July 14, 2009, Designation List 416
LP-2318

GRAMMAR SCHOOL NO. 9 (LATER PUBLIC SCHOOL 9/ JOHN JASPER SCHOOL, NOW MICKEY MANTLE SCHOOL/PUBLIC SCHOOL 811M), 460-466 West End Avenue (aka 253-257 West 82nd Street), Manhattan
Built 1894-96; C.B.J. Snyder, Superintendent of School Buildings, architect.

Landmark Site: Borough of Manhattan, Tax Map Block 1230, Lot 1.

On December 16, 2008, the Landmarks Preservation Commission held a public hearing on the proposed designation of Grammar School No. 9 and the proposed designation of the related Landmark Site (Public Hearing Item No. 4). The hearing had been duly advertised in accordance with the provisions of the law. Six people spoke in favor of designation, including the great-granddaughter of C.B.J. Snyder and representatives of the New York Landmarks Conservancy, Historic Districts Council, Society for the Architecture of the City, and the New York City School Construction Authority.

Summary

Built in 1894-96 and opened in 1896, Grammar School No. 9 is the oldest known extant public school, as well as one of the few remaining nineteenth-century institutional buildings, on the Upper West Side of Manhattan. This was an early design by C.B.J. Snyder, New York's long-time Superintendent of School Buildings (1891-1923), who exerted a tremendous influence on the design and construction of the city's schools during his tenure. Grammar School No. 9, one of eight public schools built between 1888 and 1899 on the burgeoning Upper West Side, was part of the vast school construction program launched to meet the needs of the city's rapidly expanding population just prior to consolidation of Greater New York in 1898. It replaced a wooden school on the same site that may have been built as early as 1829, and which was demolished in 1890.

By the early 1890s, West End Avenue in the 70s and 80s had become quite fashionable for single-family row houses and town houses. Its architectural character was distinctive, with an unusual "Dutch" expression that took root following construction of two groups of houses in 1885-86 by architects Frederick B. White and McKim, Mead & White. The feature of stepped and curved gables was repeated by architects of many subsequent houses, as well as on the West End Collegiate Church (1892-93, Robert W. Gibson) and Grammar School No. 9. In the 1910-20s, most of the buildings of this first period of development along West End Avenue were replaced by large-scale apartment buildings, additionally making Grammar School No. 9 a rare survivor. The five-story structure has two major facades, is clad in yellow ironspot Roman brick with grey limestone trim above a limestone base, features stoops on both sides (with a porch on West End Avenue) and a picturesque roofline composed of stepped gables, finial-topped dormers, and chimneys stacks.

The building is now the Mickey Mantle School (P.S. 811M) for special education needs. It was listed on the National Register of Historic Places in 1987.

DESCRIPTION AND ANALYSIS

Development of the Upper West Side[1]

By the 1850s, New York City had developed northward to today's midtown Manhattan. Although the streets of the Upper West Side had been planned in the Randal Survey of 1811, the area remained largely undeveloped and, until well after the Civil War, building occurred mostly on the East Side. The creation of Central Park, begun in 1857, set off the first wave of speculation on the Upper West Side, which lasted from about 1868 until the Panic of 1873. By the time of economic recovery in 1879-80, the opening of the streets, as well as the transportation improvements, particularly the completion of the elevated railway along Ninth (Columbus) Avenue in 1879, made the area attractive as prime real estate. Development was encouraged by the opening of Bloomingdale Road (renamed the Boulevard in 1868, and finally Broadway in 1899) in 1868, from 59th to 155th Streets, and West End Avenue (formerly Eleventh Avenue) in 1880, from 72nd to 106th Streets. Speculative builders and developers, from the 1880s to the turn of the century, set the development pattern for the Upper West Side. Row houses for the professional upper-middle class were constructed on most side streets and a variety of multiple dwelling types and commercial structures were built on the avenues. The opening in 1880 of Riverside Park and Drive near the Hudson River was a particular stimulus to residential development of the area west of Broadway. The population of the area surged as people moved into the residences, creating the need for institutions of all types, including schools. Certain side streets, especially in the vicinity of Amsterdam Avenue and Broadway, had buildings housing different uses, such as stables, storage, and light manufacturing. These less expensive lots were deemed suitable for school sites due to the Board of Education's limited funds.

Public Schools in New York City in the 1890s[2]

At the turn of the century a unified New York City public educational system was created from numerous independent 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, later, the city charter revision of 1901.

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; schools were literally turning children away at the door.[3] The problem was recognized in the Board of Education's *Annual Report* of 1896:

> Insufficient school accommodations have furnished cause for very general complaints on the part of the citizens of New York during the past ten years. The unprecedented growth of the city, together with the unexpected movements of population, rendered it almost impossible to keep pace with the demands in given localities or to anticipate the needs of certain sections of the city that speedily outgrew the accommodations that were provided. During the past year… the question of increased and improved accommodations was kept constantly in mind.[4]

The city acquired 125 new school sites in Manhattan and the Bronx between 1884 and 1897, and embarked on a vast program of school construction, particularly after consolidation.[5] C.B.J. Snyder, as architect to the Board of Education, was responsible for all these projects.

The Architect: C.B.J. Snyder[6]

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 (at age 31), when he oversaw only Manhattan and the annexed district of the Bronx, Snyder remained in the post until 1923; by that year he had presided over the creation of close to 200 new school buildings, plus numerous additions and alterations to existing school buildings, in all five boroughs. Little is known of his background beyond his birth in Stillwater, N.Y., and his attendance at Cooper Union, and his architectural study with William E. Bishop. He was first listed as an architect 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 in *American Architect & Building News*:

> 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 wonderful good fortune that the official architect chanced to be such a man as 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.[7]

Snyder's achievement was particularly remarkable given the scale of the new school construction in New York, as cited in the same publication:

> 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.[8]

Snyder is credited with the design of over 140 elementary schools, ten junior high schools, and twenty high schools, as well as many additions and alterations.[9]

Snyder's concern with health and safety issues in public schools focused on fire protection, ventilation, lighting, and classroom size. He used terra-cotta block in floor construction to improve fireproofing, and large and numerous windows to allow more light and air into the classrooms. He also developed new methods for mechanical air circulation in school buildings, and introduced an interlocking double-staircase for quick evacuation of a building.[10] The problem of school design in New York was heightened by the relatively constricted sites which were necessitated by the high cost of land acquisition. As a result, in 1896 Snyder introduced the efficient "H-plan" having two side courts, which provided increased light and

ventilation, as well as areas between the wings for safe recreation.[11] In Snyder's schools, dedicated indoor and outdoor play space was considered "much to the advantage of the untaught training of childhood,"[12] and reflected the latest in pedagogical theory. Other innovations included the provision of facilities for manual training, fine arts and home economics, and accommodations for public assembly and adult education programs.[13] 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 for new ones and sometimes used the same basic design for multiple sites. This was made easier by his reorganization of the deputy superintendents so that each was responsible for a single part of the building (such as design and planning, heating and ventilating, electricity, plumbing and drainage, furniture, and inspection and records) and each reported directly to Snyder.[14]

