NPS Form 10-900

OMB No. 1024-0018

RECEIVED 2280

DEC 18 2015

Nat. Register of Historic Places
National Park Service

1013

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in 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: Adolph Meyer School
Other Names/Site Number: Harriet R. Tubman Elementary School
Name of related multiple property listing: N/A

2. Location

Street & Number: 2013 General Meyer Avenue
City or town: New Orleans State: LA County: Orleans
Not for Publication: ☐ Vicinity: ☐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 ☒ nomination ☐ request for determination of eligibility meets, meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:
☐ national ☐ state ☒ local

Applicable National Register Criteria: ☒ A ☐ B ☒ C ☐ D

12-7-15

Signature of certifying official/Title: Phil Boggan, State Historic Preservation Officer **Date**

Louisiana Department of Culture, Recreation, and Tourism

State or Federal agency/bureau or Tribal Government

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title: **State or Federal agency/bureau or Tribal Government**

4. National Park Certification

I hereby certify that the 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: _____

2-1-2016

Signature of the Keeper **Date of Action**

5. Classification

Ownership of Property (Check as many boxes as apply.)

	Private
x	Public – Local
	Public – State
	Public – Federal

Category of Property (Check only **one** box.)

x	Building(s)
	District
	Site
	Structure
	object

Number of Resources within Property (Do not include previously listed resources in the count)

Contributing	Non-contributing	
3		Buildings
		Sites
		Structures
		Objects
3	0	Total

Number of contributing resources previously listed in the National Register: 0

6. Function or Use

Historic Functions (Enter categories from instructions.): Education: School; Domestic: Multiple Dwelling

Current Functions (Enter categories from instructions.): Vacant/Not in Use

7. Description

Architectural Classification (Enter categories from instructions.): Late 19th and Early 20th Century American Movements: Craftsman

Materials: (enter categories from instructions.)
foundation: Concrete
walls: Stucco
roof: Shingle
other:

Narrative Description
(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Adolph Meyer School is a neighborhood elementary school originally constructed in 1917 and later expanded in 1924. Both the original building and addition were designed by the New Orleans Parish School Board's architect, E. A. Christy. The school is two-stories and built in a rectangular 'O'-shaped configuration with a courtyard at the center. There are three buildings on the site, all contributing: the school building, adjoining annex, and the caretaker's cottage (also referred to as custodial cottages) at 2020 Diana Street at the southeast corner of the site.

Narrative Description

Setting
The Adolph Meyer School is located in Algiers, a neighborhood of New Orleans on the west bank of the Mississippi River. The school's primary elevation faces onto General Meyer Avenue, an arterial east-west road. Across General Meyer Avenue is the 48 acre, former Algiers Naval Station (National Register Historic District, 9/11/2013). The majority of the area is residential with single and double Shotgun houses and bungalows. Some houses date to the 1920s and 30s, though the majority of houses were built during the 1950s and 60s.

Site
The school occupies an entire block bounded by General Meyer Avenue on the north, Numa Street on the east, Diana Street on the south, and Behrman Avenue on the west. The site is generally level with a half dozen mature trees dotting the perimeter of the property. The site consists of three buildings, the school building at the center, school annex at the east, and the house at the southeast. The school is configured in a rectangular 'O'-shape which creates four wings – north, south, east, and west – and a central courtyard in the middle. There are two recreation areas at the site; an asphalt-paved area one at the west and lawn at the east, each has a playground area. Both areas are enclosed with a chain-link fence. The annex is located to the east of the school and connected with a covered walkway. The non-contributing house is located at the southeast corner of the lot at the intersection of Numa and Diana Streets.

SCHOOL BUILDING (CONTRIBUTING)

Structure

The building is a two-story, wood framed structure with a concrete slab foundation. The roof is gabled with asphalt shingles. The school developed into an 'O'-shaped configuration. The north wing was built in 1917 and the remaining portion of the building was added in 1924.

Exterior

The Adolph Meyer School is a symmetrical two-story, rectangular 'O'-shaped building completed in the Craftsman style. The school features exposed eaves, brackets, and a projecting hipped roof with an arched entrance. The exterior is clad in grey-blue stucco on the north and lighter blue stucco on the remaining elevations. A wood trim belt course at the lower sill height, painted white, divides the first and second floor and wraps around the entire building. Also, with few exceptions, the windows on the ground floor have been boarded up.

The north elevation (see photo 1) fronting on General Meyer Avenue is the primary elevation. The entrance is centered on the symmetrical façade and features an arched entry at the middle of a projecting, 53-foot-wide bay with a clipped gable (jerkinhead) roof. The entry is accessed via a 35-foot-wide stair case that leads to the second floor. The main entrance is located within a shallow, barrel vaulted archway. The double French door entry has an extensive frame including sidelights on either side; there is a dentilated course above the door, topped with an elliptical fanlight and decorative molding. There is also a bronze plaque on either side of the entrance listing the date of construction, architect, and school board. At the east and west of the north elevation there are two groupings of five windows. On the lower floor, the windows are wood framed, double hung, six-over-six. On the main floor, the windows are wood-framed, double hung, twelve-over-twelve separated by a pair of narrow, 4-over-2 casement windows. Additionally, there is a modern tile mural located on the ground floor on the east side of the façade.

The east and west elevations are similar (see photos 2 and 4). The elevation is asymmetrical with a gabled end at the north and south wings. Each elevation is 258 feet wide. The center five bays are composed similarly to the north with groupings of five windows separated by a single window. At the north on the ground floor there is a secondary entry and on the second floor there are two wood framed, double hung, twelve-over-two windows and two wood-framed, double hung, four-over-two windows. The smaller windows are in line with the upper sash of the larger windows. At the south there is a secondary entry at the ground floor. At the second floor there is a grouping of four, wood framed, double hung, twelve-over-two windows and one wood framed, double hung, nine-over-two windows. The rooflines of each gable feature three decorative eave brackets.

The south elevation's width is approximately 25 feet wider than the north elevation due to symmetrical, gabled-roof projections on both the east and west (see photo 3). The south elevation is symmetrical. It consists of six bays grouped similarly to the north façade with groupings of five windows separated by a narrow four-over-two window. The windows on the first floor are wood-framed, double hung, two-over-two; the windows on the second floor are wood framed, double hung, twelve-over-two. At the east there are some exposed mechanicals.

Courtyard

The courtyard, like the street facing elevations, is fairly symmetrical. The courtyard features exposed eaves and wood trim details. The stucco in the courtyard is the same lighter shade of blue used on

the east, west, and south elevations, and the courtyard has a one-foot water table finished with white stucco. The courtyard area is generally overgrown and unused (see photos 5 and 6.

At the north wing, there is a two-story element that projects into the courtyard (see photo 5). It is approximately 1870 square feet on the ground floor and 570 square-feet on the second floor. There is a metal chimney on the northeast corner of the ground floor roof. The ground floor is utilitarian with minimal windows, and on the second there are four, wood framed, double hung, six-over-two windows with multi-light transoms on each of the exposed elevations providing natural light to the office space and staff room.

At the east and west ends of the north wing, there is an entrance on the ground floor and a pair of wood framed, double hung, twelve-over-twelve windows. The east and west wings are mirror images. On the ground floor there are three doorways and on the second floor there are four groups of three wood framed, double hung, twelve-over-two windows. On the ground floor of the south wing, there is a doorway at the center and a small, one-story element on either side that houses restrooms. On the second floor there are two sets of three wood framed, double hung, twelve-over-two windows.

Interior (see photos 7-13)
The school is configured in a rectangular 'O' shape with four wings – north, south, east, and west – and a central courtyard. The main entrance is located at the center-north using an exterior staircase that leads to the school's lobby on the second floor. On both floors, the classrooms and offices line the street-facing walls and the corridors run along the courtyard. There are stairs located at the southeast and southwest corners, as well as two sets of stairs in the north wing (see photo 10). The school is currently unused; finishes are not consistent and are generally in a working condition.

The ground floor houses classrooms and a small, open dining area (see photo 13). At the northeast corner is the library and at the southeast corner is a student dining area and small kitchen. There are restrooms located off of the south wing and projecting into the courtyard. At the north, there is an approximately 1,870 square-foot addition which houses restrooms and a mechanical room. A series of columns – both freestanding and engaged –support and align with the walls on the second floor above. Several classrooms have original built-in cabinetry. For ventilation and natural light, there is a transom-style, three-light window between the corridor and the classrooms. Other original features include baseboards and door and window frames. There are also many original interior doors with nine light windows located above two horizontal inset wood panels. The floors are unfinished concrete, the walls are generally shiplap attached directly to the framing, and the ceiling joists are currently exposed.

Just inside the entrance at the center-north, there is a half flight of stairs leading to an east-west corridor. The second floor has the principal's office, staff room, and other office spaces in the north wing. The east and west wings each have five classrooms. The south wing has the art, music, and choir rooms, as well as the middle-school office and "time-out" center. The classrooms and offices have multi-light transoms looking onto the corridor to enhance ventilation and natural light from the courtyard. Several classrooms have built-in cabinetry. There are wood floors and, where extant, gypsum board ceilings. The walls are uncovered down to the studs or, where extant, finished with gypsum board. Other original features include picture rails, baseboards, door and window frames, and many original doors featuring nine light windows topped by a horizontal inset wood panel and located above two vertical inset wood panels (see photos 9 and 12).

ANNEX (CONTRIBUTING)

Exterior (see photo 14)
The annex is approximately 960 square-feet; it runs 60 feet east-west and 16 feet north-south and is located to the east of the main building; it is a stand-alone structure accessible from the ground floor of the east wing of the main building and has a covered walkway connecting the two. It was built at some point between 1925 and 1937 to create additional space for the overcrowded school.[1] The annex sits on a slightly raised concrete foundation. The exterior is similar to that of the main building with grey-blue stucco, exposed eaves, and brackets.

