THIRTEENTH AVENUE SCHOOL
(Robert Treat School
Marcus Garvey School)
131 Thirteenth Avenue
Newark
Essex County
New Jersey

HABS No. NJ-1246

HABS
NJ-1246

PHOTOGRAPHS

WRITTEN HISTORICAL AND DESCRIPTIVE DATA

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HISTORIC AMERICAN BUILDINGS SURVEY

THIRTEENTH AVENUE SCHOOL
(Robert Treat School)
(Marcus Garvey School)

HABS No. NJ-1246

IDENTIFICATION INFORMATION

Name: Former 13th Avenue School; Former Robert Treat School, Marcus Garvey School

Location: 131 13th Avenue, Newark, NJ 07103

Present Owner: Newark Public Schools

Present Use: Public school (few classes, primarily vacant)

Significance: This school, which consists of the 1906 and 1915 wings of a demolished 1888 school. The school's 1915 wing is significant as an excellent example of the work of Guilbert & Betelle, influential school architects, as the design of E.F. Guilbert, who was the architect for Newark's public schools in the early twentieth century. The wing has an excellent Adamesque Style 1915 auditorium and fine examples of ornamental terra cotta on the façade. The 1906 wing is a good but altered example of Romanesque Revival Style school architecture, a rarity in Newark. The full school is a relatively intact representative of early twentieth century classrooms, where light, air, and ideal sizes were significant improvements to school architecture.

PART I. HISTORICAL INFORMATION

A. Physical History:

1. Date of erection and early additions.

This school was constructed in 1888 as an eight-room primary school and was called the 13th Avenue Public School. Little is known about its initial construction. Successive enlargements between 1891 and 1915 accommodated and reflected the growth of Newark's immigrant populations.

The first addition was constructed just three years after its opening and increased its capacity to 17 rooms. This addition completed the original design of the school building as planned in 1887-88 (Newark Board of Ed 1891). A photograph of the 13th Avenue facade taken after the construction of the first addition and before 1903 indicates that the building, as originally designed was a three-story Romanesque Revival Style brick and brownstone school. The 1891 addition is indistinguishable from the original portion in this photograph; the two combined read as one seamless school building. The main entrance fronted 13th Avenue; a second side entrance was at the corner of Richmond Street and Thirteenth Avenue. There were two detached bathrooms immediately behind the school suggesting that the school did not have indoor plumbing at that time (Sanborn 1892).

Nine additional classrooms were added in 1903. The 1903 addition was constructed perpendicular to the 13th Avenue façade fronting but set back from Norfolk Street. This addition contained two staircases and was three stories in height. (Sanborn 1892 & 1908)

Historic maps indicate that boys and girls bathrooms were added in a small appendage to the rear of the school sometime before 1908. The two outhouses remained but were noted as "not used" on the 1908 Sanborn map.

Additional ground was purchased and a 15 classroom addition was constructed beginning in 1906 and opening in December 1908. This addition is L-shaped and fronts Richmond Street. It is the oldest portion of the building remaining today although the corner stair tower has been demolished. There is a terra cotta plaque with "A. D. 1906" near the Richmond Street entrance. This addition is brick and brownstone and repeated the Romanesque detailing of the original and 1891 sections.

In 1915, the 18-classroom Norfolk Street addition was constructed with standard-size, well-lit classrooms, a gymnasium and an auditorium known as Robert Treat Hall. In January of that year, the name of the school was officially changed to the "Robert Treat School" in honor of the leader of the first group of European American settlers in Newark (Anniversary Pamphlet 1916). The Norfolk Street addition remains today and contains a carved plaque with the name "Robert Treat School." This addition departed from the Romanesque Revival Style of the earlier sections and utilized a classical renaissance vocabulary executed in brick, terra cotta and cast concrete. The auditorium has its own entrance lobby accessed by three arched doorways. A separate entrance leads to a stair hall and corridor for classroom access. This addition enclosed the schoolyard on the Norfolk Street side creating a center courtyard plan.

2. Architect:

The architect of the original design which includes both the 1888 and the 1891 constructions as well as the architect for the 1903 and the 1906 additions remains unknown. Architectural fees paid by the board of education were $213.50 in 1888, $396.95 in 1903, and $2000.00 in 1906 (Board of Ed Reports 1888, 1903, and 1906).

The 1915 Norfolk Street facade addition was designed by Ernest Foss Guilbert, of the architectural firm of Guilbert and Betelle and his assistants, Messrs. Sontag and Sieder. The firm of Guilbert and Betelle was located in Newark and had a strong reputation for their designs of school buildings, banks and other institutional type buildings.

Ernest F. Guilbert was born in Chicago on July 23, 1869. He was schooled in Minneapolis and briefly worked for H. H. Richardson in Boston who was then designing the world famous Trinity Church. Guilbert returned to Chicago in 1891 to work for Henry Ives Cobb, but moved to New York City in 1899 to "take charge" of the office of Cass Gilbert, architect of the Woolworth building, once the tallest building in the world. During his tenure with Cass Gilbert, Ernest Guilbert oversaw the preparation of the plans for the United States Customs House in New York City, the Essex County Court house in Newark and the American Fire Insurance Building also in Newark. Lastly E. F. Guilbert worked as manager for John Russell Pope before moving out on his own.

In 1908, Guilbert moved to Newark, New Jersey and became the supervising architect of Newark's Board of Education, a position which he held until his death in 1916. Guilbert received a salary of $7500 a year and was responsible for the design and construction of additions to the Morton Street School, the Fourteenth Avenue School, Lafayette School, and Barringer High School, and designed the following new school buildings: Central Commercial and Manual Training High School, Ridge Street School, Miller Street School, Cleveland School, East Side Commercial and Manual Training High School, South Side High School, McKinley School and the Normal School, all in Newark (Scrapbook). In addition to his work for the Newark Board of Education, Guilbert took on outside commissions, a practice which was criticized in 1913 with a threat to reduce his salary (Scrapbook). In 1910, he formed a successful partnership with James O. Betelle, with whom he had worked at the offices of Cass Gilbert and John Russell Pope. Guilbert was the advisory architect for the Temple B'nai Jeshurun in Newark, designed Lincoln School in East Orange, New Jersey, judged plans for the design of school buildings in other cities, and lectured on school buildings and their equipment at Teachers College of Columbia University.

Ernest Foss Guilbert died on December 1, 1916 at the age of 47. He had been ill for two years prior to his death. The Robert Treat addition to the former Thirteenth Avenue School was apparently one of his last completed projects. Guilbert's school buildings were praised for their innovative facilities particularly the auditoriums, gymnasiums, and kindergarten rooms, and architecturally pleasing and dignified facades which often complemented surrounding neighborhoods. Guilbert worked in many styles of architecture including Flemish Renaissance (Ridge Street School), Italian Renaissance (Robert Treat), English Collegiate Gothic (Commercial and Manual Training High School) and Georgian (Cleveland School). Rawson Haddon in *Architectural Record* (v.36, 9/1914) stated that Guilbert & Betelle in their school work "are teaching us to look away for a time from a too close dependence upon historic styles and to walk alone for a season into a more nearly American style of architecture." His school buildings were said to have "brought fame to the city of Newark." (Obituary 1916).

After Guilbert's untimely death, Betelle maintained the firm's work and Guilbert's reputation and designed "hundreds of schools in five states". Betelle became the country's leading school architect. Since 1910, the firm of Guilbert and Betelle was said to have "designed more school buildings than any other architect in the east"; more than 350 school buildings were accredited to Betelle including 125 schools in the state of Delaware which were financed by the Dupont fund. In 1931, the firm employed 62 people including architectural, structural, heating, plumbing, and electrical draftsman, construction superintendents, and specification writers. Betelle served as consulting architect for the School Boards in Newark, Charleston South Carolina, and Berkeley California. He lectured on School buildings and their equipment at Columbia University's Teachers College. In Newark, Betelle's firm designed Weequahic and West Side High Schools, Newark School of Fine and Industrial Arts, Essex County Girls Vocational School, The Robert Treat Hotel, Essex County Hall of Records, Essex Club, the Newark Chamber of Commerce Building and half-a-dozen banks in Newark, as well as schools in Summit, Kearny, Morristown, Nutley, Verona and Montclair, New Jersey. Many of the firm's school buildings are noteworthy, including Greenwich High School in Connecticut and the Radburn School in New Jersey, both now on the National Register of Historic Places, Tuxedo Park High school, the Washington Irving High School in Tarrytown, New York and Columbia School for South Orange and Maplewood New Jersey.

