NPS Form 10-900
(3-82)

OMB No. 1024-0018
Expires 10-31-87

United States Department of the Interior
National Park Service

National Register of Historic Places Inventory—Nomination Form

For NPS use only
received AUG 20 1986
date entered SEP 30 1986

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

1. Name

historic N/A

and/or common Pittsburgh Public Schools Thematic Group

2. Location

street & number (various)- see continuation sheets N/A not for publication

city, town Pittsburgh N/A vicinity of

state Pennsylvania code 042 county Allegheny code 003

3. Classification

Category	Ownership	Status	Present Use	
___ district	___ public	X occupied	___ agriculture	___ museum
___ building(s)	___ private	X unoccupied	X commercial	___ park
___ structure	X both	___ work in progress	X educational	___ private residence
___ site	**Public Acquisition**	**Accessible**	___ entertainment	___ religious
___ object	N/A in process	___ yes: restricted	___ government	___ scientific
X thematic	N/A being considered	X yes: unrestricted	___ industrial	___ transportation
		___ no	___ military	X other: community cent

4. Owner of Property

name (multiple) - see attached survey forms

street & number N/A

city, town N/A vicinity of state

5. Location of Legal Description

courthouse, registry of deeds, etc. Allegheny County Courthouse

street & number Ross Street

city, town Pittsburgh state Pennsylvania

6. Representation in Existing Surveys

title Allegheny County Survey has this property been determined eligible? ___ yes X no

date 1979-1984 ___ federal ___ state X county ___ local

depository for survey records Pennsylvania Historical and Museum Commission

city, town Harrisburg state Pennsylvania

Four schools (Bedford School, Latimer School, Schenley High School, South Side High School) have been listed on the National Register of Historic Places as contributing buildings in historic districts.

7. Description

Condition		Check one	Check one
___ excellent	___ deteriorated	___ unaltered	_X_ original site
_X_ good	___ ruins	_X_ altered	___ moved date N/A
_X_ fair	___ unexposed		

Describe the present and original (if known) physical appearance

The forty-nine Pittsburgh public schools included in this thematic nomination were chosen by Pittsburgh History & Landmarks Foundation and the Pennsylvania Bureau for Historic Preservation from one hundred and fifteen extant public school structures within the city of Pittsburgh, Pennsylvania.[1] They were chosen for the quality and integrity of their architecture and for their historical significance. Schools not included in the thematic nomination are less than fifty years old, are not architecturally significant, have had extensive alterations or unsympathetic additions, or are not particularly emblematic of the history of the Pittsburgh Public Schools.

Of the forty-nine schools, two have served primarily as vocational schools, nine have served primarily as high schools, and the remainder have served primarily as elementary, middle, and/or junior high schools. One building currently serves as a Roman Catholic parochial school, and ten other buildings are currently owned by agents other than the school district and have been reused for alternate purposes.

At least twenty schools were built or substantially remodeled in Pittsburgh during each of the decades from the 1850s through 1941. Many of the earliest buildings have subsequently been lost. One nominated school dates from 1850, the only survivor from its era, and six date from the 1870s and 1880s. Approximately half of the schools date from 1890-1910--a boom time in school construction as 120 new buildings or substantial additions were completed to accommodate children from a rapid influx of industrial workers and managers. The 1910s and 1920s, another period of particularly extensive building activity stimulated by reorganization of the schools under a consolidated Board of Public Education, emphasized high school construction: six of the high schools and two major high school additions date from this period. Three of the schools are slightly less than fifty years old, but are considered to be "exceptionally significant."

All of the schools are on their original sites. The siting of each school reflects the use and density of the neighborhood surrounding it at the time of its construction. Thus Dilworth School's large ornamental front lawn is like that of the large houses in the fashionable Highland Park neighborhood which it serves. Allegheny High School's cramped site reflects the density of the urban business district which originally surrounded it. Springfield School is evidence of a now virtually gone residential neighborhood. Many of the schools use their grounds as play space. Mifflin School's grounds are extensive, covering seven acres and including a regulation size ballfield. Westinghouse High School's grounds include a large playing field in the valley below the school. The open space at other schools ranges from the small concrete courtyard at Schiller School to the hillside lawn in front of Perry High School. Many of the schools are surrounded by iron fencing.

