

NOMINATION OF HISTORIC BUILDING, STRUCTURE, SITE, OR OBJECT

PHILADELPHIA REGISTER OF HISTORIC PLACES

PHILADELPHIA HISTORICAL COMMISSION

SUBMIT ALL ATTACHED MATERIALS ON PAPER AND IN ELECTRONIC FORM (CD, EMAIL, FLASH DRIVE)
ELECTRONIC FILES MUST BE WORD OR WORD COMPATIBLE

1. ADDRESS OF HISTORIC RESOURCE *(must comply with an Office of Property Assessment address)*

Street address: 915-25 Bainbridge Street and 610 S Percy Street

Postal code: 19147

2. NAME OF HISTORIC RESOURCE

Historic Name: Institute for Colored Youth; Samuel J. Randall School

Current/Common Name: _____

3. TYPE OF HISTORIC RESOURCE

☒ Building

☐ Structure

☐ Site

☐ Object

4. PROPERTY INFORMATION

Condition: ☐ excellent ☒ good ☐ fair ☐ poor ☐ ruins

Occupancy: ☒ occupied ☐ vacant ☐ under construction ☐ unknown

Current use: Condominiums

5. BOUNDARY DESCRIPTION

Please attach a narrative description and site/plot plan of the resource's boundaries.

6. DESCRIPTION

Please attach a narrative description and photographs of the resource's physical appearance, site, setting, and surroundings.

7. SIGNIFICANCE

Please attach a narrative Statement of Significance citing the Criteria for Designation the resource satisfies.

Period of Significance (from year to year): from 1866 to 1903

Date(s) of construction and/or alteration: 1866 (main building); 1888 (industrial dept. bld)

Architect, engineer, and/or designer: unknown

Builder, contractor, and/or artisan: Henry Taylor (builder, industrial dept bld)

Original owner: Institute for Colored Youth

Other significant persons: Fanny Jackson Coppin

CRITERIA FOR DESIGNATION:

The historic resource satisfies the following criteria for designation (check all that apply):

- ☒ (a) Has significant character, interest or value as part of the development, heritage or cultural characteristics of the City, Commonwealth or Nation or is associated with the life of a person significant in the past; or,
- ☐ (b) Is associated with an event of importance to the history of the City, Commonwealth or Nation; or,
- ☐ (c) Reflects the environment in an era characterized by a distinctive architectural style; or,
- ☐ (d) Embodies distinguishing characteristics of an architectural style or engineering specimen; or,
- ☐ (e) Is the work of a designer, architect, landscape architect or designer, or engineer whose work has significantly influenced the historical, architectural, economic, social, or cultural development of the City, Commonwealth or Nation; or,
- ☐ (f) Contains elements of design, detail, materials or craftsmanship which represent a significant innovation; or,
- ☐ (g) Is part of or related to a square, park or other distinctive area which should be preserved according to an historic, cultural or architectural motif; or,
- ☐ (h) Owing to its unique location or singular physical characteristic, represents an established and familiar visual feature of the neighborhood, community or City; or,
- ☐ (i) Has yielded, or may be likely to yield, information important in pre-history or history; or
- ☒ (j) Exemplifies the cultural, political, economic, social or historical heritage of the community.

8. MAJOR BIBLIOGRAPHICAL REFERENCES

Please attach a bibliography.

9. NOMINATOR

Organization: Philadelphia Historical Commission Staff Date: 3/14/2019

Name with Title: Laura DiPasquale, Historic Preservation Planner Email: Laura.dipasquale@phila.gov

Street Address: 1515 Arch Street, 13th floor Telephone: 215-686-7660

City, State, and Postal Code: Philadelphia, PA 19102

Nominator ☐ is ☒ is not the property owner.

PHC USE ONLY

Date of Receipt: 3/14/2019

☒ Correct-Complete ☐ Incorrect-Incomplete Date: 3/15/2019

Date of Notice Issuance: 3/15/2019

Property Owner at Time of Notice:

Name: Various, see attached

Address: _____

City: _____ State: _____ Postal Code: _____

Date(s) Reviewed by the Committee on Historic Designation: 4/17/2019, Criteria A & J

Date(s) Reviewed by the Historical Commission: 5/10/2019

Date of Final Action: 5/10/2019, Criteria A & J

☒ Designated ☐ Rejected

12/7/18

Property Owners at the Time of Notice, 3/15/2019

915-25 BAINBRIDGE ST # 10

KURT R RUNCO
UNIT 101
915-25 BAINBRIDGE ST
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 11

EDWARD J KLONIECKE III & KATHLEEN
M TUOHY
915-25 BAINBRIDGE ST # 11
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 13

ELISA WIENER & CRAIG R GREENBERG
915-25 BAINBRIDGE ST # 13
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 14

NADYA ZUBAR DAY
915-25 BAINBRIDGE ST # 14
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 15

PAUL JEFFREY BILOSKI
UNIT 104
915 BAINBRIDGE ST
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 16

STEVEN GIANFRANCESCO
915-25 BAINBRIDGE ST # 16
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 17

DMITRI TYMOCZKO & ELISABETH CAMP
824 BAINBRIDGE STREET
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 7

MARCI D GREEN
UNIT 303
915-25 BAINBRIDGE ST PHILADELPHIA,
PA 19147

915-25 BAINBRIDGE ST # 8

JEFFREY SHABLIN
UNIT 102
915-25 BAINBRIDGE ST
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST # 9

AMY J LOCKWOOD
UNIT 305
915 BAINBRIDGE ST
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 101

KURT R RUNCO
915-25 BAINBRIDGE ST APT 101
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 102

JEFFREY SHABLIN
915-25 BAINBRIDGE ST APT 102
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 103

CHRISTOPHER ASH
915-25 BAINBRIDGE ST APT 103
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 104

VISHNU R KAMATH
915-25 BAINBRIDGE ST APT 104
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 105

STEVEN W TUDHOPE
915-25 BAINBRIDGE ST APT 105
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 106

PAULA STEIN
915-25 BAINBRIDGE ST APT 106
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 201

ERIN ELIZABETH ROONEY
915-25 BAINBRIDGE ST APT 201
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 202

NADYA Z DAY
915-25 BAINBRIDGE ST APT 202
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 203

STEVEN GIANFRANCESCO
915-25 BAINBRIDGE ST APT 203
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 204

JACQUELINE M MCMAHON
915-25 BAINBRIDGE ST APT 204
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 205

EDWARD J KLONIECKE III & KATHLEEN
M TUOHY
915-25 BAINBRIDGE ST APT 205
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 206

DALLAS RUSSELL TAYLOR
1923 BRAGG ST
SANFORD, NC 27330

915-25 BAINBRIDGE ST APT 301

FRANCESCA RIVETTI
915-25 BAINBRIDGE ST APT 301
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 302

REZA F GHOHESTANI
PO BOX 691316
SAN ANTONIO, TX 78269-1316

915-25 BAINBRIDGE ST APT 303

MARCI D GREEN
915-25 BAINBRIDGE ST APT 303
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 304

FARIMEHR ARBAB-THOMPSON &
WILLIAM THOMPSON
915-25 BAINBRIDGE ST APT 304
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 305

AMY J LOCKWOOD
915-25 BAINBRIDGE ST APT 305
PHILADELPHIA, PA 19147

915-25 BAINBRIDGE ST APT 306

ELISA WIENER & CRAIG R GREENBERG
915-25 BAINBRIDGE ST APT 306
PHILADELPHIA, PA 19147

610 S PERCY ST # 3E

LINDSEY A BAUER
610 S PERCY ST # 3E
PHILADELPHIA, PA 19147

610 S PERCY ST # 3W

JANET TOOLEY
610 S PERCY ST # 3W
PHILADELPHIA, PA 19147

610 S PERCY ST APT 1

PENSHURST REALTY GROUP
417 R CALLOWHILL ST
PHILADELPHIA, PA 19123

610 S PERCY ST APT 2

LAURIE BERNSTEIN & ROBERT
WEINBERG
610 S PERCY ST APT 2
PHILADELPHIA, PA 19147

610 S PERCY ST # P1

CATHERINE A ORGERA & BRUCE E
ORGERA
610 S PERCY ST # P1
PHILADELPHIA, PA 19147

610 S PERCY ST # P2

MICHELE TAGLIENTE & ANTONIA
TAGLIENTE
UNIT 2
920 SOUTH ST
PHILADELPHIA, PA 19147

610 S PERCY ST # P3

ANDY LAU
610 S PERCY ST # P3
PHILADELPHIA, PA 19147

610 S PERCY ST # P4

FELIX T MCELROY IV & SALANA N
MCELROY
610 S PERCY ST # P4
PHILADELPHIA, PA 19147

610 S PERCY ST # P5

JEROME E KRANZEL & RIAN A BERGER
UNIT 7
920 SOUTH ST
PHILADELPHIA, PA 19147

610 S PERCY ST # P6

ROBERT W BROPHY JR
UNIT 6
920 SOUTH ST
PHILADELPHIA, PA 19147

610 S PERCY ST # P7

MICHAEL J LINDLAU & FRANK L BARHAM
UNIT 8
920 SOUTH ST
PHILADELPHIA, PA 19147

610 S PERCY ST # P8

LAURIE BERNSTEIN & ROBERT
WEINBERG
610 S PERCY ST # P8
PHILADELPHIA, PA 19147

5. BOUNDARY DESCRIPTIONS

The proposed designation includes two separate tax parcels, 915-25 Bainbridge Street and 610 S Percy Street, both of which were historically associated with the Institute for Colored Youth.