3. Original and subsequent uses:

The 13th Avenue Public School opened November 19, 1888 and became a "full grammar" school in 1895. The grammar school served a district bounded by South Orange Avenue, Howard Street, Bank Street and Hunterdon Street (Anonymous 1891) and later a district bounded by High Street, Bank Street, Littleton Avenue, South Orange Avenue and Springfield Avenue (Board of Ed Report 1906).

In 1916, the K through 8 "day school" had three separate kindergarten classes, and about six separate classes for grades 1 through 8. There were also cooking classes, physical and manual training classes, speech improvement and special classes (the Pioneer 1916). Athletic competitions were held with other schools. The grammar school also educated blind students in a separate classroom setting. Newark was the only school district in Essex county offering classes for the blind at this time (Board of Ed Report 1915). Eight blind boys and 6 blind girls were schooled in 1915 presumably at the Robert Treat School.

An evening High School program was offered at this school from 1903 to 1928 (Newark Evening News Morgue, 1913-69) and was one of four Newark schools offering an evening high school program in 1906 (Board of Ed Report 1906). Newark's Evening High School program ranked 6th largest in the nation in 1903. In 1916, the evening high school program at this school offered stenography and English classes, bookkeeping, dress making, millinery, nursing, cooking, physical training, manual training, mechanical drawing, civil service classes and state examination classes.

By the early twentieth century, the Newark board of education saw many benefits in adding an auditorium and gymnasium to an older school building and many of Newark's schools were updated with such facilities. The auditorium at the Robert Treat School seated 900, and was used for many types of school functions, which prior to its construction were held in the courtyard. The auditorium was originally equipped with a fireproof booth for a stereopticon and moving picture machine, and dressing rooms near the stage. Lantern slides and moving picture films were shown. A biannual pageant performed by grade students to celebrate the early history of Newark, became a school tradition.

The board of education promoted and encouraged the use of school auditoriums and gymnasiums by the general public. Guilbert's 1915 addition allowed the school to play a greater role in the community. A free public lecture series was offered "every Sunday afternoon during lecture season" for "older children, graduates and their parents"; the school hosted a monthly, winter, Friday night concert series selling tickets at 10¢, 15¢ and 20¢ a concert or $1 for five concerts.

A social hour held in the gymnasium followed the concerts. The school library was used as a "reading room before and after school sessions". There was a "Robert Treat Alumni Association" which hosted events for graduates of both the day grammar school and the evening high school. The auditorium and gym were also rented to private organizations for political meetings, and social purposes. A bronze-finished statue of Robert Treat by sculptor Peter Zampol (no longer there) was presented to the school by a local business, L. Bamberger & Co. (Newark Evening News Morgue, 1913-69).

By 1929, the school was called the Robert Treat Junior High School but the school facilities also housed the Robert Treat Elementary School. There were approximately 1000 students in the elementary grades and 600 in the junior high in 1958. Overcrowding resulted in "part time classes". Combined elementary and junior high school facilities appear to have continued at this school to about 1960 at which time the school went back to being an elementary school and "part time classes" were eliminated (Newark Evening News Morgue, 1913-69).

4. Builder, contractor, suppliers:

The original builder is unknown. The total construction of the original school cost $18,366.60, which included $4,160.00 for the masonry work, $8,184.00 for the carpentry work, $1,499.63 for heating, $670.00 for painting, $1461.00 for the water closets, and $1404.21 for flagging (Anonymous 1888). $17,000 was appropriated for the 1891 addition and $3,200 for the purchase of land for this addition (Anonymous 1891). The 1903 addition cost $15,533.06 which included $6,120.00 for masonry work, $7,358.00 for carpentry work, $401.00 for plumbing, and $1,226.66 for heating (Anonymous 1903). $120,628.84 was appropriated in 1906 for the site and the addition which was apparently spent over a three-year period. The land for the 1906 addition cost $25,000.00.

The total cost of Gilbert's 1915 addition was $110,939 (not including possible overruns). Separate contracts were awarded to the following: Reynolds Construction Company ($52,850 for the masonry work), Austin J. Waldron ($18,069.50 for the carpentry), Hedden Iron Construction Company ($11,605 for steel and iron work), William F. Schaefer, Inc. ($1,297.00 for roofing and sheet metal work), Kuscher & Popp ($2,540 for painting work), Jaehnig & Peoples, Inc. ($3,798.00 for plumbing), E. G. Woolfolk & Co. ($14,777.00 for heating and ventilating), George G. Williams ($2,886.00 for electrical work), Jaehnig Gas Fixture Company ($1,732.00 for lighting fixtures), and the Spencer Turbine Cleaner Company ($1,385.00 Vacuum cleaning system) (Newark Evening News Morgue, 1913-69).

The tremendous jump in the cost of construction for the original school building and the 1906 and 1915 additions is historically interesting. The switch from the use of natural carved stone to pre-cast terra cotta reflects this price increase and the desire for architects to maintain the look of carved stone more economically. The brick and sandstone masonry work for the construction of the original building (although a much smaller building) cost just over four thousand dollars; the brick and terra cotta masonry work of the 1915 addition was over fifty two thousand dollars - over a 1000% increase in price in just 27 years. Costs of other work items increased but not as dramatically; the cost for painting work increased 300%; the cost for carpentry work only increased 125%.

5. Original plans and construction.

This school building was built in five different stages from 1887-88 to 1915. After the construction of the fourth addition, the building occupied the entire block from Norfolk to Richmond Streets and the west third of the block bounded by Thirteenth Avenue and West Market Street. The school was said to have "probably grown more rapidly and more steadily then any in the city" and was considered to be "the largest grammar school in the state". The completed building surrounded a central, open-air courtyard which was accessed from the school building. In 1929, it was considered to be the largest junior high in the city, had an enrollment of 2500 and graduated about 250 each year (Newark Evening News Morgue, 1913-69). As described in section 6, only the 1906 and the 1915 sections of the completed building remain today.

The design of the original schoolhouse was executed in two phases incorporating both the 1887-88 and 1891 phases of construction. The floor plan of 1887-88 portion is unknown. The following quote describes its character when newly constructed:

> "The Thirteenth Avenue house, which was occupied November 19, 1888, proves to be a very commodious house and gives excellent satisfaction in all respects. We have no school building at the present time better lighted, ventilated and furnished then is this. The larger central hall makes it easy to conduct all the movements of the school, accommodate public occasions and supply pure air throughout the entire session without the dangerous draught" (Board of Ed Report 1888).

The floor plan of the schoolhouse with the 1891 addition was organized by a center hallway running the length of the building parallel to the 13th Avenue façade through which classrooms and other spaces were accessed. The corridor did not appear to have exterior light except for perhaps one window at the Norfolk Street end. This window however would have been blocked by the 1903 addition. There were two staircases in the center of the building immediately behind the main entrance. A third staircase and secondary entrance were located at the end of the building near the corner of 13th Avenue and Richmond Street. There were 8 rooms per floor with four rooms on either side of the central stair hall. The floor plan was likely repeated on all three levels with the exception of the third floor which included a library. There was a carpentry shop on the first floor (Sanborn 1892).

> "The original plan of the Thirteenth Avenue house is now being completed, which will give the house a capacity of seventeen rooms, seating about one thousand pupils. This will be, when completed, one of the finest school structures in our city; beautifully located and thoroughly appreciated by the people of that section. The increase in population in this ward is so rapid that it is difficult to keep pace with the demands for room" (Board of Ed Report 1891).

The plan of the 1903 section was rectangular in shape and simply consisted of three classrooms per floor accessed by a hall on the courtyard side and two staircases.