Many of the nominated schools are notable for their monumentality, but they range in size from the massive to the tiny. Taylor Allderdice High School dominates the small-scale housing around it, while tiny Bayard School blends with dense small-scale row-houses. The size of the schools reflects the needs of their service areas. Thus Fifth Avenue High School was very large because, as only the second high school in Pittsburgh, it served a broad population. Park Place School, from the same era, served only a portion of its sub-district, and, although it is grand, it is quite small.

In form the schools range from the peak-roofed shoe-box shape of Bedford School, to the multi-gabled form of Fifth Avenue High School, and finally to the modern flat-roofed horizontal forms of the post-1916 schools. The massing of each school varies according to its siting and the extent and diversity of its interior space. Most of the schools are basically rectangular in shape and, whether stacked vertically or sprawled horizontally, the schools' basic idea of classrooms fed by a central space or hallway remains constant. Wings or extensions contain extra classrooms or specific function rooms such as gymnasiums and auditoriums. Many of the post-1925 buildings balance a gymnasium and an auditorium on each side of a central block of classrooms. A number of the schools were built in stages and thus the original buildings have large, and in most cases, sympathetic additions.

The plans of the forty-nine schools vary from simple plans with just four classrooms which radiate from a central space (e.g. McCleary School) to the elaborate plans of the larger high schools. Schenley High School, due to its unique triangular shape and its diversity of specialty rooms, is particularly complex. In schools post-dating 1910, the classrooms are generally ranged along a central hall with stairways at each end. Schools as early 1870 had an assembly hall, usually on the top story. Many also had play spaces in the basements. But by 1915, these extra spaces began to be seen as community assets, and were located on the first floor or in a separate wing to facilitate direct public access. These specialized spaces reached their highest level of sophistication in Taylor Allderdice High School (1927).

Since these school buildings date from 1850 to 1941, they represent a range of architectural styles from Greek Revival to Art Deco. The Greek Revival Bedford School and Italianate Morse School are among Pittsburgh's most noteworthy examples of their styles, and Fifth Avenue High School is the city's most fully developed Victorian Gothic building. Many of the schools are Classically inspired, utilizing variations from Classicized Richardson Romanesque (Latimer and Sterrett), to Beaux Arts (Friendship and Taylor Allderdice), to spare Neo-Classicism (Schenley and Westinghouse) to create the desired inspirational effect. Dilworth and Colfax Schools have Jacobean Revival styling, in contrast to Mifflin School's streamlined Art Moderne design. The Art Deco schools--Lincoln, Prospect, Lemington, and Schiller--are high-quality designs of the thirties. Baxter and Greenfield Schools employ a progressive mode of design influenced by the turn-of-the-century "Chicago School."

Most of the schools have brick exteriors, and a few are sheathed in limestone. Mifflin School's facade displays unique bricks embossed with a double wave pattern, a clever, handsome, and durable ornament. Terra cotta is a prominent ornamental material on several Pittsburgh schools: Friendship School has elaborate Classical trim by the Northwestern Terra Cotta Company of Chicago, Illinois; Lemington School has vivid Mayan-inspired ornament which features an amber sunburst frieze and stylized human faces; and Greenfield School is ornamented with terra cotta trim in the "Chicago School" tradition. Windows in some of the older schools have the original wooden frame and sash, but they are rapidly being removed and replaced by aluminum windows with opaque upper sash.

The schools maintain good interior integrity. Wood wainscoting and moldings are prevalent in the older schools, while marble and tile line the hallways of the post-1910 schools. The floors range from wooden to terrazzo, marble, and tile. Interior stairs are important functional and decorative features since no school is less than two stories tall and they range up to five stories. The stairs were made of the most durable and fireproof material available in each era. The ornate metal stairways found, for example, in Oakland School and South Side High School, gave way eventually to the fireproof tile stairways built in the larger schools and often added to the earlier schools as a safety precaution. Some of the stairhalls feature stained glass.