1. 915-25 Bainbridge Street

All that certain lot or piece of ground with the building and improvements thereon erected. Beginning at the corner formed by the intersection of the easterly side of Delhi Street with the northerly side of Bainbridge Street; Thence extending northwardly along the easterly side of Delhi Street 42 feet to a point on the southerly side of a certain two feet wide alley which leads to and from said Delhi Street; Thence extending eastwardly along the southerly side of the said two feet wide alley on a line parallel with said Bainbridge Street 27 feet 4 inches to a point; Thence extending northwardly, crossing the head of said alley, two feet to a point; Thence extending eastwardly on a line parallel with Bainbridge Street 13 feet 8 inches to a point; Thence extending northwardly on a line parallel with Percy Street 60 feet 8 inches to a point; Thence extending eastwardly on a line parallel with said Bainbridge Street 77 feet to a point on the westerly side of said Percy Street; Thence extending southwardly along said Percy Street 104 feet 8 inches to the intersection on the northerly side of Bainbridge Street; Thence extending westwardly along said Bainbridge Street 118 feet to the first mentioned point and place of beginning.

Source:

2. 610 S Percy Street

All that certain lot or piece of ground with the building and improvements thereon erected. Beginning at a point on the westerly side of Percy Street, which point measured southwardly along the said westerly side of Percy Street at the distance of 70.917 feet to a point from the southerly side of South Street; thence extending from the said point of beginning southwardly still along the said westerly side of Percy Street, the distance of 94.417 feet to a point; thence extending along a line westwardly parallel with South Street, the distance of 77.00 feet to a point; thence extending along a line northwardly parallel with Percy Street, the distance of 86.334 feet to a point; thence extending along a line westwardly parallel with South Street, the distance of 12.667 feet to a point; thence extending along a line northwardly parallel with Percy Street, the distance of 8.083 feet to a point; thence extending along a line eastwardly parallel with South Street, the distance of 89.667 feet to a point being the first mentioned point and place of beginning.



Figure 1: 915-25 Bainbridge and 610 S Percy Streets. Source: City of Philadelphia CityAtlas.

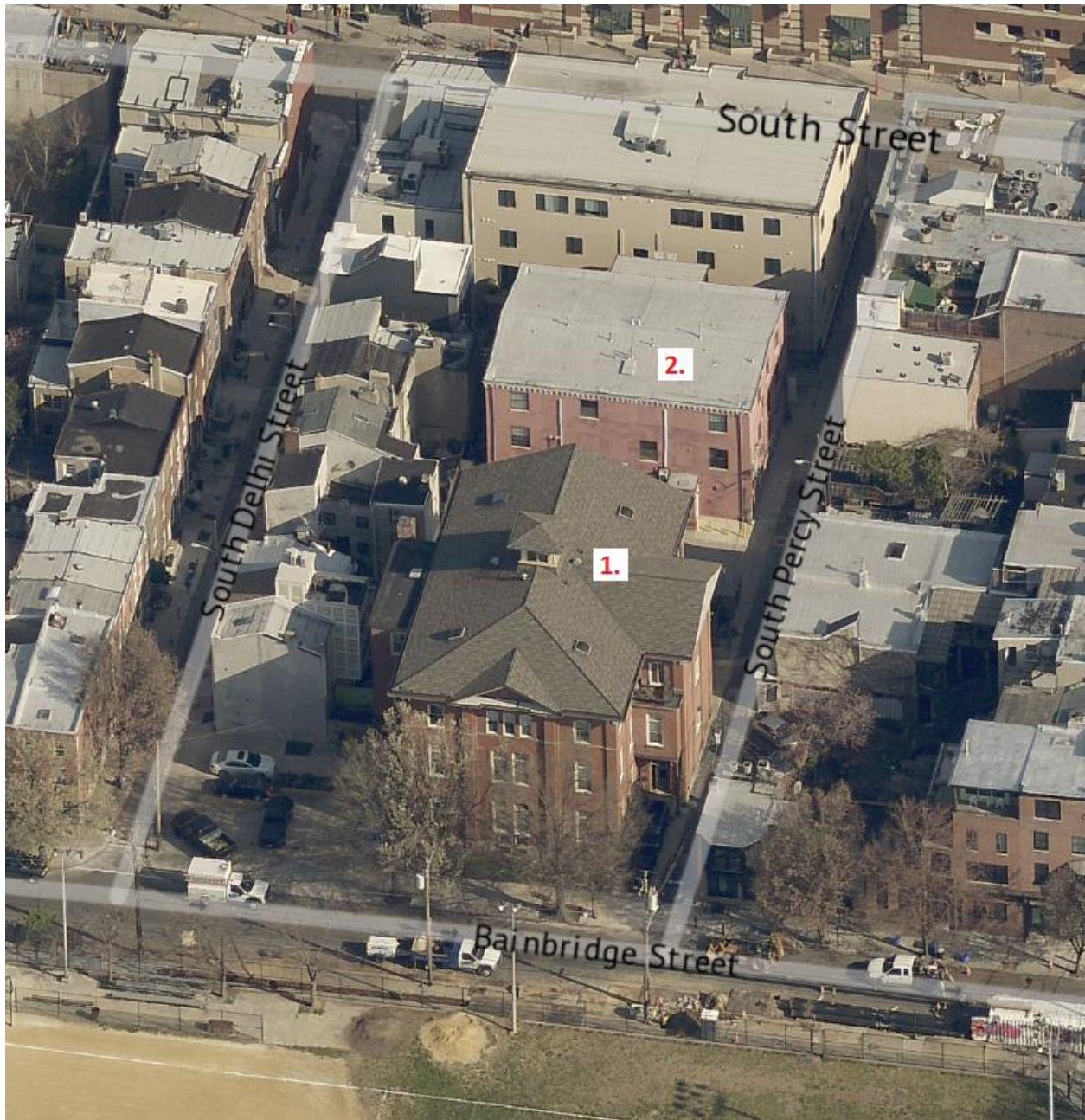


Figure 2: Birds-eye view looking north at the main building of the Institute for Colored Youth (#1), constructed in 1866, and the ICY's Industrial Department building (#2), constructed in 1888. Source: Pictometry.

6. BUILDING DESCRIPTIONS

1. 915-25 Bainbridge Street, Institute for Colored Youth Main Building (1866¹):

The former Institute for Colored Youth at 915-25 Bainbridge Street, constructed in 1866, is a three-story, red-brick Italianate building, with a rectangular main block and wings extending to the east and west. The building is set back from the sidewalk, and the small front yard enclosed by a non-historic metal picket fence. The main block and east wing feature a granite watertable, brick pilasters, and a corbelled brick cornice, above which sits deep overhanging eaves supported by paired wood brackets. The main block features a hipped roof topped with a wood bracketed cupola. The east wing, which is set back two bays from the front façade of the main block, is a one-bay wide by three-bays deep. Its roof forms a cross gable with that of the main block. On the west elevation, set back two bays from the front façade of the main block, is a one-bay wide by three-bays deep addition constructed circa 1903, with a flat roof set tucked the cornice of the main block.² This stairtower addition and entrance is less ornamental than the original building.



Figure 3: View from Bainbridge Street of the former Institute for Colored Youth, March 2019.

¹ A march 1866 *Philadelphia Inquirer* article reported that “The Institute for Colored Youth—on Shippen Street, above Ninth, has been recently erected.”

² Franklin D. Edmunds’, *The Public Schools of Philadelphia: 1900-1907*, notes that extensive renovations were carried out by builder Edward Fay when the building was purchased by the Philadelphia School system in 1903.



Figure 4: 1912 photograph of the south and west elevations of the Samuel J. Randall Public School from the intersection of S Delhi Street and Bainbridge Street. Free Library of Philadelphia Print and Picture Collection. Item No. pdce01158.



Figure 5: The same view, March 2019.



Figure 6: 1916 photograph of the south and east elevations of the Samuel J. Randall School. Source: Free Library of Philadelphia Digital Collections, Item No. pdce01770. Franklin D. Edmunds, photographer.



Figure 7: The same view, March 2019.

South (Bainbridge Street) Elevation:

The front façade of the main block, which faces south onto Bainbridge Street, is divided into three bays by doubled brick pilasters that rise to paired wood brackets that support the overhanging cornice. A deep, molded pediment tops the elevation. At the first and second floors, the center bay features two segmental-arched window openings with brick surrounds that rest on stone blocks, and stone sills. A terracotta panel with the name Samuel J. Randall Public School set in an egg and dart surround is centered between the first and second floor windows. At the third floor, the center bay features three segmental-arched window openings with stone sills formed from a stone beltcourse that extends across the front façade and wraps onto the east elevation. The flanking bays each carry a single opening at each floor. None of the original windows survive. Historically, the larger single and paired window openings featured six-over-six arched wood windows. The trio of narrower third-floor openings featured four-over-four arched wood windows. At the ground-floor level, the building maintains the original basement window openings in the granite watertable, but additional, non-historic openings have been cut in the brick below the first-floor windows.



