

United States Department of the Interior
National Park Service

425

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



1. Name of Property

Historic name: PHILIP LIVINGSTON JUNIOR HIGH SCHOOL

Other names/site number: Philip Livingston Middle School; Philip J. Livingston Jr. High School; Philip Livingston Magnet Academy; Arbor Hill Junior High School

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 315 Northern Boulevard

City or town: Albany State: NY County: Albany

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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 X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide X local

Applicable National Register Criteria:

X A ___ B X C ___ D

<p><u>Rodney A. Peypant</u></p> <p>Signature of certifying official/Title:</p>	<p><u>6/16/14</u></p> <p>Date</p>
<p>State or Federal agency/bureau or Tribal Government</p>	
<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>Signature of commenting official:</p>	<p>Date</p>
<p>Title :</p>	<p>State or Federal agency/bureau or Tribal Government</p>

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)

Jon Edson H. Beall
Signature of the Keeper

8.18.14
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>1</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education/School

Current Functions

(Enter categories from instructions.)

Work in Progress

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19th AND 20th CENTURY REVIVALS:

Colonial Revival (Georgian Revival)

MODERN MOVEMENT: Art Deco

Materials: (enter categories from instructions.)

Principal exterior materials of the property: concrete, brick, asphalt, steel, terra cotta

Narrative Description

Summary Paragraph

The Philip Livingston Junior High School is located at 315 Northern Boulevard in the City of Albany, Albany County, New York. The 9.83 acre property is bounded by Dudley Heights to the southeast, Manning Boulevard to the north, Wilkins Avenue to the northwest and McCrossin Avenue to the southwest. The boundaries of the property are described as Albany Tax Block 65.11, 1, 7.000, ID Code 15273. Designed by the Albany architect Andrew Delehanty, the school was built 1931-32 and it employs an eclectic architectural vocabulary of Colonial Revival and Art Deco elements; it is a three-story steel frame construct with brick and cast-stone exterior walls. The building consists of a three-story central section, or pavilion, from which extend brick-faced and cast stone-faced wings, which are terminated by end pavilions. A multi-story brick and cast stone-faced auditorium wing projects off the west elevation of the central section, and a one-story red brick-faced cafeteria wing is located off the west elevation of the north wing, these being connected by a narrow passageway. The original scheme, slightly modified by the addition of the cafeteria in the 1960s, formed a Y-shaped plan. The building has undergone little significant alteration and retains much of its original fabric on both the interior and exterior. Minor alterations and renovations, primarily to upgrade safety features, have been rendered, but the building's architectural integrity nevertheless remains largely intact.

Main Block Exterior

The three-story main block of the school, which is oriented to face eastward, consists of a central five-bay section and flanking one-bay sections which are recessed from the east, but not the west, elevations. Both the main and flanking sections have gambrel roofs and end-wall parapets. A prominent copper-clad cupola rises above the center portion of the five-bay block, within

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which the principal entrances are centered. This elevation has a veneer of cast stone in imitation of coursed ashlar, cast stone dressings, and a central monumental window which incorporates a broken pediment as the terminal feature. The first story of the central section has a slightly projecting entrance which contains three sets of paired doorways with corresponding transoms, and which is detailed with cast stone pilasters and a corresponding paneled frieze. A decorative wrought iron railing is located above these three entrances.

The three sets of entrance doors provide access to an interior vestibule which contains three additional sets of interior wood and glass doors set beneath five-pane, true divided light transoms. The vestibule contains polished concrete floors, simulated stone (concrete) walls and walls and piers embellished with distinctive Art Deco motifs.

There are doors on the east elevation of the central section, flanked by window openings containing six-over-six windows with a lower-level hopper sash. All of the original windows within the building were replaced in 2001 with double-pane aluminum replacement sash with internal muntins and an operable hopper lower sash.

A cast stone belt course is located between the first and second stories. There is a second ribbon course that also serves as a continuous sill for the second story windows. The center of the second story contains two large rectangular monumental windows flanking a central window and door bay detailed with cast stone swags and a slightly projecting cast stone window hood.

Located in the central bay of the third story is a cast stone replica of the City of Albany emblem, set below a broken arch pediment. This bay is flanked by two rectangular window openings with cast stone sills and scrolled broken arch pediments. The elevation is topped by a projecting cast stone belt-course and a cast stone parapet. There is an entablature stating "Philip Livingston Junior High School" situated at the center of the parapet. There are six copper-clad dormers with segmental-arched roofs and a copper-clad cupola present on the roof of the central section. The cupola had keystone, segmental-arched windows at base level, oculus windows on each facet of its upper stage, and has a bell-cast roof; it is additionally embellished with stylized classical detailing.

The central block has two recessed return bays with cast stone quoins on each side of the façade. These bays contain the same architectural detailing as the façade; however, the second and third story windows are blind. The second and third stories of the central section also contain one brick bay with cast stone details on each side of the main block. The first story is clad in cast stone; the second floor has a large square-headed window and the third floor an oculus window. The north and south elevations above the roofline are clad in brick with cast stone details. The west brick elevation with cast stone window sills and brick lintels is visible on the north and south sides and above the auditorium. There are two entrances located at the first floor on the south side. One entrance features a decorative cast stone doorway surround, while the second entrance is set slightly above grade and is spanned by a brick lintel. The original entrance, with its decorative entrance surround, is also located on the north side of the elevation, within a brick vestibule added in 1967. The entrance vestibule is constructed of brick and features two doorway openings atop a set of concrete steps.

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The west elevation of the central section contains large rectangular windows openings which illuminate the north and south stairs. The windows contain a large central section with a small hopper window flanked by four and five-light windows. There are small window openings with simulated four-pane hopper sash located at the second and third levels, immediately to the south of the south stair windows. There are rectangular windows immediately south of the small windows that contain a horizontal hopper sash at first story level and square hopper sash at the second and third story levels. There are pairs of rectangular window openings with horizontal hopper sash located immediately north of the north stair windows at the second and third floors. Six rectangular window openings are located at the upper level of the west elevation of the central section. The openings contain windows with small horizontal hopper sash. The north and south elevations (roof level) of the central section contain a simulated multi-pane oculus window. The roof of the central section has asphalt shingles.

There are two sets of metal and glass panel doors located at the first floor of the west elevation of the north end of the central section. These doors are accessed via a low concrete landing. The original exterior decorative concrete door surround is present on the interior of the vestibule which has exposed brick walls. There are two pairs of wood doors are located on the north and south elevations of the central section to access the roof of the north and south wings.

Main Block Interior

The main block contains the principal lobby, which is accessed through the main entrance vestibule. The lobby provides access to the first floor hallways and former administrative offices; it has simulated stone (concrete block) walls, decorative Art Deco pilasters, a decorative coffered ceiling, and polished concrete floors. The two administrative offices are accentuated by decorative door surrounds with cast stone entablatures.

The first, second, and third floor hallways contain a 10-foot-wide central hallway. The floors are tile, the walls are painted plaster and drywall over terra cotta tile, and there are suspended acoustic tile ceilings. There are modern flat metal doors with a large glazed panel in the upper portion and solid panel transoms. In some locations within the central section, display cases are inset within the hallway walls.

The library, which encompasses two levels of interior space, is located off of the second and third floors in the main block. The primary access is via the second floor hallway. The space is illuminated by monumental windows with decorative cast stone panels on the east wall. There are pairs of wood and glass doors with glass sidelights, casement window transoms and decorative wood surrounds located at each end of the second floor. There is a cast-iron circular staircase located within the library, which provides access between the second floor and the third-floor mezzanine, which has an iron railing, painted walls and ceilings, and a tile floor.

The upper level of the main block was originally a large open space. It was later partitioned into classrooms with gypsum board walls and suspended acoustic tile ceilings. There are flat solid metal doors that provide access to individual rooms and wood panel and glass closet doors. Metal staircases are located on the north and south sides of the plan and provide access to the roofs of the north and south wings.

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The central section contains two sets of stairs extending from the basement to the upper floor, these being located within stair halls with gypsum board walls. Both stairs have metal treads and risers, metal stringers, tile floor mid-level landings, metal picket balusters, square newel posts at the floors and landings, and wood handrails. A wood handrail is also located along the walls. An elevator, serving the first through the upper floor, is located on the south side of the central section.

North and South Wing Exterior

The brick-clad north and south wings are three stories and divided vertically by means of engaged cast stone piers. Each wing is detailed with cast stone window sills, a pressed metal cornice, and a brick parapet. Three-story red brick and cast stone pavilions with cast stone belt courses and gambrel roofs form the terminal feature of each wing. The south elevation of the south wing features a first floor monumental central entrance. A cast-in-place concrete stair, located on the north elevation of the north wing, provides secondary egress from the gymnasium.