School Design Under Snyder[15]

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, Beaux-Arts, and Secessionist. Snyder is credited with the introduction of the Collegiate Gothic style to New York public school architecture, a style usually associated with universities and one that he successfully used for more than twenty years. John Beverly Robinson, writing in *The Architectural Record*, commended Snyder's design sensitivity, noting

> With all this [i.e. so much construction] the architecture of the buildings has not been neglected, for as education ceases to be conducted by factory methods it is well that the walls where education dwells should signalize the change by forsaking their factory appearance.[16]

Snyder was able to adapt these large buildings to the requirements of their sites, while still creating picturesque and well-functioning school buildings. The dramatic and vigorous designs of these buildings, with their distinctive profiles and unique details, helped these schools serve as strong focal points for their communities.

Grammar School No. 9

The present school site is situated on land that had been occupied by farms since the 17th century, and which was gradually parceled out for development beginning in the early 1800s.[17] During the 1820s, the combined population of two local settlements, the hamlets of Harsenville and Bloomingdale, became sufficient to merit a school.[18] In late 1827 the Public School Society purchased a 100 by 102-foot lot on the northeast corner of 82nd Street and West End Avenue from Francis and Jane Price, and by 1830 a wooden school house occupied the lot.[19] In 1853 the Society deeded the property and school building to the city, along with several other school properties in Manhattan. Historic maps indicate that the original wooden school house may have been added onto or replaced at least twice (in 1867 and again in 1876); an 1891 map shows an H-plan building on the site. Regardless of the age of the structure, by the 1890s it was clear that a new school building was needed. Following a visit by the Committee on School Hygiene, newspapers reported on the cramped and insalubrious conditions of the existing school, and a teacher testified "I have seen immense rats come boldly in the room and take the children's luncheon from their desks during school hours".[20] The old school, originally designated Public

School 9 under the Public School Society system and known as Grammar School No. 9 since the 1870s, was demolished in 1890.

As development intensified on the Upper West Side and, in particular, around West End Avenue from approximately West 70th to West 80th Streets, a new school in the area became a necessity. The need for this school was made clear in the *New York Times* in 1893:

> It is intended to push the construction of the building so as to relieve as early as possible the pressure on the crowded schoolhouses at Ninety-third Street and Amsterdam Avenue and further down the avenue. When it is said that Amsterdam Avenue, from Fifty-Ninth to One Hundredth Street, contains several large schoolhouses, all new, and that they are crowded to the doors, while hundreds of children have been turned away, it can be seen how rapidly the numbers of school children are multiplying and what crying need there is for the new school on the west side."[21]

In 1890 and 1891, the city authorized construction of four new schools, all on Amsterdam Avenue (at 68th, 77th, 93rd, and 104th Streets). In early 1891, the city purchased for $27,000 two vacant 25 by 102-foot lots on 82nd Street, adjacent to the original Public School 9 property. A new Grammar School No. 9 was authorized in 1892, plans were submitted to the Department of Buildings in August 1893, and construction began in the fall of 1894. The contractor was the P.J. Walsh Company and construction was largely complete by January 1896, at a cost of $66,656.[22] For Grammar School No. 9, Snyder designed a five-story, L-shaped building clad in ironspot Roman brick above a limestone base, with grey limestone trim, a slate roof, and copper gutters. Measuring 96 by 145 feet, the building covered most of the 100 by 150-foot rectangular lot—greater lot coverage than was typically found in Snyder's schools, especially those of the H-plan model. The building's corner site, however, allowed maximum exposure to light and air along its two major facades. A small courtyard ran along the north side of the building, and, at some point during the early 20th century, a one-story addition was erected off the back of the school building here.

Grammar School No. 9 was partially occupied by March 1896, and opened for its first academic year on September 14, 1896, with 14 primary-level and 11 grammar-level teachers (all female), two female principals, and 2,100 "sittings" for students.[23] There were 35 classrooms (two of which were kindergarten rooms), two playrooms, a top-floor gymnasium, and facilities for manual training, the arts, and home economics. Sliding partitions installed in the ground-floor playrooms allowed the spaces to be converted into a public assembly room for evening lectures or classes, improving the school's overall functionality.

The building was mechanically ventilated, steam-heated, and lit by a combination of gas and electricity, although sufficient daylight entered the classrooms through the enormous windows that artificial light was generally not needed during school hours. The building's construction employed the latest in fireproofing technology, including steel beams with hollow terra cotta block-and-cement floors; iron and marble in place of wood where possible; enclosed double-stairways constructed of iron and slate; and hollow-brick partitions.[24] Interior finishes were chosen for durability and hygiene, and thus asphalt was used on all floors (except classroom floors), and glazed brick and tile were used on wall surfaces.[25] With their innovative design and flexible programming, the new generation of public school buildings embodied progressive, reform-oriented educational ideas and fostered broader community involvement. In Snyder's words, "A school house of this kind can fill a great need in the community".[26]

Grammar School No. 9 is a rare survivor of Snyder's early school designs in Manhattan, and its Dutch Renaissance Revival style demonstrates how the architect adapted the design to fit within the neighborhood's distinctive architectural context.[27] The school building complements the eclectic architecture of West End Avenue in the West 70s and West 80s, which combines elements of the Jacobean, French Gothic, and Dutch Renaissance styles and is characterized by the use of light-toned brick and stone, stoops, bow-front, three-sided or square bays, oriels, quoins, strapwork, curved and stepped gables, dormers, turrets and chimney stacks. Although combined with certain Gothic elements,[28] the Dutch Renaissance Revival style of Grammar School No. 9 predominates and is expressed in the building's stoops, picturesque roofline, stepped gables, pinnacled dormers, and bundled chimney stacks, and in subtler details like quoins. The stoop and stepped gable are especially reminiscent of the 16th and 17th-century public buildings of the Netherlands, which inspired fashionable residential architecture in 1870s London, and, in turn, influenced American architects working for wealthy clients in late nineteenth-century New York. More importantly, these forms recall New York's origins as a Dutch colony.[29] The New York *Times* noted in 1893 that "when [Grammar School No. 9] is completed it will harmonize well with the buildings in the neighborhood".[30]

Later History

Grammar School No. 9 was re-named Public School 9 after consolidation, and in 1916 was also designated the John Jasper School, after the recently-deceased former teacher and principal at the old school on this site, who went on to become New York City's Superintendent of Schools.[31] Artist Roy Lichtenstein attended Public School 9 in the 1930s, and during the 1950s the school experienced a significant influx of Puerto Rican students, as did many other schools on Manhattan's West Side.[32] In 1965, it became Public School 148/ the Peter Cooper School, named for the founder of Cooper Union and the man responsible for introducing evening classes to the public school system in 1848.[33] Later it was renamed the Livingston School, and again in 2002 was re-named the Mickey Mantle School (Public School 811M). It currently serves as an elementary school for special education needs.[34] The building was listed on the National Register of Historic Places in 1987.