Figure 8: The south elevation of the former Institute for Colored Youth, March 2019.



Figure 9: Details of the front (south) façade of the building, showing the window surrounds, non-historic windows, and the terracotta panel installed upon the building's conversion from the Institute for Colored Youth to the Samuel J. Randall School.

East (S. Percy Street) Elevation and East Wing:

The east elevation along S. Percy Street extends for seven bays which are divided by single brick pilasters. The details and fenestration of the front elevation wrap onto the east elevation of the main block for two bays before stepping out to create the eastern wing. The south elevation of the east wing is one bay wide and features a segmental-arched opening with a single door and sidelite and a large transom. A shallow second-story projection supported by a round metal post extends over the entrance. The projection features a single window and a simple crown cornice. It is topped with a small balcony accessed from a set of doors installed in an original window opening. The east elevation of the wing is divided into three bays, the center bay of which is punctuated by three floors of paired windows set within segmental-arched openings. A basement window in the center bay has been infilled.



Figure 10: View down Percy Street, including the east elevation of the building, and the south elevation of the east wing.
Source: Cyclomedia, July 2018.

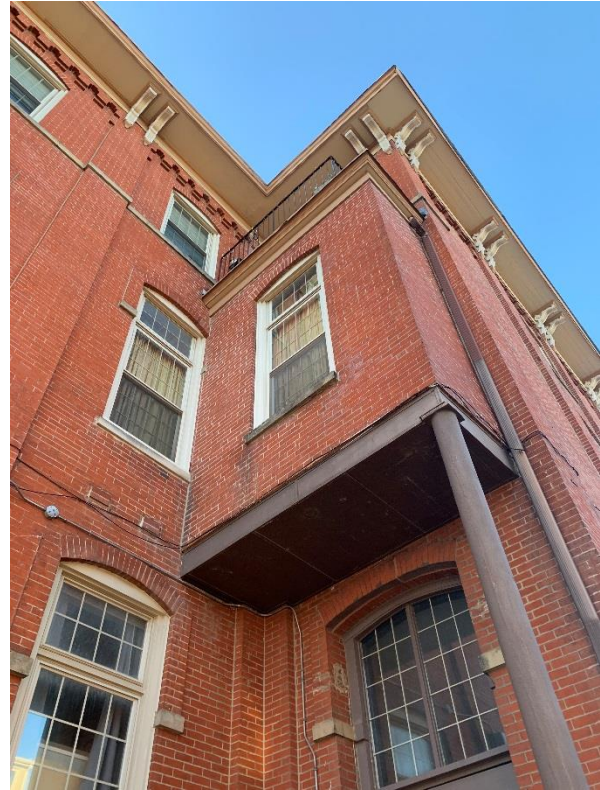


Figure 11: Left, the south and east elevations of the school. Right, detail of the projection over the east wing entrance.



Figure 12: Birds-eye view of the east elevation. Source: Pictometry, 2018.

Beyond the return of the northeast corner of the wing, the remainder of the east elevation presents a simplified version of the details to the south. The granite base found on the south and southern half of the east elevations turns the corner onto the north elevation of the wing, where it transitions to a brick watertable. The detailed brickwork below the cornice transitions to simple corbelled bands. On the north side of the wing are three openings that have been infilled with cement block. The granite steps leading to the former doorway at the first-floor level remain. The northernmost two bays of the main block on the east elevation resemble those of their counterparts to the south, but do not feature the projecting brick and stone surrounds. Set within the watertable is an infilled basement window with a stone lintel. A non-historic window opening has been cut below the sill of the first-floor window in the northernmost bay.



Figure 13: View south along Percy Street of the rear (northern) portion of the east elevation and the north elevation of the east wing. Source: Cyclomedia, 2018.

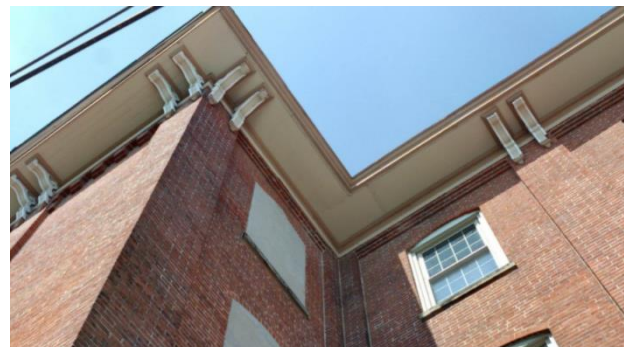
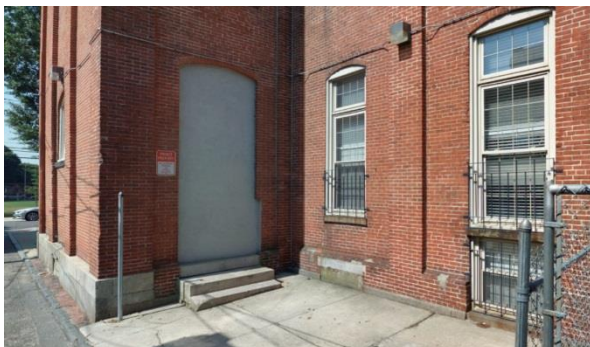


Figure 14: Past the return of the east wing, the details of the east elevation are simpler. Source: Cyclomedia, 2018.

West Elevation and West Addition:

Like the east façade, the west elevation of the main block is divided into bays by single brick pilasters which terminate in paired brackets supporting the overhanging wood cornice. Likewise, the intricate corbelled brickwork spanning between pilasters matches that of the south and southern portion of the east elevation, as does the granite watertable. A simple one-bay wide by three-bays deep stair tower and entrance addition, constructed c. 1903, appends the center of the west elevation. While its massing is similar to that of the east wing, the addition's details are simplified. With the exception of a brick watertable, the façade surfaces of the addition are smooth, and it is capped with a simple crown cornice and flat roof. Accessed by a set of granite steps, the addition's south elevation features a wide segmental-arched doorway that once held a set of half-lite paneled double doors and a 12-lite transom. Today, the opening has a single-leaf door with a sidelite and a large transom. At the second and third floors are segmental-arched window openings with stone sills and replacement windows. The west elevation of the addition features wide, segmental-arched openings with pairs of windows. Historically, the windows were half-arched, four-over-four hung windows. The details of the west elevation of the main block continue for two bays beyond the addition.



Figure 15: The west elevation, March 2019.

North Elevation:

The rear, north elevation of the building is divided into three bays by brick pilasters and features a gable end capped with a simple crown cornice. Corbelled brickwork matching that of the northern portion of the east elevation tops each register. Set within the gable end is a round-arch window opening. The fenestration pattern of the main three floors matches that of the front, south elevation, with a center bay of paired openings at the first and second floors and three windows at the third floor. The flanking bays feature a single opening at each level. A system of metal and wood decks that appear to have been built from an historic fire stair (see Figure 30) are accessed by openings at the second and third floors. As with the other elevations, all of the original windows have been replaced. Although no historic photographs of this elevation were found, the proportions and patterns of the windows suggest that the majority would have been six-over-six wood windows, with the exception of the trio of third-floor windows.



Figure 16: The north elevation, March 2019.

2. 610 S Percy Street, ICY Industrial Department Building (1888; Henry Taylor, builder³)

The Industrial Department building of the Institute for Colored Youth is situated to the north of the former ICY main building. The rectangular three-story, painted red-brick structure is three bays wide along Percy Street and seven bays deep. A painted corbelled brick and simple metal crown cornice outlines the building's shallow, flared-gable roof, a characteristic form of many industrial buildings of this period. Although all of the windows in the building have been replaced, the replacement windows feature a divided-lite pattern that approximates the historic configuration of the windows, the majority of which were 8-over-8 wood windows. Narrower windows would have had a 6-over-6 configuration.

South Elevation:

The south elevation, which faces the ICY main building, is seven bays deep. From east to west (right to left in the photograph below), the first floor features an infilled circular window; a projecting entrance vestibule with a window and door; a double-hung window; two infilled window openings spanned by three condensing units on brackets; an altered doorway (historically the location of a second vestibule); and a built-down window opening. The second and third floors each feature seven bays of window openings, four of which are infilled on each floor.



Figure 17: The south elevation of the Industrial Department building, March 2019.

³ The Institute for Colored Youth have started their new building on Ninth Street above Bainbridge, Henry Taylor 922 Filbert Street has the contract," *Philadelphia Real Estate Record and Builders' Guide*, v. 3, 6/25/1888, p. 196.

East (Percy Street) Elevation:

The east elevation of the Industrial Department building is three bays wide. The first floor features a glass and tile mosaic which covers three infilled openings. The wide infilled central opening features an arched brick lintel. The flanking openings are tall and narrow, with rectangular stone lintels and sills. The second and third floors each feature a central arched opening that has been partially infilled to house a rectangular double-hung window. The flanking bays feature original-size window openings with stone lintels and sills. All windows have been replaced.



Figure 18: The east elevation of the Industrial Department building, March 2019.

