

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: 319 N 19th St. and 312 N 18th St

Postal code: 19103

2. NAME OF HISTORIC RESOURCE

John W. Hallahan Catholic Girls' High School (319 N 19th St.);
Historic Name: former Cathedral Parish School (312 N 18th St)

Current/Common Name: John W. Hallahan Catholic Girls' High School

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: High School

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 1911 to 2021

Date(s) of construction and/or alteration: High School - 1911; Parish School - 1914

Architect, engineer, and/or designer: High School-Ballinger & Perrot; Parish School-Francis Ferdinand Durang, Sr

Builder, contractor, and/or artisan: High School-Thomas Reilly; Parish School-Melody & Keating

Original owner: Catholic Church, Archdiocese of Philadelphia

Other significant persons: _____

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, **(Applies to 319 N. 19th St. only)**
- ☐ (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 Preservation Alliance for Greater Phila. Date January 29, 2021

Name with Title Adrian Trevisan, consultant Email patrick@preservationalliance.com

Street Address 1608 Walnut St, Suite 1702 Telephone 215-546-1146x5

City, State, and Postal Code Philadelphia PA 19103

Nominator ☐ is ☒ is not the property owner.

PHC USE ONLY

Date of Receipt: January 29, 2021

☒ Correct-Complete ☐ Incorrect-Incomplete Date: February 1, 2021

Date of Notice Issuance: February 1, 2021

Property Owner at Time of Notice:

Name: Archdiocese of Philadelphia/Dennis J Dougherty

Address: 319 N 19th St and 312 N 18th St

City: Philadelphia State: PA Postal Code: 19103

Date(s) Reviewed by the Committee on Historic Designation: 8/30/2021

Date(s) Reviewed by the Historical Commission: 11/12/2021

Date of Final Action: 11/12/2021. Designated under Criteria A, E, and J.*

☒ Designated ☐ Rejected *Criteria E applies to 319 N. 19th St only. 12/7/18

5. BOUNDARY DESCRIPTION

319 N. 19th St. Philadelphia, PA 19103-1102 (OPA Account Number 772283000)

All that certain lot or piece of ground on North side of Wood street, and East side of Nineteenth street, in 15th. Ward, Philadelphia. Front on said Wood street, 295 feet 9 1/2 inches, and extending in length or depth of that breadth, along the East side of said 19th. street, 86 feet 3 1/2 ins., to Carlton street. Bounded Northward by said Carlton St., Southward by said Wood St., Eastward by ground belonging to the party of second part known as St. Vincent's Home and westward) by said 19th. Street.

312 N 18th St. PHILADELPHIA, PA 19103-1120 (OPA Account Number 772276000)

All that certain lot or piece of ground on West side of Eighteenth St., 10th. Ward, Philadelphia. Front on said 18th. St., 86 feet 3 ins., and in depth Westward at right angles to said 18th. St., 100 feet. Bounded Southward by Wood St., Westward by part of the large lot of which this is part, Northward by Carlton St., and Eastward by said 18th. St.

