

(Former) **STUYVESANT HIGH SCHOOL**, 345 East 15th Street (aka 331-351 East 15th Street and 326-344 East 16th Street), Manhattan. Built 1905-07; C.B.J. Snyder, Superintendent of School Buildings, architect.

Landmark Site: Borough of Manhattan Tax Map Block 922, Lot 8.

On March 18, 1997, the Landmarks Preservation Commission held a public hearing on the proposed designation as a Landmark of the (former) Stuyvesant High School and the proposed designation of the related Landmark Site (Item No. 1). The hearing had been duly advertised in accordance with the provisions of law. Fourteen people spoke in favor of designation, including AnneMarie Barash, assistant principal of the High School for Health Professions, and representatives of Manhattan Borough President Ruth Messinger, Assemblyman Steven Sanders, Community Board 6, Stuyvesant Park Neighborhood Association, New York Landmarks Conservancy, and Historic Districts Council.

### Summary

The (former) Stuyvesant High School was built in 1905-07 as Manhattan's first "manual training" public school for boys, one of the educational reforms brought about by William H. Maxwell, first Superintendent of Schools following the consolidation of Greater New York in 1898. Stuyvesant, one of the first high schools built after the creation of a citywide system of public secondary education, was part of the vast school construction program launched to meet the needs of the city's rapidly expanding population. Designed by Superintendent of School Buildings C.B.J. Snyder in a Beaux-Arts style, with distinctive classically-inspired and Secessionist detail, the five-story, H-plan building is organized around light courts at the sides. The main facade on East 15th Street, clad in tan brick and limestone, is dominated by a pedimented entrance pavilion, flanked by three bays of windows on each side, while the East 16th Street facade, of red brick above a limestone base, has more restrained ornamental detail. Stuyvesant became the city's first high school to specialize in the sciences, and achieved a reputation over the years as one of the city's most prestigious high schools, noted for mathematics, the sciences, and technology. Students were admitted by competitive examination after the 1930s and, following a court decision, girls first attended the school in 1969. Among the many



notable graduates were three Nobel Prize winners, numerous scientists, mathematicians, engineers, doctors, and lawyers, as well as judges, politicians, architects, and figures in the theater, film, and television. The school relocated to Battery Park City in 1992. The original Stuyvesant High School building remains in use by the High School for Health Professions, the Institute for Collaborative Education, and P.S. 226, a special education program.

## DESCRIPTION AND ANALYSIS

### Public High Schools in Greater New York<sup>1</sup>

At the turn of the century, a unified public educational system, including secondary schools, was created in New York City from numerous independently administered school districts, which had a variety of curricula, grade divisions, educational policies, and standards for personnel selection. Responsible for developing this system were several individuals and factors: education reformers, such as Nicholas Murray Butler, whose efforts culminated in the School Reform Law of 1896; the consolidation of New York City in 1898; and the city charter revision of 1901.

Prior to this time, New York City did not have any full-time public high schools, although some courses, including "manual training" (such as cooking, sewing, and woodworking), were offered in evening high schools beginning in the late 1880s. In contrast, the city of Brooklyn had been ahead of New York: Central Grammar School opened in 1878 with two additional grades above the sixth (in 1891 it launched two separate schools, Boys' High and Girls' High); the Manual Training High School was organized in 1893; and Erasmus Hall Academy (1786) became Erasmus Hall High School in 1896. There were also high schools in Flushing (1875) and Long Island City (1889), Queens, as well as high school departments in several Staten Island schools. Charles B. Hubble, president of the New York City Board of Education, announced in the *Annual Report* of 1896 that

*For the first time in the history of New York, the benefits of secondary education are about to be offered to the youth of this city, the establishment of high schools having already been provided for in an appropriation of two and one-half millions of dollars by an act of the legislature passed at its last session. It is confidently expected that three model high schools will be opened in the autumn in various parts of the city in buildings altered for the purpose. . .*<sup>2</sup>

*Possibly it was not the best, probably it was not the most economical, certainly it was not the most expeditious way to have all the school-houses the city stood in such sore need of designed and built by the official architect to the Department of Education. But, since that method had to be followed, it is a matter of*

Among the major problems faced by the Board of Education was a tremendous shortage of school buildings. This situation was exacerbated by the Compulsory Education Law of 1894, which mandated school attendance until age fourteen, and the huge increase in immigration at the end of the nineteenth century (between 1900 and 1910 alone the city's population grew by nearly 39 percent).<sup>3</sup> The city had acquired 125 new school sites in Manhattan and the Bronx between 1884 and 1897,<sup>4</sup> and embarked on a vast program of school construction after consolidation. The plans made in 1896 to construct the first four new high school buildings -- a girls' school and a boys' school, both in Manhattan, a school in the Bronx, and, at a future date, a manual training school in Manhattan -- culminated in Wadleigh High School for Girls (1901-02), 215 West 114th Street; DeWitt Clinton High School (1903-05), 899 Tenth Avenue; Morris High School (1900-04), East 166th Street and Boston Road, the Bronx; and Stuyvesant High School. C.B.J. Snyder, as architect to the Board of Education, was responsible for all of these projects.