Description

Prominently sited on the northeast corner of 82nd Street and West End Avenue, Grammar School No. 9 is a five-story Dutch Renaissance Revival-style building clad on its street facades in yellow ironspot Roman brick with grey limestone trim above a rock-faced limestone base, featuring stoops with bluestone steps on both facades and a picturesque roofline composed of stepped gables, dormers, and chimneys stacks. The building is articulated vertically by stepped gables, recessed bays on the West 82nd Street facade, and vertical ranks of label-molded windows denoting interior stairways. A limestone cornice sits above the fourth story, interrupted by the gables. Arranged regularly across the building's facades, the windows of the first through fourth stories are six-over-six, double-hung wood sash with transoms. They occur singly, in pairs, and in groups of three, and have simple limestone sills. Metal security mesh covers all of these windows. The gable windows are narrow and Gothic-arched, while the dormer windows are square-headed four-over-four sash with transoms. The gable and dormer windows are also covered with metal security mesh, with the exception of the upper portion of the Gothic-arched gable windows. All window and door openings, dormers and gables (except the stepped gables) are trimmed with limestone quoins flush with the façade, and all the doors have sealed transoms,

except for the main entry door, which has a Tudor-arched transom light with vertical muntins. The roof is covered with red tiles, probably terra cotta.

Main (West End Avenue) Façade – The West End Avenue façade has seven bays, a sill-course and a lintel-course at the first through fourth floors, and four stoops set parallel to the facade. Seven basement windows are set into the foundation and protected by original lancet-arch wrought-iron window guards. The central bay features a main entry porch raised above a double-stoop. The Tudor-arch porch is supported on foliate columns and imposts and surmounted by a pinnacled balustrade pierced by quatrefoils and inscribed with the name of the building, "Public School 811M" (the "811M" is inscribed on an oval-shaped metal plaque, concealing beneath it an inscription of the school's original numeric designation, "9"). Affixed to the façade to the right of the porch is a dedicatory bronze plaque displaying a bas-relief portrait of the famous baseball player the school is currently named for, his signature, and the words "The Mickey Mantle School/ Dedicated June 4, 2002". The stoop, which is enclosed by a solid limestone balustrade pierced by quatrefoils and surmounted by a pipe-rail banister along the left-hand stoop and porch, retains its original metal double-railing affixed to the facade, with a taller rail for older children and a shorter rail for younger children. A flagpole is anchored to the roof of the porch. L-shaped stoops lead to secondary entrances in the second and sixth bays (from left to right), and another L-shaped stoop leads to a narrow alley running along the school's northern property line; it appears that pipe-rail banisters similar to the one described above have been removed from the balustrades enclosing these stoops. The alley is accessed via an original lancet-arch iron gate.

The windows of the left portion (first, second, and third bays) are arranged in a 3-1-2 rhythm, the central bay has paired windows, and the windows of the right portion (fifth, sixth, and seventh bays) are arranged in a 2-1-3 rhythm, mirroring the left portion. The four outer bays rise to an eared, pinnacled dormer that is battered at the base. The dormer contains a four-over-four wood sash window with a transom, surmounted by a lintel decorated with a quatrefoil. The central bay rises to an eared, pinnacled gable that is battered at the base and trimmed with quoins and coping stones. The gable contains a graduated trio of narrow, Gothic-arched windows surmounted by stepped label molding. The windows are divided by a horizontal mullion, with vertical muntins intersecting to form a diamond pattern above the mullion, and simple four-over four sash below. The windows sit on a continuous limestone sill. The central gable and flanking dormers are united by a deep metal parapet running the length of the building above the cornice; this parapet replaced a copper parapet of similar design, which had, in turn, replaced the original arcaded parapet (probably of limestone). Two leaders run down the façade from the metal parapet, flanking the central bay. Near the corner of the building at the first story, the lintel-course is inscribed with the school's cross-street: "WEST END AVE."

South (West 82nd Street) Façade – The West 82nd Street facade has five bays. From left to right, the first, third (central) and fifth bays terminate in monumental gables, while the recessed second and fourth bays terminate at a limestone cornice with a dormer above. The lintel and sill-courses at the first through fourth stories are continued from the West End Avenue façade. Near the corner of the building at the first story, the lintel-course is inscribed with the school's other cross-street: "EIGHTY SECOND ST."

The south façade has four stoops: the stoops on the first and second bays are L-shaped and set parallel to the facade; the stoop on the central bay is a double-stoop, also parallel to the

facade; and the stoop on the fourth bay is perpendicular to the facade. The stoops lead to secondary entrances at the first story, with the central double-stoop leading to two entrance doors flanking a narrow window and transom with a limestone sill; the window has been sealed. There is also a ground-level entrance located on the fifth bay. Eight basement windows are set into the foundation and protected by original lancet-arch wrought-iron window guards.

The windows of the first bay are arranged in a 3-1-1 pattern. The right-most vertical rank of windows is distinguished from the rest: these six windows are smaller, six-over-six sash capped by drip lintels, with the even-numbered windows staggered between floors. The window pattern on the fifth bay mirrors that of the first bay. The windows of the recessed second and fourth bays are arranged in a 1-3-1 pattern, while the windows of the central bay are grouped in threes. Pairs of rectangular brick lattice-patterned grilles sit just below the window sills of the third and fourth-story windows on the middle three bays.