The brick and cast stone east elevations of the north and south wings are nearly identical in character. The long expanses of brick cladding are broken, at regular intervals, by cast stone piers that contain rectangular window openings at first and second story level and oval window openings at the third floor. The cast stone basement level of the front elevation contains two rectangular window openings, the first story has three rectangular window openings with the horizontal or square hopper sash, the second and third stories feature three double height windows with brick piers, a cast stone belt course and wide cast stone lintels. There is an oculus window with cast stone keystones located at the roof level of the gambrel ends. The brick piers extend slightly above the brick parapet. The east, north and south elevations of the north and south wings are detailed with an applied metal projecting belt course above the third floor windows and below the brick parapet. All sides of the parapet on the north wing, south wing and central section are topped with an aluminum panning.

The first story center entrance on the south wing is richly detailed with a decorative cast stone door surround. There is second floor monumental window opening with a scrolled broken arch pediment directly above the entrance. The west elevation of the end pavilion features three evenly spaced window openings with cast stone sills, an oculus window at the roofline, and four keystone arches. The return bay has a loading bay at the first floor and cast stone belt courses; the second and third levels are solid brick. The brick first story contains four rectangular window openings above which are two cast stone belt courses separated by a solid brick section. The second and third stories have double height windows with slightly projecting brick window surrounds. A concrete stairway addition is located at the center of the east elevation. The southernmost bay of the end pavilion contains a basement-level rectangular window opening and an octagonal window opening at the first floor level. The second and third floors are solid brick.

There are entrance doors with cast stone entrance surrounds at the ends of the wings, adjacent to the end pavilions. The south wing has a single vertical bay above the entrance door featuring two rectangular window openings beneath an oculus window with four cast stone keystones. At the north wing entrance, there is an egress door with a decorative cast stone entrance surround. The vertical bay above the east entrance contains two simulated six-over-six windows with

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flanking four-pane sidelights and a simulated multi-pane, fixed oculus window. The north and south wings have a flat roof covered with rubber membrane.

North Wing Interior

There are classrooms located in the north wing on the first, second and third floors. The classrooms on both sides of the hallway in the north wing are largely identical. Each classroom features an exterior wall of windows and an access to the center hallway. A coat room is located within each classroom, separated by an interior partition wall and accessed through two doorways. The walls are made of plaster and drywall over terra cotta tile, the floors are primarily tile, and the rooms contain full height plaster ceilings.

There is a two-story gymnasium located at the second and third floor levels of the north wing's end pavilion. Two of the three entry doors to the auditorium are detailed with door surrounds and cast stone pediments; a pediment with clock is located above the center auditorium entrance. The gymnasium contains painted brick walls with large monumental windows framed by glazed brick on the east, west and north walls. The ceiling is a suspended acoustic tile, the floor is polished wood and there is painted brick wall located at the second floor level. Metal doors provide access to stairways to the first floor locker rooms, the second floor hallway, and small office spaces. There is a doorway located on the north elevation accessing an exterior stairway added in 1967. A mezzanine level is located at the west side of the third floor. There are two painted brick piers located at this level, which features bleachers set on concrete steps. Metal pipe railings are located at the end of the wall overlooking the gymnasium. The walls of the mezzanine are plaster and drywall over terra cotta tile.

The basement level of the north wing contains concrete steam tunnels. The first, second, and third floor hallways of the central section, north and south wings contain a 10-foot wide central hallway. The floors are tile and the walls are painted plaster and drywall over terra cotta tile. The ceilings are suspended acoustic tile and the doors are a modern flat metal type with a large glazed panel in the upper portion and solid panel transoms. In some locations within the central section display cases are inset within the hallway walls. There are narrow hallways located in the end pavilion of the south wing at the second and third floors. The walls are painted plaster and drywall over terra cotta tile, the floors are tile, and the ceilings are suspended acoustic tile.

The north wing contains stairs at the north and south ends of the hallways providing egress to the east. The stairs are located within stair-halls with gypsum board walls. The stairs contain metal treads and risers, metal stringers, tile floor mid-level landings, metal picket balusters, square newel posts at the floors and landings and a wood handrail. A wood handrail is also located along the walls.

There are bathrooms located in the V-shaped rooms on the east side of the north wing at first, second and third floor level. The rooms across the hall from the bathrooms on each level are utilized for teacher lounges or custodial closets, some of which contain bathrooms, closets and/or sinks.

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There is an indoor pool located in the basement of the end pavilion of the north wing. The pool and pool walls are clad in multi-colored ceramic tile. There are bleachers located on concrete steps overlooking the pool. There are shower rooms located behind the bleachers are separated from the pool area by a concrete block wall.

South Wing Interior

There are classrooms located in south wings on the first through third floors (Photograph 4). The classrooms on both sides of the hallway in the east side of the hallway on the south wing are similar. Each classroom is accessed by the corridor and features an exterior wall of windows. A coat room is located within each classroom which is separated by an interior partition wall and accessed through two doorways. The walls are painted plaster and drywall over terra cotta tile, the floors are primarily tile, and the rooms contain full height plaster ceilings.

The first, second, and third floor hallways of the south wing contain a 10-foot wide central hallway. The floors are tile, the walls are painted plaster and drywall over terra cotta tile, and the ceilings are suspended acoustic tile. The interior flat metal doors have a large glazed panel in the upper portion with solid panel transoms. There are narrow hallways located in the end pavilion of the south wing at the second and third floors. The walls are painted plaster and drywall over terra cotta tile, the floors are tile, and ceilings are suspended acoustic tile.

The south wing contains stairs at the north and south ends of the hallways, providing egress to the east. The stairs are located within stair-halls with gypsum board walls. The stairs contain metal treads and risers, metal stringers, tile floor mid-level landings, metal picket balusters, square newel posts at the floors and landings and a wood handrail.

There are two sets of stairs extending from the basement to the gymnasium mezzanine level. The stairs are located within stair halls with concrete walls. These stairs contain metal treads and risers, metal stringers, tile floor mid-level landings, metal picket balusters, square newel posts at the floors and landings and a wood handrail. There is also a wood handrail located along the walls.

The west side of the south wing contains classrooms of various sizes and finishes and is slightly wider as they were utilized for vocational and scientific purposes. The first floor level classrooms contain concrete, concrete block or exposed terra cotta tile interior walls. The upper level classrooms contain plaster and drywall over terra cotta tile walls.

There are girls and boys locker rooms located in the end pavilion on the first floor of the north wing. The locker rooms have ceramic tile floors and walls and painted drywall ceilings.

Auditorium

The auditorium wing is located on the building's west elevation and is communicates internally with the central section. The red brick and cast stone exterior features monumental arched window openings on the north and south elevations. There is a red brick chimney stack situated immediately west of the auditorium; it is freestanding and as such counted as a separate structure.

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The north and south elevations of the auditorium contain four monumental window openings with simulated multi-light sash separated by horizontal and vertical mullions; a rectangular window with a horizontal hopper sash; and a simulated multi-light oculus window. There are pairs of simulated multi-light windows with horizontal hopper sash located on the west elevation at the first and second story level. The third story window openings contain glass block.

The south elevation of the auditorium is red brick with cast stone sills. The elevation has four large arches with multi-height window openings set above the brick first floor level and a cast stone belt-course. There is an entrance located on the south elevation of the south wing. The entrance, located atop concrete steps, contains a pair of metal panel and glass doors flanked by simulated multi-pane sidelights. There is a large, tripartite simulated multi-light transom above the door. The doors access an interior vestibule with pairs of wood and glass doors with multi-pane sidelights and a transom. An entrance is located on the east elevation of the south wing. The opening contains a pair of metal panel and glass doors with a pair of simulated two-pane transom.

The north elevation of the auditorium is red brick with cast stone sills. The elevations have four large arches with multi-height window openings. An entrance is located on the east elevation of the north wing. The opening contains a pair of metal panel and glass doors beneath a pair of simulated two-pane transom. The entrance provides access to an interior vestibule with a pair of wood and glass doors beneath a pair of two-pane transom. There is a pair of flat metal fire doors located on the west elevation of the north wing end pavilion, and two pairs of metal panel doors located on the north elevation of the auditorium. There is a pair of flat metal fire doors located at the center of the basement level of the west elevation of the north wing.

The west elevation contains four bays of evenly spaced single and double windows with cast stone sills. There are two engaged brick piers located on each end of the elevation. Two entrance doors are located at the west end of the building, one below a window and one below a smaller rectangular window at the second floor. There is an oculus window at the third level. The doorways are detailed with cast stone door surrounds. There is a pair of flat metal fire doors located on the west elevation of the gymnasium stair addition off the north elevation of the north wing. An octagonal brick and cast stone smokestack is situated immediately west of the auditorium. A pair of metal panel doors with a simulated four-pane transom is located at roughly the mid-point of the west elevation of the south wing. The auditorium has a rubber membrane roof.