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1. This nomination stems from two previous studies of the Pittsburgh public schools: Pittsburgh History & Landmarks Foundation's 1979 to 1984 Allegheny County Survey which identified 115 extant public school buildings within the city limits; and the 1981-1982 Archival Survey Project of the Pittsburgh Public Schools directed by Dr. Carolyn Schumacher.

8. Significance

Period	Areas of Significance—Check and justify below				
___ prehistoric	___ archeology-prehistoric	___ community planning	___ landscape architecture	___ religion	
___ 1400–1499	___ archeology-historic	___ conservation	___ law	___ science	
___ 1500–1599	___ agriculture	___ economics	___ literature	___ sculpture	
___ 1600–1699	X architecture	X education	___ military	X social/ humanitarian	
___ 1700–1799	___ art	___ engineering	___ music	___ theater	
X 1800–1899	___ commerce	___ exploration/settlement	___ philosophy	___ transportation	
X 1900–	___ communications	___ industry	___ politics/government	___ other (specify)	
		___ invention			

Specific dates 1850-1941 **Builder/Architect** Various

Statement of Significance (in one paragraph)

The forty-nine school buildings included in this thematic nomination date from 1850 to 1941 and comprehensively illustrate the evolution of public school design in Pittsburgh and areas annexed by Pittsburgh from the early Victorian period through the mid-twentieth century. These buildings clearly reflect evolving national trends in both architectural design and educational philosophy. But they also reflect local conditions which, on one hand, caused pre-1911 schools to reflect the city's rich diversity because of ward-based control and funding, and on the other hand, produced later schools of rare architectural quality under a centralized administration.

There have been three primary eras of school building in Pittsburgh. Prior to 1911, each ward of both Pittsburgh and its sister city Allegheny (annexed in 1907) had its own separate School Board elected by the constituents and charged with the complete operation and maintenance of the schools. From 1911 to 1934, a centralized School Board hired a Superintendent of Buildings to oversee building construction and maintenance. And from 1935 to 1954, the centralized School Board employed an in-house architectural staff.

Only two other major cities in the United States (Boston and Philadelphia) followed the de-centralized School Board system which existed in Pittsburgh and Allegheny prior to 1911. By 1907 when the two cities united, there were 61 subdistricts (46 in Pittsburgh, 15 in Allegheny) and 366 citizens supervised the city's elementary schools. This multiplicity of authority provided the city with a chaotic school system and a diverse array of school buildings. Many of the schools included in this nomination were built during this period. Latimer and portions of Allegheny, Conroy, Morrow, and Perry Schools were built to serve the city of Allegheny. In addition, Bedford and Birmingham Schools were built to serve the independent borough of Birmingham, annexed by Pittsburgh in 1872, and Beechwood and Knoxville Schools were begun by once-independent boroughs.

The 1911 centralization called for an appointed fifteen-member School Board that hired a Superintendent of Buildings. This era was overseen by a Scottish-born artist and mechanical engineer named James Bonar who held the position of Superintendent of Buildings from 1919 to 1934. During these years a wide variety of architects were employed, and two of the city's most stylistically progressive school buildings, Greenfield and Mifflin, were designed. Mr. Bonar's own artistic endeavors gave him a trained eye for architectural distinction, and raised the level of design of schools built throughout the city.

The third era of school building, 1935-54, was dominated by a single man: Marion M. Steen a 1908 graduate of Carnegie Tech, who as Staff Architect and Superintendent of Buildings for the School Board designed and supervised construction of twenty-three new schools

and major additions. This work was partially funded by the federal Public Works Administration (PWA). The in-house architectural staff saved the School Board approximately 7% on the cost of each building.

Pittsburgh has lost all of the earliest school buildings used or built between 1834 and 1850. Descriptions reveal that they ranged from brick warehouses to the type of frame one-room structures now found only in the rural townships of Allegheny County. Today, the oldest extant school in the city is the 1850 Greek Revival Bedford School, the only pre-Civil War era school in Pittsburgh. Original floor plans show three large rooms per floor, one of which was a captive room accessible only through the outer classrooms, and entrances and stairways segregated for boys and girls at either end of the building providing access to the end classrooms. The plan was altered in 1912 to create four rooms per floor divided by a central hall. Bedford School is important as a relic of early teaching and school planning practices and as a rare example of the Greek Revival style in local schoolhouse architecture.