The north elevation is the primary elevation; the windows are wood, double hung, and nine-over-nine. The east elevation has two multi-light windows and an entrance with a multi-light transom. The south elevation is simple in design with four small window openings with vertically divided, two-pane windows similar to the lower sashes on the main building's windows. The west elevation fronts the school and has a covered path between the two buildings.

Interior
The annex is currently unused but is in a working condition. The walls and ceiling have been essentially stripped to down to the studs. The wood window trim, base board, door frame, and picture rail remain extant. The floors are wood.

CARETAKER'S COTTAGE, 2020 DIANA STREET (CONTRIBUTING)
The house at 2020 Diana Street is a contributing resource to the Adolph Meyer School. The exact date of the building is unknown. It is thought to pre-date the school building and was likely constructed circa 1905 around the time the Naval Station was opened. The building is similar to the houses on the adjacent blocks. The caretaker's cottage is considered contributing as it has a direct connection to the school (see the statement of significance for further discussion) and fits within the guidelines set up in Louisiana's statewide education context:

> "In order to be potentially eligible for the National Register in association with this context (education), a caretaker's house must not only have had a prolonged and well-documented use for this purpose, but must have had a demonstrable relationship with the process and development of education."[2]

The caretaker's cottage at the Meyer School does have a prolonged and well-documented use for this purpose, as seen in Section 8's discussion of former residents and their professions as janitress' and custodians, and it also was specifically retained on the block for its use as a caretaker's cottage when the school was constructed in 1917. Thus, the caretaker's cottage is considered contributing.

Exterior (see photo 16)
As built, the building was a single-story, neo-classical inspired duplex. It is wood frame construction and is raised on piers with approximately 1,655 square feet of enclosed space, a 150 square foot front porch that faces onto Diana Street. There is a small porch at the northwest corner of the house. The exterior is clad with wood siding and a north-south gable ended roof finished with shingles. In general, the finishes are quite deteriorated.

Interior

[1] Approximate date determined by a historic photograph (http://old-new-orleans.com/NO_Algiers.html) and the 1937 Sanborn Fire Insurance Map.
[2] Laura Ewen Blokker. "Education in Louisiana." *Louisiana Division of Historic Preservation.* 2012, pg. 60.

The interior consisted of nine rooms as well as a small bathroom and water heater storage at the rear (north) end. A central wall runs north-south through the center of the house with two doorway openings. The interior is in poor condition. The building is boarded up but has numerous openings in the walls and ceiling that have allowed for water damage and animal entry. There is extensive termite damage and large, active termite nests. A hazardous materials report indicates that asbestos is present in the floor tiles, interior wall finishes, and in debris under the house. In January 2015, the building was tested for lead based paint, the report found amounts of lead greater than 1mg/cm^2.[3]

INTEGRITY OF THE PROPERTY

The Adolph Meyer School complex was determined eligible for the National Register in 2014:

> "Both the main school building and the custodial cottage are eligible elements of the property type under Criterion C. It retains, in whole or in part, its integrity of location, setting, design, materials, workmanship, feeling, and association."[4]

The school and cottage retain the necessary integrity to convey the property's significance as an example of an early twentieth-century school building and the progressive ideals which shaped its location, form, and function.

The property remains in its original location. The Adolph Meyer School has retained its integrity of location. The rectangular 'O'-shape configuration of the building and lay-out of the corridors relative to the classroom reflect the progressive design intention to increase natural light and ventilation. The organization of space conveys the ideal in school design from the era. Though the settling has developed over time, the character-defining features, such as the naval base and one-story residential properties still dominate the area. Unlike some of the other schools built at the time, the Adolph Meyer School has a relatively modest design. The Craftsman style is simple and unassuming and requires minimal ornamentation. In the building's current condition, the wood trim details on the exterior and interior that remain were extant originally. Elements such as the decorative wood entry, wood trim details, and built-in cabinetry demonstrate the workmanship integrated into this school building. The combination of the design and setting of the Adolph Meyer School retain the feeling of a neighborhood school that took into account the changing understanding of a safe and healthy learning environment. Throughout this building's existence, it has been used as a school. The building continues to have a presence in the neighborhood and has retained the salient features such as its configuration of classrooms and corridors to remain eligible for listing on the National Register.

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.)

x	**A**	Property is associated with events that have made a significant contribution to the broad patterns of our history.
	B	Property is associated with the lives of persons significant in our past.
x	**C**	Property embodies the distinctive characteristics of a type, period, or method of

[3] ACSI Environmental Consultants, "Lead-Based Paint Inspection report," Job Number 1162, January 31, 2015.
[4] Jerame Cramer, Acting Environmental Liaison Officer, FEMA to Pam Breaux, State Historic Preservation Officer, Louisiana Department of Culture, Recreation & Tourism, May 28, 2014.

		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:

	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

Areas of Significance (Enter categories from instructions.): Education, Architecture

Period of Significance: 1917-1965 (Criterion A), 1917- c.1935 (Criterion C)

Significant Dates: 1917 – Original construction, 1924 – addition constructed, c. 1930-37 – annex constructed

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

Cultural Affiliation (only if criterion D is marked above): N/A

Architect/Builder (last name, first name): Christy, Edgar Angelo

Period of Significance (justification): The period of significance under Criterion A begins with the date of construction of the school, 1917, and ends in 1965, to coincide with the 50 year cutoff. Despite this end as the period of significance, the school was continually used through 1965 through 2014. The period of significance under Criterion C is 1917-1935 to encompass the construction years of the main school and the annex.

Criteria Considerations (explanation, if necessary): N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Adolph Meyer School is eligible for listing in the National Register of Historic Places under Criterion A for its association with the developments in education during the early-twentieth century and the growth of the Orleans Parish School District and the City of New Orleans. The school is an example of the ideals in public education fostered during the Progressive Era. The school's design addressed issues of ventilation, natural light, and hygiene while balancing the needs of an expanding neighborhood and growing enrollment. It is also eligible under Criterion C: Architecture, as it embodies the characteristics of the Craftsman style and is one of only two Craftsman style frame schools left in the city of New Orleans and Orleans Parish. The building has been used as a school

since it was originally constructed in 1917 and expanded in 1924; it continued to be used as a neighborhood school until January 2014. The school is eligible for listing at the local level and the period of significance extends from its initial construction in 1917 through 1965 in compliance with the National Register 50-year guideline.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

THE ADOLPH MEYER SCHOOL IS ELIGIBLE FOR LISTING UNDER CRITERION A AS AN EXAMPLE OF ELEMENTARY SCHOOL EDUCATION DURING THE PROGRESSIVE ERA

The Adolph Meyer School was first constructed in 1917 and expanded in 1924. It was built during the Progressive Era, a time known for social activism and public reform. In the early twentieth century, New Orleans was under the leadership of Mayor Martin Behrman and his machine government. When he entered office the school system was desperately in need of improvement. By the end of his term, Behrman could boast that one in every three schools in the city had been built during his terms in office, including the Adolph Meyer School.

Public Education in New Orleans, Pre-1900

The state of the early-nineteenth century school system was deeply rooted in Louisiana's colonial past and faced numerous obstacles stemming from race-, class-, and religious-divides. After joining the Union in 1812, Louisiana was a collection of opposites – the plantation-owners and slaves, Catholic Creoles and Protestant Americans from the east coast, as well as an influx of immigrants.[5] This collection created resentment from the upper-class, white families trying to retain their privileged position causing racist attitudes to fester in the public institutions which resulted in all black New Orleanians – free or slave – being excluded from public education. Even without the black population accounted for, the influx of immigrants and the subsequent high-levels of poverty placed a burden on financing a public school system. Beyond race and class there were further disputes hindering the development of public education in New Orleans; for example, the Catholic Creole community leaders and the Protestant New Englanders would have disputed over using French versus English as the primary language for academia. It was not until 1836, when the city was divided by the Creole and American leaders into three municipalities, that public schools could take shape.

In March 1841, legislation was passed to create three distinct municipal systems of education. However, state officials provided little assistance to this implementation, and, unlike most other areas of the U.S., none of the local, private or public universities, such as Tulane University and Louisiana State University, played a role until the early 20th century.

In 1850, John McDonogh (b. 1779) passed away and left the bulk of his $2 million fortune to the cities of Baltimore and New Orleans to fund the building of public schools for poor-white and freed- black children.[6] McDonogh was a tradesman and entrepreneur born in Baltimore, Maryland, where he worked with cargo ships on trans-Atlantic trade routes. After a brief period in Liverpool, England, he moved to New Orleans to oversee the business. His charitable action was unprecedented and proved to be controversial, resulting in an eight-year court battle that went to the U.S. Supreme Court. In the

[5] "Before the Civil War New Orleans attracted more than a half million immigrants through its port, more than any other American city, except New York." Daniel Devore and Joseph Logsdon, "Reflections on Education," *Louisiana's Cultural Vistas*, Fall 1991.

[6] According to the US Department of Labor, Bureau of Labor Statistics, $2 million in 1850 is approximately equal to $95.2 in 2014.

end, New Orleans received a $704,440 settlement.[7] These funds built over thirty schools and greatly expanded a public school system that was still in its infancy.[8]

During this era of three municipalities, it was not the mayor of the three with the authority, but the recorder. Specifically, the Second Municipality's recorder, Joshua Baldwin, pushed for public education. Baldwin recruited John Angier Shaw, a Harvard graduate and former clergyman, to design an education system for the city. Though this was short-lived, after Baldwin left office in 1852, Shaw was ousted by the rising Irish-Catholic immigrant population that resented the use of the King James Bible in school. After this, the school system did not have a chance to recover before the Civil War broke out.[9]

Following the abolition of slavery during the Reconstruction Era, one of the most politically sensitive topics was the integration of schools. Many states re-wrote their constitutions, including Louisiana. The state constitution was ratified in 1868 stating that all schools are open to all children without regard to race or color.[10] Nevertheless, the rise of the Redeemer movement pushed to segregate the schools, which occurred in 1877.[11] By the 1880s, the New Orleans school board closed for months at a time because of insufficient funds.