Auditorium Interior

The auditorium is located off the west side of the central section. A basement-level boiler room is located below the auditorium; it features exposed brick masonry walls and tile floors. The multi-height auditorium space features a large floor seating area at the first floor level and a stage at the west end. The space is illuminated by four large monumental windows on the north and south walls. The stage and windows are framed by Art Deco style pilasters. Two egress doors flank the stage and provide access to the back of house stage stairs. The interior features plaster walls over terra cotta brick laid in running bond. There is salt glaze brick in the gymnasium window sills, jambs, and heads. A decorative plaster ceiling features inset lighting features. A

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balcony, accessed from the second floor hallway, is located at the east end of the auditorium. The balcony is supported by two piers and contains seating and a projection booth at the center of the east wall.

There are two sets of stairs located the backstage areas of the auditorium. The stairs are located within stair-halls with gypsum board walls. The stairs contain metal treads and risers, metal stringers, metal picket balusters, square newel posts at the floors and landings and a wood handrail. The floors within the stair-halls are tile.

Cafeteria

There is a one-story red brick cafeteria addition located on the west side of the site. The addition is connected to the north wing through a tile floor and wall corridor on the west elevation, and is also connected to the central section from the north stair within a small brick vestibule addition. The cafeteria addition was constructed in 1967; as such, it has been deemed a non-historic feature. This small addition was built on a concrete foundation and contains no window openings. There is an enclosed red brick and concrete loading dock situated off the west elevation.

The north elevation of the cafeteria contains a bank of windows, and the south elevation is solid red brick. A one-story enclosed brick shed addition located off the west elevation, which contains a raised loading dock entrance adjacent to an at-grade pedestrian entrance. The loading dock has an overhead garage door is located immediately adjacent to a pedestrian entrance with a metal and glass door on the west elevation of the cafeteria addition. A loading bay with a pair of flat metal fire doors is located on the north elevation of the cafeteria addition. There are several fixed and hopper sash windows located on the side elevation of the cafeteria addition. The cafeteria addition roof has a rubber membrane roof.

Cafeteria Interior

The first floor contains a cafeteria with ceramic tile and drywall walls. It has suspended acoustic tile ceilings and tile floors. There is a kitchen located within the building that has tile floors and walls and a painted drywall ceiling. The basement contains storage space with unfinished concrete walls, floor and ceiling. There is a single level of metal stairs located on the west end of the cafeteria addition between the basement and first floors. The stairs have metal treads and risers, a concrete landing and are enclosed in a concrete block stair-hall.

Setting

The east side of the site contains an asphalt paved driveway extending from Manning Boulevard, along the front of the building, to Northern Boulevard. A concrete sidewalk parallels the driveway and connects to walkways at the east entrance of the north and south wings. There are metal pipe handrails located at the main entrance steps and at the main entrance accessible ramp. Grass and shrubs along with mature trees are located in front of the building.

The north side of the site contains overgrown trees and shrubs and a grassy area. This side of the site contains a large grassy area with mature trees along the street edge. The west side of the site

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contains a large asphalt paved parking area on the south end. At the north end, the area contains grass along the building with overgrown trees and shrubs at the parcel edge.

Integrity

The exterior of the school has undergone few alterations since the time it was constructed and it retains a high level of historic physical integrity, notwithstanding a cafeteria addition made in 1967. The original design intent largely survives, and the building has seen few alterations; those that were made were executed to accomplish the continuing mission of the Albany public school system. The workmanship displayed on the building retains excellent integrity, with the exterior retaining much of its masonry details. Most of the materials, including the brick, terra cotta, and granite, remain unchanged. The most significant alteration to the building's physical integrity was the replacement of windows and doors.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

Education
Architecture
Social History

Period of Significance

1931-1963

Significant Dates

1931-32; 1947

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Andrew Delehanty
Thomas Gleason

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Statement of Significance Summary Paragraph

The Philip Livingston Junior High School, designed by Albany architect Andrew L. Delehanty, was completed in 1932 to serve Albany, New York's public education system. The building, which includes a cafeteria addition dating to 1967, is locally significant in association with Criterion A, in the area of education, for its association with the development of Albany's public schools and for its association with the junior high school movement in the New York State. The school is also eligible in association with Criterion A, in the area of social history, for its role as a social and cultural center, having provided a venue for civic functions, entertainment and community activities following its completion. The Philip Livingston Junior High School is additionally significant under Criterion C, in the area of architecture, as a representative example of twentieth century school design displaying an eclectic blend of architectural motives, including features expressive of the Colonial Revival and Art Deco styles. The school's overall design exhibits characteristic Colonial Revival features such as the use of a central block with five-bay façade and prominent cupola, gambrel roofs, and Georgian-inspired motifs such as broken pediments. Also apparent, both inside and out, are features expressive of Art Deco influence, such as the vertical piers employed to provide vertical emphasis to the wings and the free use of characteristic decorative motifs. The building, built at a time of transitioning tastes and during the early years of the Great Depression, is an architecturally and historically significant example of twentieth century school architecture in Albany County and an example of the work of architect Andrew L. Delehanty.

Narrative Statement of Significance

The Albany school system has a long history that begins in 1796, when the Common Council of Albany passed an ordinance authorizing the establishment of public schools. There had been small schools "throughout the pre- and post-revolutionary period" [but] none became permanently rooted in Albany until the national academy movement coincided with the burst of Albany's commercial and civic development and its new status as gateway to the west."¹ In 1812, the New York State Legislature passed an act establishing the common school system, which allowed municipalities to collect taxes for the establishment and management of schools. The state matched individual towns proportionally based on population and established districts managed under a school board and board of trustees. In 1849, the Legislature passed the Free School Act, which modified the collection of taxes for educational purposes. In 1853, the state passed the Union Free School Act, which funded schools through property taxes if the school systems included secondary education. During this period, the design of schools was also improved to ensure adequate facilities of learning.

In 1832 Albany erected a new three-story school building; within six years, there were eight additional Albany schools. New schools were constructed and additions were made to existing buildings throughout the nineteenth century, and by the 1920s there were at least 25 public grammar schools in the city, as well as the public high school.

¹ John T. McClintock II, "200 Years at Albany Academy for Girls," The Albany Academies Archives and Collections, Albany, New York, January 2010.

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In 1912 C. Edwards Jones, Albany's Superintendent of Schools, was at the forefront of educational reform and instituted new policies for the Albany School District. One of these reforms was the implementation of a junior high school system. In addition, he championed incremental salary increases to teachers who worked for and achieved professional ratings. During his tenure, he oversaw the construction of three new grammar schools, the expansion of one grammar school, the replacement of four grammar schools, and the construction of Albany's first two junior high schools.

The junior high school movement began in the early twentieth century. Prior to 1912, education included eight years in grammar school and four years in high school. Many educators saw flaws in this primary education model for elementary and high schools:

Unfortunately, as students graduated from the child-centered elementary school, they often failed to enter the subject-centered high school and instead simply dropped out to join the work force. With a high dropout rate and a surge in immigration, administrators in increasingly crowded city schools, legislators, school board members, and local officials considered alternative ways to house – and educate – the youth of the day.²

Cities experimented with the junior high school model, which featured grades seven through nine, the intent being to “drive academic rigor down to the seventh grade and to discourage students from dropping out of school.”³ It was hoped that students who completed the ninth grade– the first year of high school – would be more likely to continue on to the tenth grade and eventually graduate. Rochester, New York developed a junior high school as early as 1915, and a year later, the State Education Department established a special committee to explore the new concept of junior high school education.

Albany's first junior high school was named after Albany mayor William Hackett, a supporter of the movement. Born in Albany, Hackett was the president of the Albany City Bank before being elected to the mayoral post in 1922. Under his direction, the City appropriated \$1,500,000 for the establishment of the district's first junior high school. The William S. Hackett Junior High School opened in 1927 after a five-year period where the junior high school curriculum was taught in existing school buildings. The school, located on Delaware Avenue, had 600 students in its first year. Situated on former Albany penitentiary land, it was an impressive colonnaded stone building designed by Albany architect Marcus Reynolds. It was led by the long-time grammar school principal, John A. Naughton, who had also served as a teacher at the Albany High School.

Despite the new building, there was an immediate need for additional services and facilities. In February 1929, the City Council passed “An Ordinance Authorizing and Directing the Acquisition of Land Lying in the Eleventh Ward of the City of Albany for the Purpose of Erecting Upon A Portion Thereof A School Building and Providing Funds for Purchase of the Same.” In June of that year, the Council secured a \$60,000 loan, followed by a \$1,000,000 loan

² State of Washington, Office of Superintendent of Public Instruction, “Brief History of Middle Level Reform,” *Literature Review*, 7.

³ Ibid

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in November, to be used towards the acquisition and construction of the building. The land was purchased from the Arbor Hill Park Company. The final purchase consisted of lots on Northern Boulevard, Thornton Street, Manning Boulevard and McCrossin Street. During the planning and construction phase of the school, the building was referred to as the Arbor Hill Junior High School.

