

NEW YORK TRAINING SCHOOL FOR TEACHERS/NEW YORK MODEL SCHOOL

(later **HIGH SCHOOL OF MUSIC AND ART**; now A. Philip Randolph Campus High School)

443-465 West 135th Street (aka 161-175 Convent Avenue), Manhattan.

Built 1924-26; William H. Gompert, Architect and Superintendent of School Buildings.

Landmark Site: Borough of Manhattan Tax Map Block 1957, Lot 78.

On July 15, 1991, the Landmarks Preservation Commission held a public hearing on the proposed designation as a Landmark of the New York Training School for Teachers (now A. Philip Randolph Campus High School) and the proposed designation of the related Landmark Site (Item No. 26). The hearing had been duly advertised in accordance with the provisions of law. Eight people spoke in favor of this as well as other items on the calendar, but urged the Commission to continue its work in Harlem. Three speakers declined to take a position regarding this proposed designation until such time as that work continues. One person expressed concerns about the designation.

Summary

The New York Training School for Teachers/New York Model School was built in 1924-26 to the design of William H. Gompert, Architect and Superintendent of School Buildings for the Board of Education, and prominently sited in the Hamilton Heights section of Harlem adjacent to City College. This was the first building constructed expressly for the Training School (and its "model school" for practice teaching), first opened in 1898 and one of three municipal teacher-training schools maintained by the Board of Education to assure an adequate supply of teachers for the city's school system. Most of New York's elementary school teachers, the vast majority of them women, were trained at these schools during their period of operation. The five- and six-story (plus basement and central tower) L-shaped New York Training School for Teachers/New York Model School was designed in an abstracted contemporary Collegiate Gothic style and clad in limestone and mottled buff-to-brown ironspot brick, with large window bays filled with unusual folding-casement steel sash windows. Exterior articulation, divided vertically by pavilions, buttresses, and square towers, also differentiated the model school and training school portions, as well as a "churchlike" wing housing an auditorium above which is a gymnasium. The Training School became the New York Teachers Training College (1931-33), which was abolished during the Depression when there was a surplus of teachers for the city's school system. The building later housed Public School 193 (1933-52) and, for nearly fifty years, the High School of Music and Art. Established in 1936 by Mayor

Fiorello H. LaGuardia and considered to be the first public high school in the United States specializing in the study of music and art, the High School of Music and Art produced many graduates who have distinguished themselves in the professions of music, the arts, and education, among others. After the school was merged with the High School of Performing Arts and relocated to Lincoln Center in 1984, the New York Training School for Teachers building has been the A. Philip Randolph Campus High School.

H i g h
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DESCRIPTION AND ANALYSIS

Teacher Training in New York City¹

During the nineteenth century, a number of institutions were formed in New York City and Brooklyn for the education of prospective teachers. A Saturday Normal School, operated from 1834 to 1853 in Manhattan by the Public School Society, was continued by the Board of Education until 1880. The College of the City of New York, established by the state in 1847 as the Free Academy (for boys only), produced most of the city's male teachers. The Normal College of the City of New York (Hunter College after 1914), which opened in 1870 as a parallel school for female teachers, was the city's foremost institution for training teachers prior to the turn of the century and subsequently trained most of its high school teachers. The New York College for the Training of Teachers (Teachers College after 1892) was founded in 1887; it ceased undergraduate teacher education in 1926. In Brooklyn, teacher training was provided by four Saturday Normal Schools intermittently operated by the Board of Education (1843-67), the Packer Institute (1854-80), and the Central Grammar School (1878-85). The lack of rigorous professional standards, in terms of training or experience, for teachers in New York City in the nineteenth century was similar to the situation in the rest of the country.² As teaching in the United States became professionalized, male teachers were nearly displaced by women, particularly in the elementary schools.

A unified public educational system was created in New York City at the turn of the century from numerous independently administered school districts. William Henry Maxwell (1852-1920),³ 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, construction of new school buildings, and improving the methods of training teachers. He strove to raise the qualifications of teachers, and at the same time sought to protect their rights, jobs, and salaries from the influence of politics. Maxwell had worked for passage of the 1895 state law that required teachers to be "graduates of a recognized high school and also of a school for the professional training of teachers, or from institutions of equal or higher rank offering similar instruction,"⁴ and also

advocated the differentiation between the experience and training necessary for elementary versus secondary school teachers. New York's high school curriculum after 1898 included the option of a three-year course of study which was preparation for entrance to City or Normal Colleges or to a training school for teachers. A n a d e q u a t e supply of qualified elementary school teachers was crucial to the New York City school system, which contended with fluctuating numbers of available teachers over the years.⁵ The Board of Education thus maintained three municipal teacher-training schools "with the sole purpose of providing classroom teachers for the city's burgeoning educational system,"⁶ reasoning that training for the city's teachers would be best handled within the school system itself. The Brooklyn Training School for Teachers had been founded in 1885 as the first such municipal school in New York State.⁷ The New York Training School for Teachers was opened in Manhattan in 1898. The Jamaica State Normal School in Queens, authorized in 1893 and opened in 1897, became the Jamaica Training School for Teachers in 1906 after its transfer from the state to the city.⁸ The course of study of these teacher-training schools included theoretical study of the principles and history of education, psychology, observation of teachers, and practice teaching in a "model school" that was operated by the training school. After completion of the course of study, an examination was required in order to obtain a teaching license from the city and state, prior to an actual appointment to a teaching position. The teacher-training schools offered one of the most attractive options for prospective elementary school teachers in the city, as they provided free teacher training, a shorter amount of time in school prior to employment,⁹ preparation for the licensing examination, and classroom experience, as well as a salary as a student teacher.