The first and fifth bays terminate in monumental stepped, limestone-coped gables featuring a graduated trio of Gothic arches on either side of a central bundled chimney stack. The trio of Gothic arches is framed by stepped label-molding terminating in drip-lintels with foliate pendants and quoining below. The outer arches of the trio contain two-over-two wood sash windows, while the middle arch is blind (with brick infill to match the façade brick). The chimney stack rises above the gable's peak, its height accentuated by three corbelled brick piers extending down the gable wall to terminate in foliate pendants at the fifth-story lintel-course (the outer piers), and at the fifth-story sill-course (the middle pier), respectively. The chimney stack is clad in the yellow ironspot Roman brick of the façade, and limestone coping highlights its three-dimensional geometric form. The eared, pinnacled dormers crowning the second and fourth bays are battered at the base and contain a pair of four-over-four, double-hung wood sash windows surmounted by a quatrefoil-decorated lintel. The central bay terminates in an eared, pinnacled gable, rising from carved foliate footstones; the gable is battered above the footstones and trimmed with quoins and coping stones. The gable features a graduated trio of Gothic arches framed by stepped label molding. The arch openings contain windows bisected by a horizontal mullion, with vertical muntins above and four-over-four sash (flanking windows) or six-over-six sash (middle window) below. The windows sit on simple limestone sills. A metal parapet wall, identical to the one described above, runs above the cornice on the recessed second and fourth bays and is interrupted by the dormers. Leaders located at the outer edges of the second and fourth bays run from the parapet to the sidewalk.

East Façade – The mostly unarticulated east façade is clad in red brick and rises to a stepped, limestone-coped parapet wall perpendicular to the street. The parapet wall terminates in two red-brick chimney stacks, one of which (the one nearest the street) is partially clad in the façade brick and accented by limestone coping. Windows of varying sizes are grouped irregularly on the façade. A non-historic wrought iron gate leads to the narrow alley running along the school's eastern property line, which is marked by a tall, thin brick wall. The small courtyard occupying the northeastern portion of the lot, only partially visible from West 82nd Street, is used as a schoolyard.

North Façade – The mostly unarticulated north façade is clad in red brick and rises to a stepped, limestone-coped parapet wall perpendicular to the street. An engaged chimney stack rises from a corbelled brick base at the fourth story; above the parapet, the chimney stack is clad in the yellow ironspot Roman brick of the facade and accented by limestone coping. Windows of

varying sizes are grouped irregularly on the façade. The northern property line is marked by a tall, thin brick wall.

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NOTES

[1] The following section is adapted from LPC, *Public School 166 Designation Report* (LP-2072) and LPC, *520 West End Avenue Residence Designation Report* (LP-1693), both reports prepared by Jay Shockley (New York: City of New York, 2000 and 1988).
[2] New York City, Board 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 County Historical Society, 1995); LPC, public school files.
[3] "New Up-Town Public School," *New York Times* (September 25, 1893), 9.
[4] City of New York, Board of Education, *Fifty-fifth Annual Report of the Board of Education of the City of New York* (New York: [1897]), 53.
[5] Among plans made in 1896 were those 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. These plans 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 (1905-07), 345 East 15th Street; *New York Times* (December 19, 1897), 22.
[6] The following section is adapted from LPC, *Public School 166 Designation Report*. Information in this section is based on the following sources: "Charles B.J. Snyder," *Who Was Who in America*, vol. 4 (Chicago: A.N. Marquis Co., 1968), 883; Snyder obit., *National Architect*, vol. 2 (January 1946), 13; LPC, *Stuyvesant High School Designation Report* (LP-1958) prepared by Jay Shockley; *Public School 31 Designation Report* (LP-1435), and *Public School 27 Designation Report* (LP-1895), both prepared by Virginia Kurshan (New York: City of New York, 1997, 1986, and 1995); Dennis S. Francis, *Architects in Practice, New York City 1840-1900* (New York: Committee for the Preservation of Architectural Resources, 1979) 71; James Ward, *Architects in Practice, New York City 1900-1940* (New York: COPAR, 1989), 78-87; Michele Cohen, "C.B.J. Snyder, Superintendent of School Buildings, Sets the Stage for Public Art," *The Municipal Engineers Journal* (1998), 21-38; and Michele Cohen, *Public Art for Public Schools* (New York: The Monacelli Press, 2009), 32. The following schools designed by Snyder are designated New York City Landmarks: Public School 166 (1897-99), 132 West 89th Street; Public School 67 (former High School for the Performing Arts, now the Jacqueline Kennedy Onassis High School for International Careers) (1893-94), 120 West 46th Street; Public School 27 (1895-97), 519 St. Ann's Avenue, the Bronx; Public School 167 (later 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), 105 Hamilton Avenue, Staten Island; Public School 64 (1904-06), 605 East 9th Street; Public School 91 addition (1905), 1257 Ogden Avenue, the Bronx; Stuyvesant High School (1905-07), 345 East 15th Street; Erasmus Hall High School (1905-06, 1909-11), 899-925 Flatbush Avenue, Brooklyn; 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; Public School 28 (1907-08), 276 Center Street, Staten Island; Girls' High School addition (1912), 475 Nostrand Avenue, Brooklyn; Public School 72 annex (1912-13), 1674 Lexington Avenue; Flushing High School (1912-15), 35-01 Union Street, Queens; and Newtown High School (1920-21), 48-01 90th Street, Queens.
[7] "The Excellent Character of Mr. Snyder's Work," *American Architect & Building News* (July 29, 1905), 33.
[8] Ibid.

