certifying official Date

State or Federal Agency or Tribal government

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

Signature of commenting official/Title

Date

State or Federal agency and bureau

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4. National Park Service Certification
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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): _____

_____ Date of Action

_____ Signature of Keeper

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5. Classification
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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
_____ <u>1</u> _____	_____ buildings
_____	_____ sites
_____	_____ structures
_____	_____ objects
_____ <u>1</u> _____	_____ <u>0</u> 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.)

Historical Educational Resources of Pennsylvania 1682-1969

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6. Function or Use
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Historic Functions (Enter categories from instructions)

Cat: _____ Sub: _____
 Education School

Current Functions (Enter categories from instructions)

Cat: _____ Sub: _____
 Vacant/Not in use

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7. Description
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Architectural Classification (Enter categories from instructions)

_____ Late Gothic Revival _____
_____ Classical Revival _____

Materials (Enter categories from instructions)

foundation _____ Concrete _____
roof _____ Asphalt _____
walls _____ Brick _____
 Concrete _____
other _____

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

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8. Statement of Significance
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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.
- X 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)

Architecture

Period of Significance 1928

Significant Dates 1928

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

Cultural Affiliation N/A

Architect/Builder Coon, Arthur P.
Alaimo Brothers

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

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9. Major Bibliographical References

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(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: _____

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10. Geographical Data

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Acreage of Property Less than 1 acre

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

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>18</u>	<u>445399</u>	<u>4584071</u>	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.)

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11. Form Prepared By

=====
name/title Philip E. Pendleton, Sr. Associate

organization Noble Preservation Services, Inc. date July
2008

street & number 10 Log House Road

telephone 215-679-5110

city or town Zionsville state PA zip code 18092

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Additional Documentation

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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)

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Property Owner

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

name Green Space Properties (contact Tom Romanowski)

street & number 316 Linden Street

telephone 570-602-9856

city or town West Pittston state PA zip
code 18643

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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.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to range from approximately 18 hours to 36 hours depending on several factors including, but not limited to, how much documentation may already exist on the type of property being nominated and whether the property is being nominated as part of a Multiple Property Documentation Form. In most cases, it is estimated to average 36 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form to meet minimum National Register documentation requirements. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, 1849 C St., NW, Washington, DC 20240.

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James Madison School
Lackawanna County, Pennsylvania

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The James Madison School, little altered since it was built as an elementary school in 1927-1928, is a three story school building located in a residential urban neighborhood of the city of Scranton. A narrow lawn area intervenes between the front of the building and the street. The relatively constricted rectangular lot, 0.9 acre in extent and consisting of asphalted yard to the sides and rear, is enclosed by iron railed fence along the front and by chain link fence on the other three sides. The school is constructed of steel frame, brick masonry, and reinforced concrete on a C-shaped plan. The foundation is built of poured concrete; the roof is covered with built-up bituminous roofing. The surface of the flat roof is not visible from street level, hence the roof surface material is not known. The school measures approximately 165 feet in length by 105 feet in depth. With reference to architectural stylistic influence, the Madison School is an eclectic building exhibiting relatively subdued expression of the Late Gothic Revival (or Collegiate Gothic) and Classical Revival styles. The building has never received an addition, and, having been subjected to but limited exterior alteration, demonstrates integrity to its historic character and appearance on both exterior and interior.

Setting and Landscaping

The Madison School is located within the residential neighborhood on the eastern edge of downtown Scranton known as the Hill Section. It stands on its 0.9-acre lot on the southeast side of Quincy Avenue at approximately the center of the block. The school faces northwest to the street, set back about 20 feet from the public sidewalk. The interval from sidewalk to building is occupied mainly by an embanked strip of lawn lined in front with a rubble stone retaining wall with concrete coping, surmounted by an iron railed fence. The property is enclosed on the northeast, southeast, and southwest with a metal chain link fence. The area of the school lot within this fence, to the sides and rear of the building, consists of asphalted yard that was used as playground area. There are no trees on the property apart from a pair of relatively small flowering specimens in front, one toward either end of the building, nor are there any outbuildings or other ancillary structures. The surrounding neighborhood is visually harmonious with the school building, as it is composed of historic dwellings dating to the period ca. 1900-1930, the era during which the school was built.