Enrollment for the teacher-training schools peaked between 1923 and 1929, the period after a serious teacher shortage following World War I. By this time, 92 to 97 percent of the students in these schools were female and, according to a recent study, the majority of students after the war were Jewish.¹⁰ These schools provided the city with most of its elementary school teachers, who constituted two-thirds of the citywide total number of teachers. One commentator noted that "during the training schools' period of unrivaled popularity,

the city's Board of Education replicated attempts by teacher educators throughout the nation to upgrade the teaching profession by raising standards of admission, revising the curriculum, and extending the years of schooling for teacher trainees."¹¹ The course of study was extended from two to three years in 1923. The Board of Education, realizing by 1927 that the success of the training schools was contributing to a surplus of teachers,¹² raised admission requirements in 1929 and added a fourth optional year of study for specialization in subject matter. Though enrollment dropped in 1930, the number of teachers licensed in the city, but without appointments, increased. In an effort to further decrease enrollment, in September 1931 the Board reorganized the training schools as four-year teacher-training colleges that issued bachelor's degrees in pedagogy. In the midst of the Depression, however, with some 5000 city teachers awaiting appointments (and an anticipated ten-year absorption period) and a halving of appropriations to the colleges by the Board of Estimate, the Board of Education abolished the three teacher-training colleges in February 1933.¹³

New York Training School for Teachers/New York Model School¹⁴

The New York Training School for Teachers [*hereafter* NYTST], established by the Board of Education in the summer of 1898, opened in the Public School 2 building (1886-87), at 116 Henry Street, in September 1898 under principal Augustus S. Dowling¹⁵ with a two-year course of study. The following year NYTST was transferred to the Public School 159 building (1898-99), at 241 East 119th Street, which had been partially remodelled for use as the training school. After a charter revision in 1902, the elementary school sharing the building became a model school for the training school. The neighborhood population grew rapidly and the P.S. 159 building was needed as a regular elementary school, so NYTST and its model school were moved again in January 1907 to the Public School 81 building (1905-06), at 212-220 West 120th Street. The *Annual Report of the City Superintendent of Schools* of 1907 indicated that this would be a temporary location for NYTST: "This building will accommodate the school fairly well for the present, though its limited size will necessitate a transfer of the school to some larger and better equipped building in the near future. The growth of the training school, if it continues, will inevitably force the city in the near future to erect a

new and much larger building. . ."¹⁶ In 1909, Superintendent Maxwell reported that attendance had increased to the extent that "the present building is crowded,"¹⁷ but also noted that the Board had recently secured a site for a new NYTST building at Hamilton Place and West 141st Street. The principal of NYTST reiterated in 1910 that "the most serious obstacle to the continued progress of this school is the lack of a building suitable to its purposes."¹⁸ In 1912, however, Maxwell reported that "we have now a supply of teachers considerably more than sufficient to meet the demand,"¹⁹ which, combined with a general halt in construction during the war, explains why no action was taken on a new building.

In 1918, after representatives of the local school district requested that the NYTST building be turned to use as a regular elementary school, the Board of Education for the first time requested of the Board of Estimate an appropriation of a half million dollars for a new NYTST and model school building at the Hamilton Place site. The Board of Superintendents and the NYTST principal gave recommendations, at the end of 1919, on an eight-story building to Superintendent of School Buildings C.B.J. Snyder, who prepared building layout blueprints, which he presented in January 1920. Snyder was then ordered to complete plans for the building so that bids could be invited. After Snyder's study of the site, the feasibility of a school there was questioned, because the relatively small lot had a very irregular shape and differences in grade. The superintendents and principal, after further study, made a new set of recommendations in July 1921, which were adopted by the Board. By August 1922, however, a different (and larger) site was suggested for the school: the north side of West 135th Street between Convent Avenue and St. Nicholas Terrace, then undeveloped. The principal was particularly enthusiastic about this proposed "most fitting environment for an academic institution such as the Training School,"²⁰ as it was surrounded on the north by City College and Jasper Field, on the east by St. Nicholas Park, on the south by the Convent of the Sacred Heart and the Croton Aqueduct Gate House,²¹ and on the west by the Protestant Episcopal Church Orphan's Home and Asylum and Lewisohn Stadium. Snyder continued to work on "preliminary sketches" for the school project. The Board of Education officially resolved to surrender the Hamilton Place site to the city in favor of that on West 135th Street, and requested that the Board of Estimate acquire the latter parcel; the Board of Estimate voted in December 1922 to approve the request and proceed with condemnation

and acquisition of the new site (title was vested in the city in June 1923). The superintendents and principal made yet another set of recommendations in February 1923, including selection of a ground plan and an elevation prepared by the "Architect."²² William H. Gompert, recently hired as an architect by the Board of Education, was then instructed to make preliminary studies, which were presented in March. The cornerstone of the NYTST building was laid on February 4, 1924.²³ The final plans and specifications for the building, however, were not adopted by the Board of Education until April, and by the Board of Estimate in May; the construction contract was awarded in June.²⁴ The training school was officially opened on April 12, 1926, an informal dedication occurred in the auditorium on April 19, and commencement was held here in June. The New York Model School portion of the building was first occupied on September 13, 1926. NYTST/New York Model School became the New York Teachers Training College in September 1931, and was abolished in February 1933.

The five- and six-story (plus basement and central tower) asymmetrical, L-shaped building, accommodating up to 1310 model school and 1360 training school students, was designed in an abstracted contemporary Collegiate Gothic style. Constructed with steel framing and concrete floors, it is clad in limestone and mottled buff-to-brown ironspot brick laid in "English cross bond"²⁵ and features large window bays filled with unusual folding-casement steel sash windows. The exterior articulation of the building, divided vertically by pavilions, buttresses, and square towers, also differentiated the interior functions: the western end along West 135th Street was the model school; the taller southern portion and central tower along St. Nicholas Terrace contained the training school; the "churchlike" wing adjoining the training school houses a two-story auditorium above which is a two-story gymnasium; and two north end stair towers. The school is prominently sited on a ridge overlooking St. Nicholas Park, just south of the earlier Collegiate Gothic complex of City College.