[9] Cohen, "C.B.J. Snyder," 21. One measure of the enormity of Snyder's job at the time was that the Board of Education granted him a six-week vacation with full pay in 1899. City of New York, Board of Education, *Journal* (1899), 1069.
[10] Cohen, "C.B.J. Snyder," 24-25.
[11] C.B.J. Snyder, "Public School Buildings in the City of New York" (Part 1), *American Architect & Building News* (January 25, 1908), 30.
[12] John Beverley Robinson, "The School Buildings of New York," *Architectural Record* no. 7 (January-March, 1898), 371.
[13] Robinson, 376.
[14] Cohen, "C.B.J. Snyder," 26.
[15] The following section is adapted from LPC, *Erasmus Hall High School Designation Report* (LP-2130), prepared by Virginia Kurshan (New York: City of New York, 2003).
[16] Robinson, 383.
[17] I.N. Phelps Stokes, *The Iconography of Manhattan Island, 1498-1909*, vol. 6 (New York: Robert H. Dodd, 1928), 96; Property conveyance records.
[18] *West End-Collegiate Historic District Designation Report* (LP-1418), report prepared by Jay Shockley (New York: City of New York, 1984), 11.
[19] Initially established in 1805 as the Free School Society, the Public School Society was a private organization that sought to provide free, secular education to poor and working-class children by securing public and private funds. In 1837, the Society was operating fifteen public schools, twenty-six public primary schools, and eight schools for African-American children. In 1853, the Society was subsumed within the municipal Board of Education, which had been operating a parallel system of "ward" schools since 1842. Property conveyance records; "Only Rats Enjoy It," *New York Times* (February 14, 1889), 3; Stokes, vol. 3 (1918), 520, 529, and 642 ; Kenneth T. Jackson, ed., *Encyclopedia of New York City* (New Haven: Yale University Press, 1995), 956; Board of Education Records, New York City Municipal Archives; Edwin G. Burrows and Mike Wallace, *Gotham: a History of New York City to 1898* (New York: Oxford University Press, 1999), 383 and 781.
[20] "Only Rats Enjoy It," 3.
[21] "New Up-Town Public School," 9.
[22] Building History Record Files, Board of Education Records.
[23] According to the 1896 *Report of the City Superintendent* [of Schools], the Board of Education was operating 49 grammar schools for boys, 50 for girls, and 24 for both boys and girls. Grammar School No. 9 opened as a grammar school for girls, and in 1898 the registered attendance was 1,163 pupils. Board of Education, *Fifty-fifth Annual Report*, 123 and 249; Building History Record Files, Board of Education Records; City of New York, Department of Education, *First Annual Report of the Department of Education of the City of New York* (New York: [July 31, 1898]); *New York Times* (January 24, 1897), SM12.
[24] *Real Estate Record & Builder's Guide*, vol. 52, no. 11 (November 18, 1893), 605.
[25] Robinson, 377.
[26] "May Retain Snyder to Rebuild Schools," *New York Times* (May 7, 1922), 33.
[27] Between 1892 and 1902, Snyder designed at least ten other schools in Manhattan with strong Dutch Renaissance Revival and Jacobean-inspired elements, five of which survive. They include Public School 1 (Henry Street, between Catherine and Oliver Streets), extant; Public School 2 (116 Henry Street), demolished; Public School 5 (Edgecombe Avenue, between 140th and 141st Streets), which was nearly identical in appearance to Grammar School No. 9, demolished; Public School 6 (Madison Avenue, between 85th and 86th Streets), demolished; Public School 10 (St. Nicholas Avenue and 117th Street), demolished; Public School 25 (4th Street, between First Avenue and Avenue A), extant; Public School 103 (Madison Avenue and 119th Street), demolished; Public School 110 (Cannon Street, between Broome and Delancey Streets), extant; Public School 160 (Suffolk and Rivington Streets), extant; and DeWitt Clinton High School (899 Tenth Avenue), extant. "Public Schools Opened," *New York Times* (September 15, 1896), 9; *Real Estate Record & Builder's Guide*, 605; Andrew Dolkart, "Public School 9," National Register of Historic Places Inventory-Nomination Form ([1987]), 3. City of New York, Board of Education, *Annual Financial and Statistical Report, 1906-1908 (School Photographs, Part I)* (New York: [1908]).
[28] The Gothic elements of Grammar School No. 9 include drip lintels and label molding, foliate carving, pendants, quatrefoils, and four-centered or Tudor arches.
[29] Dolkart, 7; Robert A.M. Stern, Gregory Gilmartin and John Massengale, *New York 1900: Metropolitan Architecture and Urbanism, 1890-1915* (New York: Rizzoli, 1995), 159.

[30] Architecturally, the area west of Broadway in the West 70s and West 80s developed a distinctive "Dutch" character with the construction of two groups of houses in 1885-86 by Frederick B. White and McKim, Mead & White. The McKim, Mead & White houses at 300-308 West 83rd Street, built for David H. King, Jr., were demolished by 1923. This Dutch-inspired aesthetic is particularly visible in the West End-Collegiate Church and Collegiate School (Robert W. Gibson, 1892-93, a designated New York City Individual Landmark), the West End-Collegiate Historic District, and the Riverside Drive-West 80th-81st Street Historic District. Stern, Gilmartin and Massengale, 364; "New Up-Town Public School," 9.
[31] Department of Education, *First Annual Report*; *School and Society*, v. 6, no. 149 (July-December, 1917), 526; *New York Times* (January 26, 1916), 21.
[32] Gertrude Samuels, "Principal –and Problems- of P.S. 9," *New York Times* (October 11, 1953), SM11.
[33] Burrows and Wallace, 782.
[34] Robert Hanley, "Teachers' Assistant Is Charged In Killing at Englewood House," *New York Times* (June 28, 2002).

FINDINGS AND DESIGNATION

On the basis of a careful consideration of the history, the architecture, and other features of the building and site, the Landmarks Preservation Commission finds that Grammar School No. 9 has a special character, 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, Grammar School No. 9 was constructed in 1894-96 to the designs of C.B.J. Snyder and is one of the few remaining nineteenth-century institutional buildings, and the oldest known extant public school, on the Upper West Side of Manhattan; that the school was designed by New York's Superintendent of School Buildings, who held that position from 1891 to 1923, exerting a tremendous influence on the design and construction of the city's schools and creating buildings that were inventive, functional, and handsome civic monuments; that the design for Grammar School No. 9, one of Snyder's earliest essays in the Dutch Renaissance Revival style, served as a prototype for other schools in Manhattan built at the same time; that Grammar School No. 9 was part of the vast school construction program launched to meet the needs of the city's rapidly expanding population just prior to the consolidation of Greater New York in 1898, and that it was one of eight public schools built between 1888 and 1899 on the burgeoning Upper West Side; that the five-story building has two articulated facades, each of which has a stone base and is clad in yellow ironspot Roman brick with carved stone ornamentation; that the main façade features a Tudor-arched entry porch; that both articulated facades feature single and double-stoops with original bluestone steps and metal railings; that both articulated facades feature large window groupings, some with drip moldings, and prominent gables with steeply pitched roofs and chimney stacks; that Grammar School No. 9's architectural expression complements the unique "Dutch" character of the architecture in the surrounding neighborhood; and that for over one hundred years the building has continuously served as a public school.

Accordingly, pursuant to 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 Grammar School No. 9, and designates Borough of Manhattan Tax Map Block 1230, Lot 1 as its Landmark Site.