The retaining wall and iron fence lining the front of the lot are interrupted by four stairways, with two of these situated at the center, flanking the principal entry, and the others positioned at either end of the building and facilitating access to the school's side entries from Quincy Avenue. Three of these stairways are original construction elements, consisting of concrete treads, risers comprising two courses of brickwork, and side retaining walls of poured concrete. The original stairways are those in the center and to the southwest. Each of the original sets of steps has an iron double-leaf gate at the bottom that also

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forms a piece of the front fence. In addition, each of the two central sets of steps has an iron lamppost located on the inner side at the top of the steps. The southwesterly lamppost has its globe light intact; that for the northeast lamppost is missing. At the top of the steps is a small concrete terrace in front of the central pavilion of the school's front facade. The front of this terrace and both sides of each of the three original stairways are lined with iron pipe railings. The stairways, the retaining wall, the terrace, and the lampposts were present when the just completed building was photographed in August 1928. The architect's rendering of ca. 1927 depicted an iron railed fence with double-leaf gates, suggesting that these features were also planned for early construction. The front fence and gates were probably put in place soon after August 1928. Neither 1920s view showed the iron pipe railings, hence the school administration probably had these fixtures added at some date from ca. 1930 onward. The original front stairway structure at the northeast end of the building, including its railings, has been replaced in recent years with a wooden structure composed of dimensional lumber and board. In addition to the front terrace and stairways, there are two stoops for side entries at the first story and three entry bulkheads, all of these exterior structures built of poured concrete.

Exterior of the Building

The C-shaped three story building is designed with the long seven bay principal façade of the main block oriented toward the northwest. The principal façade is of symmetrical design, with a central pavilion of three bays projecting forward by about 1 foot and rising 1-2 feet above the rest of the front wall. Two rear wings, also of three stories, extend toward the southeast from either end of the building. Also on the rear of the building, a one story extension, about 80 feet wide and 15 feet deep, projects from the center of the main block. This section was evidently an element of the original construction, as indicated by its symmetrical relationship to the main block, its exterior construction and finish of identical character to that of the other sections, and its interior function in accommodating the multipurpose room-cafeteria space. A rectangular penthouse built of brick masonry and coated with stucco, about 28 feet long by 14 feet wide, is positioned exactly on the center of the roof. The penthouse, which is not visible from the ground or street below, has a single central entry oriented toward the rear of the building. A brick chimney rises from an interior position located about 25 feet to the southwest of the penthouse.

The walls on the principal façade and on the outer façades of the rear wings are divided into apron walls of reinforced concrete, scored so as to approximate the appearance of ashlar stonework, and upper level walling composed of brick masonry. On the central pavilion, the concrete lower wall extends to a full story in height. The brick masonry is laid up for the majority of the building's wall surface as running bond. On all facades, a concrete belt course extends across the wall immediately above the third story

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windows. Above the belt course the brickwork is laid up as Flemish bond, comprising approximately 25 courses of brick. The masonry of the walls is crowned with a single course of bricks that are laid on end, i.e., in vertical orientation, surmounted by a plain cornice band of concrete. On the outer facades of the rear wings, which walls are approximately 105 feet in length, the frontmost 25 feet or so of the wall are set back about 2 feet from the alignment of the majority of the wall. On each outer side wall, this front section is devoid of openings, but is elaborated below the belt course with a vertically oriented, rectangular brickwork panel design extending from the first story to the third. This large-scale box motif is composed of bricks laid as double courses of headers, with small, square concrete plates set at each corner to further set off the rectangular design. The building's decorative trimwork, such as the window and entry surrounds, belt course, and cornice band, and the name plaque and decorative frieze on the central front pavilion, is composed of concrete.

The central front pavilion is embellished with gently rounded arches over the first story openings, a multi-light transom (configured as five lights vertically by seven lights horizontally) and sidelights for the double leaf principal entry, a frieze between the second and third stories bearing a Gothic motif of shields and swords, and an inscribed, inset name plaque just below the molded cornice. The main entry has been altered via the installation of modern doors, as has also been done in the two side and five rear entries on the first story and the one basement entry.

The recessed, double leaf side entries, located on the northeast and southwest end walls in the frontmost bays of the respective facades, have concrete stoops to the front. A large, concrete plaque bearing Gothic-style relief detail surmounts each side entry aperture on the façade, while within the recess a large three-light transom tops the door frame. The decoration on the plaque is similar to Gothic tracery but with flat concrete taking the place of the open spaces that would be present in true tracery. Two of the rear entries are located on the inner sides of the rear wing blocks, in the bays next to the main block. These double leaf entries have twelve light transoms (three lights vertically by four lights horizontally). Two more rear entries are located at either end of the one story central rear extension, these doorways accessed from the exterior grade via concrete bulkheads because the large single room within has its floor positioned a half-story lower than the remaining first floor area. These entries are also of double leaf form, but with large, vertically aligned six light transoms (three vertical by two horizontal). The remaining rear entry, located on the otherwise blank end wall of the southwest rear wing at the northeast end of the wall, is a relatively narrow single leaf doorway with a plain surround. The school has a single basement entry, situated within a concrete bulkhead located on the southwest end of the building just to the southeast of the side entry for that façade.