The Architect: William H. Gompert²⁶

William H. Gompert (1875-1946) was born in New York City and educated at Adelphi Academy, Pratt Institute, and the Brooklyn Institute of Arts and Sciences. After employment in the firms of McKim, Mead & White, Maynicke & Franke, and Harding & Gooch, he established his own practice around 1906 and specialized in the design of

commercial and institutional buildings. He was elected president of the Brooklyn chapter of the American Institute of Architects in 1923. Gompert was hired in February 1923 by the New York City Board of Education as an expert to assist in the reorganization of the Bureau of Construction and Maintenance and to facilitate the construction of public schools; his initial six-month contract gave him the "powers and duties of Superintendent of School Buildings."²⁷ According to the *New York Times*, Gompert had "much experience in the directing of large building construction enterprises."²⁸ After a six-month extension of his contract, Gompert was appointed in January 1924 to the position of Architect and Superintendent of School Buildings for the Board of Education, and became the third-highest paid official in the administration of Mayor John F. Hylan. Gompert was the first successor to the noted C.B.J. Snyder, Superintendent of School Buildings from 1891 until January 1, 1923, who had been responsible for the vast school construction program following the consolidation of New York City in 1898, and had been "virtually forced out of the post under pressure by. . . Mayor Hylan."²⁹

To alleviate the serious overcrowding in the schools caused by immigration after World War I, New York City undertook another extensive program of school construction in the mid-1920s. Gompert was forced to contend with a significant shortage of bricklayers in the citywide building industry, as well as a lack of interest on the part of major construction firms in bidding on public school construction projects. He attempted to bring about economy and change in the process of school construction, including standardizing design and construction, employing general contracts instead of individual construction contracts, and instituting double shifts to shorten construction time. In 1925, however, charges began to surface, first by a mayoral candidate, that many of the schools constructed under Gompert were defective. By the end of 1927, three separate investigations were underway and Gompert resigned in December. Former Mayor Hylan responded to critics that Gompert was under attack because he had "built too many schools to suit those that do not want the children educated."³⁰ The Board of Education's Joint Committee of Architects and Engineers issued its report in 1928 and called Gompert's schools "in general honest, safe, efficient and appropriate to the purpose."³¹

In his nearly five years as school architect, Gompert was credited with overseeing the design and construction of some 170 new schools and

additions, including DeWitt Clinton and Theodore Roosevelt High Schools (1929), the Bronx; James Madison High School (1926), Brooklyn; and Jamaica High School (1927) and Far Rockaway High School (1929), Queens, in austere versions of such contemporary institutional styles as Collegiate Gothic, Georgian, and Spanish Colonial. The towered Public School 101 (1929), Forest Hills Gardens, has been considered Gompert's most stylistically interesting design.³² The New York Training School for Teachers/New York Model School was one of the most significant school commissions produced by Gompert's office. Gompert remained listed in directories until at least 1940, and was associate architect of the U.S. Marine Hospital (1933-36, with Kenneth Murchison and Tachau & Vaught), Staten Island.

High School of Music and Art³³

With the abolition of the New York Teachers Training College, the Board of Education in February 1933 designated the model school portion of its building for use as Public School 193, and the training school portion as an annex to the Wadleigh High School for Girls.³⁴ In 1935, Mayor Fiorello H. LaGuardia's Municipal Art Committee considered the possibility of new high schools devoted to the study of art and music.³⁵ Its initial recommendations were for a music school to be located in the former NYTST building and separate girls' and boys' art schools in existing Manhattan high schools, but by the end of the year plans were made for a combination coeducational facility in the NYTST building. Students were to be chosen "on the basis of their aptitude, intelligence quotient, scholastic records and the recommendation of the principals in their schools."³⁶ One school official, articulating the purpose of the school, stated that it

*is an attempt by the city to foster its own genius and talent, and so eventually to evolve our own native culture. . . . the individual attention which this talented group of teachers will be able to give to the specially selected children will be most productive. Never before in the history of the United States has a group of this caliber been assembled, and if the experiment -- for it is an experiment -- is properly carried out, there is no telling how far-reaching the results will be.*³⁷

An article in the *New York Times* clarified that "the

city's first school exclusively for gifted children" will not have "a vocational function, nor does it propose to offer specialized training that will lead directly to employment upon graduation. . . [but] will build a sound base for later specialization and will give preparation to those who wish to continue their studies in higher educational institutions."³⁸ The High School of Music and Art [*hereafter* HSMA] opened in February 1936 with 250 students. At the official dedication on February 14, Mayor LaGuardia declared that "I believe that this is one of the best contributions which I will be able to make to the educational system of the city as long as I am Mayor of New York. . . . I predict that in five years this will be one of the outstanding high schools in the country."³⁹ After the first successful "trial" school year, HSMA was made permanent as a separate high school. Benjamin M. Steigman, principal from 1937 until 1959, observed that as a unique school that had been personally advocated by the mayor, HSMA operated "with comparative freedom from official restraint."⁴⁰