North Elevation:

The north elevation of the building is seven bays wide and features a prominent iron fire escape and balcony system that spans the center three bays of the elevation and is accessed at the second and third floors by historic door openings with replacement doors. The remaining bays feature regular columns of double-hung windows. The easternmost first-floor opening has been altered from a window to a door, accessed by a curving ADA ramp.



Figure 19: 1916 photograph of the north elevation of the former Industrial Department building, known by this time as Samuel J. Randall School, Number 2. Source: Free Library of Philadelphia Digital Collections, Item No. pdce01772. Franklin D. Edmunds, photographer.

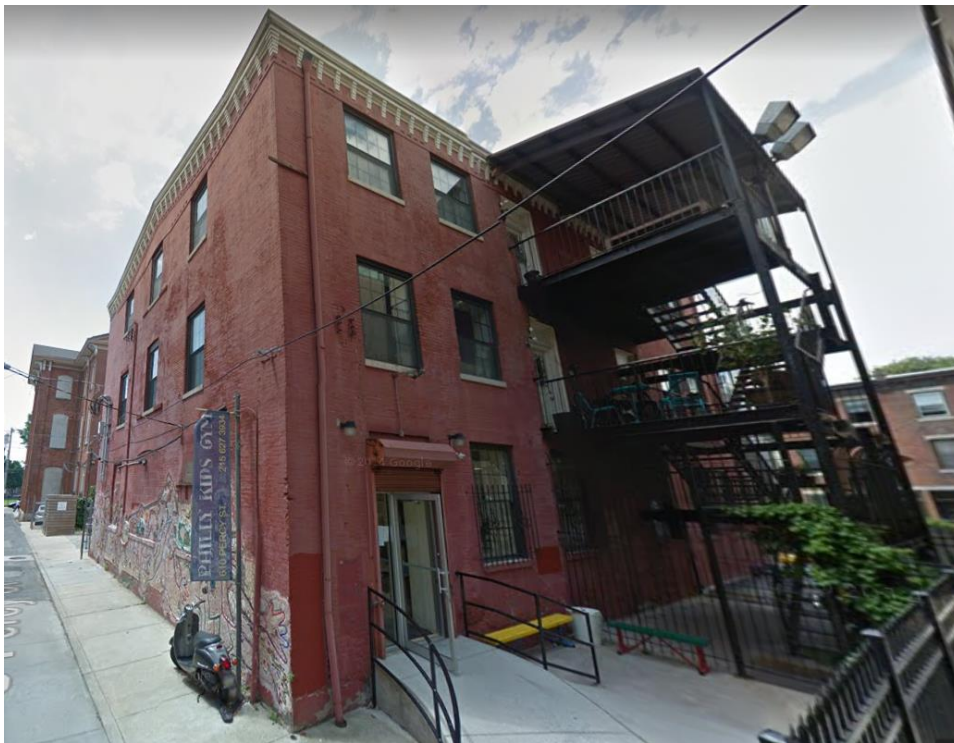


Figure 20: The north elevation, June 2014. Source: Google Streetview.

West Elevation:

The west elevation faces the rears of houses on the east side of S. Delhi Street and has limited visibility from the public right of way. The bird-eye view below shows that some of the original window openings have been infilled.



Figure 21: Left: View of the west elevation from the building's parking lot, March 2019. Right: Birds-eye view looking east at the west elevation. Source: Pictometry.

7. STATEMENT OF SIGNIFICANCE

The properties at 915-25 Bainbridge and 610 S Percy Streets are historically significant and should be listed individually on the Philadelphia Register of Historic Places. Pursuant to Section 14-1004(1) of the Philadelphia Code, the properties satisfy Criteria for Designation A and J:

- (A) Has significant character, interest or value as part of the development, heritage or cultural characteristics of the City, Commonwealth or Nation or is associated with the life of a person significant in the past.*
- (J) Exemplifies the cultural, political, economic, social, or historical heritage of the community*

Founded with a bequest from Quaker philanthropist Richard Humphreys (1750-1832) in 1832 to provide educational opportunities for African-American children, the Institute for Colored Youth was housed in various locations before opening its stately, purpose-built school building at 915 Bainbridge in 1866.⁴ Although initially established as a school for boys, the Institute expanded to educate female students by 1852. The progressive school, which was at the forefront of African-American education in the United States, employed and was led exclusively by African-American faculty of both sexes. Chief among the Institute's prestigious alumni and faculty, including Octavius Catto and Ebenezer Bassett, was the school's longest-serving principal, Fanny Jackson Coppin, the first African-American woman to head an institution for higher learning in the United States. Under Jackson's leadership, the Institute enlarged to include an Industrial Department, for which a new building was constructed at 610 S Percy Street in 1888. Through the second half of the nineteenth century, the Institute served as a focal point for the intellectual, cultural, and political life of the community, with many of its faculty and students becoming leaders in the fight for equality for African Americans. In 1903, the school moved to a larger campus in Delaware County, where it changed its name to Cheyney University.

African-American Education in Philadelphia, 1800 to 1837

In the years prior to the Civil War, educational opportunities for African-American children were rare, and those that were available were markedly inferior to those offered to white children. Despite the Pennsylvania school laws of 1802, 1809, 1812, and 1818, which legally entitled black children to receive tax-supported, free education in the same way as poor, white students, the laws were generally opposed and not well enforced.⁵ The practice of excluding African-American children from tax-supported education continued after the establishment of a public education system in Philadelphia in 1818. After petitioning by the Abolition Society of Pennsylvania, the board of controllers opened the city's first black public school, the Mary Street School, in late 1823.⁶ The so-called "Negro" or "colored" schools established subsequently were substandard in every way to white schools. Located in cramped or hand-me-down facilities, Philadelphia's early black schools were taught exclusively by white teachers who were "often ill-prepared, lacked motivation to

⁴ During the Institute's ownership of the property, the parcels at 921, 923, and 925 Bainbridge were occupied by dwellings. A few months after the Institute purchased the property at 915 Bainbridge (Deed Book LRB 10, p. 281, John B. Garrett to the Institute for Colored Youth, 2/16/1864), it also purchased the house at 921 Bainbridge Street (Deed Book LRB 47, p. 414, Richard Tompkins to the Institute for Colored Youth, 8/3/1864). The houses were demolished and the lots consolidated with 915 Bainbridge after the 1903 conversion of the property to the Samuel J. Randall public school.

⁵ Harry C. Silcox, "Delay and Neglect: Negro Public Education in Antebellum Philadelphia, 1800-1860," *The Pennsylvania Magazine of History and Biography*, 97.4 (Oct., 1973): 444-464.

⁶ *Ibid.*, 451.

educate African-American children, and experienced a high turnover rate.”⁷ Whereas infant and high schools were available to white children, black students were limited to grammar school level education.⁸

Attempts by African-American and Quaker leaders to prevail upon public opinion and city officials to improve the conditions of these schools was fruitless.⁹ What few improvements were made proved temporary and insufficient. In many places, free people of color were not permitted to open schools for the education of their children, and in some instances, established schools were eliminated by intimidation through arson.¹⁰ Frustrated and concerned, parents with the means to do so tutored their children at home, but other parents simply refused to send their children to school at all. This resulted in low attendance at black schools, many of which ultimately were forced to close altogether.

Racial tensions grew in Philadelphia through the late 1820s and 1830s, as increased industrialization, a burgeoning and increasingly diverse population, and rise in the abolition movement caused social and economic friction among the city’s residents. A series of race riots followed, fueling racial distrust.¹¹ These riots drove many influential leaders in the fight for African-American equality from the city, including Robert Purvis, who had been a strong advocate for the desegregation of public schools.¹² Feeling abandoned by the Quakers, who were typically active allies in the fight against oppression but who as pacifists shied away from the violence of the race riots, Philadelphia’s black community came to “view racial solidarity and self-help as the means to oppose the inequities in the city.”¹³ In education, this meant seeking schools led by black teachers to provide a better education for black children.¹⁴

The Early Years of the Institute for Colored Youth, 1837 to 1845

It is in this climate of racial animus and volatility that the Institute for Colored Youth was born. Disgusted by the racism demonstrated in a riot in 1829, Quaker businessman Richard Humphreys altered his will to leave one-tenth of his estate (\$10,000) to a group of Friends, who he charged with the design and establishment of a school to “instruct the descendants of the African Race in school learning, in the various branches of the mechanic arts, trades and agriculture, in order to prepare and fit and qualify them to act as teachers.”¹⁵ Humphreys, who was born in the British Virgin Islands, came to Philadelphia in 1764, where he became concerned about the struggle of free blacks for social freedom and economic opportunity.

Groundwork for the Institute began in 1837, five years after Humphrey’s death. At a meeting held in January 1837 at the Friends Reading Room in Philadelphia, Thomas Edwards, Thomas Wistar, Isaac

⁷ “History of the Institute for Colored Youth.” Villanova University: Falvey Memorial Library. Accessed March 1, 2019. <https://exhibits.library.villanova.edu/institute-colored-youth/institute-history/>.

⁸ Silcox, 459.

⁹ “History of the Institute for Colored Youth,” Villanova University, op cit.