The plan of the 1906-08 addition was ell shaped and consisted of a 7'-3" wide, ell shaped corridor lining the playground side of the building. Classrooms accessed off this corridor facing Richmond Street and a side alley. There were 5 classrooms per floor. Teacher's spaces were located in a projecting bay and a stair tower was in a second, smaller projecting bay. The floor plan was apparently repeated on all three levels. The corridor and the classrooms were lit by large windows. Each classroom had its own window-lit coat room with both hall and room access.

The footprint of the 1915 addition measured approximately 116 feet by 114 feet (Newark Evening News Morgue, 1913-69) and was organized about a 7'-9" wide ell-shaped corridor, extending the corridor of the 1906 section. Five classrooms per floor, an auditorium and a gymnasium were accessed off this corridor. The classrooms and gym were lit by large windows. Classrooms were equipped with wooden wardrobes for student use and cabinets for teacher's supplies. The plan was repeated on all three levels, albeit with classrooms of varying sizes.

The 1915 addition also adjoined the 1903 addition, which also fronted Norfolk Street. One classroom bay of the 1903 addition (three classrooms in total) and one staircase appears to have been demolished to accommodate the construction of the 1915 addition. The Norfolk Street façade of the 1903 addition was ornamented with terra cotta in a classical style and may have been refaced in 1915 to relate to the new addition. As noted, the 1903 section no longer remains.

The 1906-08 and the 1915 Norfolk Street additions incorporated "standard size" 25 x 30 foot classrooms which were intended to seat about 45 students. Larger classrooms were found to be non productive, although the plan of the 1915 section did include at least one oversized classroom, and several smaller classrooms. Classrooms in both sections have slate chalk boards with stained wood frames and chalk holders, wood strip floors, clocks with stained cases, and a steam heating system with wall mounted cast iron pipes below the windows.

Early-twentieth-century school designers found it most productive to place chalkboards on the front and side walls, not on rear walls, so that children didn't have to turn all the way around in their seats. Contrary to this, chalkboards lined three of the walls (front, back and side) in the classrooms of the 1906 section and front and back walls in the classrooms of the 1915 sections. The slate chalkboards are 3/8-inch thick.

The 900-seat auditorium, Robert Treat Hall, was two stories in height and included balcony seating. In addition to access for school children from the interior corridors, the auditorium was accessed at street level through an entrance and lobby separated from classrooms and classroom halls. The separation of publicly accessible spaces from teaching spaces reflects the early twentieth century trend to accommodate a broad community use of school buildings. Guilbert's typical treatments of this design challenge, was both nationally recognized and influential.

Between the time of the original construction and the final addition, school building design moved towards "fire proof construction." The 1915 Norfolk Street addition is the only section of the building noted as "fire proof" on the Sanborn maps and is of reinforced concrete construction.

Both Guilbert and Betelle published articles on school construction. One such article by Guilbert lists his suggestions for the design and construction of public school gymnasiums (Guilbert 1915). Guilbert's gymnasium in this school illustrates many of his publicized design ideas. He suggested that school supervisors preferred upper floor gymnasiums and in this building, Guilbert's

gym is above Robert Treat Hall and about 6 steps higher than the third classroom level. Guilbert stressed the importance of separating access to the gym from the rest of the building "thus reducing janitors services when the gymnasiums are used in other than school hours." This goal was not accomplished, apparently due to design constraints; this gym has two means of egress.

The gymnasium measures 72' x 76'. Guilbert suggested a minimum width of 48 feet, but stated that wider was average. Windows are on all four walls and are 9 feet above the finished floor level for a clear wall space below the windows for wall mounted "apparatus." Wall mounted radiators are between windows at and above the sill height. The ceiling has exposed structural steel to which supports for hanging apparatus are mounted. The hanging apparatus no longer remains but the supports do. The walls are painted brick; Guilbert found painted brick desirable from an economic standpoint. He recommended painting walls light gray to the approximate height of the window sills and white above. He recommended a stencil with the school athletic emblem at the top of the light gray color. Currently the gym is painted off-white to about 71/2' above the finished floor level and a rosy pink above.

The design of Guilbert's gymnasium included bleachers on one side of the gym with changing facilities, storage and teacher's spaces on either side of the bleachers. On the left or west side of the bleachers is a space open to the gym that is roughly 13' x 13' and is lined with coat hooks on three sides. Above this space is an enclosed room roughly the same size, with a beaded board storage cabinet with there separate spaces with cubbies, shelves and a coat rod, a small toilet room, a sink outside the toilet room, a coats closet and a window over looking the gym. This room was likely for the coach or gym teacher. On the right or east side of the bleaches is a space that was not accessible by the investigators, and a 13- x 10- foot space above the inaccessible space that is lined with coat hooks. Guilbert recommended simple accommodations for dressing rooms and lockers in gymnasiums of grammar schools. Accommodations at this school as described above are minimal and in line with his thinking.

The wooden bleachers are four tiered and occupy a 40'-6" x 14'-0" space. There is a bank of wardrobes on the back wall of the bleachers and an entry door to the Norfolk Street stair tower perhaps for direct street access.

6. Alterations

The interior of the building as completed in 1915 remained relatively unchanged, albeit with minor alterations until about the early 1970s. The first alterations to the original school buildings occurred in 1912 at which time a new fireproof stairway was constructed in a "central part of the building." A lunch room was created for teachers and a change was made to the main entrance and halls of the first floor also in 1912.

Until the completion of the 1915 addition, the school building did not have a gymnasium. There was however a "playground with excellent equipment for sports." The 1915 gymnasium was utilized by girls and boys until about 1929 when a girls' gymnasium was created by combining two classrooms in the Richmond Street wing of the 1906 section. This gym is substandard to the 1915 gym – but the benefits of separating girls from boys apparently warranted its construction (Newark Evening News Morgue, 1913-69).

A cafeteria for school children was added to the building in 1926/27 (Newark Evening News Morgue, 1913-69). Prior to this date, school children apparently ate their lunch, brought from home, in their classrooms or possibly in the court yard. This cafeteria was created by combining two classrooms (217 and 215) on the second floor of the Thirteenth Avenue side of the building (the part now demolished). The cafeteria was designed Guilbert & Betelle and included a large space for dining, a serving counter, a cashier's desk, and a gas range, oven, sink and pantry in a preparation area.

Also in 1926, the firm Guilbert & Betelle added roof trusses to the 1906 Richmond Avenue side of the building "over rooms 308 and 309." Apparently, the 1906 section had structural problems with the roofing system. Three roof trusses were repaired, and one "defectively designed truss" was replaced. Braces were added to support roof purlins between the trusses.

In 1939, the WPA constructed a "limestone doorway vestibule" with a classically styled arch, engaged columns, and rusticated side walls with inset panel. The location of this vestibule is unknown but it was likely added to the now demolished section along 13th Avenue. The cost of construction was $2500. Leslie Saunders was the supervisor of the WPA construction. In about 1940, the WPA also commissioned and installed a carved wood triptych on the auditorium stage by artist Enid Bell.

The 1888, 1891 and the 1903 sections were demolished in about 1973. The reason for the demolition of these sections apparently had to do with condition and the practicality of their designs. In 1969, school conditions were termed "deplorable." Corridors were "narrow and poorly lit" with a "narrow passageway" to stairs for exit (Newark Evening News Morgue, 1913-69).

In about 1973, after the demolition of the three oldest sections, two new brick and concrete block stair towers were added to the Thirteenth Avenue side of the 1906 and the 1915 sections. A one-story shed roof space for janitor services was also constructed at this time along the courtyard side of the 1906 addition. Aluminum windows replaced the original windows of the 1915 auditorium and the 1915 gymnasium. New entrance doors replaced the original doors at all main entrances including the Norfolk street entrance into the auditorium. Metal grills were added to lower windows.

Interior changes were also conducted apparently in the early 1970s. Most of the changes were made to the first floor. Interior partitions were added and others demolished for the enlargement of cafeteria spaces. The classrooms of the first floor Richmond Street wing were entirely altered for teachers' spaces. Dropped acoustical tile ceilings, vinyl floors, and new doors with fire-rated door jambs were added throughout much of the first floor.