Since the school's conception, HSMA planned to hire leading professional artists and musicians for lectures, demonstrations, and recitals, in addition to the regular teaching staff. Budgetary constraints modified this program, but HSMA indeed attracted many artists over the years who wished to contribute to its curriculum, among them eminent composers, conductors, instrumentalists, singers, critics, architects, sculptors, and painters such as William Schuman, Erich Leinsdorf, Leonard Bernstein, Leopold Stokowski, Eugene Ormandy, Ely Jacques Kahn, William Lescaze, William Zorach, Chaim Gross, Paul Manship, Philip Evergood, Stuart Davis, and Max Beckmann, as well as such lecturers as Eleanor Roosevelt, Robert Moses, and Ralph Bunche. In September 1947, HSMA saluted its "patron" Fiorello LaGuardia with a memorial program at the school. Public School 193 was discontinued by the Board of Education in March 1952, and the building's first major alterations occurred during the 1953-54 school year. HSMA eventually grew to serve about 2000 students. In May 1957, the Metropolitan Museum of Art featured the work of HSMA students in a special exhibition on the 21st anniversary of the school's founding. The High School of Performing Arts, opened in 1948 and located at 120 West 46th Street,⁴¹ was made an annex of HSMA in 1961. The earliest stages of planning Lincoln Center included proposals to relocate HSMA to a new building there. HSMA was merged with the High School of Performing Arts and opened in 1984 in its new school building,

west of Lincoln Center, under the name Fiorello H. LaGuardia High School of Music and Art and Performing Arts.⁴²

HSMA produced many graduates who have distinguished themselves in the professions of music, the arts, and education, among others.⁴³ These have included Bess Myerson, "Miss America", television personality, and cultural affairs commissioner; singer-actress Diahann Carroll; Arthur Drexler, architectural curator at the Museum of Modern Art; Max Frankel, *New York Times* editor; Merrill Pollack, senior editor at Simon & Schuster; Lorraine Waxman Pearce, curator of the White House for Jacqueline Kennedy; puppeteer Shari Lewis; pianist-oboist Peter Nero; Cy Coleman, popular and Broadway composer, who created the music for *Sweet Charity* (1966); Mitch Leigh, composer of the music for *The Man of La Mancha* (1965); conductors Eve Queler and James Conlon; Martin Charnin, director, producer, and lyricist; actors Julie Bovasso, Cliff Gorman, Zohra Lampert, Hal Linden, Brock Peters, Tony Roberts, Susan Strasberg, Leslie Ann Warren, and Billy Dee Williams; producers Stephen Bochco and Stuart Ostrow; lyricist Marilyn Bergman; soprano Julia Migenes; and singers Janice Ian and Laura Nyro.

Later History⁴⁴

Since 1984 the NYTST building has housed the A. Philip Randolph Campus High School.⁴⁵ Established in 1979 as a cooperative venture of the Board of Education and City University of New York, and first located on the City College campus, the school features a college-preparatory curriculum.

Description

The five- and six-story (plus basement and central tower) L-shaped New York Training School for Teachers/New York Model School, designed in an abstracted contemporary Collegiate Gothic style, is clad in limestone and mottled buff-to-brown ironspot brick laid in "English cross bond" (alternating courses of all headers and all stretchers). Located on West 135th Street between Convent Avenue and St. Nicholas Terrace, it is organized around a courtyard to the northwest. The exterior articulation of the building, divided vertically by pavilions, buttresses, and square towers, also differentiated the original interior

functions: the western end along West 135th Street was the model school; the taller southern portion and central tower along St. Nicholas Terrace contained the training school; the "churchlike" wing adjoining the training school houses a two-story auditorium above which is a two-story gymnasium; and the two north end towers have stairs. All entrances have Tudor arches, ornamental surrounds, and transoms with Gothic tracery and diamond-pane amber glass windows (now covered with wire mesh). Original doors of Gothic design were replaced with vertical-plank wood doors having two small windows and decorative iron window grilles (c. 1937). Non-historic sconces flank the entrances. Fenestration (except for the auditorium/gymnasium wing, north end towers, and central tower), with rectangular keyed enframements, consists mostly of quadruple window groupings; all first-story and top-story pavilion windows have Tudor arches. Windows have multi-pane, center-folding casement steel sash with fixed multi-pane transoms. Basement windows have been covered with wire mesh and those on the first story by angled wire-mesh cages (to accommodate opening the folding casements). The building is capped by parapets with crenellation, plaques with shields, quatrefoil and cusped-arched tracery, hooded niches, pinnacles, and finials in the shape of creatures bearing shields.

St. Nicholas Terrace Facade This facade is arranged, from south to north, as two six-story bays, the eight-story central tower, five five-story bays of the auditorium/gymnasium wing, and the five-story north end tower. The two southern bays have an areaway; these and the auditorium/gymnasium wing are bordered by an iron picket fence. The **tower** bay has the (originally, the training school) main entrance at the ground level, with five doors. The decorative spandrels contain the seals of New York City and the Board of Education, above which is a metal panel with the inscription "A.P. Randolph Campus High School" (originally there were the carved letters "N Y Training School for Teachers" and after 1936, a concrete panel with the letters "High School of Music and Art"). The cornerstone with the date "1924" is to the south of the entrance. The southern corner of the tower is a colossal polygonal column, originally terminating in an openwork domical cap (since removed). A tall flagpole was originally atop the tower (there is now a flagpole above the second story). The upper two stories of the tower have triple window groupings with drip moldings and pointed arches. The **auditorium/gymnasium wing** has double-height

windows on the first two stories with Tudor arches and diamond-pane amber glass; small rectangular triple window groupings on the third story; a setback above the third story; and paired double-height, pointed-arch windows on the two upper stories. The high-pitched roof is covered with slate. The projecting **north end tower** has entrances with two doors each on the south and east; small randomly-placed windows in the midsection; windows with drip moldings and pointed arches on the fourth story; and triple pointed-arch windows on the fifth story.

West 135th Street Facade This facade is arranged with a long five-story central section and flanking pavilions (five stories and two bays on the west, and six stories and two-and-one-quarter bays on the east). As the ground slopes towards the west, the basement is a full story on the west end. The basement of the central section is clad in schist. The entire basement is bordered by an areaway with an iron picket fence; a ramp leads to modern metal doors at the east end of the central section. The metal letters "A.P. Randolph Campus High School" have been placed above the basement level. The central section is flanked by entrance "pavilions": that at the west end is two stories and has three doors, a pair of arched windows, and a parapet with a quatrefoil design; and that at the east end is one story and has three doors and a parapet with a cusped-arch design. The fifth-story windows of the central section have drip moldings.