The city hired architect Andrew L. Delehanty to design the new school. Delehanty, an Albany based architect, was born in 1884, the son of Irish immigrants Andrew and Mary Delehanty. Andrew Sr. was a self-employed mason and builder and vice-president of the Albany Master Builder's Exchange, an organization that brought together Albany area building tradesmen. Andrew L. Delehanty attended the Carnegie Institute of Technology in Pittsburgh and then worked at the Albany architectural office of C.G. Ogden, between 1904 and 1918. In 1903 Delehanty represented a citizen's group to advocate for improvements to Dudley Park.⁴ Ironically, three decades years later, the Dudley Park area of Albany became the centerpiece of the Arbor Hill neighborhood, and sections of Dudley Park were eventually subdivided for the purpose of building the Philip Livingston school. In 1919 Delehanty started his own practice, at which time he opened an office on Steuben Street in Albany.

Delehanty became a registered architect in the State of New York in 1916 and was a member of the American Institutes of Architects between 1930 and 1938. One of his early projects was the design of a house on Colonie Street in Albany; while he was awarded the design, his father was given the masonry contract. Later in his career, Delehanty maintained his architectural practice at on North Pearl Street in Albany. A 1929 advertisement stated that Delehanty "created many of the beautiful homes and business buildings of this part of New York - Offers the most modern ideas and the most scrutinizing supervising ..."⁵

A late-1920s source provided the following overview of Delehanty's abilities:

[He] established a widespread reputation as among the foremost architects of the country ... his service has been a valuable contributor to the modern styles of architecture which are now taking the country by storm. He had added original ideas in many of the buildings which have been widely imitated. He is a wide student of the various periods of architecture and no matter what style you may desire if you take the matter up with him he will be able to offer original ideas that will make the building have an individuality about it which will greatly enhance its value ... His work will go down in the history of building as being original and attractive and his work will stand for generations as a monument to his genius.⁶

Delehanty was noted as having designed several of the Albany's large school buildings, and in addition to the Philip Livingston school, he designed the Saint Teresa of Avila Church and School on New Scotland Avenue (1920), the Engine Number 11 Fire House on Maplewood Street in Albany (1926), and the Onesquethaw Church in Clarksville.

⁴ *American Gardening*, Volume 24, 1903, 644.

⁵ *The Altamont Enterprise*, Altamont, New York, June 1929-July 31.

⁶ *Ibid*

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During the Great Depression, Delehanty served as the District Officer of the Historic American Buildings Survey (HABS) and as such was responsible for the overseeing the documentation of many historic buildings. The HABS program, instituted as part of Franklin Delano Roosevelt's Second New Deal in 1934, employed architects like Delehanty who were adversely affected by the sagging economy. Delehanty resided in Albany with his wife, Margaret, and daughter, Ellen, and there he died in November 1943. Among his final designs was a plaque for Ensign Charles M. Stern, an Albany resident who died in the 1941 attack on Pearl Harbor.⁷

Upon the passing of the school building ordinance, Delehanty quickly turned to design work. The site of the new school, in the Arbor Hill neighborhood of Albany, placed it on the northern outskirts of the community; geographic features like the Sheridan Hollow, a long ravine, separated Arbor Hill from those portions of Albany to the south.⁸ In 1891 the land on which the school would be built belonged to the Van Rensselaer Land Company, which was formed in 1848 when the wealthy Van Rensselaer family decided to divest itself of its vast Albany area real estate holdings. The Arbor Hill Park Company eventually purchased the land and subdivided much of the area into rectangular lots characteristic of the neighborhood. By 1915, much of the land was subdivided for development but only a few houses had been constructed; a few residences were located on Northern Boulevard, to the east of the future school site, and there were three houses on McCrossin Avenue to the south, otherwise the neighborhood remained undeveloped.

In early July 1929 there was a joint meeting of the Albany Contract and Supply and Education boards to review Delehanty's plans. At this time, the group envisioned a completion date of 1930.⁹ The building was described as a "modified Georgian" and was projected to be "800 feet long and of 'V' shape."¹⁰ The site and building were further described as follows:

[The] southwest corner of the 600 x 700 foot plot at Manning and Northern Boulevards and Watkins Street. The two wings would be two stories high. The center would be three. This would contain an auditorium seating 1,000, administration offices and on the third floor, a cafeteria seating 500.¹¹

During the meeting the participants also discussed a part of the plan that never came to fruition. They pondered whether "Arbor Hill will have the only roof garden school in the city." According to Delehanty, the idea "began as one of the suggestions of one of the teachers." While Mayor Thacher expressed interest by inquiring about the additional cost of the roof gardens, they were never part of the final plans.¹²

It was also in the course of this meeting that the City Comptroller, City Engineer and School Superintendent approved the plans, though these were still awaiting final approval.¹³ After being

⁷ *Knickerbocker News*, January 2, 1943.

⁸ Diana S. Waite, ed., *Albany Architecture* (Albany, NY: Mt. Ida Press, 1997), 185.

⁹ *Albany Times Union*, July 3, 1929.

¹⁰ *Ibid*

¹¹ *Albany Evening News*, July 2, 1929.

¹² *Ibid*

¹³ *Ibid*

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approved, the city planned to solicit proposals for construction.¹⁴ Although work had yet to begin, the city started improving the area and site in the interim. During the 1929 fiscal year, the city spent \$44,500 and \$52,934 for improvements along Northern Boulevard, reflecting investment in the neighborhood. In the same year the school also closed Thornton Street, McCrossin Street, Manning Boulevard and parts of Northern Boulevard to the public. These streets were previously laid out for residential development and were now to be reclaimed for the school property. In 1929 the city also spent \$77,986 for a line item described as “Construction Junior High School, Eleventh Ward,”¹⁵ presumably for site preparation work.

Following the July 1929 meeting the completion date had already been pushed back a full year. According to the 1929 city council report, it was anticipated that the new building would be ready for use by September 1931.¹⁶ The new school was to have the same capacity as the Hackett Junior High School and it was thought would help will relieve several of the city’s crowded grammar schools.¹⁷ According to a 1929 Albany Times Union article, the cost was estimated to exceed \$1,000,000; “It will be one of the most modern equipped and furnished schools in the state. Its design will be as imposing as the Hackett Junior High School.”¹⁸

By early September 1929 Delehanty had completed plans and specifications which allowed for the solicitation of construction estimates; it was hoped that construction could commence in the fall.¹⁹ In October 1929 the city acquired what was called the Merie property and three other parcels of land adjoining the site, which was “necessary to provide adequate surroundings to the proposed new structure.”²⁰

In his 1929 annual message Mayor John Thacher offered the following:

Measures for the relief of the overcrowded conditions in our schools due to the unusually rapid growth in population, include plans for the building of a new Junior High School on Northern Boulevard in the Arbor Hill section of the city, which have reached the point where bids for the construction of the school are to be immediately requested.²¹

Between 1927 and 1940, Albany’s mayor was John Boyd Thacher II, an attorney and a banker who was loyal to the long-standing Albany Democratic party members Daniel O’Connell and Erastus Corning.

Mayor Thacher addressed the initial construction delays in his 1929 annual message:

While it may appear that there has been delay on the preparation of these plans, it will be realized on second thought, that the time to proceed slowly and cautiously is in their

¹⁴ *Albany Times Union*, July 14, 1929.

¹⁵ *Proceedings of the Common Council of the City of Albany, 1929, Volume 2, Reports* (Albany: The Argus Company Printers, 1930).

¹⁶ *Ibid*

¹⁷ *Ibid*

¹⁸ *Albany Times Union*, July 14, 1929.

¹⁹ *Albany Times Union*, September 8, 1929.

²⁰ *Albany Times Union*, October 27, 1929.

²¹ *Proceedings of the Common Council of the City of Albany, 1929, Volume 2*.

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preparation. This, in order that they may be met and included, all the requirements for junior high school activities, so that the school when completed, may function with the greatest possible efficiency, and also that after the commencement of the work of construction there may be no changing of the plans originally adopted due to the fact that in haste of preparation something may have been overlooked.²²

Like so many Northern urban areas, Albany experienced a massive population explosion in the years following the First World War. Among the factors accounting for this growth was the movement of Africans-Americans into New York from the South and a declining rural farm population. With the automobile and a booming economy guiding the way, cities across America experienced exponential growth. Albany, like many cities, was unprepared for this growth and hurried to improve its infrastructure. "The Albany that migrants discovered upon arrival from the Deep South was a city on the move," one source noted. "The 1930 census placed the state capital's population at 127,412, with 98 percent white and 86 percent native-born."²³ An Albany historian wrote about the demographic changes to the city during this era:

After World War I the large influx of poor rural Southern Negroes changed the world for longtime residents. Because the newcomers settled in the South End, Arbor Hill became the desirable place for the Negro elite and those with upward mobility. The Arbor Hill Community Center, whose forerunner was established in 1928, became the liaison between the Negro and white communities. The Negro population of the city had gone from 1,239 in 1920 to an estimated 2,100 in 1930, and a sizable Negro neighborhood had been created in the South End. The Reverend John Johnson, in 1963 pastor of Franklin Street's Church of God in Christ, remembered the neighborhood's being below South Pearl Street, from Hudson Avenue to Schuyler Street, although Irish and Italians and Jews also occupied the same areas. "That was the Depression," he remembered, "and they could only rent the cheapest kind of houses. Then the work started picking up, and more and more came in. During the war they flooded in like water."²⁴

In retrospect, building schools to relieve booming populations in early 1929 was a welcomed challenge. With the October 1929 stock market crash and ensuing economic depression, Albany faced issues of much greater magnitude. The city was, in many respects, ahead of the curve by securing bonds for the school's construction prior to the crash, as repayment of the bonds was not due until the Depression began to wane.