Morse School best represents Italianate schoolhouse design of the 1870s and illustrates new approaches to educational architecture. Ornament is lavish compared to Bedford's spare Greek Revival styling. The basic rectangular brick box model was expanded and decorated. Morse School's internal plan, although now completely altered, indicated a certain sophistication: an auditorium, teacher's spaces, cloakrooms, more natural lighting, better ventilation, and attempts at fireproofing were all integrated into the design. Auditorium space was a recent innovation in the schools of the 1870s and was always located on an upper story. These central spaces were not planned for performances or large meetings as they are today, but as areas for recitation by older students. Principals' reports of the 1870s laud the benefits of these large open spaces as an indoor area for the children to drill, i.e. to stretch and do rhythmic exercises twice a week for twenty minutes at a time. Drama and sports were just beginning to enter the curriculum of the public schools of this era.

The 1890s in Pittsburgh witnessed a boom in school building which matched the population explosion triggered by the expansion of local industry. Sixty new schools were completed during this decade. In general, they are impressive buildings ranging in style from the Victorian Gothic of Fifth Avenue High School to the Beaux Arts Classicism of Friendship School. The 1890s saw an increase in high schools nationally, and Pittsburgh's high schools tripled when Fifth Avenue and South Side High Schools joined the first city high school called Central established in 1855. The easing of entrance exams and the opening of new high schools for the masses in Pittsburgh did not completely occur until 1911, but the need for an expansion of high school facilities was apparent earlier.

The schools of the 1890s reflect the relative prosperity of their neighborhoods. The East End, filled with middle and upper-level management as well as successful entrepreneurs,

produced schools (Park Place, Sterrett, and Friendship) with wide marble- and tile-lined hallways, marble floors, flowing stairways, and stained glass windows. Sterrett School benefitted directly from the patronage of industrialist Henry C. Frick. In contrast, Beltzhoover School (1905) represents a middle- and working-class neighborhood which was settled after the completion of the nearby trolley tunnel through Mount Washington in 1902. The school has a very plain interior with wood trim and plaster walls, but does retain the only operable school bell and bell tower in the City. It is a graphic illustration of the fact that the schools were funded by taxes within each ward, rather than from the pooled resources of the city at large. Nevertheless, certain middle- and working-class wards, especially those which hired architect Ulysses J. L. Peoples, built schools with architectural flair. The dramatic central courts and monumental metal staircases of Peoples' Oakland and McCleary Schools more than made up for the wood floors and paucity of marble.

The turn of the century in Pittsburgh witnessed a turn toward planned elegance. Major civic buildings were built downtown and in the Civic Center of Oakland, and served as models for the elegant schools of the era. The consolidation of Pittsburgh and Allegheny in 1907 and the School Board centralization four years later created clear lines of authority and allowed for long term planning. Dilworth School in Highland Park exhibits the fashionable English domestic style, Jacobean Revival, whose main popularity in this country was for schools and colleges. It is a curious structure, graceful and elegant in its living rooms (auditoriums and hallways) but ungainly in its utilitarian spaces (the rudimentary gymnasium and basement play room). This school is transitional; it illustrates a growing concern for the quality of education and an attempt to provide more than classrooms for education.