Convent Avenue Facade This facade is six stories (the basement level is a full story because of the site's slope) and three bays. The ground-level entrance "pavilion" (originally the main entrance to the model school) has a pair of arched openings with two doors each, set within the Tudor arch surround, and a crenellated parapet with a quatrefoil and shields design.

North (Courtyard) Facade This facade is similar to the central section and west pavilion of the West 135th Street facade, except that (due to the courtyard) the basement level is an areaway, bordered by an iron picket fence. An entrance

"pavilion" at the west end of the central section has three doors and a parapet.

West (Courtyard) Facade This facade is similar to the north end tower and auditorium/gymnasium wing sections of the St. Nicholas Terrace facade. The north end tower has entrances with two doors each on the west and south. Additionally, the six-story southernmost bay (corresponding to the central tower) has an entrance with three doors, approached by steps flanked by pole lamps; rectangular quadruple window groupings; and is terminated on the south by a chimney capped by a copper ventilation "house" with a cusped-arch design.

North End Facade The center section of this facade, flanked by the two end towers, is a brick wall divided by piers and capped by narrow window openings. A one-story addition was built c. 1952-54 by Leff & Birnbaum [Alt. 1588-1951] for a scenery-building area adjacent to the stage of the auditorium; clad in buff ironspot brick, it has arched doorways on the west and east, and triple windows with drip moldings on the north. An asphalt driveway leads to the courtyard.

Courtyard A formal garden, part of the original design, with planting areas bordered with concrete, concrete benches, and herringbone-pattern brick walks, is located on the east side adjacent to the school. The rest of the courtyard, originally basketball courts, is paved with concrete and is now used for parking. A schist retaining wall along Convent Avenue is bordered on the top by an iron picket fence and is flanked by stairs to the courtyard. Chainlink fencing is located along the north end.

Report prepared by
JAY SHOCKLEY
Research Department

Research assistance by
Kerry Ehlinger

NOTES

1. Arthur Mallon, abstract of "The Development of the Municipal Teacher-Training Colleges in New York City" (Ph.D. diss., New York Univ., 1935); Ruth J. Markowitz, *My Daughter, the Teacher: Jewish Teachers in the New York City Schools* (New Brunswick, NJ: Rutgers Univ. Press, 1993); "Training Schools," File Card Box 3, NYC Bd. of Education Archives, Special Collections, Milbank Meml. Library, Teachers College, Columbia Univ.; NYC Dept. of Education, *Brooklyn Training School for Teachers General Catalogue* (1919); "Teaching," *The Columbia Encyclopedia*, William Bridgewater and Elizabeth Sherwood, eds. (New York: Columbia Univ. Press, 1959), 1949; Gary Hermalyn, *Morris High School and the Creation of the New York City Public High School System* (New York: Bronx Co. Histl. Soc., 1995); William H. Maxwell, "Qualifications of High School Teachers," in *A Quarter Century of Public School Development* (New York: American Book Co., 1912), 98-106; *The Encyclopedia of New York City*, Kenneth T. Jackson, ed. (New Haven: Yale Univ. Press, 1995).
2. Massachusetts established the first state normal school, in Lexington, for the training of teachers in 1839. Educators such as Henry Barnard and Horace Mann were instrumental in the movement to establish normal schools, and during the last quarter of the nineteenth century there was a rapid growth of such public and private schools, which augmented the work of high schools, colleges, and universities in teacher training. Normal schools later developed as teachers colleges, supplying the bulk of elementary teachers nationally, while secondary school teachers were usually graduates of liberal arts colleges.
3. 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. Maxwell was a founder and editor of the influential *Educational Review* and was president of the National Education Association in 1904-05. Hermalyn; "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; LPC, *Stuyvesant High School Designation Report* (LP-1958) (New York: City of New York, 1997), prepared by Jay Shockley.
4. Cited in Hermalyn, 31.
5. At the time of consolidation, for example, there was a significant shortage of teachers, but ten years later this situation was reversed.
6. Markowitz, 19.
7. The school, with a one-year course (until 1902), opened in May 1885 in the Public School 4 building, and was later transferred to the Public School 69 building, with practice schools in two separate buildings. A new building for the training school, with an adjacent model school (the first such facility built in New York City specifically for these purposes), was constructed in 1902-07 at Park Place and Nostrand Avenue, Brooklyn. In 1920 it was renamed the Maxwell Training School in honor of the late Superintendent William H. Maxwell.
8. The school was located at Parsons and Gilman Avenues, Jamaica.
9. The other options included three years in a normal college, four years in a comparatively expensive private liberal arts college, four years in one of the municipal colleges (City, Hunter, or, later, the co-educational Brooklyn College, established in 1930), or eight years of evening courses.
10. Markowitz, 20.
11. *Ibid.*, 22.