### The Architect: C.B.J. Snyder<sup>5</sup>

Charles B.J. Snyder (1860-1945), Superintendent of School Buildings, was the architect responsible for the planning, design, and construction of all new and expanded schools in the five boroughs after consolidation. Appointed to this position in 1891, when he oversaw only Manhattan and the annexed district of the Bronx, Snyder remained in the post until 1923. Little is known of his background beyond his birth in Stillwater, N.Y., and his architectural study with William E. Bishop. He was first listed in New York City directories in 1886, and remained in practice until around 1936. A specialist in school design, Snyder was recognized as a national leader in this regard as early as 1905:

*wonderful good fortune that the official architect chanced to be such a man as is Mr. C.B.J. Snyder, who not only at the outset showed such distinct capacity for his task, but has proved himself a man able to grow as his opportunities opened before him. Mr. Wheelwright in Boston, Mr. Ittner in St. Louis, Mr. Mundie in Chicago,*

*have done excellent service to their respective cities in the way of building school-houses. . . but they have not had to do their work under the same sort of pressure that has been put upon Mr. Snyder, and they*

*have not had to adapt their architectural treatment to as closely restricted sites.<sup>6</sup>*

Snyder's achievement was particularly remarkable given the scale of new school construction in New York: "The magnitude of the undertaking and the reality of the need for these new school-houses is shown by the fact that, even after several years of active building, there are at this time seventy-seven school-houses in various stages of completeness now in charge of the architect to the Department of Education, while contracts for twenty-four more will shortly be made."<sup>7</sup>

Snyder's concern with health and safety issues in public schools focused on fire protection, ventilation, lighting, and classroom size. The problem of school design in New York was heightened by relatively constricted sites which were necessitated by the high cost of land acquisition. As a result, Snyder introduced the efficient "H-plan" having two side courts, which provided increased light and ventilation, as well as areas for safe recreation.<sup>8</sup> The use of steel skeleton framing for buildings over four stories high allowed for cheaper and faster construction and an increased number of windows. Because of the need to produce so many buildings in such a short span of time, Snyder's office built upon the design and planning ideas of earlier schools as it produced new ones.

Embracing a variety of architectural styles, Snyder's schools were considered inventive, handsome, and appropriate as civic monuments. His earliest designs continued the Romanesque Revival style of George W. Debevoise, his predecessor as Superintendent of School Buildings, but Snyder later moved into other idioms, such as Jacobean, Dutch Renaissance, French Renaissance, Colonial, and Beaux-Arts, and he was credited with the introduction of the Collegiate Gothic style to New York public school architecture, a style which he successfully used for more than twenty years. His first four high school designs were each stylistically different. While the Collegiate Gothic and Dutch Renaissance were employed for the first three, Stuyvesant High was designed in a Beaux-Arts variant, with distinctive classically-inspired and Secessionist detail.<sup>9</sup>

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A Manual Training School for Manhattan<sup>10</sup>

William Henry Maxwell (1852-1920), first

Superintendent of Schools in New York City from consolidation until 1917, was influential in many of the initial reforms and accomplishments of the city's public school system, including the establishment of secondary education and construction of new school buildings. Born and educated in Ireland, Maxwell immigrated to New York in 1874, worked first as a newspaper reporter, and by 1880 was a teacher in Brooklyn. He was appointed associate superintendent of Brooklyn schools in 1882, and was elected Superintendent of Public Instruction there in 1887. He worked for passage of the Compulsory Education Law, and under his leadership the Brooklyn school system was reorganized and high schools were established, including the Manual Training High School. Maxwell was a founder and editor of the influential *Educational Review* and was president of the National Education Association in 1904-05.

Maxwell had great interest in providing a variety of programs and curricula for the public schools, including "manual training." The concept of manual training, widely discussed in educational circles nationally in the late nineteenth and early twentieth centuries, changed over the years as reflected by Maxwell's views on this topic. Writing in 1887 on manual training or "industrial education," he thought that "it is the decay of the apprenticeship system that has led to this agitation for manual training. The agitation expresses what is really an urgent need -- the need of special schools to teach trades,"<sup>11</sup> such as the recently established Pratt Institute (1884) in Brooklyn. He further reflected that "there are some boys who do not take kindly to the ordinary work of the schools. From these the ranks of our truants are largely recruited. As there is something abnormal [sic] in their character, so they require a peculiar training."<sup>12</sup> By the time of his effort to establish a Manual Training High School in Brooklyn in 1890, however, he wrote that

*in such a school, two hours a day would be devoted to book work, one hour a day to industrial drawing, and two hours a day to laboratory or shop work properly correlated with drawing and bookwork. . . nor would such a school be an experiment. The scheme has been fully tried in other places and has*

*been found abundantly successful. . . Such a school would not teach trades. It would, however, teach the principles that underlie all manual trades.*<sup>13</sup>

After the Manual Training High School was organized in 1893 (the first such school in what became Greater New York),<sup>14</sup> Maxwell displayed his progressive spirit by bemoaning the fact "boys alone are admitted to the school. In my judgement, this limitation is a mistake. This school is now the only part of our system in which girls are not accorded exactly the same advantages as boys."<sup>15</sup> As City Superintendent in 1899, Maxwell delineated a more advanced conception of manual training in his call for the creation of a Manual Training High School in Manhattan:

*It is now realized that the manual training high school in teaching the use of tools, without aiming at making craftsmen, and in teaching the practical application of science and art to industry, forms the best preparation for life in the case of those who have a mechanical turn of mind and who intend to devote themselves to any kind of manufacturing industry. Experience has also demonstrated that the keenness of observation, deftness of hand, and mental ingenuity developed by work of the manual training high school constitute the best possible preparation for entrance to a medical school or one of the great scientific schools. .*<sup>16</sup>

Manual training courses (such as drawing and modelling, cooking and sewing for girls, and wood and metal workshops for boys) were introduced in many of the New York public schools. The *New York Times* noted in 1905 that "it was not so very long ago when manual training, as it is known today, was practically an unknown field. . . Now every school that pretends to be modern and thorough has its manual training branches. . . At conventions of teachers it receives more attention perhaps than any one of the older and supposedly more dignified branches of learning."<sup>17</sup>

#### Stuyvesant High School<sup>18</sup>

As reported in the *New York Times* in January 1903, Superintendent Maxwell and C.B.J. Snyder recommended that the Manual Training High School in Manhattan be one of the next school construction projects.<sup>19</sup> The Board of Education's *Annual Report* of 1903 identified the future location of the school as a site on East 15th Street between Livingston Place and First Avenue (title for this site, comprised of twenty-one lots, had been acquired by the City in February 1898). The Board's Committee on Buildings in April 1904

presented Snyder's plans for the new school, which were approved by the Board. A resolution also was adopted to transfer the DeWitt Clinton High School annex out of the former Public School 47 building (1865), at 225 East 23rd Street, and to alter that building for temporary use as the Manual Training High School. In the Board's 1904 *Annual Report*, Snyder observed of the proposed new school project that

*the contracts for all the others [Morris, Wadleigh, and DeWitt Clinton] had been let, leaving Manual Training until the last, although there had been a Manual Training High School in Brooklyn for which a new building had been provided. It may have been wise to wait so long, as it is doubtful if the same results could have been obtained by an earlier consideration of the subject, since the principal had as object lessons the more recent developments along the lines of manual training in a number of new schools in various parts of the country.*<sup>20</sup>

The same report indicated that "after a careful consideration of suitable names, the school was finally designated as the Stuyvesant High School, as being reminiscent of the locality."<sup>21</sup> A construction contract for \$615,000 was awarded in August 1904 to the P.J. Carlin Construction Co.