Progressivism, Mayor Martin Behrman, and Education Reform

Like other major cities across the U.S. at this time, city politics were dominated by 'machines.' In the case of New Orleans, a group who met regularly at the Choctaw Club became known as the Choctaw Machine. Martin Behrman was part of the Choctaw machine. When he ran for mayor in 1904, Martin Behrman said he was going to be remembered as the "School Mayor of New Orleans" and he kept his promise.[12] With the aid of the Choctaw machine, Behrman successfully got New Orleans out of debt and created enough revenue to fund education and public works projects across the city.[13]

In 1908, Behrman strengthened his grip over the public schools by persuading the governor to relinquish almost all state control over the schools in New Orleans. Behrman's new arrangement made seventeen members of the new school board elective. The scheme fit neatly into the Choctaw machine, for each school board member ran from one of the city's seventeen wards. As mayor, Behrman along with the city treasurer and the comptroller served as ex-officio members of the board. He was thus able to turn the school board into a cog in his city machine. Behrman's board had concentrated on expanding elementary education, which met the needs as well as the wishes of the largest number of the city's parents.[14]

When Behrman entered office, the relatively small number of school buildings could not accommodate New Orleans' student population. Nearly seventy-percent of school-age children were

[7] William Allen, *Life and Work of John McDonogh* (Baltimore: I. Friedenwald, 1886).
[8] Leighton G. Ciravolo, *The Legacy of John McDonogh* (Lafayette, LA: University of Louisiana Press, 2002).
[9] Devore and Logsdon, "Reflections on Education," *Louisiana's Cultural Vistas*.
[10] Wayne J. Urban and Jennings L. Wagoner, Jr., *American Education: A History* (New York: McGraw-Hill, 2009). p. 165.
[11] Redeemer refers to a white political coalition of conservative, pro-business, members of the Democratic Party typically led by rich landowners and businessmen who dominated Southern politics from the 1870s to 1910. Eric Foner, *Reconstruction: American's Unfinished Revolution, 1863-1877*. (New York: Harper, 2002).
[12] Donald E. DeVore and Joseph Logsdon, *Crescent City Schools: Public Education in New Orleans, 1841-1991*, (Lafayette, LA: University of Southwestern Louisiana, 1991) p. 125.
[13] Robert W. Williams, Jr. "Martin Behrman and New Orleans Civic Development, 1904-1920," *Louisiana History, The Journal of the Louisiana Historical Association*, Vol. 2, No. 4, (Autumn, 1964) p. 373.
[14] DeVore and Logsdon, *Crescent City Schools,* p. 126.

not enrolled in school, and those that did attend went to one of the sixty-three white or nine colored schools, which were dilapidated and overcrowded.[15]

> "Construction of much needed elementary schools was begun early in Behrman's first administration. Three buildings were added to the system in 1905-1906, and in 1907 more new schools made possible for the first time the enforcement of compulsory school attendance. In five schools were added, three in 1909, and one in 1910. Between 1911 and 1917 New Orleans opened twelve new buildings, including three high schools.[16]"

From 1904 to 1920, there was an increase of thirty-five percent in the number of schools, one-hundred percent in the value of buildings and grounds. The increase in the number of pupils attending amounted to approximately forty-percent.[17] By 1920, Behrman could boast that one in every three schools in the city had been built during his terms in office, including the Adolph Meyer School.[18]

Adolph Meyer School and Progressive Ideals

The Adolph Meyer School was designed by E. A. Christy. This school represents a segment of Christy's 40 year career with the Orleans Parish School Board. During his career as the Chief Architect of the Building Division for the City of New Orleans, Christy designed over fifty primary, secondary, and vocational schools, as well as remodeling eleven schools built before 1911.[19] He also worked on other public buildings such as fire and police stations. He trained at the New Orleans architectural firm of Andry and Bendemagel and is credited with designing the first modern school facilities in New Orleans.[20] His schools are highly functional, with original, and efficient layout and use of space, as well as having refined decorative features.[21] Aside from the practical and Progressive approach to school, E.A. Christy designed schools in line with the architectural fashion of the day.

During the Progressive Era, the design of school buildings evolved in response to legislation regarding light and ventilation requirements, as well as fire safety. The Progressive era reforms resulted in the improved education and facilities, increased use of public school grounds and buildings by the entire community for a wide variety of functions. School grounds soon contained garden plots and conservatories which became a standard feature by the early 20th century.[22] As early as 1913, the New Orleans Horticultural Society hosted an annual school garden contest. The Adolph Meyer School often competed and placed in this contest.[23]

National and regional architectural publications, building-related articles in educational journals, and designs presented in annual reports were the vehicles of many of the social, health, and educational ideas and reforms that influenced school designs. Published images of model school buildings and

---

[15] James J. McLaughlin, "Educational Organizations and Progress in American Cities: New Orleans," *The Annuals of the American Academy of Political and Social Science,* Vol. 25 (1905), p. 261-262.
[16] Robert W. Williams, Jr. "Martin Behrman and New Orleans Civic Development, 1904-1920," *Louisiana History, The Journal of the Louisiana Historical Association*, Vol. 2, No. 4, (Autumn 1964) p. 391.
[17] Fourteenth Census of the United States, 1920. Accessed: University of Virginia, Historical Census Browser. 9/1/2015.
[18] Robert W. Williams, Jr. "Martin Behrman and New Orleans Civic Development, 1904-1920," *Louisiana History, The Journal of the Louisiana Historical Association*, Vol. 2, No. 4, (Autumn 1964) p. 392.
[19] James M. Thomson, *Louisiana Today: An Illustrated Description of the Advantages and Opportunities of the State of Louisiana with a Biographical Record of Citizens,* (Baton Rouge: Louisiana Society, 1939) p. 366 and 413.
[20] John S. Kendall, *History of New Orleans*, Volume 3 (Chicago: Lewis Publishing Company, 1922) p. 914-917.
[21] Ben Maygarden, "The New Orleans School Buildings of E. A. Christy," *Preservation in Print*, March, 2002,
[22] Michigan Historical Center, *An Honor and An Ornament: Public School Buildings in Michigan*, (Lansing, MI: Michigan Department of History, Arts and Libraries, 2003) p. 5.
[23] "Meyer Students Awarded Trophy for Best Garden," *Times-Picayune*, 5/10/1933, p. 10.

layouts were available as early as the 1830s. The number of architects and educators developing and publishing school building designs grew in the late 19th century. In the 20th century, publications by architectural magazines, educational experts, and a series of reports from the Teachers College of Columbia University, the National Education Association, and the U.S. Bureau of Education continued to play a role in the development of school design. Educational journals routinely contained articles on school building design, hygiene, ventilation, lighting, and construction materials and provided one of the best forums for developing a consensus on appropriate school designs.[24] A 1915 American School Building Standards book cited Louisiana state law which required,

> "Every school house, public or private, or other building used for school purposes, shall be ventilated in such a manner as to afford eighteen hundred cubic feet of air per hour for each adult, and a proportionate amount for each child, and shall contain not less than two hundred cubic feet of air space for each child to be taught therein. Windows and transoms shall be so constructed that windows may be lowered from the top and transoms opened. Every school house must be lighted in such a manner as to minimize the eye strain. Each room must contain of actual surface of glass windows not less than one-seventh of the floor space."[25]

In addition to lighting and ventilation, the same 1915 publication cited Louisiana law, which required 'anti-spitting' placards in every room. This journal also cited E.A. Christy's work as an example of good design, specifically Warren Easton High School.[26] Other elementary schools designed by Christy during this era include the 1914 Gentilly Terrace Elementary School at 4720 Painters Street and the recently demolished 1915 Lakeview Elementary School formerly at 5951 Milne Boulevard.[27]

The desire for standardization and 'scientific' management, experienced throughout the country in the early 20th century, were manifested in school design. School plans and forms became more uniform as a result. Classrooms were usually located on either side of a double-loaded corridor. As schools became more integrated for community use, auditoriums and gymnasiums became more common in the plans. In the early 20th century, many urban schools had alphabet plans. The plan was named for their footprints that took the form of the letters of the alphabet. The most popular plans were "H", "I", "T", "U", and "O". The distinguishable feature of the plan is its symmetrical layout.[28]

The Adolph Meyer School embodies the ideals of the Progressive Era. It was designed to not only conform to the formulaic parameters of health and safety standards, but this building also brought a school to an area with a scarcity of educational institutions.

HISTORY OF THE ADOLPH MEYER SCHOOL

The school is named after General Adolph Meyer (1842-1908) who served under Brigadier General Williams during the Civil War. Meyer was a nine-term member of the U.S. House of Representatives. While in office, Meyer was a proponent for the installation of the U.S. Naval Base in the Algiers area of New Orleans, located across the General Meyer Avenue from the school that bears his name.[29] In

[24] Michigan Historical Center, *An Honor and An Ornament: Public School Buildings in Michigan*, (Lansing, MI: Michigan Department of History, Arts and Libraries, 2003) p. 6
[25] Wilbur T. Mills, *American School Building Standards*, (Columbus, OH: Franklin Educational Publishing Company, 1915) p. 166-167.
[26] Mills, *American School Building Standards*, p. 468.
[27] Sayre, Katherine, "Lakeview School to be demolished to make way for 12 houses," *Times-Picayune*, 4/14/2015. http://www.nola.com/business/index.ssf/2015/04/lakeview_school_demolish_house.html
[28] Michigan Historical Center, *An Honor and An Ornament: Public School Buildings in Michigan*, (Lansing, MI: Michigan Department of History, Arts and Libraries, 2003) p. 18
[29] Kurt F. Stone, *The Jews of Capital Hill: A Compendium of Jewish Congressional Members* (Lanham, MD: Scarecrow

the 1990s, the school was renamed for Harriett R. Tubman (1822-1913). Tubman was a former slave turned abolitionist, a spy for the Union Army in the American Civil War and involved with the Underground Railroad by rescuing slaves and moving them through a network to safe houses.