By January 1930 the city had completed the grading of the site and put the project out to bid. With the slow process of the putting together a bid package, it appears that there were problems building the foundation. In December of that year Mayor Thacher explained the slight delay in the construction process:

Carrying out the recommendation of the Board of Education for the Junior High School requirements, work has been commenced upon the construction of the junior high school in the northern section of the city. Some little delay has been occasioned in the work of construction by

²²Ibid

²³Jennifer Lemak, "Albany, New York and the Great Migration" *Afro-Americans in New York Life and History*, January 1, 2008.

²⁴William Kennedy, *O Albany! Improbable City of Political Wizards, Fearless Ethnics, Spectacular Aristocrats, Splendid Nobodies, and Underrated Scoundrels* (New York: The Viking Press, 1983), 258-259.

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reason of foundation difficulties. These difficulties have now been overcome and this work should proceed rapidly during the coming year, providing employment for a great number of people.²⁵

Thacher emphasized the importance of a new facility in stating that the project was “one of great magnitude” given the school would be one-third larger than the Hackett Junior High School, with “many new innovations which have come by reason of developments in junior high school practice and administration.” Thacher, in consideration of the economic environment, stressed the importance of cost: “Furthermore, in spite of increase in size, this building is to be built at considerable less cost than the Hackett... because of the developments referred to, and the experience which has been thus acquired.”²⁶

Frank L. McLaughlin was the Inspector of the Works for the construction project and the firm of James J. Finn & Sons served as general contractor. In 1907, Finn & Sons maintained on North Boulevard; according to their own advertisement, “jobbing promptly attended to and estimates cheerfully given.”²⁷ In the 1920s, Finn & Sons won the contract for the addition to the Wellington Hotel on Howard Street and the new Albany Terminal Warehouse.²⁸ A 1923 advertisement stated: “We take great pride in our work which we believe guarantees our ability and commands your confidence for your consideration of us on your next proposed construction.”²⁹ James Finn was a man of strong religious conviction who regularly sponsored the church section in the *Albany Evening News* and who, in 1928, came to national attention when he donated the profits— \$10,000 – from his work on the St. James Parish back to the parish.³⁰ In 1931 the firm performed work on several buildings for the Harlem Valley State Hospital.³¹ As for other contractors involved in the project, the firm of Joyce & Kramer did the sheet metal and roofing work, E.T. Doyle & Sons were the heating and plumbing contractors, while the Schroeder Electric Company performed all of the electrical work.

In 1930 the city allocated \$145,342 towards the construction of the new school. In his end of the year message, the school superintendent amended previous reports and stated that that construction would be completed by the beginning of the 1932 academic year.³² On top of the original delay in getting the plans to bid, the project was hindered by additional delays; John E. McNally, business agent for the mason’s union, indicated that “little encouragement was given the men yesterday by [City Council President and acting mayor Lester] Herzog towards speeding construction of the school. McNally said the job is practically at a standstill...”³³

²⁵Proceedings of the Common Council of the City of Albany, 1930, Volume 2, 14-15.

²⁶Ibid

²⁷Albany City Directory, Sampson & Murdock Company, 1907.

²⁸The American Contractor, vol. 42, F. W. Dodge Corporation, 1921.

²⁹The Albany Evening Journal, January 1923.

³⁰Arkansas Catholic, March 31, 1928.

³¹Psychiatric Quarterly, vol. 5, issue 1, 1931, 216-221.

³²Proceedings of the Common Council of the City of Albany, 1930, Volume 2.

³³Albany Evening News, February 27, 1931.

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This initial forecast of a quick completion date may have been downgraded by local union protests. Reflecting proletarian disputes on a global as well as a national level, the workers associated with the construction of the school were unhappy with their working conditions:

Representatives of practically all building trade unions in the city who yesterday visited acting Mayor Herzog with a demand for more speed in the construction of Arbor Hill Junior High School, are marking time pending their next move to force J.J. Finn, contractor on the job, to pay what they believe is the prevailing rate of laborers. They visited Laurence J. Ehrhardt, city comptroller, who under law is the legal arbiter in disputes effecting wages on municipal public projects. Mr. Ehrhardt, after according them a hearing, was told, he said, the representatives of the laborers unions were not ready to present their case. It was agreed to postpone the case to a later date. The union says seventy-five cents an hour is the prevailing wage. It contends Finn is paying a maximum of sixty cents.³⁴

During the Depression, Albany, taking its cues from the Federal government, created jobs by means of public works projects. In the 1930s, the city improved its roads, parks, and infrastructure and modernized and expanded its school system. In 1930, Albany Common Council President Lester W. Herzog addressed the Great Depression:

Following the recommendation made some weeks ago by President Hoover that municipalities hasten building programs so far as compatible with sound judgement, and in view of the wide spread unemployment due to financial stress of hard times, I have asked the Common Council of the City of Albany to make immediately available the necessary funds for school additions, for the enlargement of the municipal storehouse and garage, and for the building of a swimming pool and locker house in Lincoln Park.³⁵

In 1932 the city undertook \$375,000 in work relief projects, among them a bridge between Albany and Rensselaer, the municipal market, improvements to the police and fire departments, and the construction of the nominated building. With more workers came a corresponding increase in labor union participation and interest in livable wages and safe working conditions. Despite efforts to make the construction site a safe one, the project was nevertheless attended by tragedy. In April 1931 workers found the body of a ten-year-old boy while draining a pond up at the construction site.³⁶ While not a worker, the event nevertheless reflected the need to improve the safety around worksites.

Despite having plans approved during the summer of 1929, a January 1931 *Albany Evening News* image reveals that the city had completed little more than the foundation by that time.³⁷ The following twelve months, however, were much more productive. In his 1931 annual message Mayor Thacher wrote that the work on the building had

³⁴Ibid

³⁵ Proceedings of the Common Council of the City of Albany, 1930, Volume 1, *Reports* (Albany: The Argus Company Printers, 1931), 67.

³⁶Olean Evening Herald, April 25, 1931.

³⁷Albany Evening News, January 6, 1931.

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...Progressed most satisfactorily during the past year. Practically all of the work on the exterior of the building has been completed and the interior should be finished not later than April 1st [1932]. This will give ample time for the installation of the necessary equipment and will allow for the opening of the school in September, 1932. The completion of this school should assist greatly in relieving present overcrowding conditions.³⁸

In late 1931 the Albany school superintendent wrote that “work on the Arbor Hill Junior High School is progressing and it is expected that it will be ready for occupancy by September, 1932.”³⁹ Despite the efforts to meet the overcrowding and the massive population boom in Albany, however, the new school would not alone meet the needs of the city, a circumstance noted by the superintendent.⁴⁰ Hackett Junior High and the new Livingston school were already inadequate for Albany, so the city developed plans for a third junior high school, in the western part of the city. He continued:

When the Arbor Hill school is opened, it will be possible for the first time to organize actual junior high school groups of seventh, eighth, and ninth year pupils together, both there and in the present junior high school building. The value of this organization will be great. Thus far we have all the ninth and a few eighth year pupils in the present junior high school, and the junior high system is carried on in the some sixteen different buildings.⁴¹

The Philip Livingston Junior High School opened its doors on September 5, 1932, at which time that name was formally adopted. It was named for the prominent New York resident of that name, a signer of the Declaration of Independence and a New York delegate to the 1787 Constitutional Convention in Philadelphia. The school was placed under the direction of Principal Edward S. Deevey, who was born and educated in Albany, graduated from the New York State College for Teachers and Columbia University, and served as a grammar school principal in several Albany public schools; he served as the principal until 1952. The *Albany Times Union* reported on the opening:

More than 1,500 boys and girls stood on the newly graded grounds of the Philip Livingston Junior High School today waiting to be registered for their fall term, after which Edward S. Deevey, principal, took them into the large auditorium and assigned them to their proper places ... The Livingston school was completed during the summer and furnished with up-to-the minute equipment.⁴²

Deevey oversaw a staff of seventy teachers and administration staff to run the school in its first year of operation. Although the classrooms were ready to go, the cafeteria did not open for another week. As noted in 1936, the school opened with state-of-the-art facilities including a spacious auditorium, gymnasium, pool, an industrial arts department, oil-burning furnaces, and a “scientific ventilation system. An additional feature was a glass wall conservatory. After the school opened, Mayor Thacher offered the following:

³⁸Proceedings of the Common Council of the City of Albany, 1931, Volume 2, 15.