Stuyvesant High School was officially opened in the former P.S. 47 building on September 12, 1904, and was organized under Dr. Frank Rollins (selected as principal in May). Rollins (d. 1920), a graduate of Wesleyan University (1889) and Columbia University (1902), came to New York at the time of consolidation, taught at DeWitt Clinton and Morris High Schools (serving as head of the physics department), and was principal of the Evening High School for Men. The cornerstone for the new Stuyvesant High building was laid on September 21, 1905, by C.B.J. Snyder and the chairman of the building committee. At that event Superintendent Maxwell predicted "a great future for Stuyvesant as the result of carefully weighed plans and lavish equipment."<sup>22</sup> In September 1906 Maxwell reported that "the growth of the school and the enrollment of boys in this course have been steady and constant,"<sup>23</sup> necessitating the use of part of the new P.S. 165 on West 108th Street as an annex for Stuyvesant. Declaring that "enough rooms are ready for occupancy to enable us to move in,"<sup>24</sup> Maxwell opened the new Stuyvesant High School to students on September 9, 1907. Work continued on the building, however, and a formal dedication and open house did not occur until June 12, 1908.

One observer had noted during construction

that "this is an advanced manual training school. The H-plan here received its most severe test, yet the New York school authorities consider the structure to be superior to any other school, manual training school, or trade school in existence."<sup>25</sup> In a feature article after its opening, the *New York Times* further praised Stuyvesant High School:

*New York is a leader in the reform movement. Several years ago, through the persistent advocacy of Dr. William H. Maxwell, City Superintendent of Schools, it introduced manual training into the schools. The innovation met with great opposition. . . The enormous attendance at [evening trade school] sessions justified their existence and abundantly proved that they were a long-felt want. In the face of this convincing success, opposition died away. . . Stimulated by this signal success, New York has now taken up industrial training. With its customary liberality in educational matters it has planned to give the innovation every chance for success. An elaborate institution has been organized for testing the experiment. It is known as the Stuyvesant High School. . . With the same care and circumspection that a chemist exercises in studying a new element, the educators have planned this institution. Before it was finally projected an investigation was made of all the leading technical institutions. . . with a view to profiting by their experience. The best points of all are incorporated in the equipment and course of study of the new institution. In consequence, New York has provided a school which excels anything of a similar nature in the country. . . The investment of \$1,500,000 which it represents will yield abundant interest when the graduates of the school enter the industrial world. There, owing to their superior training, they will make their influence felt, and will contribute liberally to the prosperity of the nation.*<sup>26</sup>

Stuyvesant High's facilities included a gymnasium, auditorium, library, laboratories, workshops, as well as classrooms, drawing rooms, and lecture rooms. Classes in the four-year program originally included English, Latin, modern languages, history, mathematics, physics, chemistry, woodworking, metalworking, mechanical drawing, freehand drawing, "physical training," and music.

#### Later History<sup>27</sup>

Ernest R. von Nardroff became the principal of Stuyvesant High in 1908, when Frank Rollins left to become the state's Assistant Commissioner of

Education. Born in Brooklyn, von Nardroff (1864-1938) graduated from the School of Mines, Columbia University (1886) and from St. Lawrence University (1903); he taught physics at Barnard College and later headed the physics department at Erasmus Hall High School. He remained principal of Stuyvesant until his retirement in 1934. In June 1908, Superintendent Maxwell announced that Manhattan's first trade school would open the next fall as an evening school in Stuyvesant, and clarified that "a manual training school aims at intellectual and physical training with an all-around development in view while the trade school seeks to train expertness in one particular line."<sup>28</sup> This distinction was further made by J. Gerald Cole, editor of the school's yearbook *The Indicator* in 1911 (the first class to complete its studies in the new building), as he predicted a brilliant future for the school:

*The Stuyvesant High School has a mission to perform in this city. Now that vocational schools proper are teaching young men shop-work, Stuyvesant can proceed to take up the work for which it was founded, namely to give secondary instruction to young men of academic tastes, such instruction to be along scientific and technical, rather than classical lines. . . Stuyvesant is destined to become the greatest high school in the City of New York. For the elementary school graduate who is of a mechanical, mathematical, or scientific turn of mind, the Stuyvesant High School is truly "The Door of Opportunity."*<sup>29</sup>

In a 1909 study of a dozen manual training high schools in the United States, Stuyvesant was already sending an estimated 84 percent of its graduates to college, while at the other schools the average was estimated at between 25 and 50 percent.<sup>30</sup>

After 1920, admission to Stuyvesant High School began to be restricted to those boys with excellent records in elementary school. Additional courses in mathematics and the sciences were introduced, and Stuyvesant developed as New York's first high school specializing in the sciences.<sup>31</sup> Under Sinclair J. Wilson, a noted chemist and principal of Stuyvesant from 1934 to 1943,<sup>32</sup> the school further increased its classes in mathematics, sciences, and humanities, while de-emphasizing the mechanical arts, and based admission on a standardized competitive entrance examination for the first time. In 1967, a Brooklyn girl, denied admission to Stuyvesant, sued the Board of Education. The resulting court decision

opened the school to girls; fourteen girls entered Stuyvesant in 1969, followed by 223 in 1970. Over the years, Stuyvesant became one of the city's most prestigious high schools, particularly noted for mathematics, the sciences, and technology. Principal Abraham Baumel boasted in 1992 that

*our school almost invariably leads the nation in National Merit Scholars, in Westinghouse awards, in Mathematics competitions, in Debating, in Foreign Language achievements, in Poetry competitions, in Essay competitions, and in musical accomplishment. Our school continues to win more scholarships than any in the city or the state.*<sup>33</sup>

According to a recent assessment, "the school has graduated a small, smart country's worth of mathematicians, engineers, biologists, chemists and physicists [etc.]. . . and many, many doctors. More Stuyvesant alumni have become physicians than any single profession."<sup>34</sup> Lawyers constitute the second largest group.