The school opened in 1917 and was built "some distance from any other of the public institutions."[30] It was under the instruction of Mary Vaughan as the principal, with the help of two assisting teachers to conduct classes for first through fifth grade. Prior to its opening, the School Board anticipated 120 to 150 pupils.[31] In November that same year, there was a petition to include up to eighth grade at Adolph Meyer School; however, the School Board decided that it was better for the pupils to travel further for better instruction.[32] In January of 1918, the School Board did allow for the addition of a sixth grade class.[33] By June, it was announced that an additional 150 homes were to be built at the Algiers Naval Station. As a result, the Meyer School curriculum was expanded to include first through eighth grade.[34]

In the early 1920s, overcrowding in schools became an epidemic in New Orleans. At this time, approximately 55,000 students were enrolled in public schools in New Orleans. There were nearly 100 school buildings, including three new ones, and many of the older schools had been expanded and updated to meet the needs of their growing student bodies. A 1922 *Times Picayune* article noted that the Adolph Meyer School added more classrooms. As the school only consisted of the north wing at the time of this article, presumably the classrooms were added at the ground floor. The ground floor class rooms have large windows providing natural light and ventilation. The same *Times Picayune* article notes that "Classes in all of the schools will be held only in well-lighted and ventilated rooms and it will not be necessary to hold classes in basements, halls, or on the stairs."[35] In 1923, the superintendent recommended that instead of adding six classrooms to Adolph Meyer School, that ten would be more appropriate, as well as provisions on the ground floor for the teaching of manual training and household economy. The superintendent stressed the need to expand the Adolph Meyer School due to the rapid development of the surrounding neighborhood.[36] Most schools were severely overcrowded; classrooms were estimated to hold forty students at a time. The following year, in 1924, the school was enlarged, and E. A. Christy returned to design the addition. The $30,000 addition, or approximately $420,000 in 2015 dollars, included the east and west wings housing six classrooms.[37]

Overcrowding was still an issue. The neighborhood immediately around the school was developing, and yet children living two miles or more away from the Adolph Meyer School continued to attend the institution.[38] The school continued to expand its footprint and constructed a small, one-story annex building at the east during the early 1930s.[39] In 1934, the School Board approved the purchase of buses to transport the students at outlying schools to facilities closer in. The Adolph Meyer School and nine other schools were the recipients.[40] At the beginning of the 1948 school year, the School

---

Press, 2011) p.51-52.
[30] "Principals Hear of Changes Made in School Rules," *Times Picayune*, 9/15/1917, p. 10.
[31] Ibid.
[32] "Poll Tax Payment Urgently Asked by School Board," *Times Picayune*, 11/24/1917.
[33] "Expensive Dresses are Frowned upon by School Board," *Times Picayune*, 1/12/1918.
[34] "Presidents' Co-operative Club," *Times Picayune*, 5/12/1918.
[35] "Schools to be Open Fall Work with 55,000 Enrolled," *Times Picayune*, 9/18/1922.
[36] "Teachers want Demonstration Work in School," *Times Picayune*, 5/26/1923.
[37] "Bauer Announces Plan to Increase School Capacity," *Times Picayune*, 6/29/1924.
[38] "Four Children Walk Two Miles But Never Late," *Times Picayune*, 2/10/1929.
[39] Approximate date determined by a historic photograph (http://old-new-orleans.com/NO_Algiers.html) and the 1937 Sanborn Fire Insurance Map.
[40] "Board Meets But Does Not Reveal Budget for 1934-35," *Times Picayune,* 8/11/1934.

Board announced that 125 seventh- and eighth-grade students would be transferred to the nearby Behrman, Opelousas, Vallette, and Algiers Schools.[41] In 1953, the Orleans Parish School Board leased two vacant barracks from the Naval Station across the street to create classrooms and counteract overcrowding. At the same time the School Board was working on building an additional school in Algiers.[42]

The history of the Adolph Meyer School demonstrates the tensions of incorporating Progressive Era ideals with a growing and overcrowded elementary school in the Algiers neighborhood of New Orleans. Originally constructed in 1917, the school consisted only of what is now the north wing. Adolph Meyer served an area that had a dearth of schools and quickly became overcrowded. In 1922, additional classrooms were created at the ground floor in response to the increased student body. The school population continued to grow, as a result, the school was enlarged in 1924. Again, the ideals of ventilation and natural light played a large part in the school's design. The addition created an enclosed courtyard and formed a rectangular 'O'-shaped footprint. Though the school continued to face high enrollment rates, any alterations to the building maintained a high level of Progressive ideals.

THE ADOLPH MEYER SCHOOL IS ELIGIBLE FOR LISTING UNDER CRITERION C AS AN EXAMPLE OF CRAFTSMAN STYLE

The Adolph Meyer is not only a superior example of the Craftsman style, it is also an unusual example of an intact, non-residential Craftsman style building. The architect, E. A. Christy, designed over fifty institutions for the New Orleans Parish School Board each of which not only exhibited the Progressive ideals of the early-twentieth century, but also demonstrated his understanding and impeccable execution of a variety of styles, including Craftsman.

Craftsman Style

The origin of the Craftsman Style is typically attributed to the Greene brothers – Charles and Henry – from California in the early 20th century. Most of their works were limited to smaller, residential buildings with many intricate Craftsman details. Over time these designs spread across the country; the primary resources for these designs were popular magazines and pattern books. There were even some pattern books that offered precut packages of lumber.[43] This phenomenon eventually made its way to Louisiana and entire neighborhoods of Craftsman buildings can be found in several cities including New Orleans, Baton Rouge, and Shreveport.

Typical characteristics of the Craftsman style include low pitched roofs, exposed rafter tails, a porch supported by square columns, columns that continue to ground level, triangular knee braces, grouped windows, and wood clapboard siding. Some Craftsman buildings feature clapboard siding with columns or porches of brick or decorative stone. The Craftsman style can be divided into four subtypes: front gabled roof, cross gabled roof, side gabled roof, and hipped roof.

The Adolph Meyer School is eligible as a superior example of the Craftsman style. Not only does the Adolph Meyer School exhibit essential Craftsman features including exposed eaves, triangular knee braces, grouped multi-lite windows, typical multi-lite Craftsman style doors, and interior features such as the built in shelves and book cases and a projecting hipped roof with an arched entrance, but the

[41] "125 Pupils Face Transfer Because of Overcrowding," *Times Picayune*, 9/29/1948.
[42] "School Will Use Naval Barracks," *Times Picayune*, 3/27/1953.
[43] Patricia L. Duncan. Louisiana *Architecture: A Handbook on Styles*. Lafayette: The Center for Louisiana Studies, 1998.

school is also unusual as a non-residential Craftsman style building. Christy only designed two other Craftsman style schools: the 1914 Gentilly Terrace Elementary School at 4720 Painters Street and the recently demolished 1915 Lakeview Elementary School formerly at 5951 Milne Boulevard.[44]

E. A. Christy

E. A. Christy was the architect for the Orleans Parish School Board from 1911 to 1940. During a period of strong population growth and school system expansion in New Orleans, Christy designed over fifty primary, secondary, and vocational schools, as well as remodeling eleven buildings constructed before 1911. "[Christy's] school buildings are highly functional, with original and efficient layout and use of space, as well as having refined decorative features."[45] A 1915 American School Building Standards book which emphasized not only stylistic design, but also Progressive era ideals, specifically called out E.A. Christy's work as an example of good design, specifically Warren Easton High School (3091 Canal Street).[46]

Aside from the practical and Progressive approach to school, E. A. Christy designed school in line with the architectural fashion of the day. Over his career, Christy used a variety of different styles including Spanish Colonial Revival (Louis Armstrong Elementary School, 5909 St. Claude Ave.) Collegiate Gothic (former Benjamin Franklin Elementary School, 1010 N. Galvez Street and Lafayette Elementary School, 2727 S Carrollton Ave.),Moorish Revival (Eleanor McMain Secondary School, 5712 S. Claiborne Ave.), and later in his career he used the Moderne Style (Francis T. Nichols Vocational School, 3820 St. Claude Ave.) to name a few. Other Craftsman style elementary schools designed by E. A. Christy during this era include the 1914 Gentilly Terrace Elementary School at 4720 Painters Street and the recently demolished 1915 Lakeview Elementary School formerly at 5951 Milne Boulevard.[47] The Gentilly Terrace Elementary School has very similar features to the Adolph Meyer School including exposed eaves, decorative brackets, stucco exterior, and grouped, multi-lite windows. Lakeview Elementary School was also comparable to the Adolph Meyer School and Gentilly Terrace Elementary School with the exception that this school was clad in wood shingles rather than stucco.

Conclusion

The Adolph Meyer Elementary School building and annex are prime examples of the Craftsman Style and are eligible for listing on the National Register under Criterion C. These buildings not only possess the qualities of a Progressive era institution, but they are also unique as a non-residential Craftsman style design.