¹⁰ Milton M. James, “The Institute for Colored Youth,” *Negro History Bulletin*, Vol. 21, No. 4 (JANUARY 1958), pp. 83-85.

¹¹ Patrick Grubbs, “Riots (1830s and 1840s),” *The Encyclopedia of Greater Philadelphia*, accessed March 1, 2019, <https://philadelphiaencyclopedia.org/archive/riots-1830s-and-1840s/#17182>.

¹² Silcox, 460. After becoming the focus of vicious attacks by a white mob, Purvis moved his family to Byberry, in the far northeast of Philadelphia County, where he continued to advocate for desegregation. In 1847, Purvis founded Byberry Hall, adjacent to the Byberry Friends Meeting, as a meeting place for free speech and free thought.

¹³ Silcox, 462.

¹⁴ Ibid.

¹⁵ “Exploring a National Treasure: Part 1,” Cheyney University of Pennsylvania, accessed March 1, 2019, <https://cheyney.edu/for-parents/history-traditions/>.

Davis, and Charles Roberts formed a committee to draw up a constitution for the Institute's governing body, which they presented four months later to a group of Quakers. At the meeting to discuss the new constitution, the working name of "African Institute" was discarded in favor of "Institute for Colored Youth."¹⁶

Planning for the Institute for Colored Youth continued for several years, amid the hostile atmosphere and prejudice towards African-American rights in Philadelphia. In 1838, a mob of 25,000 white people attacked and burned the recently-built Pennsylvania Hall, where an assembly of Quakers were holding a three-day conference on alleviating the terrible conditions that confronted African Americans in the city.¹⁷ That same year, Pennsylvania voters ratified a regressive new state constitution that officially disenfranchised free black voters for the next three decades by codifying that only "white freemen" could vote.¹⁸

The idea of providing space dedicated solely to the education of black youth displeased many local whites, who sought to prevent the Institute's trustees from purchasing land on which to build the institution.¹⁹ Nevertheless, by January 1839, supplemented by annual membership fees to the organization, the Institute had secured enough funding to purchase a 136 acre farm on Old York Road in Bristol Township, Philadelphia County.²⁰ In the early years of the Institute, African-American boys were taught the ins and outs of farming and agriculture, while at the same time receiving basic training in reading, writing, and arithmetic.²¹ Despite the admirable intent to fulfill Humphrey's mission, the pedagogical focus did not resonate with the struggles facing African Americans in Philadelphia, and the school failed to thrive. Within a few years, the Board of Managers was forced to rent the farm to a new tenant, ultimately selling the property and closing to students in 1845.

A Revived Institute for Colored Youth, 1852 to 1869

In 1852, after reevaluating their mission and curriculum, the Institute reopened as a coeducational facility at 7th and Lombard Streets in the heart of the city's oldest African-American community.²² There the school expanded and revised its program, developing a well-rounded and rigorous academic approach that proved highly successful. They discontinued agriculture as a course of study, focusing instead on a classical college preparatory curriculum comparable to those found at

¹⁶ Milton M. James, "The Institute for Colored Youth," *Negro History Bulletin*, Vol. 21, No. 4 (JANUARY 1958), pp. 83-85.

¹⁷ Ibid.

¹⁸ In 1837, Pennsylvania legislators began debating the intention of the framers of the 1790 Pennsylvania constitution, which did not specifically identify race as a qualifier of voting eligibility. Article III, Section One of the state constitution declared, "In elections by the citizens, every freeman of the age of twenty-one, having resided in the State two years next before the election, and within that time paid a State or county tax which shall have been assessed at least six months before the election, shall enjoy the rights of an elector." In 1838, Pennsylvania voters ratified a new state constitution restricting the franchise to "white freemen" only, an action that would effectively deny African Americans the right to vote for the next 32 years. Source: Eric Ledell Smith, "The End of Black Voting Rights in Pennsylvania: African Americans and the Pennsylvania Constitutional Convention of 1837-1838," *Pennsylvania History: A Journal of Mid-Atlantic Studies* 65, no. 3 (Summer 1998): 279-299.

¹⁹ Jelani M. Favors, *Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism* (Chapel Hill, NC: University of North Carolina Press, 2019).

²⁰ "Exploring a National Treasure: Part 1."

²¹ George Washington Williams, *History of the Negro Race in America from 1619 to 1880*, vol. 2 (c.1890).

²² In 1896, W.E.B. Dubois began studying how race, occupation, daily life, home, and organizations were distributed across the Seventh Ward, Philadelphia's oldest African-American neighborhood. Dubois estimated that when the Institute was formally chartered in 1842, nearly half of Philadelphia's black population was illiterate and unprepared to compete in the expanding industrial economy. Source: "Institute for Colored Youth Historical Marker," ExplorePAhistory.com.

prestigious white schools.²³ Despite the classical curriculum, emphasis was placed on finding teachers who could “transmit and translate a second curriculum that expressed race consciousness and applied daily instruction that was expressly connected to the uplift of the race,” preparing students to become leaders in the social, political, and economic lives of the black community.²⁴ Preparatory and high schools were added—a first in Philadelphia—and arguably high admissions standards established.²⁵ Students were expected to achieve mastery in mathematics (including algebra, geometry, logarithms, and plane and spherical trigonometry), English, natural and mental philosophy, chemistry, and the Classics (including Latin and Greek).²⁶ Religious instruction was also a critical component of the curriculum, as a series of annual reports in the 1870s and 1880s noted that “...the moral and religious training of the children placed under [the teachers’] care, is of more importance to their future welfare than is their literary and scientific instruction.”²⁷

The rebranded and refreshed Institute was embraced by the African-American and Quaker communities and beyond, gaining prowess through the 1850s. The Institute, which was described in an 1857 *Philadelphia Times* article republished in the Boston *Liberator* as a “thriving and valuable institution,” sponsored frequent public lectures and hosted public examinations of their pupils, which were broadly advertised and well attended.²⁸ The school’s prominent position in the African-American community was a point of pride for the Board of Managers, who reported that they had “found on the part of many of the most respectable of the colored people an increased disposition to aid our efforts, and from the parents and others we often receive expressions of gratitude.”²⁹ The Board also noted the Institute’s growing reputation outside of Philadelphia, reporting in 1857 that the school was “beginning to attract the attention of intelligent persons in various parts of the country, and has been more frequently visited by strangers than heretofore.”³⁰ People from across the country attended the school’s examinations, reporting their findings in local newspapers. An 1859 anti-slavery newspaper article extolling the virtues of the Institute and the inherent unfairness in the treatment of people of color, noted that:

The minds of persons who do not take the trouble to think seem to be entirely under the control of accidental associations. They often see, for example, persons of color, unrefined in manner, servile in disposition, and too ignorant for aught but menial employments, and as a consequence, degradation and dark complexion are inseparably associated in their minds. It is true that a moderate amount of information and even a feeble exercise of the reasoning powers would show them that this association is arbitrary and unjust; that there always have existed and must now exist dark-hued individuals of attainments, mental, moral, and educational, greatly superior to their own: though their experience may have been too

²³ Darlene Clark Hine and Kathleen Thompson, *Facts on File: Encyclopedia of Black Women in America* (New York: Facts on File, 1997).

²⁴ Favors, 26.

²⁵ To enter the preparatory school, students must be ten years of age or older, and be able to read, write, and spell with moderate proficiency, perform basic arithmetic, and have some knowledge of United State geography.

²⁶ *Twenty-Ninth Annual Report of the Board of Managers of the Institute for Colored Youth*, report (Philadelphia: Grant, Faires & Rodgers, 1881).

²⁷ Ibid.

²⁸ “Institute for Colored Youth,” From *The Philadelphia Times*, as reported in *The Liberator* (Boston, Massachusetts), 15 May 1857, p. 3. The Institute’s lectures and annual examinations were reported on in the local *Philadelphia Inquirer*, *Evening Telegraph*, and the *Christian Recorder*, a black newspaper published by Philadelphia’s African Methodist Episcopal Church. The school’s events also received coverage as far afield as Massachusetts, Vermont, Ohio, and Wisconsin.

²⁹ Institute for Colored Youth – Managers Minutes 1337-1855, December 15, 1856, Richard Humphreys Foundation Records, 1837-1982. Friends Historical Library of Swarthmore College.