The school has produced many notable graduates in a variety of fields. Scientists have included Gustave Dammin (1930), epidemiologist and discoverer of the cause of Lyme disease; Joseph File (1940), winner of the Enrico Fermi Award in physics; Joshua Lederberg (1941), Nobel Prize winner in physiology and medicine, 1958; Robert W. Fogel (1944), Nobel Prize winner in economics, 1993; Alvin Poussaint (1952), psychiatrist; and Roald Hoffmann (1955), Nobel Prize winner in chemistry, 1981.<sup>35</sup> In the field of architecture have been critic Lewis Mumford (1913) and architects William Hohauser (1913), Herman Jessor (1914), and Philip Birnbaum (1925). Graduates who went into politics and government have included Felix Wormser (1912), Assistant Secretary of the Interior; Herbert Zelenko (1922), Herbert Tenzer (1923), Benjamin Rosenthal (1939), and Jerrold Nadler (1965), all U.S. Congressmen; Howard Golden (1945), Brooklyn Borough President; Serphin R. Maltese (1951), state senator; Stanley Friedman (1953), former Bronx Borough President; and Richard Gottfried (1964), state assemblyman. Justices of the New York State Supreme Court were Saul Streit (1914), Robert J. Trainor (1918), Harold T. McLaughlin (1922), Harry B. Frank (1922), Irving Saypol (1922), Thomas Chimera (1924), Samuel D. Falco (1925), and Edward Greenfield. Sidney Sugarman (1922) became a U.S. district court judge; Roy Innis (1952) served as chairman of the Congress for Racial Equality; and Richard Ben-

Veniste (1960) was a Watergate prosecutor. Noted figures in the theater, film, and television have been actors James Cagney (1918), Robert Alda (Alphonse d'Bruzzo) (1930), Ben Gazzara (1946), Ron Silver (1963), and Tim Robbins (1976); David Sarnoff, president of Radio Corp. of America (RCA); screenwriter/producer Joseph L. Mankiewicz (1924); and TV producer Sheldon Leonard (1925). Educator Albert Shanker (1946), president of the American Federation of Teachers, also attended Stuyvesant.

As the academic body continued to grow and the needs of the institution changed, Stuyvesant High School required a new facility and relocated to Battery Park City in 1992. The original Stuyvesant High School building remains in use by the Board of Education for three specialized programs: the High School for Health Professions, the Institute for Collaborative Education, and P.S. 226, a special education program.

#### Description

Designed in a Beaux-Arts style with classically-inspired and Secessionist detail, Stuyvesant High School is five stories high and has an H-plan organized around light courts at the east and west sides. Located between Livingston Place and First Avenue just east of Stuyvesant Square, the building extends through the block from East 15th Street to East 16th Street. Street facades have six-over-six double-hung windows, which were undergoing replacement with wood sash at the time of designation.

**Main Facade (East 15th Street)** This facade, clad in tan brick and limestone, with stone ornament, is rusticated on the first story, and has a metal bracketed cornice above the fourth story. It is dominated by a pedimented **entrance pavilion**. The main entrance on the ground level consists of three sets of double doors with transoms, surmounted by windows with keystones. Original wood and glass doors have been replaced by stainless steel doors; grilles once covering the windows have been removed; and hanging lamps flanking the entrance have been removed. A cornerstone with the inscription "Stuyvesant High School 1904" is located to the west of the entrance. The three stories above the entrance are ornamented by pilasters, spandrel plaques, and (above the second story) a female head flanked by festoons and surmounted by a segmental arch; all three stories are enframed by colossal pilasters having capitals ornamented by large festooned cartouches surmounted by female heads set within

shells, and colossal tassel-like foliate moldings. The large segmental window grouping on the fifth story is surmounted by a cartouche amidst palm leaves and is flanked by pairs of stylized pilasters. A pediment with a modillioned metal cornice enfolds a plaque with the inscription "Stuyvesant High School" flanked by a pair of cornucopia. A flagpole is placed above the pavilion.

The areaway has an iron fence with a stylized geometric design, and squat stone posts with festoons. An iron gate and stairs lead to a first-story door west of the main entrance. Both sections of the facade flanking the central pavilion are arranged vertically by three bays of windows flanked by colossal pilasters surmounted by plaques. Openings on the first story are segmentally-arched with voussoirs, keystones, and slender pilasters; metal mesh has been placed over the first-story windows. Plaques at the ends of the building on the first story are decorated with the Board of Education seal (west) and the New York City seal (east). The second through the fourth stories have decorative metal spandrel panels and slender pilasters; the windows on the fourth story are segmentally-arched. On the fifth story, above the main cornice, rectangular fenestration with keystones is surmounted by a paneled and molded cornice ornamented with festooned plaques, which are surmounted by cartouches at either end. The cornice originally had fluting below and panels and bosses above.

**East 16th Street Facade** This facade, clad in red

brick laid in Flemish bond above a limestone base, has projecting end pavilions, a metal bracketed cornice above the fourth story, and more restrained ornamental detail. The areaway has an iron picket fence. The main (central) entrance, reached by stairs, consists of three sets of double metal doors surmounted by panels; above each opening is a window separated by pilaster brackets with a chainlink motif that support a band with the inscription "Stuyvesant High School." Originally each window was covered with a grille, and hanging globe fixtures, which were placed between the doors, have been removed. An elaborate, wide gate structure in front of the entrance steps has been removed. An iron gate and stairs lead to a first-story door west of the main entrance, while steps lead to the basement east of the main entrance. Brick spandrel panels are placed above the first through third stories. Windows have paneled stone lintel bands, stone sills, and thin pilasters. Metal mesh has been placed over the first-story windows.