Robert B. Tierney, Chair
Pablo E. Vengoechea, Vice Chair
Frederick Bland, Stephen F. Byrns, Diana Chapin, Joan Gerner, Roberta Brandes Gratz, Margery Perlmutter, Elizabeth Ryan, Commissioners

Grammar School No. 9, 2009
Photo: Christopher D. Brazee, 2009

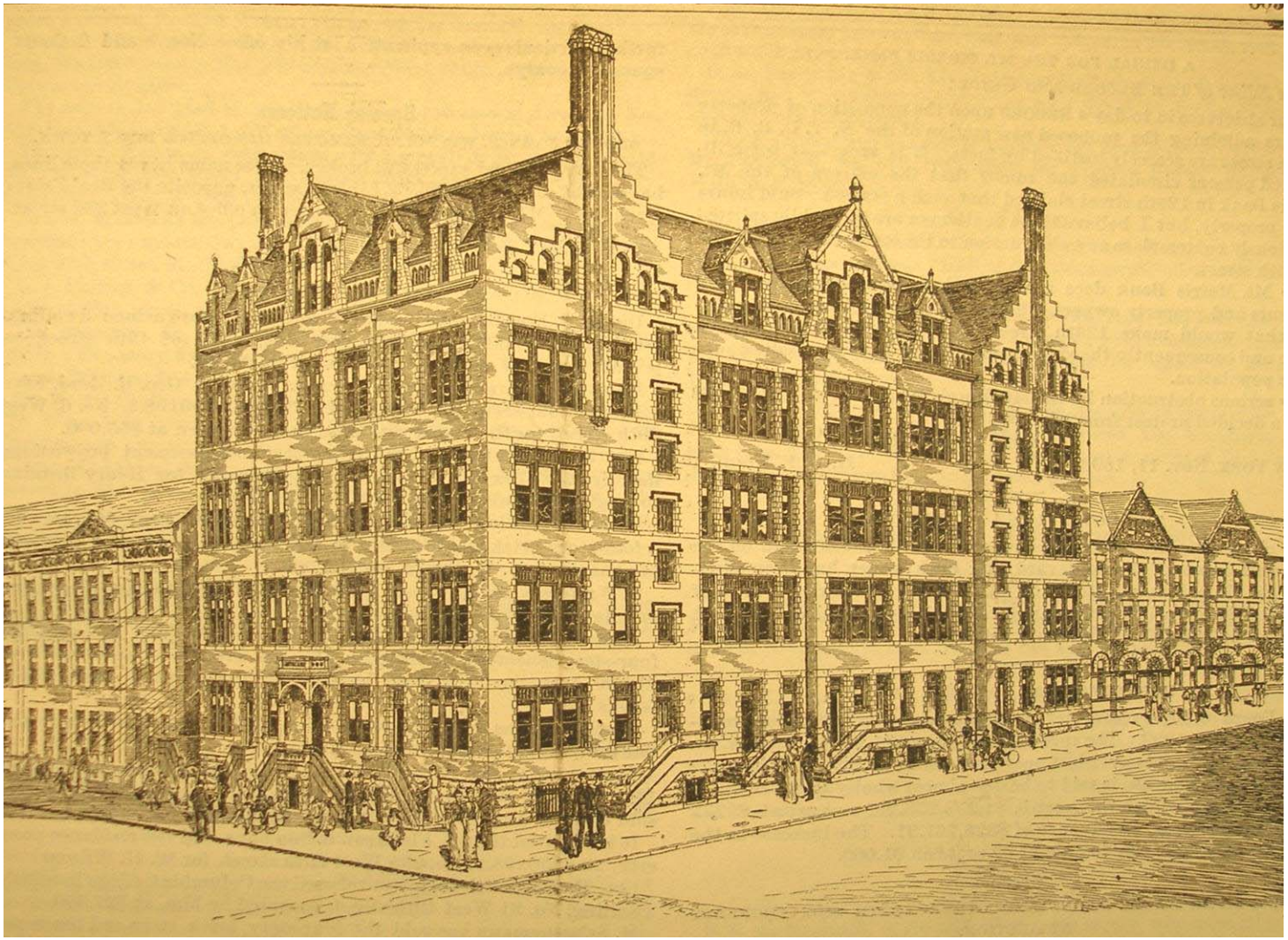
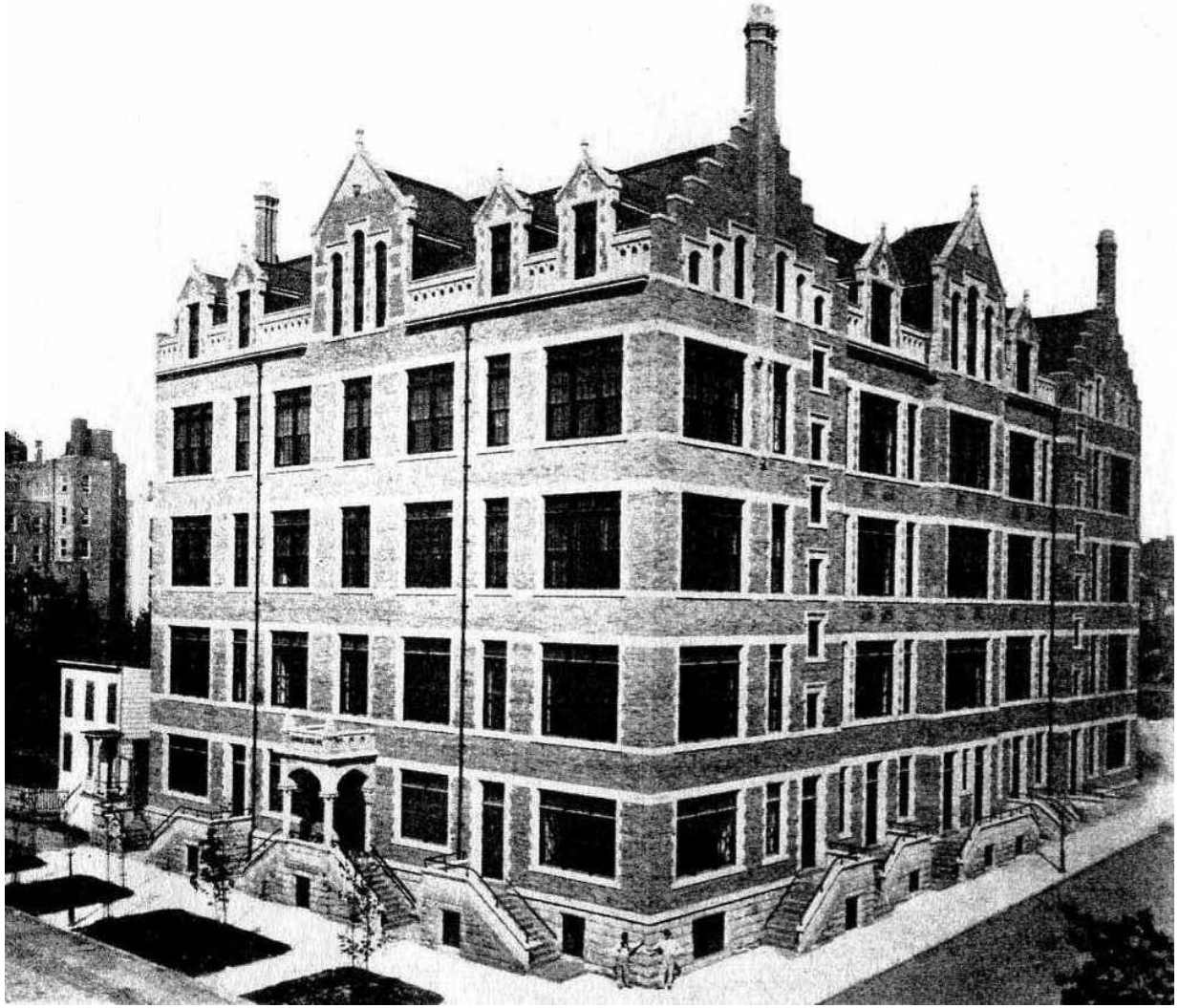