RESOURCE ANALYSIS

Main School Building

The history of the Adolph Meyer School demonstrates the tensions of incorporating Progressive Era ideals with a growing and overcrowded elementary school in the Algiers neighborhood of New Orleans. Originally constructed in 1917, the school consisted only of what is now the north wing. Adolph Meyer served an area that had a dearth of schools and quickly became overcrowded. In 1922, additional classrooms were created at the ground floor in response to the increased student body. The school population continued to grow, as a result, the school was enlarged in 1924. Again, the ideals of ventilation and natural light played a large part in the school's design. The addition

[44] Katherine Sayre, "Lakeview School to be demolished to make way for 12 houses," *Times-Picayune*, 4/14/2015. http://www.nola.com/business/index.ssf/2015/04/lakeview_school_demolish_house.html
[45] Ben Maygarden, "The New Orleans School Buildings of E. A. Christy," *Preservation*, March 2002.
[46] Mills, *American School Building Standards*, p. 468.
[47] Sayre.

created an enclosed courtyard and formed a rectangular 'O'-shaped footprint. Though the school continued to face high enrollment rates, any alterations to the building maintained a high level of Progressive ideals.

Annex

The annex is a contributing resource to the Adolph Meyer School. It was added between 1925 and 1937. The addition of the annex allowed the school to address rampant over-crowding while promoting the Progressive ideals of natural light and ventilation fostered by the main building. The building is architecturally sympathetic to the main school building, and it is located ten feet to the east of the main building.

Caretaker's Cottage (2020 Diana Street)

The house is a contributing resource to the Adolph Meyer School. Based on the development of the neighborhood and the introduction of the naval base in 1902, it is thought that the house was built circa 1905. In 2014, FEMA stated that the house was historically noteworthy. By the proximity of the house to the school, FEMA stated that it was associated with the school and cited that is was not uncommon for schools in New Orleans to have a custodian lodge adjacent to a school. According to the FEMA review,

> "The caretaker's cottage at Tubman[48] is extant and located on the southwest corner of the block the school encompasses. It is common for the schools of New Orleans to have a caretaker's cottage or on-site living quarters for a caretaker or attendant…Custodians lived on-site for security purposes, provided general maintenance, provided assistance at on-site public events, and kept boilers operational. Lodges were either constructed at the same time as the school, housed in pre-existing former residences intentionally not demolished during the clearing of the site for construction of the school, or were housed in other residences purchased specifically for the custodian's use. The lodge sat on or immediately adjacent to the school grounds and was similar to the residences in the surrounding neighborhood (i.e. shotguns, bungalows)."[49]

The caretaker's cottage at the Meyer School certainly fits this mold.

A close review of the New Orleans City Directory provides a patchwork of the house's occupants to show the caretaker's cottage's connection to the school itself. There have been many occupants over the years. Mr. and Mrs. Oray Sonnier and their growing family lived there in the 1920s, as indicated by a birth notice in a 1924 *Times Picayune.*[50] Mildred Hinton, a yeomanette turned civil servant, worked for the U.S. Navy beginning in 1917 and later as a clerk at the U.S. Marine Hospital, lived in the eastern unit in 1933.[51] Another resident, Rose Vinet, lived in the house from 1928 to 1952. She was the widow of a plumber, Louis P. Vinet.[52] According to the U.S. Census, Mrs. Vinet was the janitress of the Adolph Meyer School. She left the house in 1952 and passed away five years later.[53] While Mrs. Vinet lived there she paid $25 in rent. In the 1950s, Freddie and Ethel Luft resided in the

[48] The school was renamed Tubman Elementary in the 1990s.
[49] Federal Emergency Management Agency. "Historic Context Statement for New Orleans Public Schools," as required by Secondary Programmatic Agreement Regarding Implementation of School Facilities Master Plan for Orleans Parish, 2011.
[50] "Records of the Day: Births," *Times Picayune*, 9/30/1924.
[51] "Retires After Thirty Years of Service," *Times Picayune,* 1/17/1950.
[52] R.L. Polk & Co. Publishers, *New Orleans City Directory*, 1933, 1940, 1949.
[53] "Deaths, Mrs. Rose Helen Mitchell Vinet" *Times Picayune*, 7/7/1957, p. 12.

house.[54] Freddie Luft was referred to as the school custodian in a 1953 *Times Picayune* article.[55] Following this, the house was briefly occupied by Bernard Bergeron followed by Lloyd Saint Germain.[56] Neither Bergeron nor Saint Germain appeared to have any connection to the school. From about 1980 until 2003, the house was passed between three members of the McGuire family: Deborah, Harry Jr., and Tracy. Thus, from 1928 through at least the 1950s, residents of the caretaker's cottage were just that, caretakers for the school, either as a janitress or a custodian.

CONCLUSION

The annex building to the east of the main building is a contributing resource to this property. When the Annex was constructed in the early 1930s, it was constructed apart from the main school building because there was nowhere else available for the addition that would not sacrifice light and ventilation in the main building. The caretaker's cottage is also a contributing resource. The Adolph Meyer School, annex building, and caretaker's cottage are eligible for listing in the National Register under Criterion A as a response to the glaring need for new, quality schools under the directive of the "School's Mayor of New Orleans" Martin Behrman. The school and annex are also eligible under Criterion C: Architecture, as they embody the characteristics of the Craftsman style. The school and annex are one of only two Craftsman style frame schools left in the city of New Orleans and Orleans Parish.

Developmental History/Additional historic context information

See above.

9. Major Bibliographical Resources

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

"125 Pupils Face Transfer Because of Overcrowding," *Times Picayune*, 9/29/1948.

ACSI Environmental Consultants, "Lead-Based Paint Inspection report," Job Number 1162, January 31, 2015.

Allen, William. *Life and Work of John McDonogh.* Baltimore: I. Friedenwald, 1886.

"Bauer Announces Plan to Increase School Capacity," *Times Picayune*, 6/29/1924.

Blokker, Laura Ewen. "Education in Louisiana." *Louisiana Division of Historic Preservation.* 2012.

"Board Meets But Does Not Reveal Budget for 1934-35," *Times Picayune,* 8/11/1934.

Ciravolo, Leighton G. *The Legacy of John McDonogh*. Lafayette, LA: University of Louisiana Press, 2002.

Cramer, Jerame, Acting Environmental Liaison Officer, FEMA to Pam Breaux, State Historic Preservation Officer, Louisiana Department of Culture, Recreation & Tourism, May 28, 2014.

[54] R. L. Polk & Co. Publishers, *New Orleans City Directory,* 1955
[55] "Blaze Is Checked in Algiers School," *Times Picayune*, 10/3/1953.
[56] R. L. Polk & Co. Publishers, *New Orleans City Directory,* 1961, 1969, 1973.

Devore, Daniel and Joseph Logsdon. "Reflections on Education." *Louisiana's Cultural Vistas*. Fall 1991.

DeVore, Donald E. and Joseph Logsdon. *Crescent City Schools: Public Education in New Orleans, 1841-1991*. Lafayette, LA: University of Southwestern Louisiana, 1991.

Duncan, Patricia L. *Louisiana Architecture: A Handbook on Styles*. Lafayette: The Center for Louisiana Studies, 1998.

"Expensive Dresses are Frowned upon by School Board," *Times Picayune*, 1/12/1918.

Federal Emergency Management Agency. "Historic Context Statement for New Orleans Public Schools," as required by Secondary Programmatic Agreement Regarding Implementation of School Facilities Master Plan for Orleans Parish, 2011.

Foner, Eric, *Reconstruction: American's Unfinished Revolution, 1863-1877*. New York: Harper, 2002.

"Four Children Walk Two Miles But Never Late," *Times Picayune*, 2/10/1929.

Fourteenth Census of the United States, 1920. Accessed: University of Virginia, Historical Census Browser. 9/1/2015.

Kendall, John S. *History of New Orleans*, Volume 3. Chicago: Lewis Publishing Company, 1922.

Maygarden, Ben. "The New Orleans School Buildings of E. A. Christy." *Preservation in Print*. March, 2002.

McLaughlin, James J. "Educational Organizations and Progress in American Cities: New Orleans." *The Annuals of the American Academy of Political and Social Science.* Vol. 25. 1905.

"Meyer Students Awarded Trophy for Best Garden," *Times-Picayune*, 5/10/1933, p. 10.

Michigan Historical Center. *An Honor and An Ornament: Public School Buildings in Michigan*. Lansing, MI: Michigan Department of History, Arts and Libraries, 2003.

Mills, Wilbur T. *American School Building Standards*. Columbus, OH: Franklin Educational Publishing Company, 1915.

"Poll Tax Payment Urgently Asked by School Board," *Times Picayune*, 11/24/1917.

"Presidents' Co-operative Club," *Times Picayune*, 5/12/1918.

"Principals Hear of Changes Made in School Rules," *Times Picayune*, 9/15/1917, p. 10.

"Records of the Day: Births," *Times Picayune*, 9/30/1924.

"Retires After Thirty Years of Service," *Times Picayune,* 1/17/1950.

R. L. Polk & Co. Publishers, *New Orleans City Directory,* 1933, 1940, 1949, 1955, 1961, 1966, 1969, 1973, 1975, 1981, 1986, 1990, 1994, 1997, 2003.

Sayre, Katherine, "Lakeview School to be demolished to make way for 12 houses," *Times-Picayune*, 4/14/2015. http://www.nola.com/business/index.ssf/2015/04/lakeview_school_demolish_house.html

"School Will Use Naval Barracks," *Times Picayune*, 3/27/1953.

"Schools to be Open Fall Work with 55,000 Enrolled," *Times Picayune*, 9/18/1922.

Stone, Kurt F. *The Jews of Capital Hill: A Compendium of Jewish Congressional Members*. Lanham, MD: Scarecrow Press, 2011.

"Teachers want Demonstration Work in School," *Times Picayune*, 5/26/1923.

Thomson, James M. *Louisiana Today: An Illustrated Description of the Advantages and Opportunities of the State of Louisiana with a Biographical Record of Citizens,* (Baton Rouge: Louisiana Society, 1939) p. 366 and 413.