**West Facade** This facade, visible from both streets, consists of solid brick walls, partially parged. The western light court portion of the building is also partly visible from each street.

Report prepared by  
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## NOTES

1. New York City, Bd. of Education, *The First Fifty Years: A Brief Review of Progress, 1898-1948* (New York: [1948]), 2-20; Gary Hermalyn, *Morris High School and the Creation of the New York City Public High School System* (New York: Bronx Co. Histl. Soc., 1995); LPC, public school files.
2. NYC, Bd. of Education, *Annual Report* (1896), 54-55, cited in Hermalyn, 43.
3. NYC, Bd. of Education, *New York City School Buildings 1806-1956* (New York: Bd. of Ed., 1956), 34.
4. *New York Times* [hereafter *NYT*], December 19, 1897, 22.
5. "Charles B.J. Snyder," *Who Was Who in America* 4 (Chicago: A.N. Marquis Co, 1968), 883; Snyder obit., *National Architect* 2 (Jan. 1946), 13; LPC, *Public School 27 Designation Report* (LP-1895) (New York: City of New York, 1995), prepared by Virginia Kurshan; Dennis S. Francis, *Architects in Practice, New York City 1840-1900* (New York: Comm. for the Pres. of Archl. Recs., 1979), 71; James Ward, *Architects in Practice, New York City 1900-1940* (New York: Comm. for the Pres. of Archl. Recs., 1989), 73; Robert A.M. Stern, Gregory Gilmartin, and John Massengale, *New York 1900* (New York: Rizzoli Intl. Publs., 1983), 78-87.

The following schools designed by Snyder are designated NYC Landmarks: Public School 67 (High School of the Performing Arts) (1893-94), 120 West 46th Street; Public School 27 (1895-97), 519 St. Ann's Avenue,

the Bronx; Public School 31 (1897-99), 425 Grand Concourse, the Bronx; Morris High School auditorium interior (1900-04), East 166th Street and Boston Road, the Bronx; Wadleigh High School for Girls (1901-02), 215 West 114th Street; Curtis High School (1902-04, 1922, 1925), Hamilton Avenue and St. Mark's Place, Staten Island; Public School 91 addition (1905), 1257 Ogden Avenue, the Bronx; Boys' High School additions (c. 1905-12), 832 Marcy Avenue, Brooklyn; Westfield Township District School No. 7 addition (1906-07), 4210 Arthur Kill Road, Staten Island; Girls' High School addition (1912), 475 Nostrand Avenue, Brooklyn; and Public School 72 annex (1912-13), 1674 Lexington Avenue.

6. "The Excellent Character of Mr. Snyder's Work," *American Architect & Building News*, July 29, 1905, 33.
7. Ibid.
8. C.B.J. Snyder, "Public School Buildings in the City of New York" (Part 1), *American Architect & Building News*, Jan. 25, 1908, 30.
9. Snyder's original rendering of the building indicated more conventional neo-classical detailing. See NYC, Bd. of Education, *Annual Report* (1904), and Stuyvesant High School, *The Indicator* [yearbook] (1906), 10.
10. Hermaly; "William H. Maxwell," *Dictionary of American Biography* 6, Dumas Malone, ed. (New York: Charles Scribner's Sons, 1961), 445-446, *The Encyclopedia of New York City*, Kenneth T. Jackson, ed. (New Haven: Yale Univ. Press, 1995), 735, and *National Cyclopaedia of American Biography* 13 (New York: James T. White & Co., 1906), 218-219; William H. Maxwell, *A Quarter Century of Public School Development* (New York: American Book Co., 1912).
11. Maxwell, 46.
12. Ibid., 47.
13. Ibid., 66-67.
14. Manual Training High School was originally located in the former Central Grammar School building, Court and Livingston Streets, Brooklyn; a new school was built in 1902-03 at Seventh Avenue and Fourth Street.
15. Maxwell, 74.
16. Ibid., 75.
17. "Manual Training," *NYT*, Aug. 12, 1905, III, 5.
18. NYC, Bd. of Education, *Annual Report of the Department of Education of the City of New York* (1901-1908), *Annual Report of the City Superintendent of Schools* (1906-1908), *Journal of the Board of Education of the City of New York* (1904-1907), and *Annual Financial and Statistical Report of the Transactions of the Board of Education of the City of New York, 1906-08*; J. Gerald Cole, "A History of the Stuyvesant High School 1904-1911," *The Indicator* (New York: Stuyvesant High School, 1911), 15-40; "New Training School's Head," *NYT*, May 20, 1904, 5; "Manual Training School. Cornerstone Laid for New Building....," *NYT*, Sept. 21, 1905; Stuyvesant High School, "Laying the Cornerstone," *The Indicator* (1906), 17-18; Rollins obit., *NYT*, May 12, 1920, 11; Stuyvesant High School File Card Box, NYC Bd. of Education Archives, Special Collections, Milbank Meml. Library, Teachers College, Columbia Univ.; Snyder, 30 and pls. 9-14; "A Million and a Half to Teach Boys Trades: Stuyvesant High School Marks a Unique Phase in the Development of Industrial Education," *NYT*, Oct. 27, 1907, V, 8.
19. "New School Buildings," *NYT*, Jan. 1, 1903, 5.
20. NYC, Bd. of Education, *Annual Report* (1904), 294.
21. Ibid., 295. This resolution, adopted in June 1904, undoubtedly also indicated a desire to avoid confusion with the Manual Training High School in Brooklyn.
22. Cited in Cole, 23.
23. NYC. Bd. of Education, *Annual Report... City Supt.* (1906), 196.
24. NYC. Bd. of Education, *Annual Report... City Supt.* (1907), 245.