12. Other factors were also involved, such as the cutback in immigration after 1924 which reduced the number of students.
13. The three municipally-supported colleges (City, Hunter, and Brooklyn) continued to supply teachers.
14. "Training Schools" and "Manhattan and Bronx Schools," File Card Box 3, NYC Bd. of Education Archives; NYC Board of Education, *Annual Report of the City Superintendent of Schools* (1901-1914, 1925-1926), *Annual Report* (1909-1913), and *Journal* (1918-1926); New York Training School for Teachers Students' Editorial Committee, *Handbook - New York Training School for Teachers* (New York: NYTST, c. 1926-27); NYC, Dept. of Buildings, Manhattan, Plans, Permits and Dockets (NB 265-1924); "For \$1,735,000 School," *NYT*, June 26, 1924, 30; "Promises 20,000 New School Seats," *NYT*, Oct. 5, 1925, 7; "103 New Teachers Receive Diplomas," *NYT*, June 25, 1926, 11; "New York Training School for Teachers, New York City," *Architecture and Building* (June 1926), 71-72 and pls. 103-107, and *The Architect* (Jan. 1930), pls. 411-419.
15. Edward Jones was the next principal from 1904 until 1914, followed by Hugo Newman.
16. NYC Bd. of Education, *Annual Report... City Supt.* (1907), 316-317.
17. *Ibid.* (1909), 393.
18. Edward Jones, in *Ibid.* (1910), 173.
19. *Ibid.* (1912), 160.
20. Hugo Newman, in NYC Bd. of Education, *Journal* (1922), 1567.
21. The North Campus of City College (1897-1930, George B. Post) and Croton Aqueduct Gate House (1884-90, Frederick S. Cook) are designated NYC Landmarks.
22. It is unclear whether this was Snyder, who "retired" on January 1, 1923, or William H. Gompert, who was hired as architect starting February 2, 1923. NYC Bd. of Education, *Journal* (1923), 713.
23. *Handbook*, 12.
24. Emil Diebitsch, Inc. was the low bidder for 1.735 million dollars. William Bradley & Son supplied the stonework. The total cost of the project was 2.193 million dollars: NYC Bd. of Education, *Annual Report... City Supt.* (1926), 19.
25. This bond consists of alternating courses of all headers and all stretchers.
26. Gompert obit., *NYT*, May 21, 1946, 23; Henry and Elsie Withey, *Biographical Dictionary of American Architects (Deceased)* (Los Angeles: Hennessey & Ingalls, Inc., 1970), 238-239; James Ward, *Architects in Practice, New York City 1900-1940* (New York: Comm. for the Pres. of Archl. Recs., 1989), 29; Robert A.M. Stern, Gregory Gilmartin, and Thomas Mellins, *New York 1930* (New York: Rizzoli Intl. Publics., 1987), 117-121; "William H. Gompert," *Who's Who in New York* (New York: Who's Who Publics., 1924), 519, and *Who's Who in America* 17 (Chicago: A.N. Marquis Co., 1932), 957; NYC Bd. of Education, *Journal* (1923); "... Gompert to Aid Building," *NYT*, Jan. 25, 1923, 18; "Asks New Contract Form," *NYT*, Apr. 17, 1923, 24; "Single Contract for School Buildings," *NYT*, Apr. 29, 1923, IX, 2; "Move to Rush School Work," *NYT*, June 28, 1923, 19; "Gompert Resigns as School Builder; His Work Under Fire," *NYT*, Dec. 3, 1927, 1, 18; "Hylan Sees Propaganda," *NYT*, Dec. 3, 1927, 18; "Big Shake-up Likely in Gompert Office," *NYT*, Dec. 4, 1927, 24; "W.H. Gompert Sees Regime Vindicated," *NYT*, Feb. 2, 1928, 5.
27. NYC Bd. of Education, *Journal* (1923), 293-294.
28. *NYT*, Jan. 25, 1923. Gompert designed the Pullman, Cuyler (119-123 West 31st Street), and Burrell Buildings, the Embassy Hotel, and Automobile Club of America, and was a consultant on the New York County Courthouse (1913-27, Guy Lowell), a designated NYC Landmark.

29. *NYT*, Dec. 4, 1927.
30. *NYT*, Dec. 3, 1927.
31. *NYT*, Feb. 2, 1928.
32. See Stern, et al.
33. Benjamin M. Steigman, *Accent on Talent: New York's High School of Music and Art* (Detroit: Wayne State Univ. Press, 1964), and "High School of Music and Art," in NYC Bd. of Education, *Specialized High Schools in New York City* (1946); "Fiorello H. LaGuardia High School of Music and Art and Performing Arts," in *The Encyclopedia of New York City*, 408; Bella Rodman and Philip Sterling, *Fiorello LaGuardia* (New York: Hill & Wang, 1962), 188; Jay Franklin, *LaGuardia: a Biography* (New York: Modern Age Books, 1937), 111-113; "City Will Open Schools of Music and Art in Fall...", *NYT*, May 29, 1935, 23; "The Music and Arts High School of New York City," *School and Society*, Dec. 7, 1935, 770; "New High School of Arts," *NYT*, Dec. 29, 1935, IX, 13; "Mayor Dedicates Arts High School," *NYT*, Feb. 15, 1936, 17; "Music and Art Set as School Course," *NYT*, Apr. 11, 1937, II, 6; "Music-Art High School Shows its Wares to New York After 2-Year Trial," *Newsweek*, June 6, 1938, 24-25; "Memorial for LaGuardia," *NYT*, Sept. 27, 1947, 15; Steigman obit., *NYT*, July 22, 1974.
34. The Wadleigh School (1901-02), 215 West 114th Street, is a designated NYC Landmark.
35. A earlier proposal for a music and art high school in the Bronx had been discussed in 1924 under Mayor Hylan. *Accent on Talent*, 3-7.
36. *School and Society*.
37. *Ibid*.
38. Dec. 29, 1935.
39. *NYT*, Feb. 15, 1936. One of LaGuardia's biographers wrote that he "was particularly proud of having established. . . the High School of Music and Art. . . [and] was passionately convinced that art belongs to the people. He wanted New York to become the world's unrivaled cultural capital." Rodman and Sterling.
40. *Accent on Talent*, 45.
41. The building (1893-94, C.B.J. Snyder) is a designated NYC Landmark.
42. According to the *New York Times*, the LaGuardia High School name was officially conferred upon the combined schools in 1969. "Music and Arts Merge in High School - Finally," *NYT*, Sept. 10, 1984, II, 5.
43. See: *Accent on Talent*, chapter 18, and Alumni and Friends of Fiorello H. LaGuardia High School of Music and Art and Performing Arts, "Notable Alumni" list. Also *The Biographical Encyclopaedia & Who's Who of the American Theatre*, Walter Rigdon, ed. (New York: James H. Heineman, Inc, 1966); *Notable Names in the American Theatre*, Raymond McGill, ed. (Clifton, NJ: James T. White & Co., 1976); *Contemporary Theatre, Film and Television* (1984-96) (Detroit: Gale Research Co.); Edward Mapp, *Directory of Blacks in the Performing Arts* (Metuchen, NJ: Scarecrow Press, Inc., 1990); New York Public Library for the Performing Arts, Music Collection.
44. NYC. Bd. of Education, Office of the Supt. of Manhattan High Schools, directory of high schools.
45. The school was named after Asa Philip Randolph (1889-1979), the African-American socialist, activist, and civil rights leader who had organized the Brotherhood of Sleeping Car Porters (1925) and served as its president. Randolph was a graduate of City College (1919) and a resident of Harlem.