Urban, Wayne J. and Jennings L. Wagoner, Jr., *American Education: A History.* New York: McGraw-Hill, 2009.

Williams, Jr., Robert W. "Martin Behrman and New Orleans Civic Development, 1904-1920." *Louisiana History, The Journal of the Louisiana Historical Association*. Vol. 2 No. 4. Autumn, 1964.

Previous documentation on file (NPS):

__x__ 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:

_x__ State Historic Preservation Office

____ Other State agency
_x__ Federal agency
____ Local government
____ University
____ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): ___N/A_____

10. Geographical Data

Acreage of Property: 1.29 acres

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 29.944840 Longitude: -90.036723
2. Latitude: 29.944789 Longitude: -90.035605
3. Latitude: 29.943927 Longitude: -90.035664
4. Latitude: 29.943984 Longitude: -90.036786

Verbal Boundary Description (Describe the boundaries of the property.)
The boundary is the legal boundary of the site as indicated by the Orleans Parish Assessor as Square 6, Lots 1-28, Book 51, Folio 8, Line 001. This consists of the entire block encompassed by General Meyer Avenue at the north, Numa Street at the east, Diana Street at the south, and Behrman Avenue at the west. Also, see submitted boundary map.

Boundary Justification (Explain why the boundaries were selected.)
The boundaries encompass the historic boundaries of the property.

11. Form Prepared By

name/title: John M. Tess
organization: Heritage Consulting Group
street & number: 1120 NW Northrup St
city or town: Portland state: Oregon zip code: 97209
e-mail: jmtess@heritage-consulting.com
telephone: 503-228-0272
date: October 12, 2015

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 3000x2000 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: Adolph Meyer School
City or Vicinity: New Orleans
County: Orleans State: Louisiana
Photographer: Heritage Consulting Group
Date Photographed: September 2015

1 of 16 LA_Orleans Parish_Adolph Meyer School_0001
Exterior View, North Elevation, Looking South

2 of 16 LA_Orleans Parish_Adolph Meyer School_0002
Exterior View, West Elevation, Looking Northeast

3 of 16 LA_Orleans Parish_Adolph Meyer School_0003
Exterior View, South Elevation, Looking Northeast

4 of 16 LA_Orleans Parish_Adolph Meyer School_0004
Exterior View, East Elevation, Looking Southwest

5 of 16 LA_Orleans Parish_Adolph Meyer School_0005
Exterior View, Courtyard, North Wing, South Elevation, Looking Northeast

6 of 16 LA_Orleans Parish_Adolph Meyer School_0006
Exterior View, Courtyard, East and South Wings, East and North Elevations, Looking Southeast

7 of 16 LA_Orleans Parish_Adolph Meyer School_0007
Interior view, front entry stair, Looking North

8 of 16 LA_Orleans Parish_Adolph Meyer School_0008
Interior View, Second Floor, Classroom, Typical

9 of 16 LA_Orleans Parish_Adolph Meyer School_0009
Interior View, Second Floor, Corridor, Typical

10 of 16 LA_Orleans Parish_Adolph Meyer School_0010
Interior View, Ground Floor, Corridor, Typical

11 of 16 LA_Orleans Parish_Adolph Meyer School_0011
Interior View, Ground Floor, Classroom, Typical

12 of 16 LA_Orleans Parish_Adolph Meyer School_0011
Interior View, Ground Floor, Corridor, Typical

13 of 16 LA_Orleans Parish_Adolph Meyer School_0013
Interior view, Ground Floor, Dining Room

14 of 16 LA_Orleans Parish_Adolph Meyer School_0014
Exterior view, Annex, North Elevation, Looking South

15 of 16 LA_Orleans Parish_Adolph Meyer School_0015
Interior View, Annex, Classroom, Looking East

16 of 16 LA_Orleans Parish_Adolph Meyer School_0016
Exterior view, 2020 Diana Street, South and East Elevations, Looking Northwest

Figure 1 – Adolph Meyer School, circa 1930; Image courtesy of old-new-orleans.com.

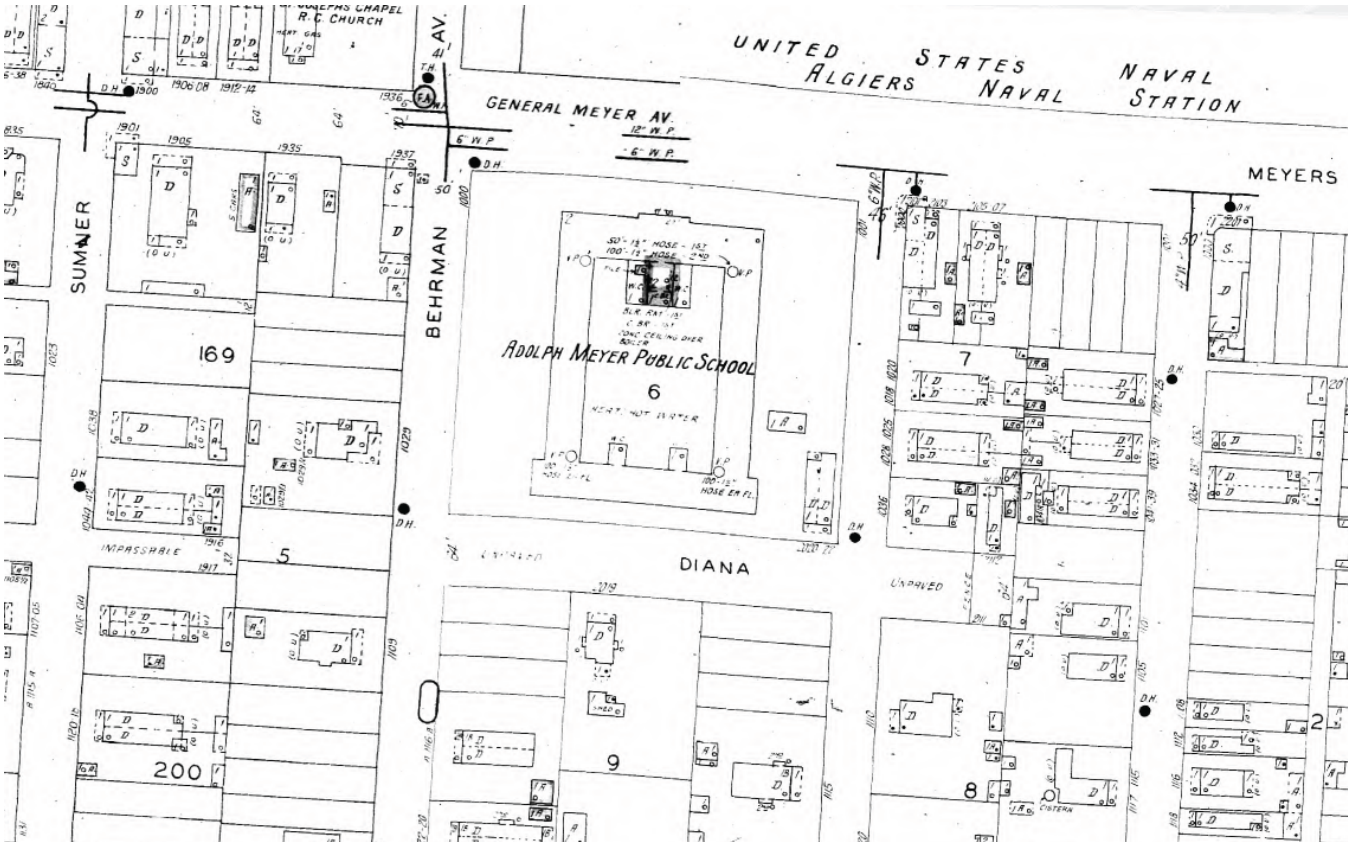


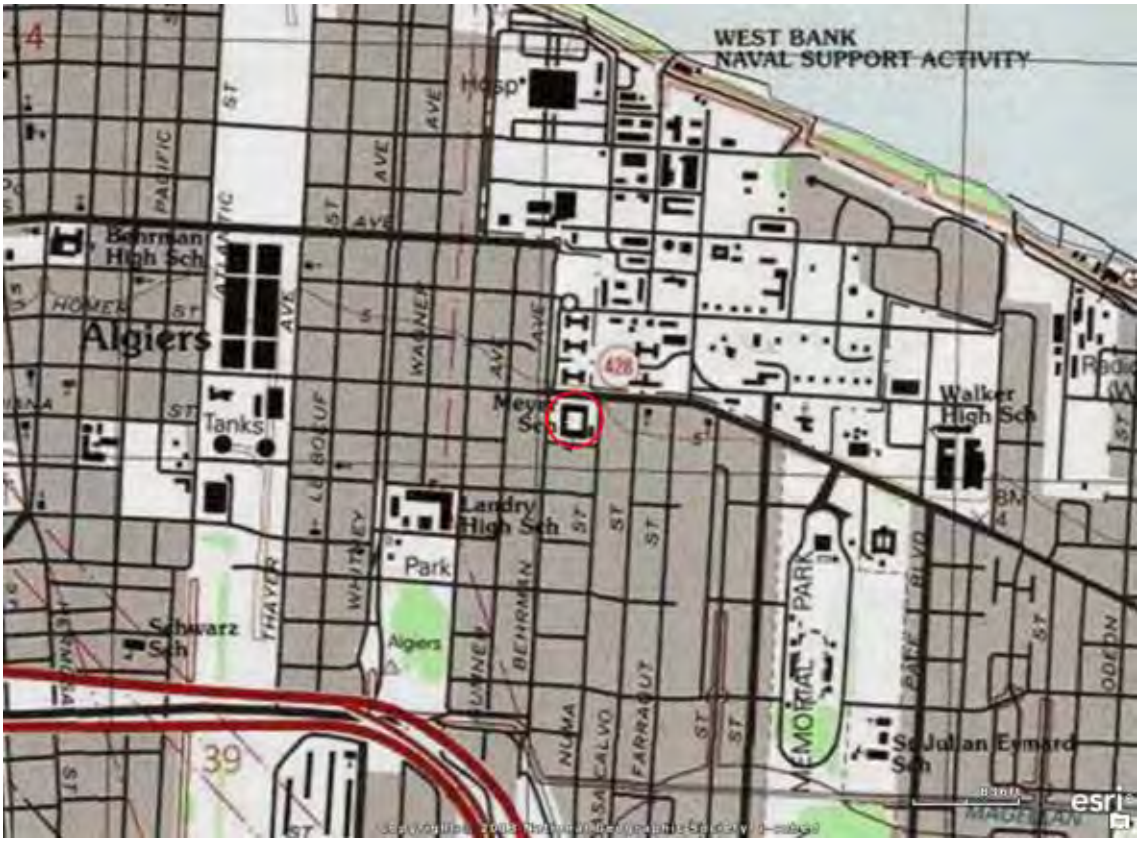
Figure 2 – Sanborn Fire Insurance Map, 1937; Image courtesy of the State Library of Louisiana's Digital Sanborn Map Collection.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
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.