Progressive education in the early years of the twentieth century was greatly influenced by the theories of John Dewey, but also by the practical dictums of William Wirt, who in 1908 was named Superintendent of Schools in Gary, Indiana, a community not unlike Pittsburgh for its industrial base and large immigrant population. Wirt believed that the school should be an idealized microcosm of the real world providing as many activities for a student within the school as past generations had experienced through apprenticeships and household industry. Trained personnel could integrate practical training lessons with basic scientific and mathematical principles. Schools, according to Wirt, needed specialty rooms to accomplish these goals: a full auditorium capable of handling a dramatic performance, a large gymnasium and pool for sports activities, home economics rooms and shop spaces. Hallways lined with art work would act as local museums, and libraries would be each community's local branch library. Wirt advocated building large and lavish schools to accommodate six times the average school population, and having the students change classes, or rotate, in what he called platoons. He suggested that while an average school cost $90,000 (in 1910) and accommodated only 360 students, a Wirt school would cost $225,000 and accommodate 1800 students, a real savings of over $100 per student. He also advocated adult use of the school facilities after hours to justify their high cost and to serve as an example to students. Thus the modern school would be a community asset, not just a learning place for children.

Schenley High School came close to meeting the high standards and complicated criteria Wirt set for a modern school. Edward Stotz, whose first of numerous commissions was Fifth Avenue High School, showed the growth of his architectural prowess by designing the nationally significant Schenley in 1916. The school contained all of the specialty spaces recommended by educational reformers like Wirt within an ingenious triangular layout. The plans were widely published. Noteworthy for the economy of its design, it was ironically the first school in the nation to cost more than one million dollars to build. But it cost only 19.5¢ per cubic foot, while six years later Westinghouse High School costing 43.74¢ per cubic foot was so expensive it had to be finished in sections. Dilworth School illustrates the beginnings of the trend to the platoon school, while Schenley shows its culmination.

The 1920s brought the new attitude towards education even farther as exhibited in the school structures of the period. One school from the 1920s, Greenfield School acknowledges the growing modernism in architecture with its "Chicago School" ornament and deceptively simple exterior form. The interior of the school mimics a Pittsburgh slope house, i.e. two stories at the facade, five stories at the rear, and contains a 660 seat auditorium with a stage floor adaptable for gymnasium exercises, a swimming pool, and storage facilities for the Board of Education's maintenance fleet. Also reflecting the school's new identity as a multi-functional structure are Westinghouse and Taylor Allderdice High Schools. Each contains swimming pools, gymnasiums, specialty labs, and greenhouses. They incorporate the best elements of Schenley High School while adding more gyms and larger auditoriums. At these schools, however, standard Classical exteriors masked the sophisticated interiors.

Finally, the Pittsburgh schools which were built in the 1930s illustrate two trends: the local transition of architectural authority within the public schools, and the national stylistic trend toward Art Moderne and Art Deco design. Mifflin School was the last school commissioned of independent architects for twenty years. It is a fitting testimony to the end of the tenure of James Bonar as Superintendent of Buildings for the School Board. The school employs an Art Moderne design, sophisticated for its time and place. The school acts as a focal point in its isolated residential neighborhood which, before the consolidation of the School Board, would have had to raise local funds for the building and would probably have been unable to finance such a handsome and distinctive design.

Under the supervision of Staff Architect Marion M. Steen, schools were built as fireproof structures in the contemporary Art Deco style. The schools which Steen built in the 1930s were somewhat standardized in form and plan, indicating a growing consensus about educational methods and facilities. But Steen was able to attain a high point in the evolution of Pittsburgh public school design by consistently meeting educational requirements while producing a succession of vivid and imaginative architectural designs.

Lemington (1937), Schiller (1939), and Letsche (1931,1941) Schools are slightly less than fifty years old, but are rated "exceptionally significant." They illustrate the design quality of the Steen period. They are progressive in educational intent and simple in form. Each

has a central classroom block flanked by an auditorium and gymnasium. Each is most evidently noteworthy, however, for its ornamentation. Lemington School is profusely ornamented with the city's most colorful display of terra cotta, featuring striking Mayan motifs. Schiller School has a rigidly geometric ornamental scheme derived from German Expressionist design. The 1941 addition designed by Marion M. Steen for the Letsche School dominates the building with the flair of its Art Deco facade and the understated detailing of its gymnasium and auditorium. These three schools are among the most striking architectural statements in the city, and are distinctive in comparison to schools in other locales. They are included in this nomination because they are premier examples of public school design, and culminate the educational and architectural evolution of public school design in Pittsburgh prior to the Modern era.