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 New York Training School for Teachers/New York Model School (later High School of Music and Art; now A. Philip Randolph Campus 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 New York Training School for Teachers/New York Model School was built in 1924-26 to the design of William H. Gompert, Architect and Superintendent of School Buildings for the Board of Education, and prominently sited in the Hamilton Heights section of Harlem; that this was the first building constructed expressly for the Training School (and its "model school" for practice teaching), first opened in 1898; that it was one of three municipal teacher-training schools, maintained by the Board of Education to assure an adequate supply of teachers for the city's school system, which trained most of New York's elementary school teachers (the vast majority of them women) during their period of operation; that the five- and six-story (plus basement and central tower) L-shaped building, designed in an abstracted contemporary Collegiate Gothic style and clad in limestone and mottled buff-to-brown ironspot brick, with large window bays filled with unusual folding-casement steel sash windows, has exterior articulation that is divided vertically by pavilions, buttresses, and square towers, and that also differentiated the model school and training school portions, as well as a "churchlike" wing housing an auditorium above which is a gymnasium; that the Training School became the New York Teachers Training College (1931-33), and the building later housed Public School 193 (1933-52) and, for nearly fifty years, the High School of Music and Art (1936-84); that, established in 1936 by Mayor Fiorello H. LaGuardia, the High School of Music and Art is considered to be the first public high school in the United States specializing in the study of music and art and produced many graduates who have distinguished themselves in such professions as music, the arts, and education; and that the New York Training School for Teachers building has remained in continual use as a school, since 1984 as the A. Philip Randolph Campus High School.

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 New York Training School for Teachers/ New York Model School (later High School of Music and Art; now A. Philip Randolph Campus High School), 443-465 West 135th Street (aka 161-175 Convent Avenue), Borough of Manhattan, and designates Borough of Manhattan Tax Map Block 1957, Lot 78, as its Landmark Site.



New York Training School for Teachers/New York Model School
West 135th Street and St. Nicholas Terrace facades

Photo: Carl Forster



New York Training School for Teachers/New York Model School
Convent Avenue and West 135th Street facades

Photo: Carl Forster



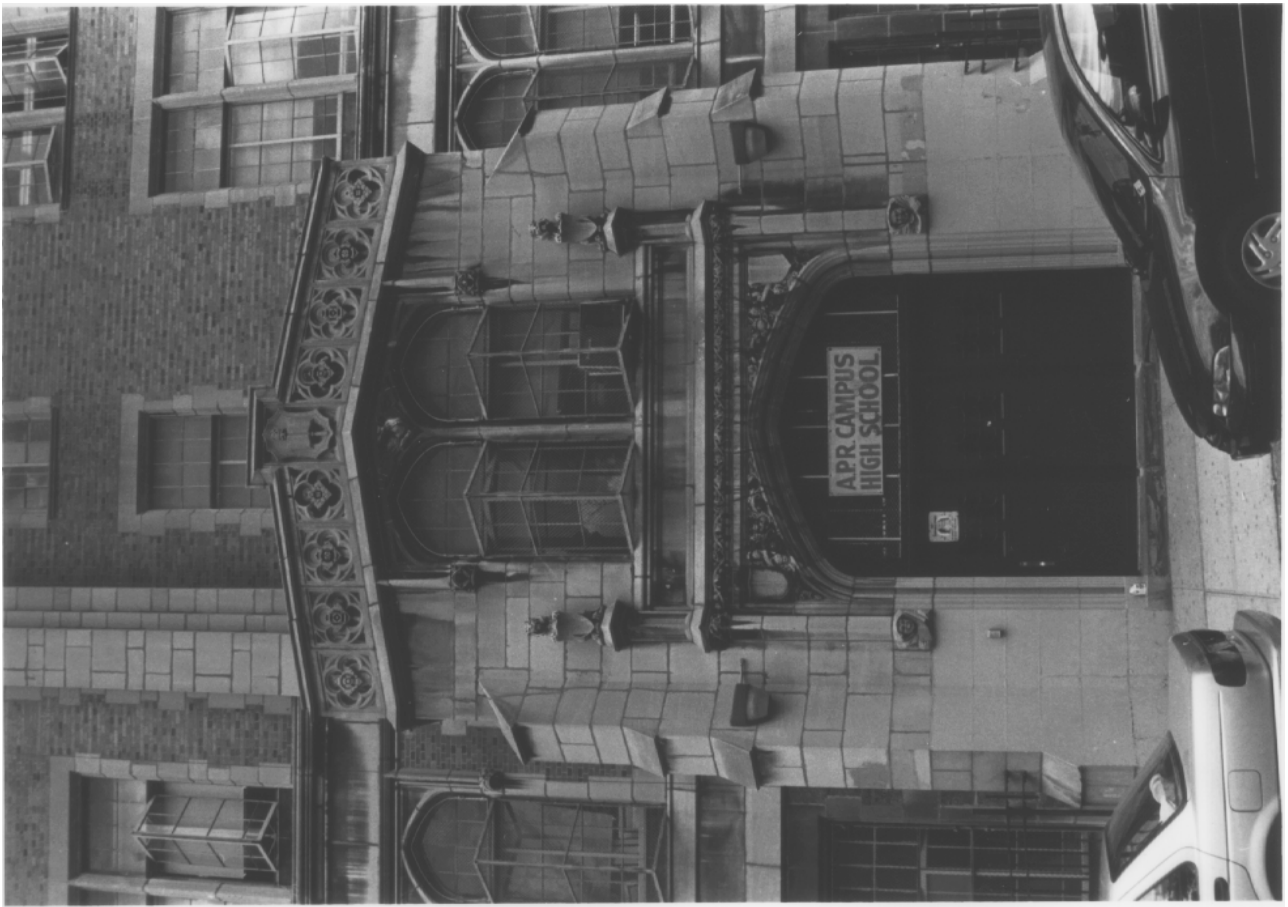
New York Training School for Teachers/New York Model School
Courtyard facades