³⁰ Ibid.

narrow to admit of any personal knowledge of such... One of this unthinking class, had he by any accident strayed into the school rooms of the Institute for Colored Youth, in [Philadelphia], on the 4th of May, would have been overwhelmed with amazement, and, if possessed of feeling, with deep mortification, as he suddenly became convicted of the fact that he had all his life been engaged in thrusting out from the privileges of society persons of polished manners and intellectual attainments far above those of one half the persons with whom these are accounted unfit to mingle... As one class after another was called upon the platform and examined by one or another of the teachers (all colored) the answers of the students, or their demonstrations, were delivered with promptness and clearness highly creditable to the preceding labors of themselves and their teachers.³¹

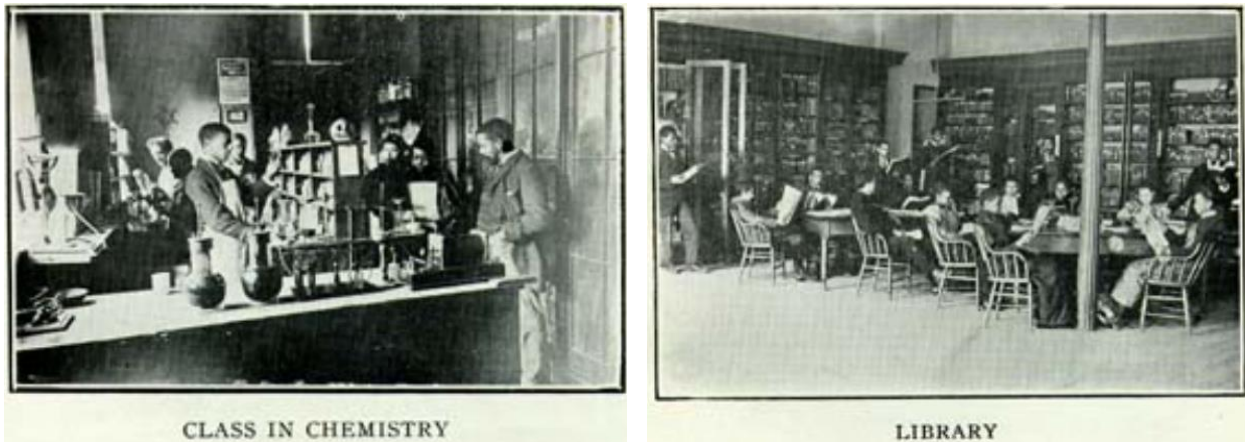


Figure 22: Photographs of the Institute for Colored Youth, from Fanny Jackson Coppin's memoir, *Reminiscences of School Life, and Hints on Teaching*, 1913.

In addition to their academic achievements, the Institute's students, faculty, and guests were well-versed in issues of equality and were encouraged to actively engage in the social, religious, and political debates happening throughout the country in the lead up to the Civil War.³² In an address to the governor of Pennsylvania during a visit to the school in 1855, Jacob C. White Jr., one of the Institute's most distinguished pupils, challenged the inferior status of Americans in Pennsylvania, and promised the governor that students at the Institute were "preparing ourselves usefully for a future day when citizenship in our country will be based on manhood and not color."³³ At the Institute's fifth annual commencement, Charles L. Remond, an African-American orator and guest speaker expressed his "...heartfelt gratitude to the trustees of the Institute, and to the teachers, for what he conceived that they were doing in the great cause nearest his heart. 'A better day,' he said, 'is, I know, about to dawn upon my own outraged and wronged people...'" The article concluded by suggesting that if African Americans were to "...strike for their freedom, they can do so in no more effectual way than in availing themselves, to the fullest extent, of the advantages of this and similar institutions."³⁴

³¹ "Institute for Colored Youth," *Anti-Slavery Bugle* (Libson, Ohio), 21 May 1859, p. 2.

³² "Institute for Colored Youth," From *The Philadelphia Times*, as reported in *The Liberator* (Boston, Massachusetts), 15 May 1857, p. 3.

³³ Daniel R. Biddle and Murray Dubin, *Tasting Freedom: Octavius Catto and the Battle for Equality in Civil War America* (Philadelphia: Temple University Press, 2017): 168.

³⁴ "Institute for Colored Youth," From *The Philadelphia Times*, as reported in *The Liberator* (Boston, Massachusetts), 15 May 1857, p. 3.

By 1861, the Board recognized that the Institute had outgrown its Lombard Street quarters and began developing plans to construct a new facility to better serve the students and the community. After an extensive fundraising campaign among the city's Quaker community, the Board was able to purchase a large property at the corner of 9th and Shippen (now Bainbridge) Streets in 1864, and by 1866, had constructed an "imposing three-story brick building," for around \$45,000 (or approximately \$700,000 in today's currency).³⁵ With twice the capacity of the Lombard Street property, the new building, which opened in March of 1866, offered "imperatively needed accommodations" to the Institute's expanding population.³⁶ Its large reading room was open to the community and served as a lending library for the several thousand books the teachers had amassed over the years.³⁷

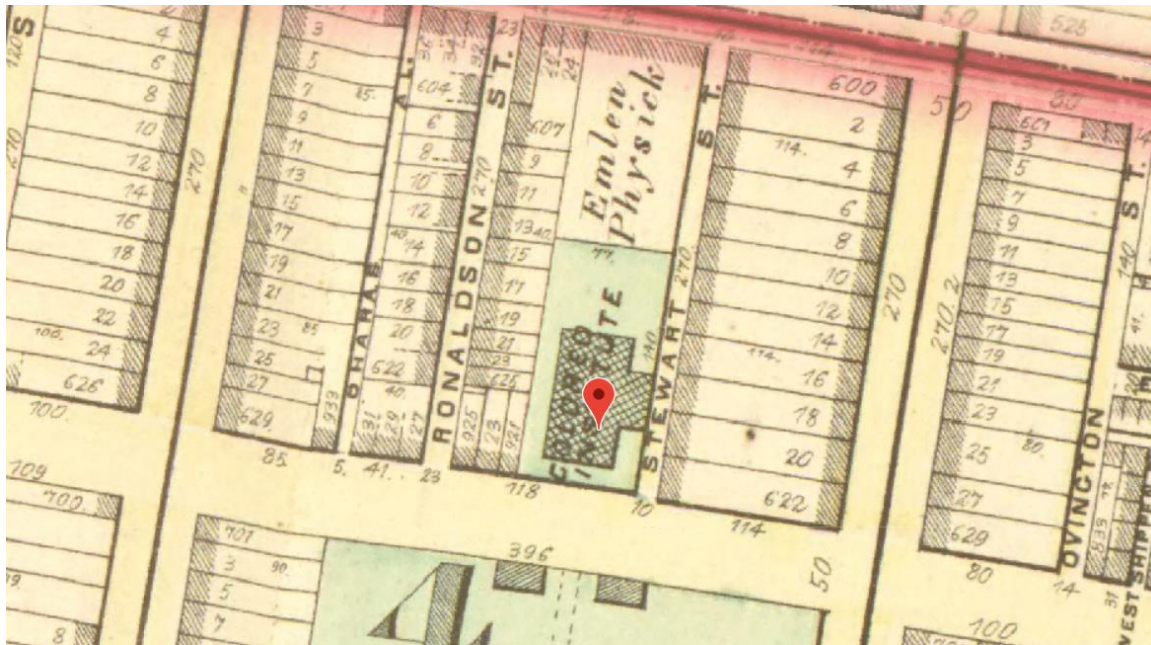


Figure 23: The Institute for Colored Youth's new facility, shown in his detail of the 1875 G. M. Hopkins Atlas of the City of Philadelphia. Source: Greater Philadelphia GeoHistory Network.

In the years following the Civil War, the Institute continued to adapt and progress, an extraordinary group of faculty and students expanding the school's reputation for academic accomplishment as well as social, cultural, and political leadership. In 1869, President Ulysses S. Grant appointed the Institute's principal Ebenezer Bassett as Minister Resident to Haiti, making him the first African-American diplomat in the nation's history. During his 13-year tenure at the Institute, Bassett greatly influenced the intellectual quality of the curriculum, attracting the best and the brightest to the school. He also became one of Philadelphia's leading voices during the Civil War, speaking out for equal rights and helping recruit black soldiers for the Union Army.³⁸

Bassett was succeeded as head principal by Fanny M. Jackson, a teacher and head of the Institute's girls' high school. Jackson's appointment caused tension with the Institute's most famous graduate and longtime, distinguished teacher Octavius Catto, who had hoped the position would be offered to

³⁵ "City Intelligence: The Institute for Colored Youth," *The Philadelphia Inquirer*, 10 March 1866.

³⁶ Ibid.

³⁷ "History of the Institute for Colored Youth," Villanova University, op cit.

³⁸ Christopher Teal, *Hero of Hispaniola: America's First Black Diplomat, Ebenezer D. Bassett* (Westport, CT: Praeger Publishers, 2008). Excerpt available: <https://www.blackpast.org/african-american-history/bassett-ebenezer-d-1833-1908/>

him.³⁹ Historians believe it is possible Catto, who had teaching seniority, was passed over for the promotion by the pacifist Quaker Board because of his fiery personality and militancy, while Jackson, a woman, was perceived as the safer choice.⁴⁰ Despite her philosophy of kindness and compassion over strictness and corporal punishment, a point of contention between her and Catto, which may have aligned well with the Quaker practice of non-violence, Fanny Jackson was no shrinking violet.⁴¹ Over the next thirty years, Jackson, who was the first African-American woman in the country to receive the title of head principal, would successfully champion and shape a new path for the school, leading it into the twentieth century.⁴²

Fanny Jackson Coppin and the Institute for Colored Youth 1869-1902

Born a slave in Washington D.C. in 1837, Fanny Jackson (later Coppin) gained her freedom at age 12



Figure 24: Fanny Jackson Coppin. Source: BlackPast.org

when she was purchased by an aunt. As a teenager, Jackson worked as a domestic servant in the household of author George Henry Calvert in Newport, Rhode Island. While there, she took every opportunity to advance her own education, taking private lessons, attending classes at a public school for black students, and preparing for the Rhode Island State Normal School. There she was first exposed to the idea of becoming a teacher, noting in her autobiography that she “said to [her]self, is it possible that teaching can be made so interesting as this!”⁴³ Her interest in teaching piqued, in 1860, she enrolled in Oberlin College in Ohio, the first college in the United States to admit both black and female students.⁴⁴ Upon graduating from Oberlin in 1865, Jackson moved to Philadelphia and began teaching Latin, Greek, and mathematics at the Institute for Colored Youth, where she also served as head of the female department.