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All of the doors are metal doors of plain utilitarian design, manufactured in about the final third of the twentieth century. Those in the principal entry each hold two window lights arranged vertically. Those in the side entries as well as that in the end of the southwest rear wing have single, small vertically aligned window lights, although the light in southwest rear door has been boarded over. The remaining doors are plain single-piece units without lights.

The original rhythm of the fenestration in its varying configuration of one to five units has been preserved throughout the building. The building's original window sash was wooden double hung sash of 9/9 form, as known from the 1928 photograph. The original windows were replaced in the late twentieth century with three-piece single hung aluminum sash set in aluminum frames. On the principal or northwest façade, on the three bay central front pavilion, the windows are arranged in groups of three for each bay on each story. The main entry is in the center first story bay of the pavilion. For the remainder of the front façade, with two bays to each side of the pavilion, the windows are in bands of five.

On the other facades, the disposition of windows varies between singles, pairs, triples and bands of four, although in general an appearance of symmetry is maintained via balanced placement of these forms. The end walls of the building to southwest and northeast (which are the outer walls of the rear wings) are designed with five bays. Both of these facades present the same configuration of the two frontmost bays holding paired windows, with the side entry in the first bay on the first story, the third and fourth bays holding triple windows, and the fifth or rearmost bay holding paired windows. The rear end or southeast façade of each wing is blank except for the first story entry on the southwesterly wing. The inner façade of each wing, being shorter than the outer façade, is designed with two bays, one at either end of the wall, with an entry located on the first story in the bay next to the main block, and the other openings all consisting of single windows.

The rear or southeast façade of the main block is arranged as five bays for the first story and as six bays for the second and third stories. This variation between levels is due to the presence of the one story rear extension, which has a three bay design for its long southeast wall. The rear extension has triple windows in each of its three bays on the latter wall, with these windows extending downward almost to the level of the exterior grade due to the low level of the interior floor. The openings on the southwest and northeast end walls of the one story extension are limited to the bulkhead entries with their transoms. At either end of the southeast façade of the main block, on all three stories, there are single bays holding paired windows. The central areas on the second and third stories, situated above the extension, have two bays

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each with paired windows at the center. The flanking bays on these upper stories each have four-unit windows.

Interior

The interior plan includes rooms in the basement as well as on the three upper floor levels. The functional basement space is limited to the southwestern third of the building, where a stairway and passage give access to five rooms of widely varying size. The basement is an area of utilitarian finish that was apparently devoted mainly to custodial and storage facilities, although the room adjoining the exterior bulkhead entry was used as the band room after the school was converted to use as a junior high school in 1973. The three upper floors share a circulation pattern in which a stairway is located at either end of the building and a single, broad C-shaped corridor communicates with all rooms. The building's 26 original classrooms are fairly uniform in size, measuring approximately 32 feet by 28 feet. In the main block of the building on each floor, there are rooms to either side of the main corridor, with five classroom cells extending along the front or northwest wall. Along the southeast or rear side of the main block, there is a pair of classrooms at the center, flanked on each side by a lavatory room and a corridor, narrower than the main corridor, that extends into a rear wing. Two additional classrooms, also situated within the main block and with their entries on the rear wing corridors, are located to either end of the southeast side. The rear wings are relatively short in relation to the main block, each containing a single classroom and a segment of corridor situated against the inner side of the wing (see attached floor plans). The school building lacks a kitchen room or any evidence of one.

Exceptions to the building's general pattern occur on the first floor and on the second floor, where the library area comprises two rooms occupying the center-front cell and that positioned adjoining to the northeast. A partition holding a large opening, evidently originally fitted with folding or other movable doors, divides the library into its two constituent rooms. The doors are no longer present, but the door frame and its molded trim, which faces both rooms, are intact.

The first floor has the front rank of rooms divided in the center by the main entry hall containing stairs rising from grade level with a foyer at the top of the steps. The same five room cells in the front rank as those on the floors above are present, although two of the cells are subdivided into smaller spaces. The first floor plan remains in its original configuration, with all partition walls original. The three full-size rooms occupy the two cells at the southwest end and the one at the northeast end. The room at the immediate southwest end, fitted with a fireplace in the end wall and lined with paneled wainscot, was originally the faculty lounge, although used in late years as a classroom. Its neighbor has apparently

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always been a classroom. The room at the immediate northeast end of front rank of rooms was also evidently an original classroom, although employed in the school's last years as an office. The center room cell of the five consists of the entry hall flanked by office spaces, with the office on the northeast side divided into outer and inner rooms. These two rooms are partitioned by a wall holding an entry framed between 24-light sidelights (6 lights vertically by 4 lights horizontally) with a 9-light transom above. The second classroom-sized cell from the northeast end is divided into two administrative rooms.