The second and third floors remain largely intact. Most of the doors were replaced, but door jambs with original wood trim remain. The original doors were wood paneled. A few new partitions were added on the second floor to create teacher's spaces, a nurse's station and offices, and toilets. Many classrooms have retained the original wood strip floor but some have been covered with vinyl. The auditorium remains practically unaltered, except for the addition of modern lights and windows. The 1915 gymnasium is also largely intact.

B. Historical Context:

Newark is located on the banks of the navigable Passaic River and grew from an eighteenth century agricultural and mercantile village into a nationally important nineteenth century industrial city. By the early nineteenth century, Newark had at least one bricklayer, brewer, carpenter, shipwright, iron foundry, saddler, smithy, watchmaker, printer, and wheelwright. The Morris Canal was completed from Newark to Phillipsburg in 1831 and fostered further industrial development. The population was 10,000 at that time, which far exceeded the populations of any other city in the state. By 1830, the quantity and diversity of Newark's industries exceeded that of any other New Jersey town. Irish immigrants and later German began to arrive in Newark, seeking work in industries, on the docks and on the canal.

The railroad was the third means of transportation responsible for Newark's industrial growth. The earliest railroad charters to service Newark date to the early 1830s. The Morris and Essex railroad was chartered in 1835. Service to Jersey City was completed in 1838. Steam power was just as important to Newark's industrial growth as transportation. By 1846, Newark had more than 100 factories powered by steam engines.

Substantial growth occurred in the period between 1840 and 1860. The population increased from 17,290 in 1840 to 71,941 in 1860. Two thousand eight hundred new houses, factories and stores were constructed in Newark between 1836 and 1850. Newark's reputation of being a place "where anyone who is willing to work can earn enough to make both ends meet and have something left over at the end of the year if economy is exercised" attracted many to this city (Cunningham)

Newark's public school system began in 1850 following a mandate by state legislation. Prior to that time, education was received in private institutions or by private tutors for those whose parents were of means. Pubic schools were only for "poor children." (Board of Ed Report 1940) Newark's first public school building was erected in 1843-44. Gradually the stigma of education for the poor was replaced with the concept of "free" schools. But as late as 1856, objections to a public school system were prevalent (Lewis). Nonetheless, Newark's public school system soon became an important component of the growing city.

Newark's first high school building was constructed in 1853-54, and was the third in the United States. Newark's public evening school program began in 1855. Newark was one of the first American cities to supply free text books and the first to offer summer schools.

Early school buildings were relatively small structures. Church basements and other facilities were rented for classroom space, including the African Presbyterian Church which was first rented in 1851 to house Newark's colored school (Lewis).

By 1870, Newark's population exceeded 100,000. In 1870, Essex County businesses produced over 115 different items. There were 69 cigar manufactories, 59 hat and cap companies and 37 bakeries. Newark's industrial giants included Peter Ballantine, brewer, George A. Clark, who by 1870, employed more then 1000 at his thread works, and Thomas Edison, who's "major inventing period began in Newark." Leather was Newark's leading industry; $8,600,000 worth of leather products were produced in Newark in 1870. Newark's industries continued to attract throngs of immigrant populations; Newark's eager and growing workforce continued to attract new industries.

By 1888, the founding year of the 13th Avenue Public School, there were 42 school buildings in the city of Newark with a seating capacity of 20,517; the total enrollment for both day and evening schools was 26,111. Four years later the total enrollment in all 42 Newark schools had increased to 29,208 but the seating capacity was only increased to 23,568. There were never enough seats. The city of Newark was divided into 15 wards or districts. The 13th Avenue Public School building is located in the 6th ward. The first public school building in the 6th ward was constructed in 1851 (Lewis). In 1888, the 6th ward had 5 schools and 48 classes in 4 city owned buildings and one rented building. The 6th ward was one of the most populated districts. (Board of Ed Report 1888).

The 13th Avenue School building as completed in 1891 and designed in 1887, was typical in size, style and layout of its day. The Romanesque style made popular by prominent architects including H. H. Richardson, was commonly utilized for banks, train stations and other public buildings in towns and cities across the nation in this period. The Romanesque style was popular during the 1880s and into the 1890s. Since the majority of the remaining New Jersey Public Schools was constructed after this period, Romanesque style school houses are not prevalent.

With the constant growth of Newark's immigrant populations, the Board of Education reported it "difficult to meet the demands for more school room." Newark's school system grew rapidly. In 1892, Classroom sizes averaged 53 seats per classroom but some were over 100. Overcrowding and unhygienic conditions were prevalent. Within the 42 school buildings were the following 58 "departments": 17 grammar schools, 34 primary schools, 2 high schools, 1 training school, 2 industrial schools, 1 normal school, and 1 colored school. The majority of the school children were under the age of 14; 72% left before the eighth grade. The Newark evening school program

was designed to benefit children who worked during the day, but reports of difficulties "that day schools are free from" included tardiness, irregular attendance, and physical exhaustion were said to be the consequence of long hours of labor in the shop or factory.

Between 1870 and 1910, 242,000 new people moved to Newark, most of who were immigrants. The shear number of people "forced the city school system to near crisis." By 1907, there were 62 school buildings in the city of Newark. The total seating capacity was 49,399, a 20,000 seat increase from 1892.

A new school superintendent was hired in 1896 who worked to make conditions better. He cut average classroom sizes to 48, hired nearly 100 more teachers and started an aggressive building campaign adding 9000 seats. But even with this, the educational system could not keep pace with population growth. In 1910, there were 10,000 more pupils than seats.

In 1906, the Thirteenth Avenue School enrolled 462 Americans (classified as whites), 743 Hebrews (classified as foreign), 163 Germans, 74 Italians and 36 English. There were reportedly "comparatively few pupils in the Newark Public schools whose American ancestry dated back to Colonial days". Ethnic proportions varied per district. There was a school district in the first ward with nearly 100 percent Italian student population.

A movement for better school buildings began about 1900. The Board of Education was organized in 1907 and hired Ernest Foss Guilbert as the first school architect one year later. Between 1909 and 1913, fifteen schools were built or entirely refurbished and thirteen new gymnasiums and auditoriums were built. The school system became Newark's pride. Guilbert's contribution to Newark's school system is seldom commended or even remembered but his role as the school architect was significant. At the time of Guilbert's death in 1916, Newark's school buildings "ranked high among the cities of the United States" (Scrapbook). The structures planned and erected after 1907 and under his direction were considered to be "among the best examples of public school architecture to be found anywhere in the country" (Lewis 1913).

Newark's industrial boom years ended with the depression. Many people moved to the suburbs. Ethnic makeup of the neighborhood changed over the years and by 1969 the school had a "100 percent black student body" (Newark Evening News Morgue, 1913-69). In 1971, the school's name was changed to the Marcus Garvey School in honor of the Black Nationalist leader and was one of six Newark schools renamed for an important African American public figure in the early 1970s. In 1971, South Side High School became Malcolm X Shabazz High School; the South 8th Street School was renamed in honor of Dr. Martin Luther King; South 10th Street school was renamed the Harriet Tubman School, and the Waverly Avenue school was renamed in

honor of Rosa Parks. In 1973, Garfield School was renamed in honor Dr. William H. Horton.

Marcus Garvey was born in Jamaica in 1887. After witnessing the universal injustices endured by people of color in South America, North America, Africa and Europe, Garvey campaigned for black sovereign nations at a time of colonial rule. Garvey established the Universal Negro Improvement Association (UNIA) and his own newspaper (Negro World) to promote black solidarity and welfare. Garvey was an energetic and enthusiastic speaker. Establishing headquarters in New York City in 1916, Garvey was said to have one million followers by 1921. Garvey' vision included black economic independence, pride of race, and a return to Africa; to this end he founded a steamship shipping company called the 'Black Star Line'. Garvey's popularity brought him under government surveillance; he was incarcerated for mail fraud and deported from the US in 1927. Garvey never regained his following; he moved to London in 1935 and died in near obscurity in 1940. Twenty four years later he was voted Jamaica's first national hero.