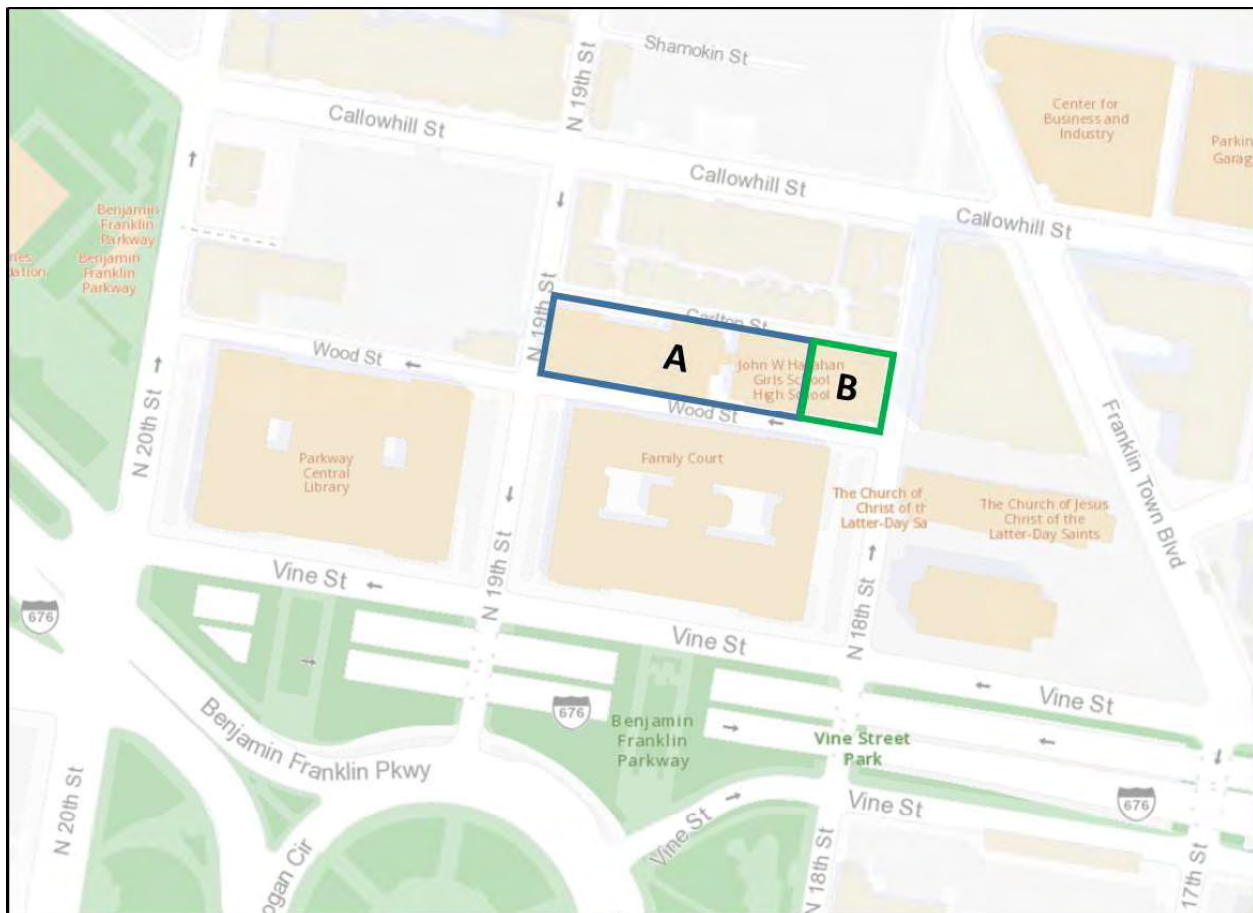


Figure 1 The boundary identifying the parcels at 319 N. 19th St. A = original John. W. Callahan Catholic Girls' School, 319 N. 19th St.; B = former Cathedral Parish School, 312 N 18th St. Note that the two properties meet in the middle of the former Cathedral Parish School building. (Source: Atlas)

6. DESCRIPTION

The nominated property consists of two buildings linked by a pedestrian bridge. To the west is the John W. Hallahan Catholic Girls' High School, designed by Ballinger and Perrot and constructed in 1911. The east is the former Cathedral Parish School, designed by E. F. Durang & Son and constructed in 1914.

John W. Hallahan Catholic Girls' High School Building

The John W. Hallahan Catholic Girls' High School is a three-story, flat-roofed rectangular building filling the western half of the block bounded by Wood St., North 19th St., Carlton St., and North 18th St. It is made of red brick primarily set in running bond, with white stone details, and rests on a stone water table. A central section containing the main entrance to the school is recessed slightly from the property line, while two flanking lateral sections are flush with it. All original windows appear to have been removed in favor of modern replacements.

The principal (south) elevation of the Hallahan building faces Wood St. (Figure 2) The central section is divided into seven bays. (Figure 3) A low stairway leads up to the main entrance to the school which occupies the central bay. This contains double doors, which appear to be modern. Above them is a fixed transom containing stained glass, covered by a protective metal mesh. The door is flanked by two large metal lamps. Each lamp has a stone medallion above it. To the right of the door is The Great Seal of the United States, to the left is the Papal Seal of Pius X. (Figure 4) The fanlight above the door is filled with stone.



Figure 2 Principal (south) elevation of 319 N. 19th St. (Source: Author)



Figure 3 Principal (south) elevation of 319 N. 19th St.; central section. (Source: Author)



Figure 4 Principal (south) elevation of 319 N. 19th St.; detail showing entrance with lanterns and medallions. (Source: Author)

Three rectangular windows pierce the water table on either side of the door; they are filled with glass bricks and covered with metal security fence. On the first floor, there are three arched windows to either side of the entrance door, each the same width as the basement window and centered above it. They have stone sills; modern sash and glass fill the body of the windows and the fanlights appear to be original. Each window is recessed slightly, with a brick spandrel below it framed by a rowlock course. The bricks of the pilasters between the windows are set in a decorative pattern; every sixth course is projecting, with a header course below it. Stone caps the pilasters, connecting the stone arches of the windows and the entrance door. These arches have a decorative keystone. The spandrels between the arches are set in the same brick pattern as the pilasters and are decorated with a circular stone medallion.