³⁹Ibid, 416.

⁴⁰Ibid

⁴¹Ibid

⁴²*Albany Times Union*, September 6, 1932

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The beautiful new junior high school, with a capacity of 1,600 pupils, one of the largest and most striking in the State, was completed and opened at the beginning of the current school year. Approximately a third larger in size than Hackett Junior High School, it was built at considerably less cost. With its design peculiarly adopted to the location upon which it has been built, with ample grounds in front of it, forming a beautiful setting, it takes its place among the school buildings recently completed and for which Albany seems constantly to be faced, no matter how rapidly to bids for school purposes, a problem which demonstrates to me more forcibly than in other way, the extremely rapid growth of our city.⁴³

In the final year of the three-year planning and construction process, Albany spent \$10,023 for “Grading around the Junior High School,” \$530,000 for “Acquisition of Land, Construction,” \$150,000 for “Furniture/Equipment” and an additional \$488,351 for “Acquisition of Land, Construction.” The Superintendent reported in his 1932 annual message that “It would be difficult to find anywhere a building more satisfactorily planned and built, and more efficiently equipped.” He concluded by stating that the building “for generations will pay tribute to the interest in public education manifest in this city.”⁴⁴

Although located outside of the traditional downtown core, the school was to become one of Albany’s recognizable structures. It was substantially larger than the original Hackett Junior High School and served many more school children with an original enrollment of 1,392 students. A contemporary guide to Albany schools offered the following:

Because of its great size, impressive appearance and splendid location, [Philip Livingston Junior High] is considered Albany’s outstanding school building ... It is the embodiment of the ideals of beauty and utility. The designers omitted nothing that might contribute to the comfort, convenience safety and health of the student body. It is a triumph of science and art made possible by the cooperation of educators, architects, engineers and landscape artists.⁴⁵

In addition to serving the Albany area educationally, the school served other community purposes, among them as a district polling place for local, state and national elections. The large auditorium additionally served the greater Albany community by hosting the People’s Symphony of Albany, which later became the Albany Symphony Orchestra. The symphony was founded in 1930 by Italian immigrant John Carabella; as one source noted, while formed in a “seemingly inauspicious time” the orchestra offered “a source of comfort and hope during bleak times.”⁴⁶ In 1934, with an orchestra of 75 musicians, the People’s Symphony of Albany performed Carabella’s work entitled *The Helderbergs* at the school, the piece described as “a symphonic poem dedicated to the citizens of Albany.”⁴⁷ Even as the symphony grew in size and popularity it continued to use the school as a performance space; in 1956, with Edgar Curtis conducting, it put on a show of Valerius, Brahms and Bach.⁴⁸

⁴³Proceedings of the Common Council of the City of Albany, 1932, Volume 2, 351.

⁴⁴Ibid

⁴⁵Charles Blessing, *Albany Schools and Colleges Yesterday and Today* (Fort Orange Press, Albany, New York, 1936).

⁴⁶“The History of the Albany Symphony” (Albany Symphony, Albany, New York, 2013).

⁴⁷Ibid

⁴⁸*Berkshire Eagle*, March 7, 1956.

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In December 1935 the famed aviator Amelia Earhart spoke at the school about her recent accomplishment, being the first person to fly solo from Hawaii to California.⁴⁹ The following year the school hosted Shawn and His Men Dancers. Ted Shawn challenged the long-standing stereotype that ballet was a female dominated art form, his “purpose was to forge a new performance style for men, and to prove that dancing could be an honorable profession for the American male.”⁵⁰ The company performed over a thousand times in more than 750 different cities around the world. Other events included a 1938 Albany Board of Education-sponsored luncheon and presentation by Leposavo L. Stankovich of New York City, who spoke about her homeland, Yugoslavia.

In addition to its traditional role as a junior high school, the building was also utilized in the evening for educational activities designed for those who were unable to attend classes during normal hours. The first evening school was established in Albany in 1854. By the mid-1930s the evening school was a fully accredited program; however, in early 1938, the city ordered the discontinuation of these offerings at the school due to decreased attendance.⁵¹

In 1947 the Philip Livingston Junior High School auditorium was central to an event that simultaneously symbolized the post-Second World War anti-communism hysteria and the fledgling Civil Rights Movement. Albany Mayor Erastus Corning denied Paul Robeson, an artist, civil rights activist and communist sympathizer, the opportunity to hold an African-American spiritual music concert in the school auditorium. Described by *Time Magazine* as “a great baritone, a good actor (Othello),” Robeson was also noted to be “...a Communist-liner.” “There is no such thing as a nonpolitical artist,” Robeson once stated; “either the artist serves the people or he serves those who would throttle them.”⁵² Despite receiving approval from the Albany Board of Education for the concert, Corning noted Robeson’s association with the proceedings of the House Committee of Un-American Activities when denying him access to the auditorium. Corning called Robeson “one of a group invariably found supporting the Communist Party and its front organizations,” and noted that Robeson sang Communist songs at his concerts.⁵³ Corning also defended his position on the ground that school buildings should not be used for “controversial affairs.”⁵⁴

The Civil Rights Congress of Albany called a public meeting declaring that the “people of Albany are already responding to this flagrant violation of civil liberties.”⁵⁵ The issue was taken to the New York State Supreme Court. Arthur Harvey, an Albany attorney, termed the action “a slur on the Negro people as a whole.”⁵⁶ Harvey also argued that the agreement between the school and the sponsoring organization, The Carver Cultural Society of the Israel African Methodist Church, was “a contract rather than a permit.”⁵⁷ Justice Isadore Bookstein issued an

⁴⁹ Scott Waldman, “Developer buying Albany school” *Albany Times Union*, October 8, 2012.

⁵⁰ “Ted Shawn’s Men Dancers,” Jacob’s Pillow Dance Festival, N.D.

⁵¹ *The Knickerbocker News*, February 2, 1938.

⁵² “National Affairs: Art for Politics’ Sake,” *Time Magazine*, May 19, 1947.

⁵³ *Albany Times-Union*, May 7, 1947.

⁵⁴ *New York Times*, May 7, 1947.

⁵⁵ *Kingston Daily Freeman*, April 28, 1947.

⁵⁶ *Albany Times-Union*, April 24, 1947.

⁵⁷ *Kingston Daily Freeman*, April 28, 1947.

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injunction restraining the Albany Board of Education from interfering with the concert provided Robeson did not make any speeches at the event.

Protests continued outside of the mayor's office with the Veteran's Joint Memorial Day Board adopting a motion that declared "Every good American is urged to stay away from the Paul Robeson concert whether he talks or sings."⁵⁸ The concert went on as planned with a packed house of nearly 1,000 attendees. While Robeson sang several songs from the Spanish Civil War, the concert went smoothly and the Albany *Times-Union* stated that "Robeson blesses the ears with the melody of a beautiful voice."⁵⁹

Despite this controversial event the school continued to function as a center of community programs. During the 1950s the Macedonia Baptist Church, which occupied a firehouse in Arbor Hill, used the school auditorium for fundraising gospel concerts.⁶⁰ Also during that decade, the Albany Civic Theater used the school auditorium to stage its productions; the troupe started in 1955 and used a variety of community theaters before finding a permanent home. In 1958 Mayor Erastus Corning declared the week between October 12 and 18 "Light Opera Week," highlighted by a performance of "The Mikado" by the Philip Livingston Junior High School Institute of the Opera. The Albany Chapter of the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America put on a charter concert at the school the following year, and during the city-wide 1959 Tulip Festival, the school hosted the Netherlands National Band of the Salvation Army. In addition to international visitors, musical entourages from New England colleges and universities often booked the school for their regional tours. The Holy Cross Glee Club performed in the auditorium in 1952, and, in 1962, the University of Bridgeport's sixty member a cappella Choir performed a concert at the school.⁶¹

In 1967, Albany-based architect Thomas L. Gleason designed a small, one-story red brick cafeteria addition, which was situated at the rear of the building and connected to the 1932 building in two locations. Gleason also designed the 1919 Soldiers and Sailors Monument in Albany and in 1931 he designed the bathhouse in Albany's Lincoln Park.

In November 1969 the school closed its doors for two days as racial unrest permeated throughout the city school system. Police were forced to remove 100 protestors, who were demonstrating against racial prejudice within the school system. Fearing that protests would ripple to other facilities, the city closed all its schools.

Despite modernization to interior classroom finishes over time, the double-loaded corridor design remained intact. The original windows were fitted with modern aluminum windows in recent times; however, the original fenestration pattern is unchanged from the original 1930s design. With the passage of the Elementary and Secondary Education Act of 1965, the Federal Government established the Magnet Schools Assistance Program; soon thereafter, the school

⁵⁸ *Albany Times-Union*, May 8, 1947.