In addition to the foyer space on the first floor level for the front entry, there are similar foyers at the landings for the end stairways on the first through third floors. Each foyer is set off from its main floor area by an entry consisting of a double leaf doorway fitted with doors incorporating window lights, sidelights flanking the doorway, and a large multi-light transom above. Both the framework for each foyer partition and the doors themselves are made of bronze, evidently as part of the building's fireproof construction. The end stairways are steel structures with steps, railings, stringers, and newels all made of that material, each stairway designed with two flights of stairs and an intermediate landing for each story. The front stairway rises from grade to first floor via a single flight of concrete steps.

The area on the first floor on the inner side of the C-shaped corridor, instead of containing classrooms, is given almost entirely to a gymnasium room that extends to occupy the projecting first story rear block. The gymnasium has its floor positioned at a level about a half-story below that of the main first floor, enabling a ceiling higher than those found elsewhere in the building. There are three double leaf entries into the gym, located on the main corridor on the northwest side of the room, one in the center and one toward either end of the wall. Stairways descend from the end entries to the main floor of the gym. The center entrance opens onto a narrow raised observation platform with a simple pipe railing, extending along the northwest wall between the stairways, with no access from the main floor of the room. Each entry is fitted with a double leaf doorway with solid two panel rail and stile doors, surmounted by a 15-light transom (3 lights vertically by 5 lights horizontally). At the outer ends of the building's northeast and southwest end walls, the double leaf exterior entries lead to the bulkhead steps and the schoolyard beyond. The gymnasium is finished in a utilitarian manner with walls of glazed yellow brick and a floor surface of painted wood typical of school gyms during the period. The radiators remain in their original configuration, hung on the wall, and there is evidence of the backboard mountings at either end of the room, features relating to the gymnasium function. It is possible that this room also functioned as an auditorium, although the presence of the railing along the edge of the raised platform would not have facilitated its use in this way. Lavatory rooms, accessed from the hallway, are located to either side of the gym.

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The interior exhibits little alteration throughout the building. Classrooms and other rooms have intact original elements including hardwood floors, plaster upper walls and ceilings, long wood-framed blackboards, built-in wooden shelving, and wooden doors and frames with 9-light transoms. The classroom entry doors incorporate 9-light windows while the closet doors are solid two panel rail and stile doors. The first floor corridor has paneled wooden wainscot lining the wall to about five-foot height. On the second and third floors, the decorative woodwork in the hallway consists of molded chair rail at waist height with vertical molded strips of wood at the wall corners. The faculty lounge, one of the rooms in the administrative group at the northeast end of the front rank of rooms on the first floor, has intact paneled wooden wainscot as well as a stone fireplace with a Gothic-style mantel and a paneled wooden overmantel, and multiple wooden closets. The school's lavatories have the original tile floors, wainscot consisting of tile and polished stone panel, and toilet stalls constructed of polished stone panels with wooden doors. The building's original radiators are in place. Suspended fluorescent lighting represents the sole alteration in many rooms, apart from the aluminum window sash. The rows of metal lockers lining the sides of the corridors were probably installed with or soon after the conversion of the school to a junior high school facility in 1973. These lockers were positioned against the walls by simply setting them in place, they were not fastened into the wall fabric, hence they do not represent an alteration to the building. Newspaper accounts following the school's closing noted that limited alteration of certain rooms for pedagogical purposes had left all the original partition walls intact, so that the complete original plan survives.

Integrity

This historic school building has undergone relatively little alteration, never having been enlarged by addition and not having been altered on the interior to any pronounced extent. Exterior changes are limited to replacement of the original doors with doors of modern metal fabrication and utilitarian design, and replacement of the wooden window sash with aluminum window sash. Despite the sash replacement, the fenestration fully retains its original configuration in terms of the rhythm of single, paired, triple, and four- and five-unit bays. Installation of suspended lighting is the only other observable interior alteration in many rooms. Otherwise the interior of the school is almost pristine in terms of the retention of its historic architectural character. The height of the windows and the tall ceilings in the classrooms, both specified in the statewide Educational Resources context (2007) as essential to the integrity of Progressive era (1867-1930) schools due to the emphasis in school design on natural light and fresh air, are fully intact. The school's original plan is also undisturbed.