Illustration of the proposed design for Grammar School No. 9, 1893.
Source: *Real Estate Record & Builders' Guide* (November 18, 1893)

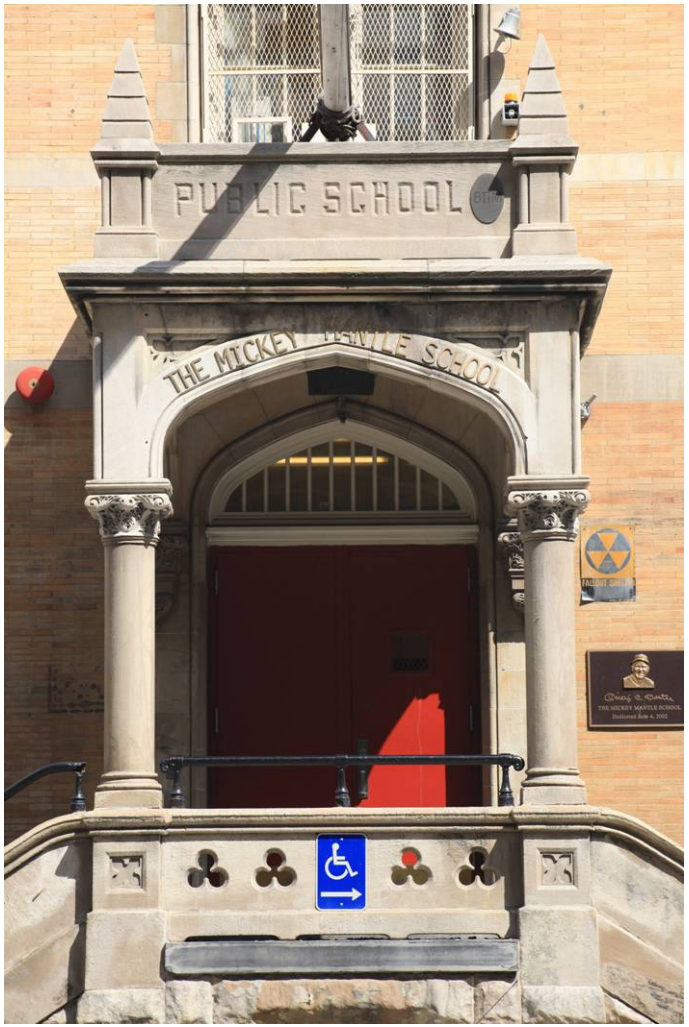
C.B.J. Snyder, Superintendent of School Buildings.
Source: *Architectural Record* (January-March, 1898)



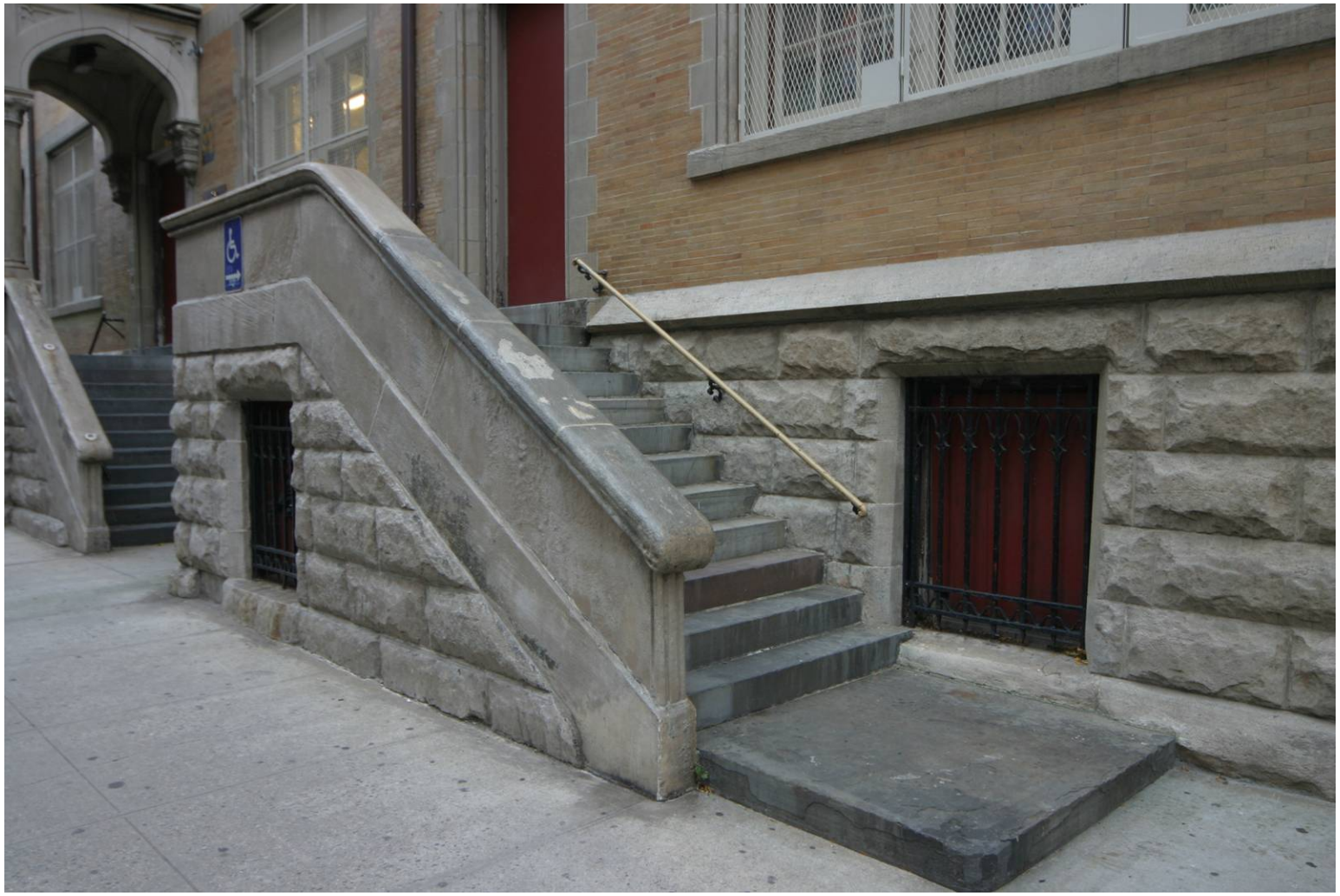
An early view of Grammar School No. 9, c. 1898.
Source: *Architectural Record* (January-March, 1898)