The first floor is currently utilized for special needs classes and will continue as such until its demolition; the second and third floors are not utilized. Newark currently has 82 school buildings. The demolition of the Robert Treat School is part of a city wide school facilities management plan to revamp the school system. Nine new schools are planned for new sites. Thirty four replacement schools are planned to be constructed near or on existing school sites requiring the demolition of many historic school buildings. Thirty schools will be renovated or have additions.

PART II. ARCHITECTURAL INFORMATION

A. General Statement:

1. Architectural character:

The Marcus Garvey School consists of the 1906 and 1915 additions to the demolished 1888 original school. The 1906 section of 13th Avenue Public School is constructed of brick with brown-and bluestone trim. This addition is a three-story, L-shaped structure designed in a Romanesque Revival style to match the original school. The plan and massing include a polygonal stair tower and bold one story entrance porch. In 1915 a three-story addition of brick, terra cotta and cast concrete was added facing Norfolk Street. It is in an Italian Renaissance mode, exemplified by its symmetrical massing, terra cotta cornice and door and window treatments using a Roman vocabulary. It was designed by the influential school architect E.F. Guilbert of Guilbert & Betelle Architects. It shows his ability to integrate old with new, while showcasing his innovative design programs of the period. Many of the social amenities favored by Guilbert including a two-story auditorium with direct street access, efficient circulation, large classrooms with efficient circulation, well-thought-out gymnasium, are included in the plan. Significant attention was spent on the design of interior spaces including the auditorium with Neo-Adamesque plaster work: rich ceiling medallions, stage enframements, pilasters and columns; the gymnasium, the kindergarten and representative classrooms.

2. Condition of fabric:

The current condition of the school ranges from poor to good. It is slated for demolition this year and is only being used for a few small classes. There is significant water damage on the upper floors, but the building envelope is sound. The 1906 façade has had its cornice removed but the plan remains intact. The 1915 addition is intact, with significant interior spaces including the auditorium and gymnasium and representative classrooms remarkably unchanged.

B. Description of Exterior:

1. Overall dimensions:

The existing Public School structure, approximately 123'-142 wide by 239' long, was built in two stages as additions to an earlier (demolished) school which had its main entrance on 13th Avenue. The 1906 Richmond Street wing (approximately 142' x 120') is a narrow L-shaped brick structure three stories high. The classrooms and interior corridors are approximately 34½-feet wide. The entrance is approached by a projecting one-story bay or porch with round-arched openings. The one-story entrance nestles between two one-bay, three-story facades and polygonal stair hall bay. Next a three story six-bay façade occurs followed by a projecting three bay, three & 1/2 story façade. The north elevation is a three story brick facade, functional in design, pierced by large windows for the classrooms. A modern L-shaped one-story addition housing a superintendent's office, bathroom and storerooms has been added to the interior court side of the Richmond Street wing. The south elevation ends abruptly in a return of narrow sections of water table and belt course, having originally connected with the earlier school structure, and a 1970s stair tower.

The Norfolk Street or Robert Treat addition measures approximately 124' x 120' and is divided into two distinct blocks: the school entrance pavilion and the three-story auditorium/gymnasium elevation which is taller than the adjacent entrance elevation. Not only taller, the auditorium block is twice the linear footprint of the entrance wing. The five-bay west elevation is a continuation of the main façade plus a 1970s stair tower and entrance. The south elevation of the auditorium block is a three bay façade which mimics the Norfolk Street design. The north elevation of the 1915 entrance wing is a three-story seamless complement to the 1906 classrooms and connecting corridors. The original interior court serves as a parking lot. The south elevation of the 1906 structure is divided into seven functional bays.

2. Foundations

The foundations are brick in both the 1906 and 1915 sections.

3. Walls

The Richmond Street façade (1906 addition) is built of stretcher courses of red brick with a rusticated bluestone watertable, beltcourses and window sills The entrance is marked by two triple-banded brick decorative arches resting on compressed triple columns with foliate capitals. A red terra cotta rectangular plaque proclaims the date: "A.D. 1906" in ribboned banners.

The Norfolk Street façade is red brick (1915 addition). The first floor is laid in common bond 1:5. At the second story the brick pattern changes to English bond. The water table appears to be stone. Glazed gray-white terra cotta ornament is used throughout: an egg and dart and dentilled belt courses mark the division between first and second floors. Plain fascia moldings mark the window lintels and sills of the entrance façade. A giant cartouche is located at the third story sill level. At the first and second stories of the entrance façade, two sets of triple windows are topped by round arched panels of terra cotta with center rondels. Each arch is carried by cast stone and terra cotta half columns. A rectangular stone plaque located above the entrance door is carved with "Robert Treat School". The taller auditorium facade has three arched door openings leading directly to the auditorium space. These are surrounded by vermiculated rustication resting on a stone or cast stone watertable.

4. Structural system, framing:

The 1906 section was constructed with an exposed structural steel skeletal system with encased steel columns and beams. The tops of the columns have brackets supporting beams and girders. The beams are visible in classrooms but not in corridors; the columns project into the corridors. This structural system bears on steel "feet" which bear on masonry piers of brick and tie stones in the basement level. The perimeter walls may be load bearing or, more likely, may incase structural steel columns. The hip roof is framed with wood trusses that span the width of the building and support roof purlins. The purlins support the rafters. The bottom chord of the roof trusses apparently supports the finished third floor ceiling (Guilbert and Betelle 1926). On the interior side, the perimeter walls have a 1½ inch air space between the brick back up and the finished plaster. The finish plaster consists of 1½ inch plaster layer substrate with wood fibers and ½+ inch layer of plaster with 1/8 inch gypsum finish coat.

The 1931 Sanborn map lists the 1915 wing as "Fireproof Construction" (which is reinforced concrete construction.) The perimeter walls are presumably not load-bearing and likely encase structural steel columns or reinforced concrete piers. The structural system is minimally exposed with columns projecting in the corridors about 4 inches. Beams are not exposed in most locations. Steel I-beams are exposed in the ceiling of the stair tower and the gymnasium and support a flat roof above.

5. Porches, stoops, balconies, porticoes, bulkheads:

The entrance to the 1906 structure is approached by six bluestone steps leading up to a projecting one-story one-bay porch with round-arched openings facing east and north. The Romanesque Revival Style enframement consists of a molded brick arch resting on compressed triple and paired columns set on square bases which rest on the rusticated stone watercourse. An elaborate wrought iron grill fills the arched opening. The pyramidal porch roof is covered in gray asphalt roof tile with copper flashing. The cornice has been removed and replaced with metal flashing.

6. Chimneys:

Three conventional chimneys are located on the lower roof facing the interior court of the 1915 auditorium wing. The school has many ventilators including five metal rooftop stacks located on the 1906 wing. What looks like a three-story exterior brick chimney facing the former interior court, is listed as a ventilator on the 1908 Sanborn map. The function of the semi-circular vent located at the convergence of the 1906 ell is unknown. Two tall (three-story) metal vents are located on the north elevation.

7. Openings:

a. Doorways and doors:

The 1906 Richmond Street wing has one double-leaf entrance door formerly with transom located behind the porch. The doors are set within a blind arched opening and the enframement is brick. The original doors have been replaced with double-leaf, metal-sheathed, flush doors painted green. The transom area has been in-filled with a flush panel.

The 1915 Norfolk Street façade has six separate entrances leading into four interior spaces. The entrance leading to the classroom wing on Norfolk is set within an arched opening surrounded by several bands of terra cotta moldings. The original doors have been replaced with double-leaf, metal-sheathed, flush doors with small vertical "view" lights painted green. The transom area has been in filled with a flush panel. The auditorium space is accessed by three sets of paired doors set in arched openings with rope moldings and vermiculated rustication and are approached by steps which compensate for the slope of the side walk. The original doors had four square panels but were replaced with double-leaf, metal-sheathed, flush doors painted green. Original fanlight transoms glazed with tinted glass fill the spandrels. There are two entrances at

either end of the auditorium bay with trabeated. The door surrounds are smaller giving the appearance lesser importance. The original doors have been replaced with double-leaf, metal-sheathed, flush doors painted green. The left or north entrance is approached by steps, the right or south entrance is not.