Adolph Meyer School, Orleans Parish, LA

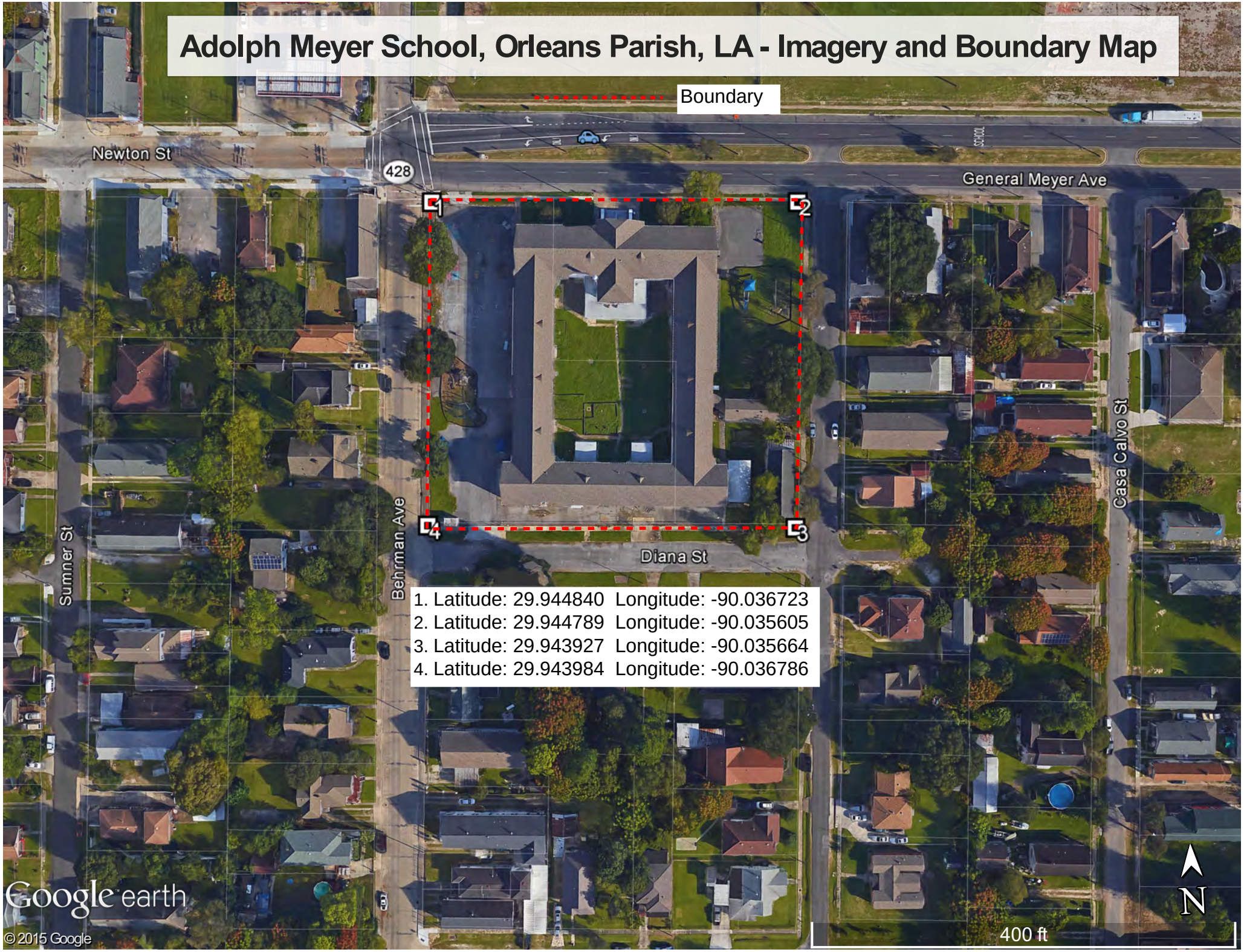
Latitude: 29.944332 Longitude: -90.036150