The James Madison School, standing on its original site on Quincy Avenue, presents integrity of location.

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The school presents its form, plan, style, and spatial organization as first designed and constructed, hence it demonstrates integrity of design. The setting of the school retains its historic character, as it remains dominated by the early twentieth century dwellings that provided the immediate context for the school when it was constructed in the 1920s, thus the school retains integrity of setting. The building's fabric is well preserved, and it fully retains the evidence of the skilled use of the technologies that went into its construction, hence it presents integrity of materials and workmanship. With its relative lack of alteration, the school retains the historic visual character of an educational building from the second quarter of the twentieth century, thus it demonstrates integrity of feeling. Also due to its intact historic visual character, the direct link between the school and its role as an impressive and well-preserved representative of trends in educational architectural design is visible, thus it presents integrity of association.

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The James Madison School in Scranton, Pennsylvania, is significant under National Register Criterion C in the area of Architecture, for the period 1928. The property reflects the development of public school educational architecture in Pennsylvania and meets the registration requirements of the property type of the multi-room school, as described in the MPDF *Historic Educational Resources of Pennsylvania, 1682-1969* context statement, *Pennsylvania Public Schools, 1682-1969*. The school represents a highly intact and architecturally distinctive example of an urban public school building designed in response to the Progressive ideas of such educational theorists as John Dewey. With the building having received so few alterations in comparison to most surviving schools of its period, and never having been enlarged by addition, its plan and exterior and interior architectural detail make the Madison School an exceptionally complete representative of a Progressive public school of the 1920s. Several other public school buildings survive in Scranton and vicinity that date to the early twentieth century, but very few share the Madison School's ability to evoke the Progressive school of its period so effectively as this building. At Madison, significant Progressive school design features such as hardwood floors, wooden multi-light transoms, built-in wooden shelving, paneled wooden wainscot, and wood-framed blackboards can be seen throughout the building. The school's window openings retain their full height and the overall fenestration pattern retains its original symmetrical rhythm of singles and groups of two to five windows, hence the original 1928 design of windows to facilitate interior natural light and ventilation, a key design feature for consideration in evaluating the eligibility of Progressive era school buildings, is also present. The handsome Late Gothic Revival and Classical Revival stylistic influences expressed in this eclectic building also evoke the Progressive educational architectural tradition. All of these elements, i.e., the Progressive design features, the fenestration, and the architectural stylistic influences, represent important aspects referred to in the historic context *Historic Educational Resources of Pennsylvania*, Section E, Subsection III, Pennsylvania Schools in the Long Progressive Era, 1967-1930. The Madison School thus meets the Registration Requirements for the property type, Public Elementary School, as an example representing the Progressive Era in school design.

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 the Scranton vicinity began in the 1770s, but did not begin to bear fruit until the early nineteenth century. By 1857, the recently established Borough of Scranton (1856) already had 17 one-room elementary schools distributed among the town's four districts; the Scranton High School, containing four classrooms in a two story, stone masonry

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building located at Vine Street and North Washington Avenue in downtown Scranton, was constructed in that year and opened on January 1, 1858. 1

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 29 schools with 158 teachers and over 7,000 students. As of the early 1920s, there would be approximately 50 public schools in Scranton, with about 800 teachers instructing nearly 30,000 pupils.²

Due to the demand for more classroom space and apparently for school buildings of Progressive design with spacious rooms and corridors, tall ceilings, and high windows to admit maximum light and ventilation, the City of Scranton carried out a comprehensive program of improvement for its educational buildings during the years between 1884 and 1910. Forty-three elementary schools and two high schools were constructed during this period, hence the city's public school buildings were almost completely replaced. The years from 1889 to 1902 were particularly active, with at least 24 schools constructed (and perhaps as many as ten more, based on the stylistic characteristics of buildings for which an exact date could not be attributed). Most of the 1884-1910 buildings were quite large structures, many were impressive renditions of monumental styles of the time such as Richardsonian Romanesque, Late Gothic Revival, and Classical Revival, and virtually all appear to have embodied Progressive precepts in pedagogy and educational architecture. In 1914, following the close of this program of improvement, the school district endowed all of the elementary schools with inspirational names evoking the memory of famous Americans, including Revolutionary patriots, presidents, authors, scientists, and inventors.³

The Scranton School District carried out a later campaign of major school construction to improve its facilities with designs embodying Progressive educational principles during the years 1924-1937. In this phase of building activity, the school district established its first three junior high schools and built four new elementary schools to replace older structures, including one (School No. 4) that appears to have

1 Nicholas E. Petula and Thomas W. Morgan, Sr., *The History of the Public Schools of Scranton, Pa.* (published privately, 2008), 4-5, 188.