The architects and firms which were commissioned to design the Pittsburgh Public Schools ranged from the important to the obscure in the local architectural scene. Prominent designers included Barr and Moser, the pioneering firm in Pittsburgh school design, responsible for Lawrence School; Frederick J. Osterling, an important turn of the century Eclectic architect who designed the older part of Allegheny High School; Ingham and Boyd, whose tasteful Classical manner is illustrated by Westinghouse High School and Frick School; Kiehnel and Elliot, whose progressive tendencies are evident at Baxter and Greenfield Schools; and Marion M. Steen, distinguished architect for the Board of Public Education.

Pittsburgh's public schools are rich mixtures of educational intent and architectural reality, and are landmarks in their communities. Listing of a Pittsburgh Public Schools thematic group on the National Register of Historic Places will be an appropriate acknowledgement of these important historic resources in this, the seventy-fifth anniversary year of the consolidation of the Pittsburgh Board of Public Education.

9. Major Bibliographical References

Allegheny County Survey (1979-1984)

Archival Survey Project of the Pittsburgh Public Schools, conducted by Carolyn Schumacher (1981-1982) (see continuation sheets)

10. Geographical Data

Acreage of nominated property see attached survey forms

Quadrangle name see attached survey forms **Quadrangle scale** 1:24,000

UTM References see attached survey forms

	Zone	Easting	Northing
A	N/A		
B			
C			
D			
E			
F			
G			
H			

Verbal boundary description and justification

see attached survey forms

List all states and counties for properties overlapping state or county boundaries

state	N/A	**code**	N/A	**county**	N/A	**code**	N/A
state	N/A	**code**	N/A	**county**	N/A	**code**	N/A

11. Form Prepared By

name/title Lu Donnelly
Martin Aurand; Director, Preservation Research

organization Pittsburgh History & Landmarks Foundation **date** May 15, 1986

street & number 450 The Landmarks Building
One Station Square **telephone** (412) 471-5808

city or town Pittsburgh **state** Pennsylvania

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

___ national ___ state X local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature

title Dr. Larry E. Tise, State Historic Preservation Officer **date** 7/21/86

For NPS use only

I hereby certify that this property is included in the National Register

Patrick Andrus **date** 9/30/86

for **Keeper of the National Register**

Attest: See Continuation Sheet for Listings **date**

Chief of Registration

GPO 911-399

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United States Department of the Interior
National Park Service

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Multiple Resource Area
Thematic Group

dnr-11

Name Pittsburgh Public Schools TR
State Allegheny County, PA

Comm Patrick Andrus 9/30/86

Nomination/Type of Review			Date/Signature
1. Allderdice, Taylor, High School	Entered in the National Register	for Keeper	Delores Byrd 9/30/86
		Attest	
2. Allegheny High School	Entered in the National Register	for Keeper	Delores Byrd 9/30/86
		Attest	
3. Arsenal Jr., High School	Entered in the National Register	for Keeper	Delores Byrd 9/30/86
		Attest	
4. Baxter High School	Entered in the National Register	for Keeper	Delores Byrd 9/30/86
		Attest	
5. Bayard School	Substantive Review	for Keeper	Patrick Andrus 9/30/86
		Attest	
6. Bedford School	Entered in the National Register	for Keeper	Delores Byrd 9/30/86
		Attest	
7. Beechwood Elementary School	[illegible]	for Keeper	Delores Byrd 9/30/86
		Attest	
8. Beltzhoover Elementary School	[illegible]	for Keeper	Delores Byrd 9/30/86
		Attest	
9. Birmingham Public School	[illegible]	for Keeper	Delores Byrd 9/30/86
		Attest	
10. Boggs Avenue Elementary School	Substantive Review	Keeper	Patrick Andrus 2/3/87
		Attest	

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Multiple Resource Area
Thematic Group