Grammar School No. 9: Main façade on West End Avenue.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Entry porch with Tudor arch and double-stoop.
Photo: Christopher D. Brazee, 2009



Grammar School No. 9: Gothic ornament on the entry porch (left) and detail of impost (right).
Photos: Christopher D. Brazee, 2009



Grammar School No. 9: Limestone stoop with original child-height railing.
Photo: Christopher D. Brazee, 2008

Grammar School No. 9: Gable with label-molded Gothic windows on West End Avenue façade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Dormers with quatrefoils and pinnacles on West End Avenue façade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: The school's cross-streets are inscribed on the corner of the building.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: West 82nd Street façade.
Photo: Christopher D. Brazee, 2009

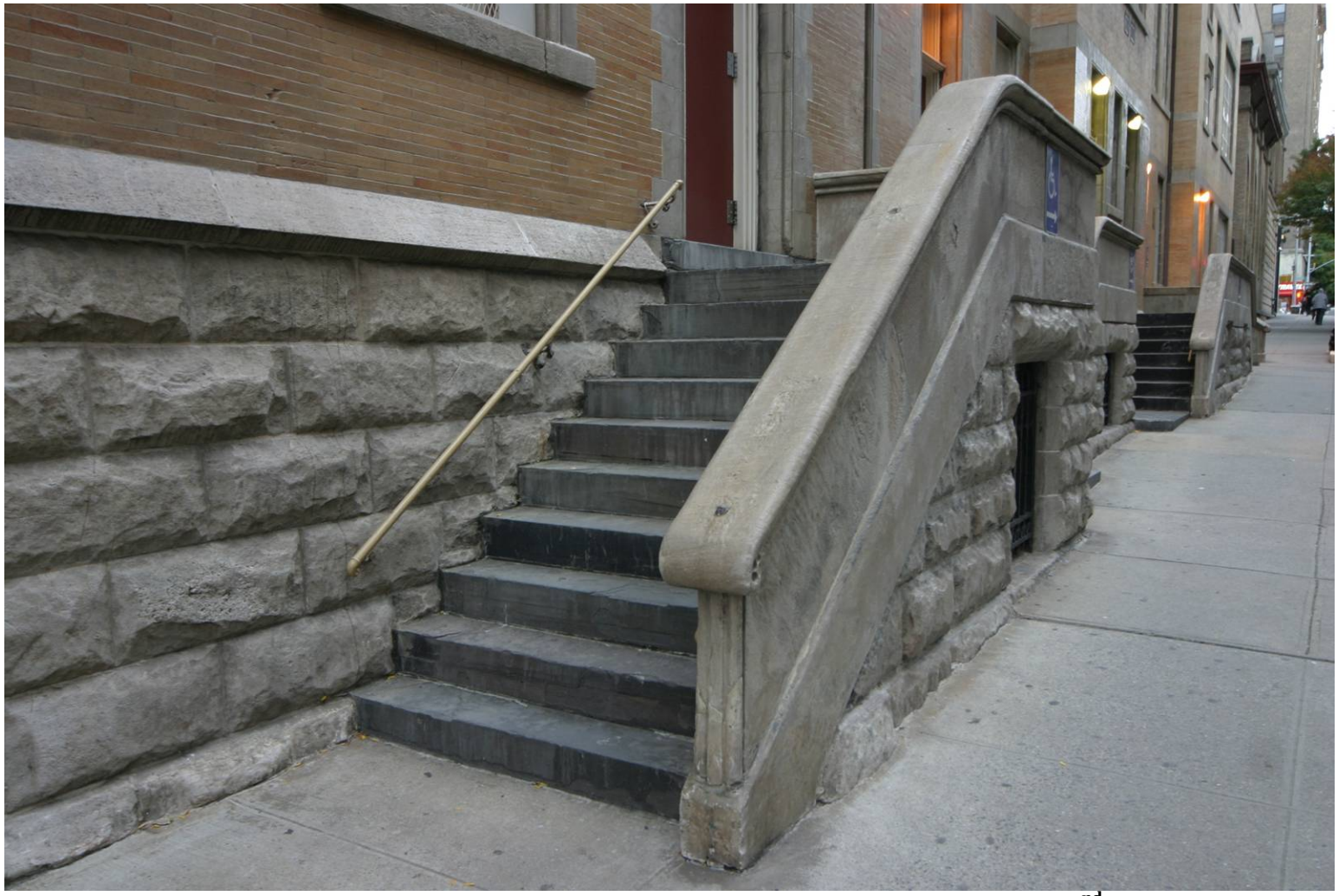
Grammar School No. 9: Gable and corbelled chimney on West 82nd Street façade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: The piers of the chimney terminate in carved pendants.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Gable with carved footstones on West 82nd Street façade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Detail of carved footstone.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Label-molded window on West 82nd Street façade.
Photo: Christopher D. Brazee, 2009



Grammar School No. 9: Limestone stoop with original child-height railing on West 82nd Street façade.
Photo: Christopher D. Brazee, 2008

Grammar School No. 9: Six-over-six, double-hung paired window sash framed by limestone quoins.
Photo: Christopher D. Brazee, 2008

Grammar School No. 9: One of twelve ventilation panels on the West 82nd Street facade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: A pair of doors and a window are framed by limestone ashlar on the 82nd Street facade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Commemorative plaque on West End Avenue façade.
Photo: Christopher D. Brazee, 2009

Grammar School No. 9: Views of north façade (left) and east façade (right).
Photos: Christopher D. Brazee, 2008

GRAMMAR SCHOOL NO. 9 (Later Public School 9 / John Jasper School, Now Mickey Mantle School / Public School 811M) (LP-2318), 460-466 West End Avenue (aka 253-257 West 82nd Street). Borough of Manhattan, Tax Map Block 1230, Lot 1.

Designated: July 14, 2009

Graphic Source: New York City Department of City Planning, MapPLUTO, Edition 06C, December 2006.
Author: New York City Landmarks Preservation Commission, JM.