⁵⁹ Kevin J. Roberts, "Paul Robeson in Albany," edited by Professor Gerald Zahavi, Department of History, SUNY-Albany; *Albany Times-Union*, May 10, 1947.

⁶⁰ "Macedonia Baptist Church History," Macedonia Baptist Church, n.d.

⁶¹ Troy Record, April 26, 1952; Bridgeport Post, April 18, 1962

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became the Philip Livingston Magnet School, in part designed to end racial segregation in the classroom as well as offer “special instruction and programs not available elsewhere” and “to attract a more diverse student body from throughout a school district.”⁶² The Livingston School remained in operation until 2009, when the Livingston Magnet Academy dissolved due to declining enrollment and the rising costs associated with maintaining the large building.

Architecturally, the original early 1930s building represents the eclectic merging of long-established and developing architectural tastes and motives. Thus the 1929 description of the building as a “modified Georgian,” a reflection of the design’s association with longstanding Colonial Revival traditions but with the incorporation of contemporary Art Deco design features. It is similar, in that regard, to another school in this region, the Van Rensselaer High School in nearby Rensselaer, which was built to the designs of architect Clarence Gardinier and completed the year the nominated building was begun. That building displayed a similar blending of established Colonial Revival design motives for educational buildings with prominent Art Deco features. The focus of the Livingston school was the centrally placed, gambrel-roofed main block, which features a cast-stone façade with symmetrical fenestration and distilled neo-Georgian detailing. The prominent cupola which rises from the center of this section is a hallmark feature recalling the public buildings of America’s Colonial past. The plan, too, refers to Palladian models popular in the Georgian era in its combination of a central block which is connected to outlying pavilions by wings, or hyphens. In form and detail the school is largely of Colonial Revival conception and its design invokes the high-style Georgian architecture of the eighteenth century. It also forms a continuation of a long-standing desire, dating to the second half of the nineteenth century, to revisit and honor early American architectural forms by reinventing them for contemporary purposes.

Evident, nevertheless, is the influence of the Art Deco architectural style, indicating Delehanty’s familiarity with this emerging European-derived taste, which gained popularity in America during the late 1920s. Among the features of clear Art Deco precedent are the cast-stone piers which were employed for the wings and which provide a vertical emphasis; and the motifs employed in principal interior spaces such as the main vestibule and the library.

Early expressions of the Art Deco mode in the region included two Albany buildings. The first of these, architects Ethan Allen Dennison and Frederic C. Hiron’s Home Savings Bank office building on North Pearl Street, completed in 1927, featured Art Deco ornamentation crafted by sculptor Rene Chambellan; the roofline was embellished with gilded terra cotta featuring Iroquois with feathered headdresses and helmeted Dutchmen. The James T. Foley Court House and Post Office, 1931-34, on Broadway, was designed by the local architectural firm of Gander, Gander & Gander, and it employed Neoclassical and Art Deco motives. Norman R. Sturgis served as associate architect and Electus D. Litchfield, who began his career with the firm of Carrere & Hastings, was a consulting architect and influential in the building’s ultimate appearance and plan. That building’s austere exterior was punctuated by narrow vertical bays, the Broadway façade having a prominent low-relief frieze executed by sculptor Albert T. Stewart. The Art Deco aesthetic was characterized in architecture by linear symmetry, which

⁶² “Creating Successful Magnet Schools,” U.S. Department of Education, Jessup, Maryland, 2004

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formed a departure from the flowing, organic and curvilinear nature of the Art Nouveau taste which preceded it in Europe. As an architectural style it formed a composite of multiple points of reference and assimilated influences from a wide range of sources including Neoclassicism, Cubism, Modernism and Futurism. The style gained a foothold in America during the 1920s though its popularity and expression were in some measure hampered in the 1930s by the onset of the Great Depression.

The school's design additionally reflects the crystallization of improved standards of school design in the first quarter of the twentieth century. Foremost of the considerations in school design of this era were fireproofing measures, predicated in large measure on proper stair, corridor and exit construction. Philosophies regarding American school design had become increasingly formalized after 1900; by the 1910s issues such as proper lighting, heating and ventilation, the importance of fireproof construction and the influence of curricular innovations on school plans were manifest in contemporary school design. The 1920s and 1930s witnessed the further evolution and codification of design standards in response to existing issues which architects and educators sought to address. The National Education Association had established the Committee on Standardization of Schoolhouse Planning and Construction in 1917; it sought to establish minimum design standards for lighting, space and safety and maximize the efficiency of newly constructed buildings.⁶³

⁶³ Suzanne Warren, "Context Study: The Schools of New York State; Development of the School as a Building Type," 1990.

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Name of Property

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9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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"The History of the Albany Symphony," Albany Symphony, Albany, New York, 2013

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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 # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acree of Property 9.83 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

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Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|--------------|-----------------|-------------------|
| 1. Zone: 18N | Easting: 601763 | Northing: 4724750 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

Verbal Boundary Description

The property is bounded by Northern Avenue and Dudley Heights on the east, Manning Boulevard on the north, Wilkins Avenue (a paper road) to the west, and residential properties and McCrossing Avenue to the south. The boundary is shown on three maps which are rendered at scales of 1:24,000, 1: 12,000 and 1: 4,000 and all of which are entitled "Philip Livingston Junior High School (former), Albany, Albany Co., NY."

Boundary Justification

The boundaries represent the original boundaries of the Phillip Livingston Junior High School.

11. Form Prepared By

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city or town: Dorset state: VT zip code: 05251
e-mail brianknight@fastmail.fm
telephone: 201-919-3416
date: October 11, 2013

Philip Livingston Junior High School
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Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Phillip Livingston Junior High School
City or Vicinity: Albany
County: Albany State: NY
Photographer: Brian Graves
Date Photographed: October 1, 2013

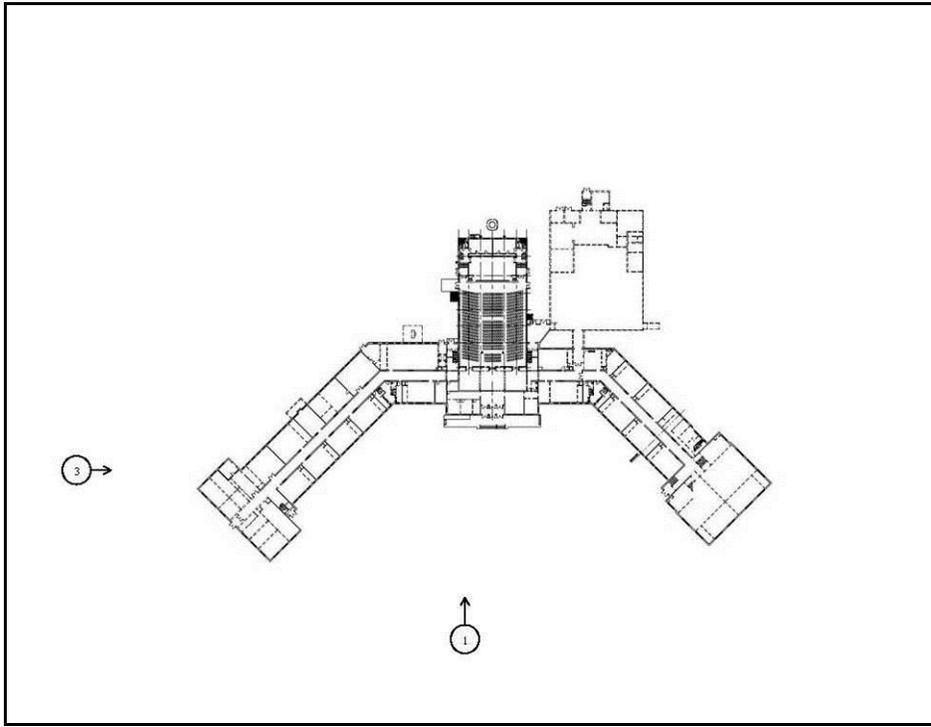
Description of Photograph(s) and number, include description of view indicating direction of camera:

- 0001 - EXTERIOR, view west of east elevation
- 0002 - INTERIOR, view of library, central section
- 0003 - EXTERIOR, view northeast of south and west elevations and auditorium
- 0004 - INTERIOR, view of typical classroom, south wing
- 0005 - INTERIOR, view of typical stairway, south wing
- 0006 - INTERIOR, view of auditorium