Three single-leaf and one double-leaf entry doors lead out to the playground/parking lot (formerly an interior court) from the 1970s shed roof janitors' and maintenance addition. These doors are metal-sheathed, flush doors and match the replacement doors of the older sections. Both 1970's stair towers which line the south wings of the 1906 and 1915 additions have two sets of double-leaf, metal-sheathed, flush entry doors with small vertical "view" lights. One additional single-leaf, metal-sheathed, flush entry door is located on the court yard side of the 1906 wing. All of the doors are painted green.

b. Windows and shutters:

(1906 addition) All of the ground floor windows located on the Richmond Street side rest on rusticated stone sills (forming a water table.) All of the lintel enframements are splayed semi-circular forms made of brick headers. The windows are double-hung sash and vary in widths and lights: three-over-three at the first and second floors and at the third floor a five-light arched opening with a six-light below. The windows in the polygonal wing (teachers' rooms) have six-over-six wood double-hung-sash. The stair hall fenestration pattern is different with only two staggered levels of two-over-two double-hung-sash windows. The second floor area of the six-bay Richmond wing relies on trabeated openings with splayed lintels. The top floor returns to round arched openings with brick arches repeating the window forms. The north elevation repeats the same pattern: segmental, splayed and segmental brick surrounds. The classrooms facing the alleyway have nine-over-nine lights with one-over-one flanking windows. The windows of the courtyard side of the 1906 addition are single units with three-over-three divided lights

(1915 addition) The window patterns and surrounds of the Norfolk Street façade contribute to the Renaissance Revival style. The school wing relies on two bays of triple windows. Each window is separated by engaged cast stone columns with Composite capitals. The arched openings of the first and second stories are filled with blind arches with rondels all executed in gray-white terra cotta. The third floor has trabeated openings. All windows contain six-over-six wood double-hung-sash. The entrance bay window is trimmed in brick with six-over-six lights. The façade of the Robert Treat auditorium and gymnasium block relies on a four bay window arrangement consisting of paired windows separated by Composite order columns. The arched openings are trimmed with brick moldings followed by a terra cotta rope molding. The tympanum ornament includes patera and dentil

moldings in an Italian Renaissance mode. The windows are aluminum replacements. The windows at the third or gymnasium level originally had wood windows with operable transom windows and pivots for prime ventilation. They have been replaced with aluminum windows. The south elevation of the auditorium block follows the same hierarchy with a three bay division. The fenestration pattern of the first floor is a repeat of that present on the second floor. Third floor windows match those of the front façade. The north elevation classroom windows have a wide window to wall ratio (five bays of triple windows each window being six-over-six double-hung-windows). Each window has projecting sills. The inner courtyard windows have paired windows of six-over-six double-hung sash.

8. Roof:

a. Shape, covering:

The Richmond Street roof form follows the complexity of the plan. The main roof is a modified hipped roof with intersecting polygonal towers located behind the entrance porch and over the polygonal stair tower. The polygonal southernmost pavilion also has a polygonal roof tower. The roof surfaces are covered in asphalt shingles. The north L-shaped hipped roof is also covered in asphalt roof material.

The auditorium wing roof is flat. The lower Norfolk Street school block and intersecting north roof was re-roofed in 1965 (See William Lehman Sheet A-13.) It has a combination of roof tar and gravel.

b. Cornice, eaves:

The fascia detail on the Richmond Street cornice and entrance porch cornice was removed and replaced with aluminum faced panels in 1973. The north elevation and inner courtyard received the same treatment. The cornices of both Norfolk Street blocks contribute to the Renaissance Revival style of the Robert Treat School. The lower block has a series of glazed terra cotta cornice, frieze and architrave moldings based on Roman vocabulary: acanthus leaves, bead and reel, egg and dart and dentil moldings (based on Arch of Titus, c.81 A.D.) This ornament wraps around to the north elevation. The auditorium block continues the vocabulary but adds an additional cantilever molding of acanthus brackets separated by paterae.

C. Description of Interior:

1. Floor plans:

The remaining building is C-shaped, with a courtyard formed by the extended wings. The building is made up of two L-shaped wings. The plan of the 1906-08 addition is L-shaped and provides a 7'-9" wide L-shaped corridor facing the open courtyard side of the building as well as the Richmond Street wing open courtyard side. This corridor provided access to the classrooms and individual cloak rooms and Teachers Rooms which were located in the polygonal bay facing Richmond Street. The stair tower is located in a polygonal bay located next to the entrance porch facing Richmond Street.

The 1915 addition linked a corridor, class rooms and common rooms with the 1906 north classroom L-shaped building. The block-shaped auditorium wing provides a bulkier L-shape plan. The size of classrooms varies in plan. Each classroom of the 1906 addition was provided with separate coat rooms accessible from the corridors. Each classroom of the 1915 addition was provided with a built-in wood wardrobe and cabinets for teachers' supplies.

The larger Norfolk Street block includes a two-story auditorium space with ground floor street entry, raised stage, a balcony reached by stairways located at the north and south corners, as well as interior corridors on the second floor. The balcony seats are steeply raked. Six classrooms, a boys' toilet and a girls' toilet also occupy the second floor. Storage areas are also provided. A large room, possible a Kindergarten space has an elaborate fire place.

On the third a boys' gymnasium (measuring 53' x 71') occupies the space above the auditorium. It is equipped with changing rooms that flank the bleachers. A corridor links the gym to adjoining classrooms. Four additional 1915 classrooms face the north and are linked to three 1906 classrooms. On the Richmond Street side, the girls were provided in c1929 with a large (62' x 32'-7") rectangular shaped gym. A room for Teachers is provided in the polygonal bay.

2. Stairways:

The 1906 staircase is contained in rounded wall profiles that match the handling of the exterior. Wall surfaces are plaster. Round-arched windows light the landing, interior jambs are rounded. The handrails are missing. The fire exit wall has a rounded baseboard profile, rounded chair rail molding and rounded or

cushioned wall enframement. The fixed transom is divided into a triple window expanse, each divided into six glass lights. Below the transom the center section is fixed, divided into three lights with a three paneled metal section below. Flanking the fix center section, there are two "panic" door with lights above and two metal panels below.

The 1915 stair has an exposed case with high metal rails (closely spaced.) Two sets of handrails (child and taller heights) provide safety up and down. Radiators are placed at the landings. All of the metal is painted turquoise.

3. Flooring:

The classrooms originally had wood strip floorboards, laid east-west in the classrooms which face the alleyway. Some original flooring has been topped with linoleum and asphalt tile. Both the 1906, and the 1915 corridors have a poured concrete floor. Both gymnasiums have highly finished athletic grade wood strip flooring.

4. Wall and ceiling finish:

Corridors & Classrooms:

The 1906 corridors have plaster walls. These earlier corridors are lined with a baseboard, a chair rail located at the sill level, as well as a picture molding just below the window lintels. Cast iron radiators with low relief decorative patterns line the 1906 corridors. In contrast the 1915 corridors have lower ceilings with small pilasters. Given the complexity of several of the significant interior finishes, they will be isolated and described below. The classrooms have plaster walls and ceilings.

Auditorium:

The stage of the auditorium is elaborately detailed, the baseboard moldings, support panel with pilasters providing a raised base for the elaborate pilasters and trabeated (2-story) stage opening. The plasterwork includes urns and lyre forms as an enframement. A cornice of patera, dentils and leafs supports a ceiling Center medallion, several radiating oval classical patterns with rondels containing four putti occupying the squinches. The plaster pilasters on raised base, and composite capitals have been painted gold white and turquoise (in a Neo-Adamesque manner.) Located on either side of the stage, each monumental pilaster rises through the balcony level and supports a plaster embellished beam. On the raked seating and balcony level, these two beams are supported and

monumental columns which pierce the balcony. The shafts are painted turquoise, the echinus pink, the composite volutes gold. The exterior wall of the balcony (facing the stage) has a broad curved plaster frieze ornamented with putti, urns and leaf-forms. Being steeply raked, the balcony is protected by a sturdy brass railing, set into what appears to be cast concrete. The auditorium is approached by three double-doored trabeated openings from the street as well as a door leading off the school corridor, two below the balconies beside the raised stage and two from the second floor corridor. Most of these doors have elaborate door enframements with plaster friezes and cornice moldings. There are two doorways at stage level and a door leading to the school corridor. Seating for approximately 900 is provided by attached chairs with metal bases with bent plywood seats. Heating is provided by large banks of steam radiators (at ground floor and balcony level.) Also at the balcony level is a projection room which has a cornice of bead and reel and large acanthus leaves. Four later ceiling medallions that "orbit" the center chandelier medallion (fixture now missing) appear in an early photograph (American Architect. "Two Schools in Newark, NJ." V.111Pl.12 m.2155 4/11/1917) to have been vents. The lower two-thirds of three walls of the stage are wood paneled. The upper sections are plaster. Three WPA carved panels once decorated the rear wall of the auditorium stage.