After her promotion to head principal four years later, Jackson quickly began making her mark. Influenced by her own education, Jackson introduced a Normal School (or teacher-training) department to the Institute in 1871. Within a few years, enrollment in the program far exceeded that of the Institute’s classics course.⁴⁵ In 1878, she added a practice-teaching system to the department, making the Institute the first school in the country to establish a “student teaching” program for future educators.⁴⁶ Exasperated that in Philadelphia at the time, “the only place...where

³⁹ “History of the Institute for Colored Youth,” Villanova University, op cit.

⁴⁰ Catto and Jackson’s relationship was tense, the two clashing over teaching styles, including the use of corporal punishment, which Jackson wanted to abolish. Soon after Jackson took over as principal, Catto began looking for other jobs. He took a leave of absence in 1870 to help with freedmen’s schools in the South, returning to Philadelphia in 1871, a pivotal year in Pennsylvania’s history. The passage of the 15th Amendment to the United States Constitution re-enfranchised black men. Racial unrest reared its head in Philadelphia during the fall 1871 elections, and Catto and two other black men were murdered in the street. Catto’s death shocked the Institute’s Board, faculty, students, and alumni, and Jackson closed the school for several weeks to mourn. Source: Eric Ledell Smith. “To Teach My People: Fanny Jackson Coppin and Philadelphia’s Institute for Colored Youth.” In *Pennsylvania Heritage* 29 no. 1 (Winter 2003): 6-11.

⁴¹ “Love wins when everything else will fail. You say that your child resists all your efforts to break him of his bad habits and make him become good. Have you tried kindness? Have you tried love?” reads a passage in Jackson’s autobiography. Source: Coppin, 58.

⁴² Cassandra Waggoner, “Fannie Jackson Coppin,” BlackPast, November 20, 2007, accessed March 1, 2019, <https://www.blackpast.org/african-american-history/coppin-fannie-jackson-1837-1913/>.

⁴³ Fanny Jackson Coppin, *Reminiscences of School Life, and Hints on Teaching* (Philadelphia, PA, 1913): 11.

⁴⁴ Ibid, 12.

⁴⁵ The Editors of Encyclopaedia Britannica, “Fanny Jackson Coppin,” Encyclopædia Britannica, January 17, 2019, accessed March 1, 2019, <https://www.britannica.com/biography/Fanny-Jackson-Coppin>.

⁴⁶ Andrea D. Lewis and Nicole A. Taylor, *Unsung Legacies of Educators and Events in African American Education* (Basingstoke, Hampshire: Palgrave Macmillan, 2019): 126.

a colored boy could learn a trade, was in the House of Refuge, or the Penitentiary!” Jackson turned her focus to campaigning to establish an industrial training department at the Institute.⁴⁷ Recognizing, as the Institute’s benefactor Richard Humphreys had, that vocational training was as important a tool in the struggle to end racial discrimination as academic education, Jackson promoted her idea and solicited donations from “all the literary societies and churches where they would hear me; in Philadelphia and the suburban towns; in New York, Washington, and everywhere, when invited to speak.”⁴⁸ “After ten years, Jackson had raised enough funds for the Institute to establish an Industrial Department, which was housed in a purpose-built structure built to the north of the existing school.⁴⁹ There male students were taught bricklaying, plastering, carpentry, shoemaking, printing, and tailoring, and girls dressmaking and millinery. Classes in cooking, stenography, and typing were offered to both boys and girls.⁵⁰



Figure 25: Detail of the 1895 G.W. Bromley *Atlas of the City of Philadelphia* showing the ICY’s main building and the Industrial Department building to the north. Source: Greater Philadelphia GeoHistory Network.

The industrial department proved popular not only with students, but with benefactors. Enrollment and endowments grew.⁵¹ But the success of the program was tempered by the fact that graduates still struggled to find employment in trades, despite their training.⁵² In the wake of the 1896 Supreme Court decision *Plessy v. Ferguson*, which sanctioned racial segregation, employers declined to hire minorities, even in northern cities such as Philadelphia. Recognizing these challenges, Jackson advocated for equal opportunity rights, and sought new ways to advance her students’ accomplishments. In an 1897 *Christian Recorder* article supporting the “colored industrial fair,” Jackson set up, she is quoted as saying, “We do not ask that any one of our people shall be put into a position because he is a colored person, but we do most emphatically ask that he not be kept out of a position because he is a colored person. ‘An open field and no favor’ is all that is requested.”⁵³

⁴⁷ Coppin, 24.

⁴⁸ Ibid.

⁴⁹ *Philadelphia Real Estate Record and Builders’ Guide*, v. 3, 6/25/1888, p. 196.

⁵⁰ Ibid, 25.

⁵¹ Linda Eisenmann, ed., *Historical Dictionary of Women’s Education in the United States* (Westport, CT: Greenwood Press, 1998): 104-106.

⁵² Smith, “To Teach My People,” 10.

⁵³ As quoted in Smith, “To Teach My People,” 10.

Although Jackson's pleas went largely ignored, the school provided a model for other similar endeavors. An 1899 Philadelphia *Times* article reported that plans for a second industrial school in Philadelphia were underway by the Berean Brotherhood in the northwest part of the city. "This is the second movement of the kind ever started to establish an industrial school for colored youths in this city. The first school established, which is a pronounced success, was in connection with the Institute for Colored Youth, on Bainbridge Street, above Ninth, by Mrs. F.J. Coppin, principal of the Institute, in 1884."⁵⁴

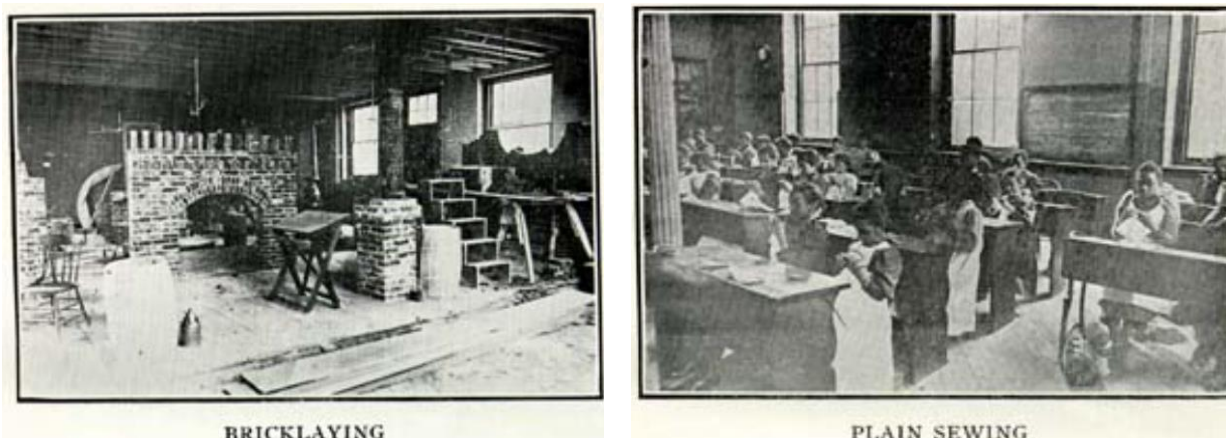


Figure 26: Photographs of courses in the Industrial Department building, from Fanny Jackson Coppin's memoir, *Reminiscences of School Life, and Hints on Teaching*, 1913.

After 37 years with the school, Jackson retired from the Institute in 1901, two years before the Institute would leave Philadelphia. During her tenure, in addition to her achievements with the Institute, Jackson pursued philanthropic work with working and poor women. In 1888, she founded a home for destitute women where they received housing, medical help, and courses in nursing training. In 1894, she established a Women's Exchange and Girls Home, which offered housing and educational courses to working women and students. An influential columnist, Jackson defended the rights of women and African Americans in newspapers that reached not only Philadelphia audiences, but those in the south.⁵⁵ Following her retirement, she and her husband, African Methodist Episcopal minister Levi J. Coppin whom she wed in 1881, pursued missionary work in South Africa, where they founded the Bethel Institute, a missionary school that emphasized self-help programs. After a decade of missionary work, the Coppins returned to Philadelphia, where Fanny Jackson Coppin died on January 21, 1913. Her legacy of lifelong commitment to African-American education and philanthropy is perhaps best encapsulated in her own words to Frederick Douglass in an 1876 letter: "I feel sometimes like a person to whom in childhood was entrusted some sacred flame...This is the desire to see my race lifted out of the mire of ignorance, weakness and degradation; no longer to sit in obscure corners and devour the scraps of knowledge which his superiors flung at him. I want to see him crowned with strength and dignity; adorned with the enduring grace of intellectual attainments."⁵⁶

⁵⁴ "Training Colored Youths." *The Times* (Philadelphia, Pennsylvania), 12 February 1899.