25. Charles C. Johnson, "The Model School House," *The World's Work* (June 1906), 7667. The *Educational Review* complimented both the Superintendent and the building: "The recent progressive administration of the New York public schools, under Dr. Maxwell, has attained a great deal and pointed out the way to much of the highest value in education. Nowhere is this progress better manifested than in the stand that has been made for manual training, not only in the primary and grammar grades, but also in the secondary schools. There are now two magnificent manual training high schools in New York." Colin A. Scott, "The Manual Arts in the City of New York," *Educational Review* (Apr. 1906), 411.
26. *NYT*, Oct. 27, 1907.
27. Stuyvesant High School, *The Caliper* (Nov. 1908), *The Indicator* (1905-1965), and *The Spectator*, Dec. 20, 1984 [80th Anniv. Issue]; von Nardroff obit., *NYT*, Nov. 6, 1938, 49; Stuyvesant High School Alumni Association, *Stuyvesant High School Alumni Directory 1904-1991* (New York: Bernard C. Harris Publ. Co., 1992).
28. "To Open Trade School," *NYT*, June 18, 1908, 6.
29. Cole, 39-40.
30. Robert W. Selvidge, "A Study of Some Manual Training High Schools," *Manual Training Magazine* (June 1909).
31. The second high school specializing in sciences, the Bronx High School of Science, was founded in 1938, with a quarter of its faculty from Stuyvesant.
32. Later principals were John P. Clark (1943-44); Fred Schoenberg (1944-53), a Stuyvesant graduate and teacher; Jacob Wortman (1953-54), a mathematics teacher; Leonard J. Fliedner (1954-71), a chemist; Gaspar Fabbicante (1971-82), chairman of the foreign language department and the first principal from a humanities background; Kenneth Trewel (1982-83); and Abraham Baumel (1984-94), chairman of the physics department.
33. *Alumni Directory*, preface.
34. Jonathan Mandell, "Excellence with Attitude," *New York Newsday*, June 24, 1992, 54.
35. Hoffman stated that "it was in Stuyvesant that I was surrounded by the greatest concentration of intellect that I have ever been in my life." Quoted in Mandell.

## **FINDINGS AND DESIGNATION**

On the basis of a careful consideration of the history, the architecture and other features of this building, the Landmarks Preservation Commission finds that the (former) Stuyvesant High School has a special character and a special historical and aesthetic interest and value as part of the development, heritage and cultural characteristics of New York City.

The Commission further finds that, among its important qualities, the (former) Stuyvesant High School was built in 1905-07 as Manhattan's first "manual training" public school for boys, one of the educational reforms brought about by William H. Maxwell, first Superintendent of Schools following the consolidation of Greater New York in 1898; that Stuyvesant was one of the first high schools in the city built after the creation of a citywide system of public secondary education, and was part of the vast school construction program launched to meet the needs of the city's rapidly expanding population; that the five-story building was designed by Superintendent of School Buildings C.B.J. Snyder in a Beaux-Arts style, with distinctive classically-inspired and Secessionist detail, and has an H-plan organized around light courts at the sides; that the main facade on East 15th Street, clad in tan brick and limestone, is dominated by a pedimented entrance pavilion, flanked by three bays of windows on each side, while the East 16th Street facade, of red brick above a limestone base, has more restrained ornamental detail; that Stuyvesant became the city's first high school to specialize in the sciences, and achieved a reputation over the years as one of the city's most prestigious high schools, noted for mathematics, the sciences, and technology, admitting students by competitive examination after the 1930s, and including girls in 1969 following a court decision; that among the many notable graduates were three Nobel Prize winners, numerous scientists, mathematicians, engineers, doctors, and lawyers, as well as judges, politicians, architects, and figures in the theater, film, and television; and that the school building served its original function until 1992, and remains in use by the High School for Health Professions, the Institute for Collaborative Education, and P.S. 226, a special education program.

Accordingly, pursuant to the provisions of Chapter 74, Section 3020 of the Charter of the City of New York and Chapter 3 of Title 25 of the Administrative Code of the City of New York, the Landmarks Preservation Commission designates as a Landmark the (former) Stuyvesant High School, 345 East 15th Street (aka 331-351 East 15th Street and 326-344 East 16th Street), Borough of Manhattan, and designates Borough of Manhattan Tax Map Block 922, Lot 8, as its Landmark Site.



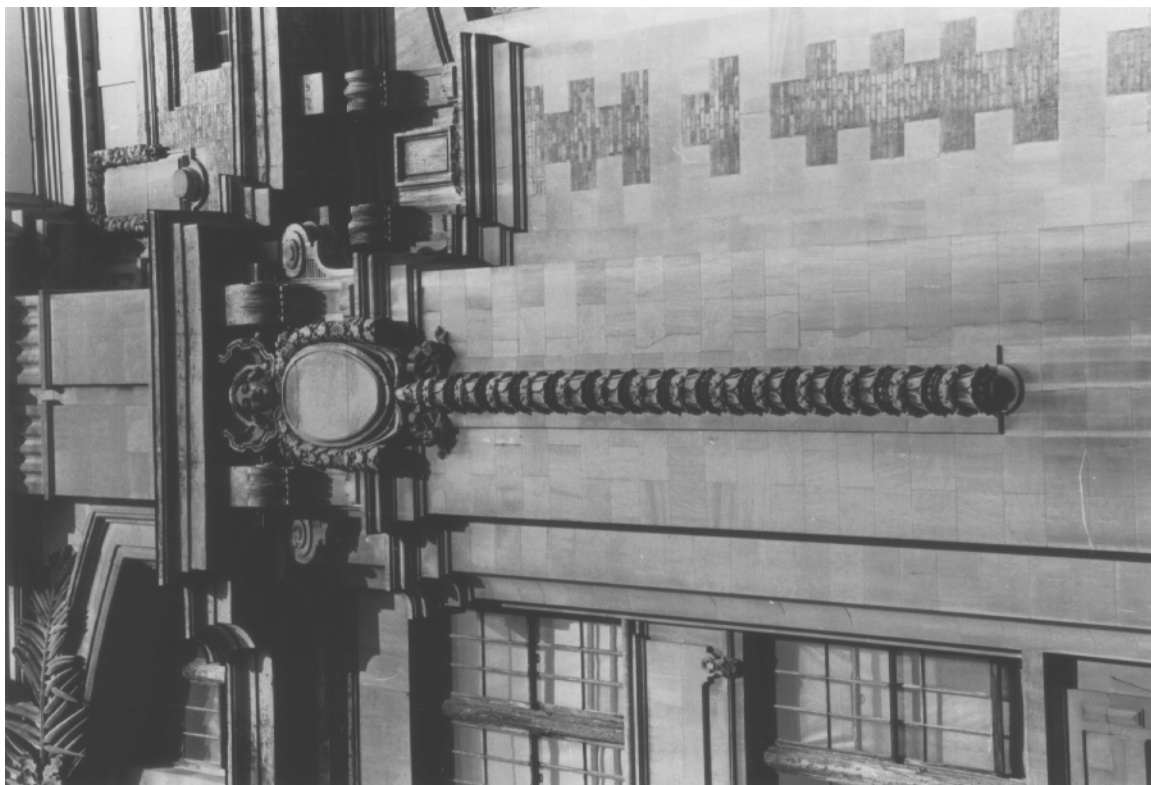
(Former) Stuyvesant High School, 345 East 15th Street, Manhattan  
*Photo: Carl Forster*