Enid Bell Triptych:

Enid Bell (Mrs. E.B. Palanchian) is listed in Who Was Who In American Art as "Sculptor, educator, writer, illustrator...." During her formal training in London, the Glasgow School of Art and the Art Students League neither sculpture or metalwork classes were offered. (Bell, Enid, My Wood Sculpture, American Artist, March 1965, p. 34. She states that her first attempts at sculptural form were tincraft frames, sconces and later zinc ornaments.
Although later proficient in many media of sculpture including terra cotta, plaster, slate, metal and marble,(Checklist and announcement Decorative Sculpture by Enid Bell Nov 5-19, 1934, Arden Gallery, New York City, N.J. Artist index, Newark Library) the artist wrote that, "With me, wood has held first place because of its warm tone, light weight, agreeable responsiveness to a sharp chisel, and the ease with which it may be shaped without prolonged manual labor p.35." (Bell, Enid. "My Wood Sculpture" American Artist. March 1965. pp 34-39,63-64.)

Several concurrent efforts to document design existed in the 1930's and 1940's. One of better-known, the Index of American Design, sponsored by the Federal Art Project, documented American decorative arts from Colonial through the Nineteenth century. The original plates are in the collection of the National Gallery. Crafts were documented at the federal and state level during the same period. Enid Bell completed 200 illustrations depicting international craft. The source of her commission (still housed by the Newark Public Library, Letter

William Dane to Kearns, April 29, 2003) is undocumented. Interviewed in the Newark News the 1940's Ms. Bell made it clear that the project was rewarding "...one illustration for the craft history I am working on may take weeks to do, with trips to museums, research, drawing and painting. I expect to work several years on the material but it is fun and there's no hurry." (Newark News Clipping, Artist's File, Special Collections Division, The Newark Public Library "Versatile Sculptor: Newark Teacher Fills Her Days to the Brim with Variety of Activities, Jan. 14 194-.)

Enid Bell was head of the Sculpture Department, Newark School of Fine and Industrial Art from the 1940's through 1968. (Dana, Mary H. Women Artists Series 1987-1988 Douglass College, Rutgers, Enid Bell bio. entry—edited by Enid Bell!) In 1930 the curator E. Holger Cahill staged an American Folk art exhibition at the Newark Museum; followed in 1931 by a "blockbuster" American Folk sculpture exhibition. (Kardon, p. 39.) Cahill became the head of the Federal Art Project (Kardon p. 39) helping unemployed artists and funded public art commissions such as paintings, murals, and sculptures. Bell, as an accomplished sculptress and Newark educator would have been a likely candidate for Federal Art Project funding. These funds from the Works Progress Administration (WPA) paid for at least 2 panels of triptych at the Robert Treat School in Newark (1934-1937) (WPA panel 2 "Building Log Cabins 1715" signed upper left hand corner" Enid Bell 1937, FA" and ,WPA panel 3,entitled "Settlers Arriving at the Port of Newark – 1720", signed upper right corner, "Enid Bell, 1937, Federal Art Project." . The first panel "Buying Land From the Indians 1665" is signed "Enid Bell 1934" without funding attribution and may predate the creation of the FAP (Summary FAP entry states that the project began in 1935 and lasted until 1942 p253—the Public Works of Art Project (PWAP was the predecessor of the FAP from 1933-1934. Kardon, p. 254)

The former 13th Avenue School was renamed "Robert Treat School" in January of 1915. The three 1930's wood panels designed and executed by Enid Bell were originally installed in the Auditorium of the Robert Treat School. They depict the arrival in Newark of the first group of European American settlers lead by Robert Treat, peaceful purchase of land in 1665 from the Indians, building of permanent structures in 1715 in anticipation of the forming of a settlement and the arrival of additional settlers to Newark in 1720.

Panel #1 signed and dated in the lower right-hand corner: Enid Bell 1934 is entitled "Buying Land From the Indians 1665" carved on the lower rail of the frame. In the finely carved and chiseled wood relief various transactions between Puritans represented by two male puritans (with hats, jerkins, boots and capes) plus a small child with a trunk and an Indian tribe represented by three chiefs (with feather headdresses, doe-fringed pants and tops and moccasins, beads, clay

pipes, one squaw and papoose. Weapons are laid aside: a musket near a tomahawk.

Panel#2 "Building Log Cabins 1715" signed upper left hand corner" Enid Bell 1937, FA" depicts rugged shirtless Puritans placing interlocking logs, while young woman serves food. The movement and perspective portrayed within the panel is remarkable.

Panel 3,entitled "Settlers Arriving at the Port of Newark – 1720", signed upper right corner, "Enid Bell, 1937, Federal Art Project." depicts the arrival of men, women, and children via ship. Belongings including trunks, bundles, small cases and doll are represented. Figures fill and expand beyond the boundaries of the frames.
Condition: All three panels appear to have horizontal splits. Panel # 3 appears to have a paint a splatter located @ middle section , lower quarter.

Enid Bell had numerous solo and group exhibitions winning awards including a gold prize at the Paris International Exhibition of 1937. She also won a "Congressional medal for Lincoln Elsworth, Deaf Smith Hist. Soc., Hereford, TX" (Who Was Who in American Art) In the summer of 1968 the Newark Public Library had a an exhibition of her craft illustrations: "A History of Crafts: Original Paintings by Enid Bell, Metalwork, Ivory & Bone, Textiles, Glass and Ceramics." Her biographical entry some 50 years later described her wood panels and the Robert Treat triptych is the first mentioned "Carved wood panels ...were installed in the auditorium of the Marcus Garvey School... and the Union City Library... Boonton and Mt. Holly Post Office Buildings."(Dana, exhibition 1987-1988) Enid Bell edited her entry (hand-written paste: New Jersey Artists File, Newark Public Library): "Since (1968) ... she has been active professionally also keeping an eye on her Federal Art Projects in Public Buildings, restoring repairing when necessary to assure preservation. In addition she has helped to locate and identify misplaced, forgotten works by others."

Music Room/Kindergarten:

Located on the first floor off the inner auditorium corridor and facing the inner courtyard is a large rectangular space referred to on 1965 plans as classrooms. There is a center wood paneled beam that holds a probably later wood sliding room divider. Baseboard moldings in dark wood support paneled pilasters and an enframement for a central blackboard with a rectangular glazed opening of yellow glass set in neo-Palladian-shape lead cames. Two, two paneled wood doors flank this. The wall treatment alternates between wood strips topped by wood bracket and sections of burlap or Hessian treated with a coat of varnish (the color of treacle). The brackets support a shelf running the around the room. Four-paneled doors with paneled transoms above punctuate several of the walls (and are more

in keeping with the overall scale of the room.) Built-in cupboards provide additional storage. A cast stone fireplace has a mantelpiece with sigmoid brackets and a frieze with cartouche provide a focal point of the south wall of the room. The hearth is made of glazed tile and the opening is lined in brick. The mantel has a dentil frieze. A paneled (three-sided) overmantel recedes from the mantel up to the cornice level. The floorboards are short in length and run north-south. Iron radiators are located under the paired wood six-over-six double-hung-sash windows.

Gymnasium:

In addition to the quality of the athletic floor surface, the location of windows—high enough as to provide light (and presumably ventilation) without creating a danger is one of the chief decorative elements. The wall surfaces are brick and large banks of steam heat radiators are located at the window height. The bleachers are provided with wardrobes and are flanked by dressing, office and storage spaces. A "game plan" blackboard was mounted to the wardrobes at a later date.