2 Thomas Murphy, *Jubilee History: Commemorative History of the 50th Anniversary of the Creation of Lackawanna County, Pa.* (Topeka, Kansas: Historical Publishing Co., 1928), 203, 209; Scranton Board of Trade, *Scranton: The "Electric City"* (Scranton Board of Trade, 1920), 16; Petula and Morgan.

3 Petula and Morgan *passim*.

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dated to ca. 1870 and had earlier escaped replacement, and three (Nos. 32, 33, and 34) that had been built in the opening years of the earlier great campaign of Progressive construction and were manifesting structural problems. All seven of the 1924-1937 buildings were relatively large-scale brick buildings, larger in general than the earlier Progressive buildings, and all expressed the influence of the Late Gothic Revival and/or Classical Revival styles. The most impressive in architectural terms was Scranton's first junior high, North Scranton Junior High School, an outstanding example of the Late Gothic Revival style. The construction of North Scranton in 1924 inaugurated the later Progressive construction campaign. Three of the buildings, elementary schools Nos. 32, 33, and 34 were completed during 1928. Nos. 32 and 33 were strikingly similar in their designs blending Late Gothic Revival and Classical Revival, although Scranton architect Arthur P. Coon has only been documented as the designer for No. 33, the James Madison School and subject of this nomination. The three remaining schools were built in the 1930s.⁴

The first Public School No. 33 (named James Madison School in 1914) was built in 1886, located at Madison Avenue and Pine Street. It was an ornate and imposing two-and-a-half story stone structure showing Richardsonian Romanesque influence. The 1886 building was slated for replacement after a health inspection in 1921 found unsanitary conditions.⁵

The second James Madison School opened on September 12, 1928. The building was designed by Arthur P. Coon and constructed by the Alaimo Brothers firm, contractors of Pittston, at a cost of \$352,594.6 Madison was for many years the city's largest elementary school. Its relatively large scale for a primary school, coupled with its distinctive Late Gothic Revival and Classical Revival architectural qualities, suggests that Madison was intended to be what might be termed a "flagship school" displaying Scranton's renewed commitment to Progressive precepts for the education of its younger children. One local newspaper account of the 1928 formal opening ceremony described the new school as "modern in every detail." Another asserted that "The school is one of the best in the state, it is steel girdered, of brick and reinforced concrete and is equipped with all the most modern of educational devices." The principal address at the opening exercises was made by Dr. John A. Keith, then Pennsylvania's state Superintendent of Public Instruction. Dr. Keith spoke of the Commonwealth's determination to provide "education offered under the best conditions. . . . The life of our nation depends upon the education

⁴ *Ibid.*

⁵ "No. 33, James Madison (East Scranton Intermediate), 528 Quincy Ave." [Scranton] *Times-Tribune*, September 5, 2005; Petula and Morgan, 139-141.

⁶ "No. 33, James Madison." James Madison School vertical file.

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which our people can absorb. Science and knowledge are every day becoming more important to obtaining good living conditions.”⁷

The school contained a gymnasium room which may have doubled as auditorium space. The building lacks a kitchen and no evidence has been found that one was formerly present, hence it is apparent that the schoolchildren either ate lunches at their desks that they had brought from home, or returned home for the lunch period. Scranton’s elementary schools were intended to function as neighborhood schools, at least before the era of busing began in the 1960s. The asphalted lot located behind the school and to either side was used as playground area.

Changes in Scranton’s demographics and the decline of its economic base during the mid-twentieth century precipitated the consolidation, closing, and limited reorganization of the city’s public school system. The James Madison School was converted to a junior high school (grades 7-9) with 595 children in 1973, and then to an intermediate level school (grades 6-8), designated East Scranton Intermediate School, in 1978. Enrollment had declined to 425 students as of 1993, and in 2001 the city closed the school.⁸

A newspaper article in the 1960s noted that Madison had yet to receive “modernizing attention.”⁹ Another article, written in 2004 when the school district briefly considered reopening the facility, reported that the school retained its original architectural character in strong measure. Some classrooms had received renovations in the 1970s for newly instituted pedagogical functions in line with the change in the age range of students, such as Industrial Arts and Home Economics courses, but the original classroom partition walls had been retained intact. The reporter in 2004 also referred to the library at Madison as being larger than those in the Scranton School District’s other schools.¹⁰

7 “Madison School Dedicated with Fitting Program,” unidentified, undated (ca. September 13, 1928) newspaper article, Madison School vertical file; “Formal Opening Madison School Attended by 500,” [Scranton] *Times*, September 13, 1928, James Madison School vertical file.