(Former) Stuyvesant High School, end bay window detail  
*Photo: Carl Forster*

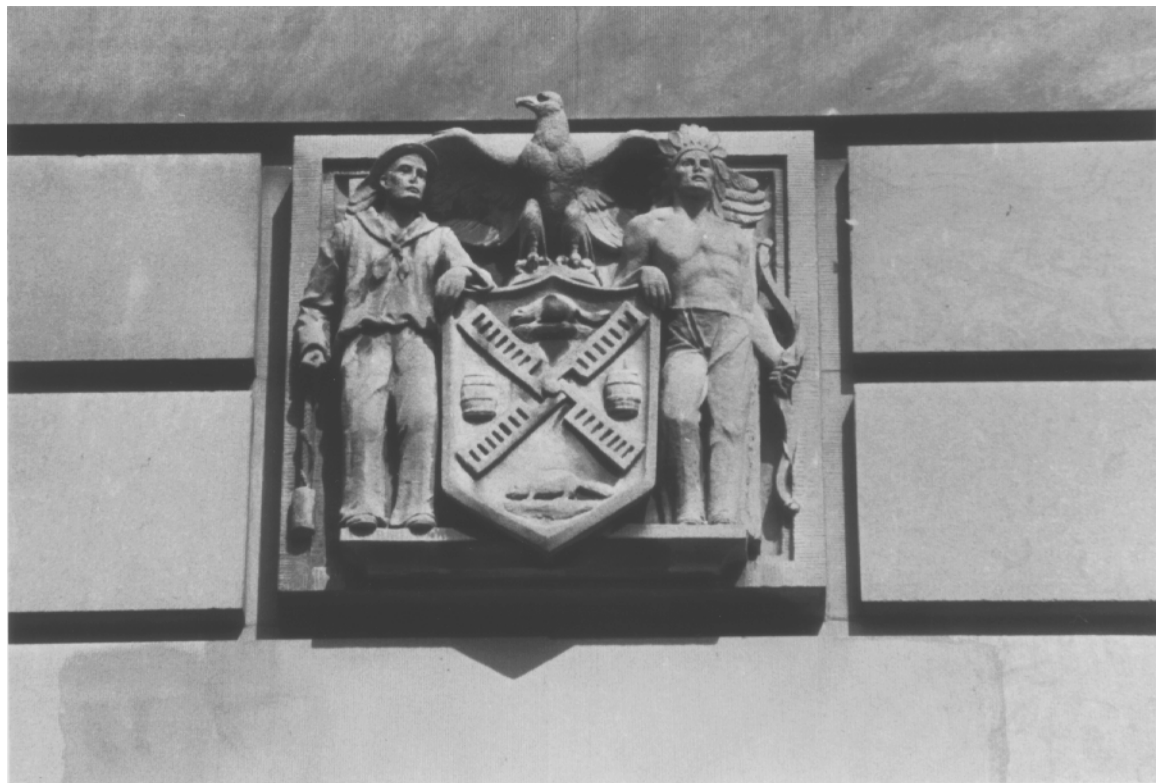
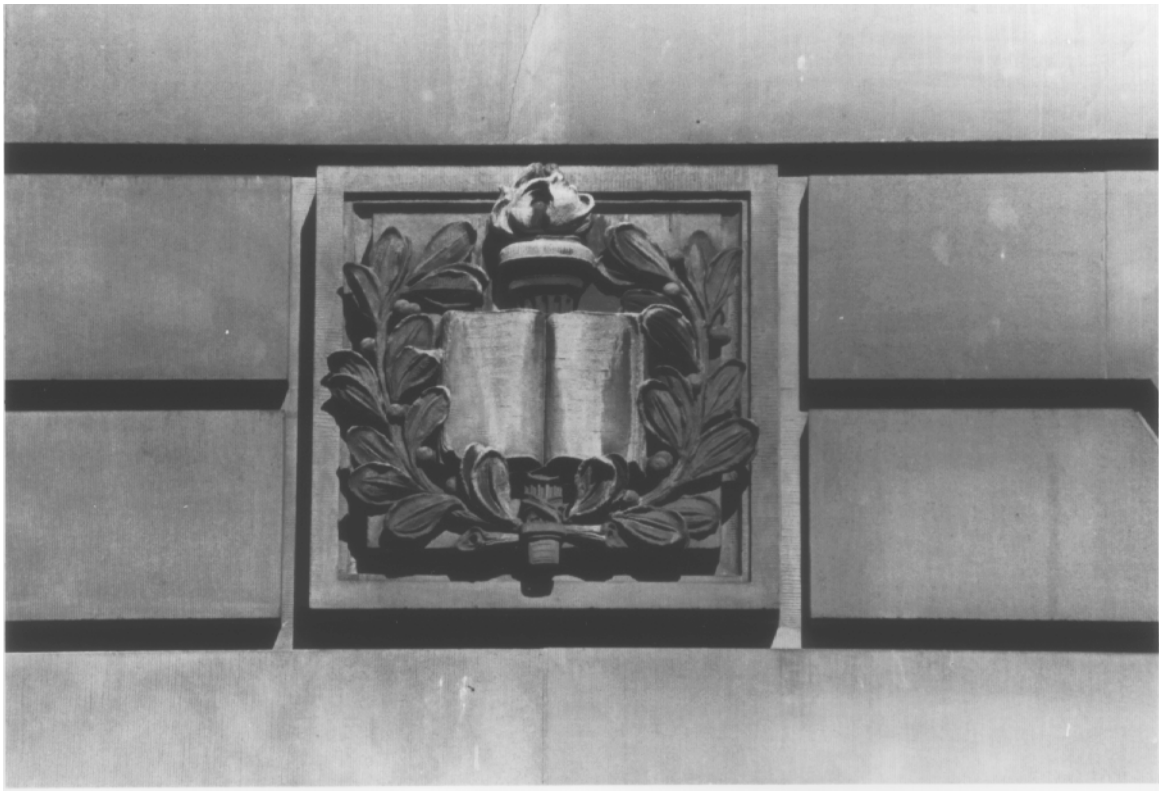