Adolph Meyer School, Orleans Parish, LA

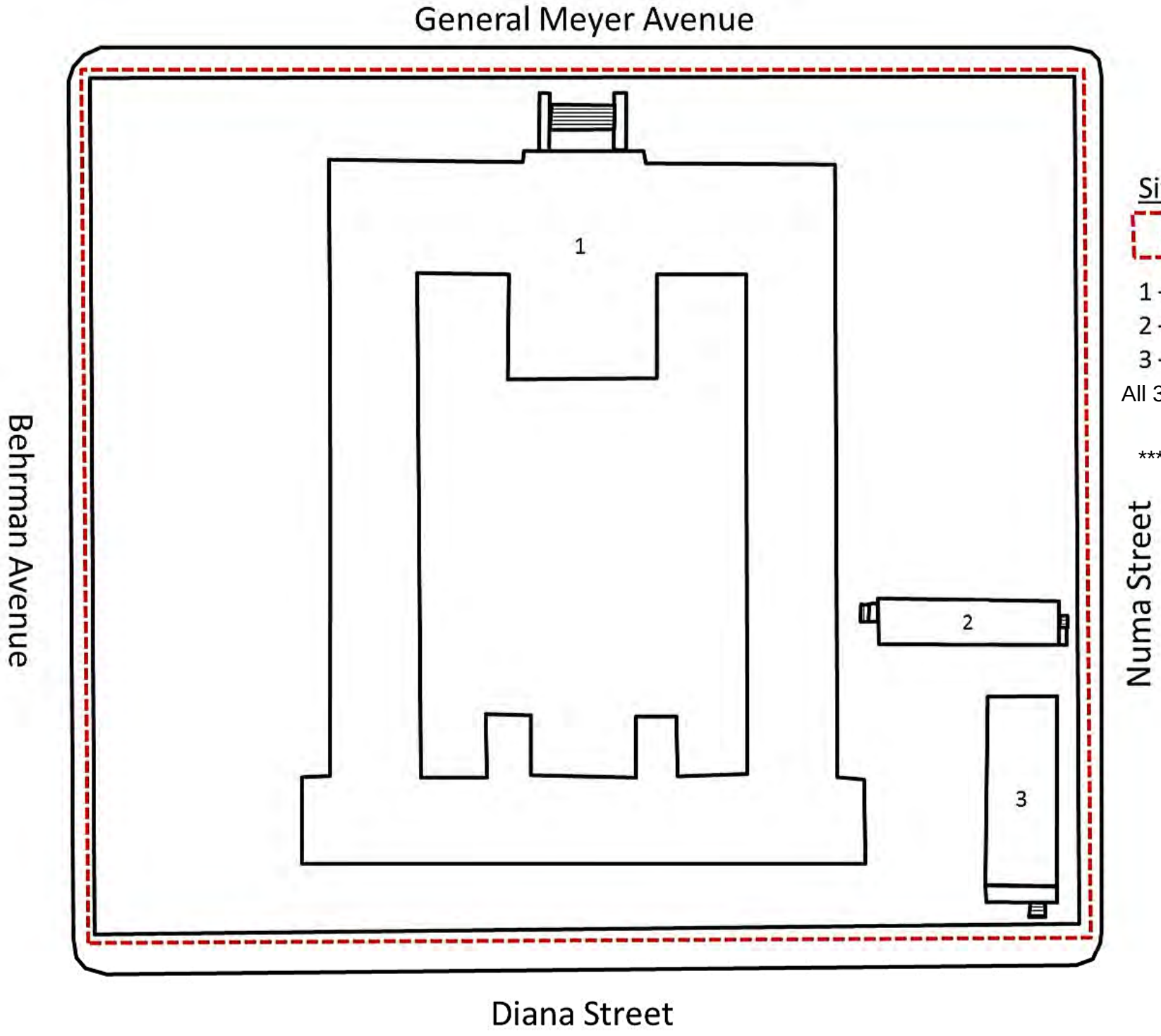


Latitude: 29.944332 Longitude: -90.036150

Adolph Meyer School, Orleans Parish, LA - Imagery and Boundary Map



Adolph Meyer School
Orleans Parish, LA
Site Plan



N

Site Plan Key

National Register Boundary

1 – School Building

2 – Annex

3 – 2020 Diana Street

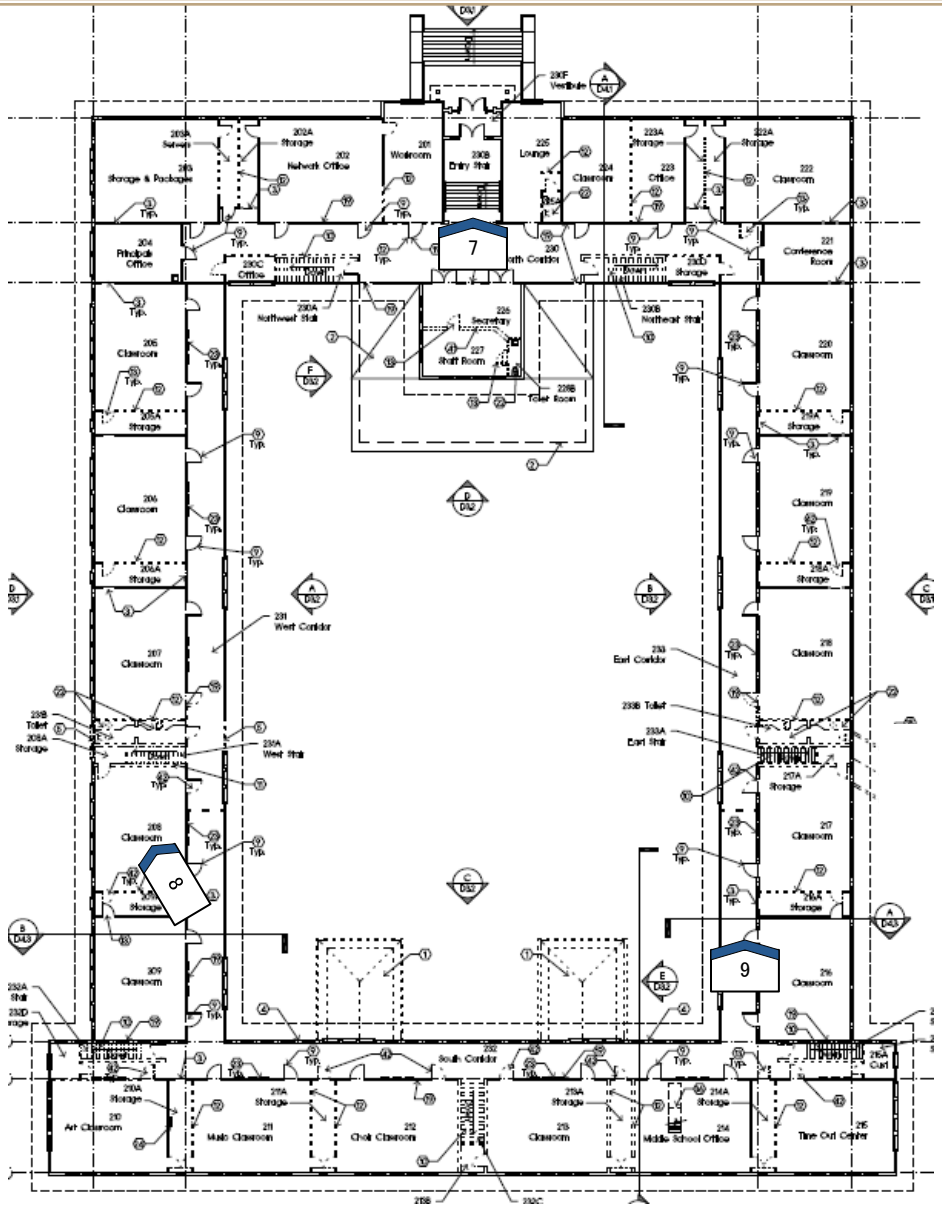
All 3 buildings are contributing

Note: Not to Scale

Adolph Meyer School [Exterior] Photographs 1-6, 14, 16
2013 General Meyer Avenue
Orleans Parish, Louisiana
September 2015

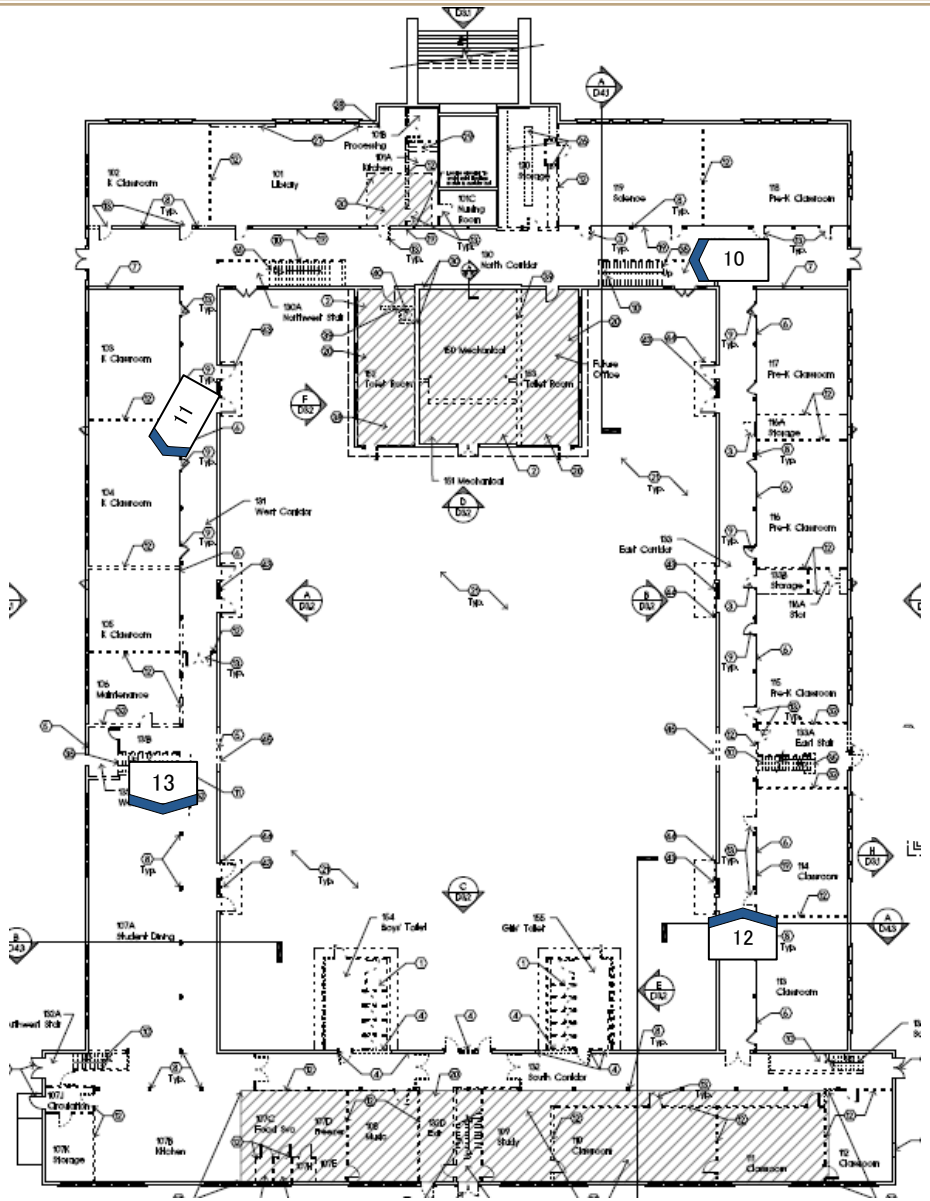
Adolph Meyer School [School – Second Floor] Photographs 7-9
2013 General Meyer Avenue
Orleans Parish, Louisiana
September 2015

N

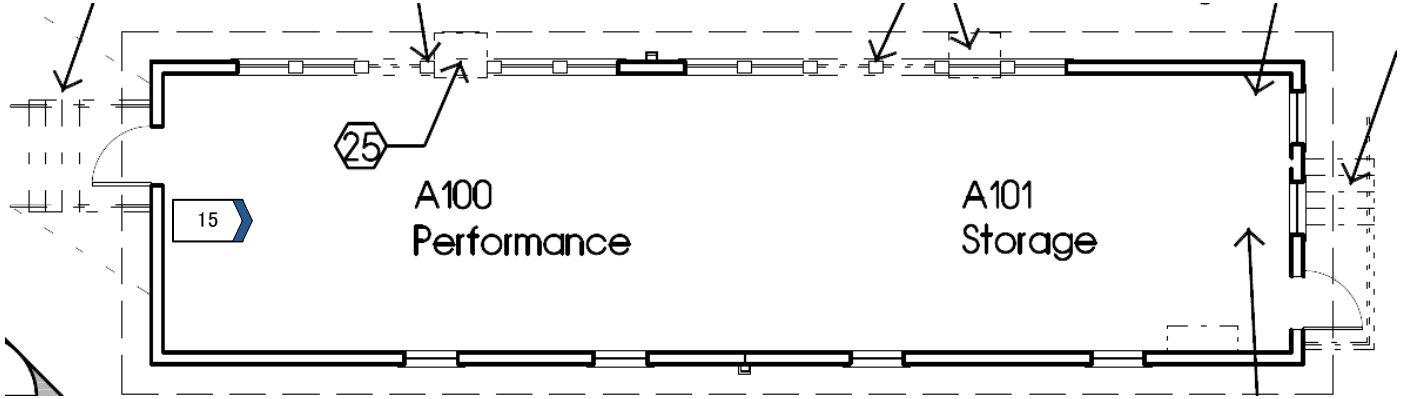


Adolph Meyer School [School – Ground Floor] Photographs 10-13
2013 General Meyer Avenue
Orleans Parish, Louisiana
September 2015

N



Adolph Meyer School [Annex] Photograph 15
2013 General Meyer Avenue
Orleans Parish, Louisiana
September 2015



HARRIET R. TUBMAN
Elementary School

DATE:
DO NOW
OBJECTIVE:
AGENDA:
HOMEWORK
SCHEDULE