5. Openings

a. Doorways and Doors:

Corridor/Stair Hall Fire Exit: One set of doors, with full-height glazed transoms exists. Each paneled wood door with two wood paneled below and a six-light rippled glass above is set on brass hinges and retains an early brass handled door plate. These single doors flank a fixed three panel lower level with three large glazed openings above. Above the door is a high transom divided into three sections each with glazing bars dividing each of the three sections into six areas of rippled glass.

Classroom doors: The doors to the classrooms have been replaced with modern flush doors; however many of the early wood door jambs with flat moldings remain. The 1906 classroom doors were likely two-panel, wood doors with flat molding. Several of these doors remain at what would have been the hall area of the Richmond Avenue side of the building which is now off the girl's gymnasium. Similar two-panel wooden coat room doors remain. Several built-in cupboards retain glazed doors.

The 1915 classroom doors were likely six-panel wood doors with flat molding with projecting outlining bands. No original classroom doors remain. Original six-panel wood janitors' closet doors remain and open onto the corridors. Assuming

that all corridor doors were the same the janitor's doors may be representative of classroom doors.

Public Spaces:

Auditorium: Most of doors both at the ground floor and balcony levels have elaborate door enframements with prominent plaster friezes and cornice moldings. Most of the doors have been replaced with c1970s plywood "panic doors." There are two doorways at stage level and a door leading to the school corridor. A small door with wood enframement leads to the projection room located at the top center of the balcony. The front wall of the projection room is pierced by two large and two slit-like openings.

Music Room: The door leading from the corridor has been replaced by a modern plywood door; however the segmental plaster arch remains as door the original wood paneled cupboard flanking the doorway. Four-paneled doors with paneled transoms above punctuate several of the walls (and are more in keeping with the overall scale of the room.) Built-in cupboards provide additional storage. Dark varnish covers the early wood surfaces.

Gyms: The boys' gym has painted paneled exits doors flanked by painted side lights. All exit doors are provided with panic bars. Paneled wood doors remain in the girls' gymnasium. The door jambs are flat molded wood measuring approximately four inches

b. Windows:

Most of the windows are set in deep reveals. In the 1906 wing the corridor was illuminated by a series of 3-over-3 wood double hung windows. Corridor windows facing the courtyard have weight and pulley chain mechanisms, metal hardware and marble sills. The classrooms on the alley side have Palladian style windows with 9-over-9 light double hung wood windows flanked by 1-over-1 side units. Classrooms on the Richmond Street side have 3-over-3 light double-hung wood windows on the first and second floors and windows with 5-light arch topped upper sash, over 6-light double-hung bottom sash on the third floor. Teacher's spaces have windows with 6-light arch topped upper sash, over 6-light double-hung lower sash on the second and third stories and 3-over 3 light double-hung wood windows on the first floor (existing conditions). In the 1915 wing the classrooms on the alley side have 6-over-6 double-hung wood sash windows in pairs of three. The classrooms on the courtyard side of the building have 6-over-6 double-hung wood sash windows in pairs of two.

Boys' gymnasium: the windows have arched transoms and are located 9' above the floor level—high enough as to provide light (and presumably ventilation)

without creating a danger. The element was favored by the architect, Earnest F. Guilbert and in addition to being practical, acts as a decorative element. The later girls' Gym relies on (metal screened), arched window lights set in rectilinear enframements

6. Decorative Features:

The character of the two remaining sections is completely different and makes for an interesting comparison. Corresponding to the rounded character of the Romanesque Style façade, the interior of the 1906 section has plaster walls with rounded corners at window jambs, columns, staircase dividers and other outside radius corners. The 1906 section was constructed with an exposed structural system consisting of columns and cased steel beams. The tops of the columns have brackets supporting beams and girders. The beams are visible in classrooms but not in corridors; the columns project into the corridors. The structural system is not exposed on the third floor because of the hip roof which required much less support then floor structures. Corridors are lined with a chair rail at window sill height and a picture rail at a height just below the tops of the windows. The picture rail lines classrooms as well. The chair rail is bent to follow the curve of the columns projecting into the corridors. Corridors and classrooms have very high ceilings (11'-6"). Steam radiators heat corridors.

The 1915 section has plaster walls with right angle corners. The structural system is minimally exposed with pilasters projecting in the corridors about 4 inches. Beams are not exposed. The corridor ceilings are 10-feet high. A picture rail which is slightly simpler than that of the 1906 addition, lines corridor and classroom walls at a height just below the tops of the windows. The chair rail has been omitted from the design of this addition. There are no radiators in the corridors as in the 1906 section.

Decorative plasterwork description for the Auditorium is described in Section 4.

Classrooms: Early and original blackboards with molded wood racks for holding chalk, erasers, etc. provide are both utilitarian and part of each classroom décor. The 1915 chalk boards have small hinged storage spaces beneath the chalk rack. These also exist in the boys' gym for use for game strategy.

7. Hardware

Various types of original or old hardware exist throughout the building. Coat room doors have a simple brass knob on one side and a push plate on the other side. The original corridor doors near the girl's gymnasium have brass pulls with

back plates. Corridor/stair hall doors have push plates on the hall side and brass pulls with back plates on the stair side.

The Janitors closets doors in the 1915 section have plain brass knobs with rectangular back plates and Yale locks. The gymnasium doors have "Suffolk" style brass door pulls with back plates and locks. An original 1915 door leading from the bleacher area of the gymnasium to the stair hall has an interesting, non-symmetrical pull mounted on circular plates.

8. Mechanical equipment:

HVAC:

There are cast iron radiators in the 1906 corridors and grouped steam pipes in the 1915 and 1906 classrooms to provide steam heat for the building. There is a later boiler in the sub-basement. There are very large ventilation or heating ducts in the 1906 wing, covered with decorative grilles, one near the floor and one near the ceiling, in each classroom. In the 1915 wing the dropped ceiling in the corridor appears to contain ducting for ventilation. The steam heat pipes are hung from the ceiling in the 1915 bathrooms.

Lighting:

There are no original light fixtures in the building, which now has a mix of incandescent and fluorescent lighting.

Plumbing:

The plumbing in the lavatories and janitor's sinks dates from post World War II.

Miscellaneous:

There are pre-World War II thermostats in each classroom, rectangular with sheet metal covers. There are round clocks in rectangular cases in each classroom which were tied into a central system. The 1915 contract awards including a central vacuum system; some evidence exists in the bleachers of the gymnasium.

D. Site

The original 1888 building and the wings were built to the sidewalk and this feature remains today. There was an inner court which is now exposed to 13th Avenue with the removal of the 1888 building. There are no outbuildings.

PART III SOURCES OF INFORMATION

A. Architectural Drawings

William Lehman Architect. Plans of the Basement (and Window detail) 1st, 2nd and 3rd Floors 1965.

William Lehman Architect. Roof Plan. 1973

B. Early Views

Post card view with caption "Robert Treat Junior High School" On file at the New Jersey Room at Newark Public Library.

Line drawing with caption "the Green and Gold" dated October 7, 1970. On file at the New Jersey Room at Newark Public Library.

C. Interviews

No interviews were conducted

D. Bibliography:

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Board of Education and the Superintendent of Public Instruction of New Jersey. Annual Report for the school year ending Aug 31, 1892. On file at the New Jersey State Library, Trenton NJ.

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E. Likely Sources Not Yet Investigated

Families of the architects Guilbert & Betelle, interviews with former students, teachers, and administrators.

PART IV. PROJECT INFORMATION

This report was prepared in 2003 by Mary B. Dierickx Architectural Preservation Consultants for Newark Public Schools and the Schools Construction Corporation, as sub consultants to Einhorn Yaffee Prescott, Edward Stand, Project Director. This is part of Level I HABS documentation in mitigation for the demolition of the remaining historic 1906 and 1915 wings of the school. Existing Condition drawings and documentary photographs were also part of this documentation.

Mary Dierickx was Project Director and editor. Sarah Latham Kearns wrote the architectural description. Carla Cielo researched and wrote the history, investigated the building, added to the architectural description, and took contemporary photos. Michael Anton was the documentary photographer.