(Former) Stuyvesant High School, entrance pavilion  
*Photo: Carl Forster*



(Former) Stuyvesant High School, entrance pavilion details  
*Photos: Carl Forster*





(Former) Stuyvesant High School, first story plaques (Board of Education and New York City seals)  
*Photos: Carl Forster*



(Former) Stuyvesant High School, East 16th Street facade

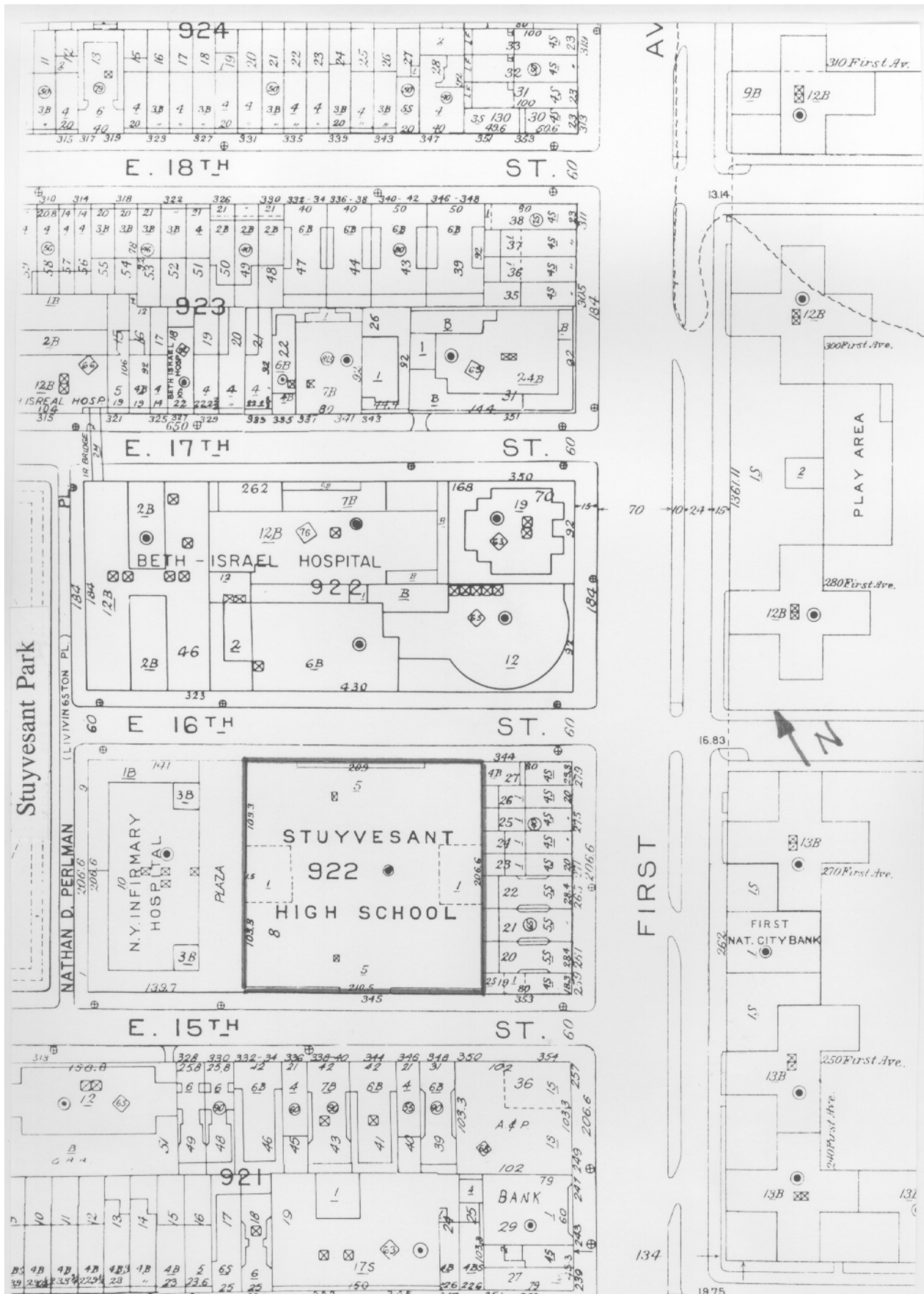
*Photo: Carl Forster*





(Former) Stuyvesant High School, East 16th Street entrance detail

*Photo: Carl Forster*



(Former) Stuyvesant High School

Source: Sanborn, *Manhattan Land Book* (1196-97), pl. 45