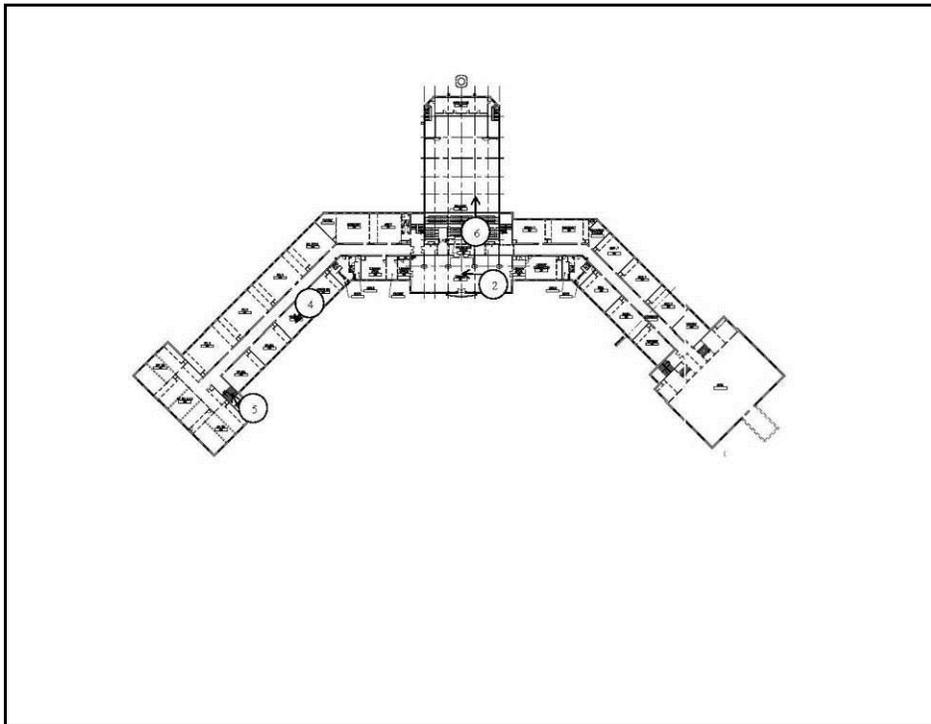
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Key to Photographs



Exterior Views



Interior Views

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Historic Images and Maps



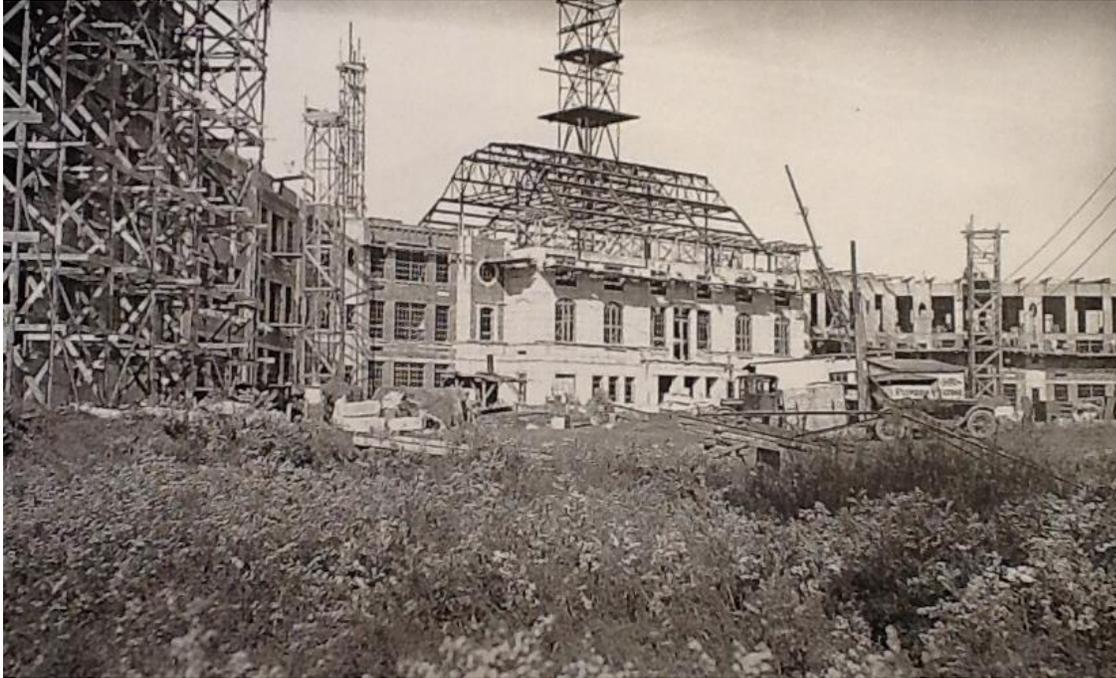
Construction Photo



Construction Photograph

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Construction Photograph



Construction Photograph

Philip Livingston Junior High School
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ca. 1932



Home Economics Classroom, ca. 1932

Philip Livingston Junior High School
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Locker Rooms, c. 1932



Paul Robeson, Philip Livingston School, 1947

Philip Livingston Junior High School
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Philip Livingston Junior High School (Former)
Albany, Albany Co., NY

315 Northern Blvd.
Albany, NY 12210



Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



- Philip Livingston
- USGS quad index

Tax Parcel Data:
Albany Co. Assessor
albany.ny.gov/Government

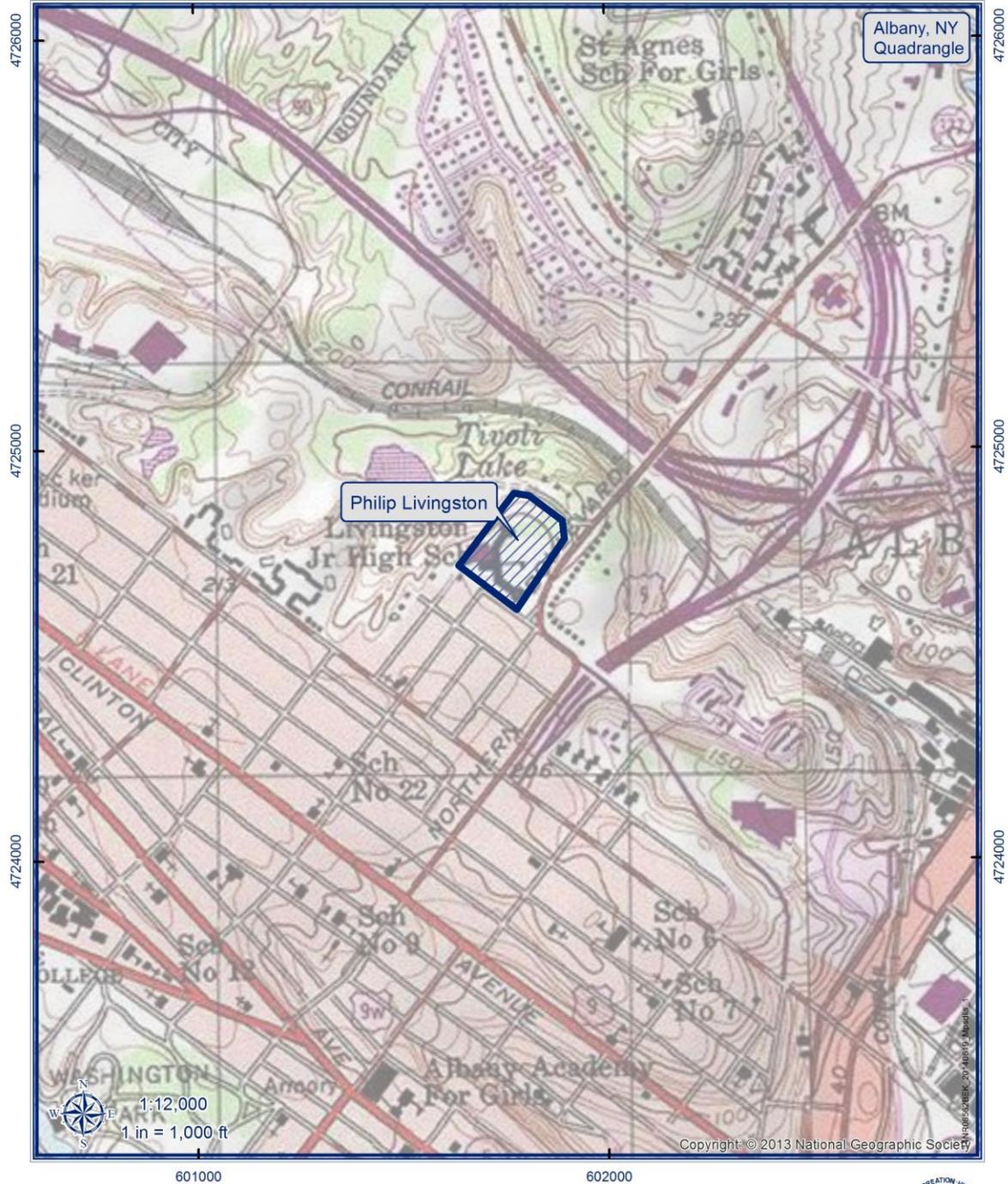


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Philip Livingston

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Albany Co. Assessor
albany.org/Government



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Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.