8 [Scranton] *Times-Tribune*, September 5, 2005.

9 Unidentified, undated newspaper article, James Madison School vertical file.

10 Lauren Roth, “Estimate: East Could Cost \$3.1 M,” [Scranton] *Times-Tribune*, June 1, 2004. Accessed via Internet at <http://www.thetimes-tribune.com>.

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THE MADISON SCHOOL AS A PROGRESSIVE EDUCATIONAL BUILDING

The James Madison School, completed in 1928, was constructed toward the end of the Progressive era in the history of education in America, the period defined in the statewide context *Historic Educational Resources of Pennsylvania* as extending from 1867 to 1930. As a late and relatively large-scale example of a Progressive elementary school building, the Madison School represents the type as it had come to full fruition. Within a few years following the construction of this school in 1928, the straitened economic circumstances of the Great Depression essentially brought a close to this era in American educational history and to the building of large urban edifices designed along the lines envisioned by John Dewey and other Progressive educational theorists. The Progressive school reformers prescribed that school buildings should incorporate large libraries or “book laboratories” and well-designed sanitary facilities; “scientifically constructed classrooms” with movable desks, blackboards, ample ventilation, and precise color schemes intended to maximize the advantages of natural light; and modern fireproofing construction techniques. All these elements are present in the Madison School. The expansive library at Madison, occupying the space of two classrooms, the school’s solid construction and fine decorative aspect as evinced in the hallway woodwork of wainscot and molded chair rail, and the building’s many tall windows, designed to provide maximum light and ventilation for the interior, all exemplified the proper Progressive school. As attested in local newspaper articles, the James Madison School was considered one of Scranton’s best designed and built schools throughout its service as an elementary school (up to 1973).¹¹

THE ARCHITECTURAL-STYLISTIC ASPECT OF THE MADISON SCHOOL

The employment of architectural style to evoke America’s social and civic ideals as well as the cultural heritage of the western world was a pronounced trend in the design of educational buildings during the Progressive era. Styles that were particularly popular for this purpose included the Classical Revival, the Colonial Revival, the Late Gothic Revival, and the Romanesque Revival. The Madison School is an eclectic building drawing on two of these styles, the Classical Revival (or Neoclassical) and the Late Gothic Revival (or Collegiate Gothic). The Classical Revival suggested regard for the civic ideals of the ancient Greek city states and the Roman Republic. This style was often chosen in the early twentieth century for American public, commercial, and institutional buildings for which a quality of monumentality was desired. The Classical Revival is evinced in the Madison School in the relatively plain, blocklike mass of the building; the strong emphasis on symmetry throughout the structure as of

¹¹ [Scranton] *Times*, September 13, 1928; unidentified, undated newspaper article, Madison School vertical file.

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demonstrated in the pattern of fenestration, the central front pavilion framing the principal entry, and the brickwork panels on the end walls; and such unifying decorative elements as the concrete apron wall extending across the front and end facades and the concrete belt course encompassing the third story.

The Late Gothic Revival, in secular educational buildings, looked to the scholastic heritage of the great medieval universities such as Oxford and Cambridge, and incidentally expressed a sense of connectedness with English culture. (In the context of early twentieth century Scranton, a city with a burgeoning population of immigrants from Eastern and Southern Europe but with its business and civic life still dominated by an Anglo-American elite, the choice of this style for the school may have spoken of an attitude among local leaders for whom "Americanization" meant in part "Anglicization.") The Late Gothic Revival was a popular stylistic choice during the early twentieth century for prestigious American colleges such as Princeton, Yale, Bryn Mawr, and Duke. The Gothic Revival is employed at James Madison in much of the building's exterior decorative trim, such as the irregular edging of stone-like concrete for the vertical walls of the window frames that was apparently meant to suggest the appearance of medieval window openings, and the concrete panels with Gothic motifs over the front pavilion's second story windows and the side entries. The decorative influence of the Late Gothic Revival is carried over on the school's interior in the dark hardwood paneling of the wainscot on the walls of the first floor corridor, and similar paneling on the fireplace overmantel in the faculty lounge.