Photo: Carl Forster



New York Training School for Teachers/New York Model School
St. Nicholas Terrace and north end facades

Photo: LPC



New York Training School for Teachers/New York Model School, West 135th Street entrances
Photos: Carl Forster



New York Training School for Teachers/New York Model School
St. Nicholas Terrace (upper) and Convent Avenue (lower) entrances

Photos: Carl Forster



New York Training School for Teachers/New York Model School, details of upper portion of building

Photos: Carl Forster



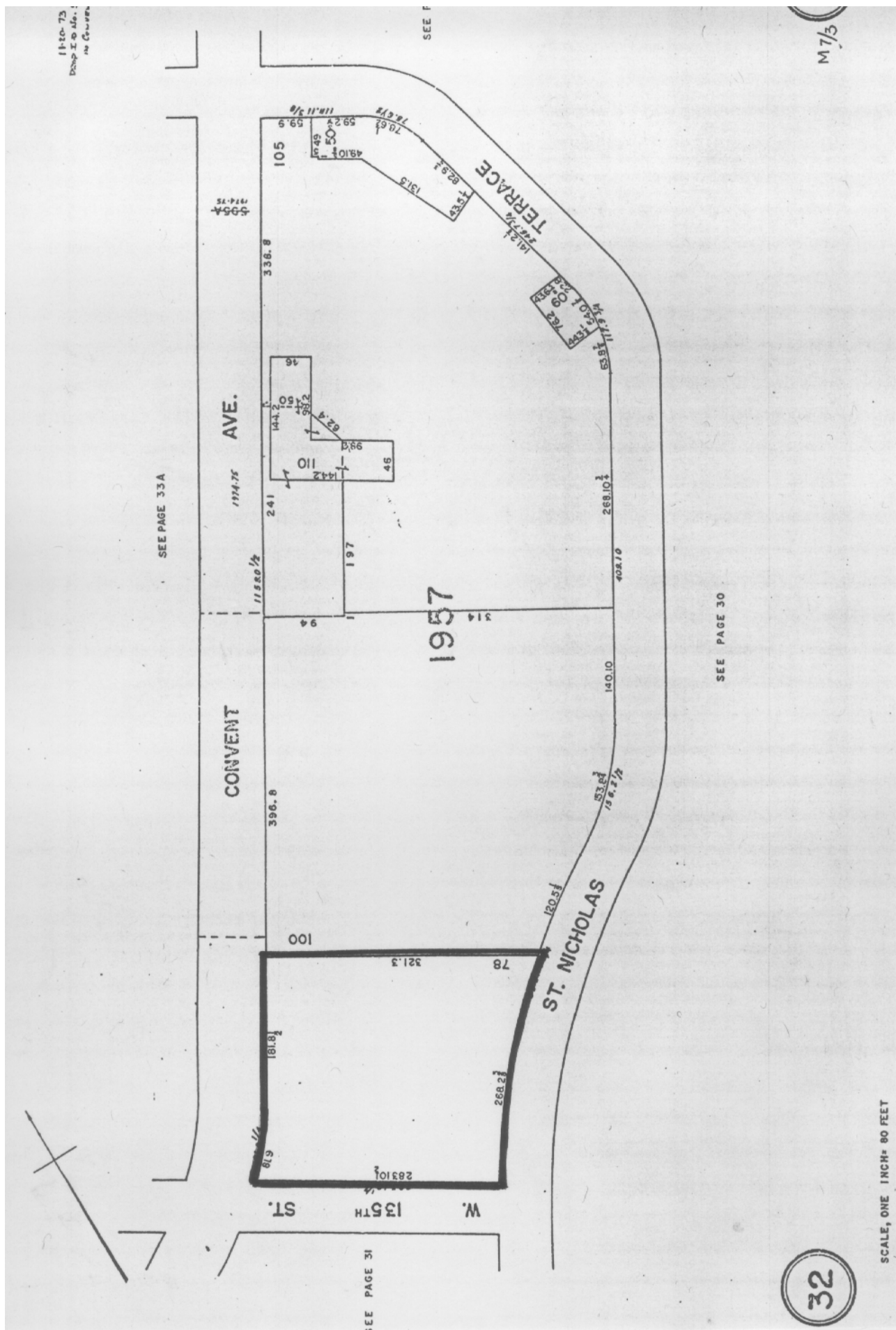
New York Training School for Teachers/New York Model School, tower details

Photos: Carl Forster



New York Training School for Teachers/New York Model School, window details

Photos: Carl Forster



New York Training School for Teachers/New York Model School
 Landmark Site: Manhattan Tax Map Block 1957, Lot 78
 Source: Dept. of Finance, City Surveyor, Tax Map