Name Pittsburgh Public Schools TR
State Allegheny County, PA

	Nomination/Type of Review			Date/Signature
11.	Colfax Elementary School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
12.	Connelly, Clifford B., Trade School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
13.	Conroy Jr. High School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
14.	Dilworth Elementary School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
15.	Fort Pitt Elementary School	[illegible]	for Keeper	Patrick Andrus 9/30/86
			Attest	
16.	Foster School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
17.	Frick, Henry Clay, Training School for Teachers	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
18.	Fulton Elementary School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
19.	Greenfield Elementary School	Entered in the National Register	for Keeper	Melores Byers 9/30/86
			Attest	
20.	Knoxville Jr. High School	Substantive Review	Keeper	Patrick Andrus 2/3/87
			Attest	

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National Park Service

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date entered

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Multiple Resource Area
Thematic Group

Name Pittsburgh Public Schools TR
State Allegheny County, PA

Nomination/Type of Review			Date/Signature
21. Langley High School	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
22. Larimer School (Larimer Ave. at Winslow St.)	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
23. Latimer School	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
24. Lawrence Public School	Substantive Review	for Keeper	Patrick Andrus 9/30/86
		Attest	
25. Lemington Elementary School	Substantive Review	Keeper	10/3/86
		Attest	
26. Letsche Elementary School	Substantive Review	Keeper	10/3/86
		Attest	
27. Liberty School #4, Friendship Building	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
28. Lincoln Elementary School	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
29. Linden Avenue School	Entered in the National Register	for Keeper	Helores Byers 9/30/86
		Attest	
30. Madison Elementary School	Substantive Review	for Keeper	Patrick Andrus 9/30/86
		Attest	

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National Park Service

National Register of Historic Places Inventory—Nomination Form

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Multiple Resource Area
Thematic Group

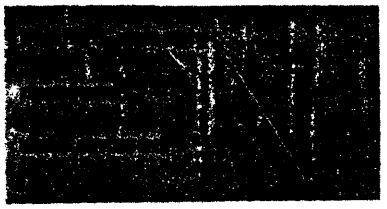
Name Pittsburgh Public Schools TR
State Allegheny County, PA

		Nomination/Type of Review		Date/Signature
31.	McCleary Elementary School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
32.	Mifflin Elementary School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
33.	Morrow, John, Elementary School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
34.	Morse, Samuel F.B., School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
35.	Oakland Public School	Substantive Revie	Keeper	Patrick Andrus 2/3/87 S
			Attest	
36.	Oliver, David P., High School	Entered in the National Register	Keeper	Helen Byers 2/3/87
			Attest	
37.	Park Place School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
38.	Perry High School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
39.	Prospect Jr. High and Elementary School	Entered in the National Register	Keeper	Helen Byers 9/30/86
			Attest	
40.	Schenley High School	[illegible]	Keeper	Patrick Andrus 9/30/86
			Attest	

NPS Form 10-900-a
(7-81)

United States Department of the Interior
National Park Service

National Register of Historic Places Inventory—Nomination Form



Continuation sheet | Item number | Page

Multiple Resource Area
Thematic Group

Name Pittsburgh Public Schools TR
State Allegheny County, PA

	Nomination/Type of Review			Date/Signature
41.	Schiller Elementary School	Substantive Review	Keeper	12/3/86
			Attest	
42.	South Side High School	Entered in the National Register	for Keeper	Deloris Byers 9/30/86
			Attest	
43.	Springfield Public School	Entered in the National Register	for Keeper	Deloris Byers 9/30/86
			Attest	
44.	Sterrett Sub District School	Entered in the National Register	for Keeper	Deloris Byers 9/30/86
			Attest	
45.	Washington Vocational School	Substantive Review	for Keeper	Patricia Andrus 9/30/86
			Attest	
46.	Westinghouse High School	Entered in the National Register Substantive Review	for Keeper	Deloris Byers 9/30/86
			Attest	
47.	Wightman School	Entered in the National Register	for Keeper	Deloris Byers 9/30/86
			Attest	
48.	Woolslair Elementary School	Entered in the National Register	for Keeper	Deloris Byers 9/30/86
			Attest	
49.	Fifth Avenue High School	Entered in the National Register	for Keeper	Deloris Byers 10/23/86
			Attest	
50.			Keeper	
			Attest	