ARCHITECT ARTHUR P. COON

Scranton architect Arthur P. Coon (ca. 1883-1955), born in Ceres, New York, attained and enjoyed a well-established lifelong architectural career in his adopted home of Scranton and its vicinity. Arriving in Scranton around 1915, Coon's practice was evidently well-balanced between educational and other institutional and governmental buildings on the one hand and private residences on the other. Arthur Coon was active in the Scranton/Wilkes-Barre chapter of the American Institute of Architects from its inception in 1922 almost until his death in 1955, serving as Secretary-Treasurer from 1936 (and possibly earlier) to 1938, and as President of the chapter from 1938 to 1941. He was also a member of the Pennsylvania Society of Architects. Coon placed his name among the list of architects specializing in school design that was published in the 1935 edition of *The American School and University*, an annual journal covering the design and construction of educational buildings. His work overall shows that Coon

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avored the blend of Late Gothic Revival (or Collegiate Gothic) and Classical Revival that was embodied in his design for the James Madison School.¹²

Coon’s obituary attributed to him “a major role in the design and construction of James Madison School, one of the last public schools erected in the city,” as well as the “planning” of the Pittston City Hall, the design of additions and renovations to the Pennsylvania State Oral School (or Scranton State School for the Deaf) and Clarks Summit State Hospital, the planning of renovations for several schools in the Scranton area, and the design of many private residences. The Pittston City Hall, which appears to date to the 1930s, and Coon’s large-scale addition to Clarks Summit State Hospital, built in 1935, are similar to Madison School, although more strictly Classical Revival in stylistic influence. Both buildings are fronted by multi-columned entry porticos.¹³

COMPARABLE HISTORIC ARCHITECTURAL RESOURCES

The best example of an architecturally comparable public school building in Scranton and Lackawanna County is the National Register-listed North Scranton Junior High School, constructed at the intersection North Main Avenue and Green Ridge Street during 1922-1924, about four years before James Madison. North Scranton’s stylistic influence is derived solely from the Late Gothic Revival, for which it is one of the finest examples in the Scranton vicinity. North Scranton, like Madison, is a relatively large-scale public school building, and, also like Madison, it was designed to embody the most up-to-date concepts in the design of educational buildings, with superior lighting, ventilation, fireproofing, and organization of plan for better circulation among the floors and classrooms. Frances Willard School (No. 32) at 1100 Eynon Street and George Bancroft School (No. 34) at 1002 Albright Avenue, the sister schools constructed with Madison School in 1928, remain in service today as public elementary school buildings. Neither school has ever been inventoried in the PHRS system (according to CRGIS). Willard School, nearly as large as Madison School and sharing similar Late Gothic Revival detailing, may have been designed by Arthur Coon, although such a role for Coon is not documented. Bancroft School is approximately half the size of Madison, and more strictly Classical Revival in style. In general, Scranton’s public schools have either been continuously renovated to meet new requirements or were abandoned in the course of the mid-twentieth century in favor of entirely new construction. During the late twentieth century, most of the city’s elementary, junior high, and high schools had their character-

12 [Scranton] *Times*, February 8, 1955; private communication, Carl J. Handman, AIA, Wilkes-Barre, PA, to Philip E. Pendleton, November 6, 2008.

13 [Scranton] *Times*, February 8, 1955.

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defining features, such as heating and ventilation systems, floor plans, and fenestration, extensively altered or replaced.

The James Madison School is a highly intact Progressive public elementary school building exhibiting superior construction, distinctive stylistic detail, and typical overall plan and classroom elements. The school demonstrates the integrity to its historic appearance that enables it to fully embody its architectural significance as an example of its type and period.

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Vertical Boundary Description

The National Register boundary follows that of the 240 foot by 160 foot lot designated for the current tax parcel, 15721-020-042, as shown on the attached tax map. It is defined by Quincy Avenue on the northwest, Costello Court on the southeast, and developed residential lots to the northeast and southwest.

Boundary Justification

The boundary for the James Madison School encompasses the entire building and the surrounding open space. This parcel has historically been associated with the school since its construction in 1927, and has not been subdivided or altered.

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Photographer: Timothy Noble Date: April 2008
Location of Digital Files: Noble Preservation, Zionsville, PA
Digital images printed on Epson Premium Luster paper with Epson UltraChrome ink.

<u>No.</u>	<u>Description</u>	<u>Direction</u>
1	James Madison School, overall view showing NW & SW facades	East
2	Detail of front façade showing central pavilion	SE
3	Northeast end façade	West
4	Rear of school, showing wings and 1-story central rear extension	North
5	Side entry on NE end façade, showing Gothic detail over entry	SW
6	First floor, main corridor	SW
7	First floor, office area immediately to NE of front entry hall	East
8	First floor, faculty lounge	SW
9	First floor, gymnasium	South
10	Stairway at NE end of building, view toward 2 nd floor landing	SW
11	Second floor, library	NE
12	Second floor, typical classroom immediately to SW of library	South
13	Same classroom as in No. 12	SW
14	Third floor, main corridor	SW
15	Ca. 1927 architect's rendering	South