⁵⁵ Her autobiography notes that the *Christian Recorder*, a Philadelphia newspaper in which she had a regular column, "finds its way into many a dark hamlet in the South, where no one ever heard of the Philadelphia Bulletin or the New York Tribune." Coppin, 31.

⁵⁶ "Discover CSU: Fanny Jackson Coppin," Coppin State University, accessed March 1, 2019, <https://www.coppin.edu/fannyjacksoncoppin> Coppin State University is named after Fanny Jackson Coppin. Founded in 1900 as the Colored High School, in 1902, a teacher training program was added. In 1926, the school was named the Fanny Jackson Coppin Normal School, and then Coppin Teachers College.

In 1903, the Institute for Colored Youth sold its Philadelphia buildings to the City of Philadelphia, which converted them into the Samuel J. Randall Public School. The Institute moved to the land of Quaker farm George Cheyney, 25 miles outside of Philadelphia, where it underwent a series of name changes. In 1914, the name was changed to Cheyney Training School for Teachers, and the school began issuing diplomas. In 1921, the name was again changed to the State Normal School at Cheyney, and in 1951 to the Teachers College at Cheyney. In 1960, it was renamed Cheyney State College. After joining the Pennsylvania State System of Higher Education, the school emerged as Cheyney University of Pennsylvania, which is still in operation today as one of the oldest historically black colleges and universities.

Conclusion

Called the “‘heart and hope’ of colored Philadelphia” by abolitionist leader Frederick Douglass, the Institute for Colored Youth was an important cultural and political institution and source of pride for the African-American community of Philadelphia.⁵⁷ At the forefront of academic, political, and social debates in Philadelphia and the nation during the second half of the nineteenth century, the Institute attracted and produced some of the country’s most brilliant and influential African-American minds, including civil rights activist Octavius Catto, architect Julian F. Abele, Jacob White Jr., classicist Frazelia Campbell, physician Rebecca Cole, educator Sarah Mapps Douglass and her brother artist Robert Douglass Jr., and chemist Josephine Silone Yates. Spearheaded by the Institute’s longest-serving principal, Fanny Jackson Coppin, the Institute adapted over the years to meet the diverse and changing needs of the black community, opening an industrial trades school in 1888. In a time of dramatic inequality between races, the Institute for Colored Youth was a model and beacon for African-American education in Philadelphia and in the United States.



Figure 27: Samuel J. Randall School, 12/9/1935, Philadelphia Department of Records Archives.

⁵⁷ Biddle, 289.

ADDITIONAL MAPS

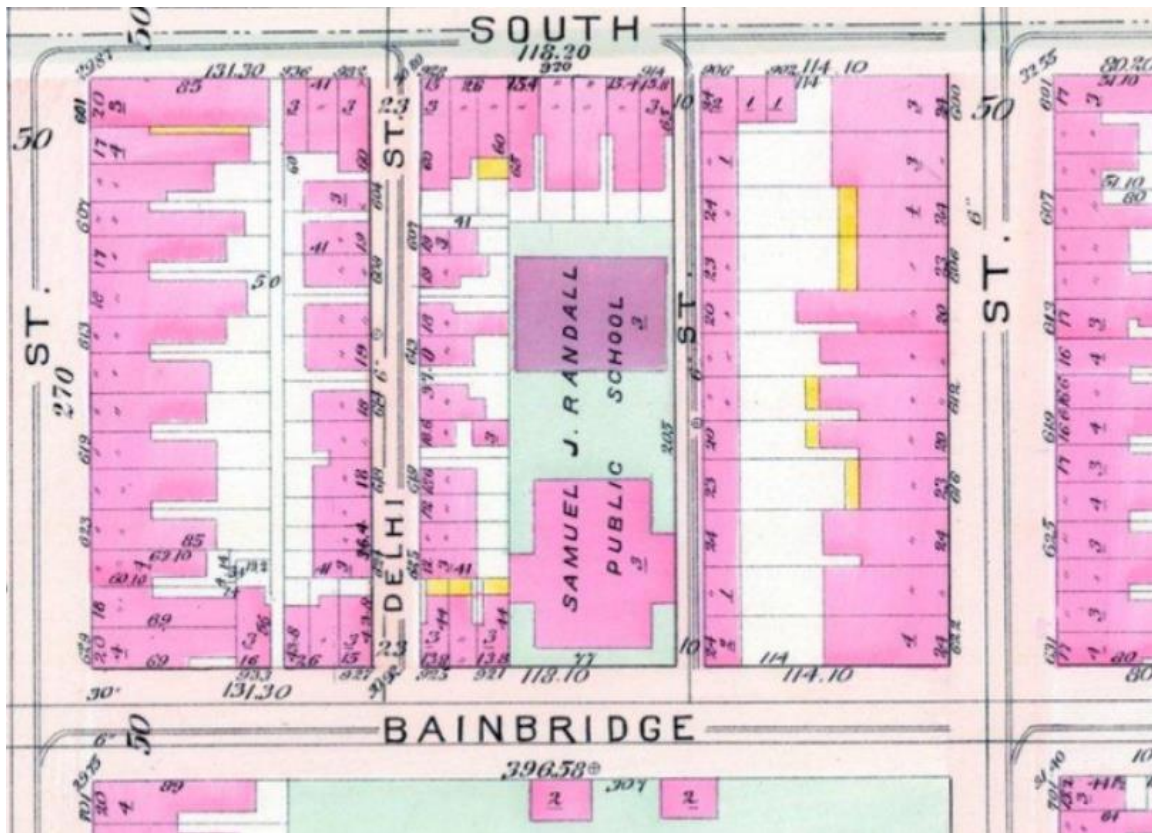


Figure 28: Detail of the 1905 Elvino V. Smith Atlas of the City of Philadelphia, Wards 2-3-4-30, Plate 9, showing the property just after it was sold by the Institute for Colored Youth to the City of Philadelphia for use as the Samuel J. Randall School. The western wing had been constructed by this time. Source: Historic Map Works.

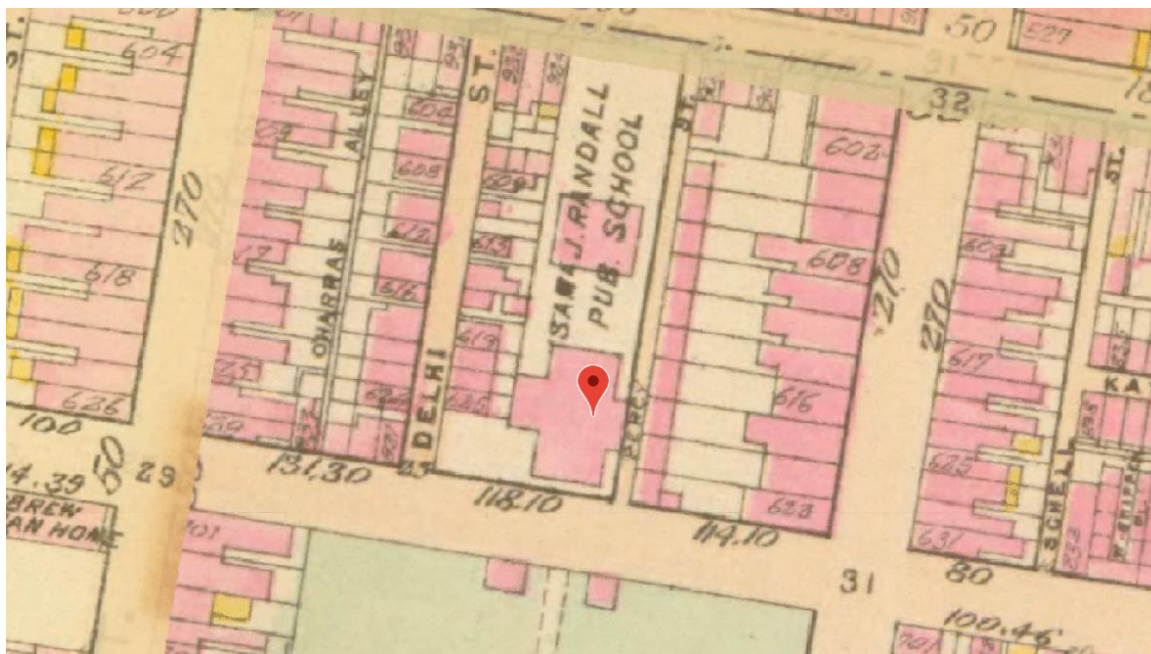
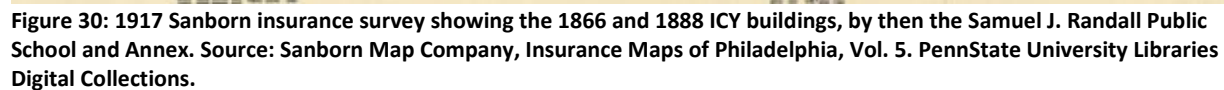


Figure 29: Detail of the 1910 G.W. Bromley Atlas of the City of Philadelphia. Between 1905 and 1910, the school had demolished the rowhouses along South Street and Bainbridge Street. Source: Greater Philadelphia GeoHistory Network.



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