The first and second stories are divided by a stone string course. Each of the seven bays contains windows with a stone spandrel between the second and third floors. The windows have stone sills, but appear to be modern, in a four by two configuration, and are each topped by a metal panel. The stone spandrels separating the windows bear the names of "illustrious women of the past."¹ The windows are separated by brick pilasters which lack the decoration of those below. These pilasters rest on plain bases and are topped with engaged Corinthian capitals. The elevation meets the roof with a stone cornice featuring dentils above a row of egg-and-dart details.

The eastern and western sections of the elevation are identical. Each consists of two bays, containing three windows in the water table and first story, one large window on the second and third. (Figure 5) Many features of the central section are repeated, and others are similar to those in the central section. While there is the same stone water table, it is higher than that of the central section, and the windows have shallow round tops. The decorative brickwork of the pilasters is repeated between the first story windows, but the windows are approximately half as wide as those in the central section, flat topped, and are decorated with brick flat arches.



Figure 5 Principal (south) elevation of 319 N. 19th St.; detail showing east section. (Source: Author)

The windows of the second and third stories are twice as wide as those in the central section, with panes in a four by four configuration. Stylized lamps of knowledge have been added to the stone spandrels to increase their width. (Figure 6) Rather than the plain brick pilasters of the central section, pilasters here repeat the projecting course motif from the first story. The cornice is the same as the central section.



Figure 6 Principal (south) elevation of 319 N. 19th St.; detail showing decorative spandrel. (Source: Author)

The west elevation is divided into three bays; a central bay containing a secondary entrance door flanked by bays of windows, identical to those of the eastern and western section of the south elevation. (Figure 7) Rather than bearing women's names, the stone spandrels between the second and third stories bear the words "virgo prudentissima" (left) and "mater admirabilis" (right), meaning, "Most Prudent Virgin" and "Most Admirable Mother," both referring to Mary, the patroness of the school. The door is two steps up from the sidewalk, and has a stained-glass, flat-top transom. This is set in a classical stone entrance structure consisting of a frame around the door, and one pair of pilasters on either side supporting a lintel decorated with triglyphs, and a stone cornice with dentils. Above this is a stone panel bearing the words, "Catholic Girls [sic] High School MCMXI." This is flanked by two Christian symbols, to the left the alpha omega, to the right a Chrismon.



Figure 7 West elevation of 319 N. 19th St. (Source: Author)

Above this panel a large multi-paned window set in a stone frame with carved flowers illuminates the main staircase of the school behind it. (Figure 8) This is interrupted by a stone spandrel for the landing between the second and third stories and flanked by plain pilasters topped with engaged Corinthian capitals. The school's seal is carved in stone above the window. Above this is a broken pediment decorated with the egg and dart and dentils of the cornice, as well as garlands of fruit and flowers. This is surmounted by a simple cross.



Figure 8 West elevation of 319 N. 19th St.; detail showing entrance bay. (Source: Author)

forms the outer edges of this section. Ballinger and Perrot's publication *Institutions, Churches, Schools* (1914) mentions an auditorium in a photo caption describing the adjacent stairwell; this projecting bay may be part of the auditorium backstage.

The north elevation faces Carlton St., is divided in three sections similar to the south elevation, and acts as the rear of the building. (Figure 9) The western section is identical to the western section of the south elevation. Much of the stone decoration on the south elevation has been replaced by brick in the center section, making it much plainer. (Figure 10) In the one concession of decoration, the bricks on this portion of the building are set in common bond with a Flemish header course every sixth course. The stone water table has been replaced with brick topped with a stone string course. Each story has three large rectangular windows similar in size to those on the lateral sections of the south elevation. The windows have stone sills, and a course of bricks set in soldier bond above it. The columns of windows are divided by brick pilasters, but they do not have pedestals or capitals. In place of the stone panels of illustrious women between the second and third stories, this elevation has a rectangle of rowlock bricks. The elevation meets the roof at a row of stone.

The eastern section of the north elevation is unlike any of the others. (Figure 11) It projects farther toward the street than the western section. The brick water table continues from the central section, and with the exception of a stone string course under the two first story windows, the windows on the first and second stores are similar to those of the central section. The third story has no windows, instead a brick bay is centered between the windows and projects from the wall. On either side of this bay, a rectangle of rowlock bricks surrounds a rectangle of soldier bond bricks, with stone corner pieces. An engaged pilaster



Figure 9 North elevation of 319 N. 19th St. (Source: Author)



Figure 10 North elevation of 319 N. 19th St.; detail showing central section. (Source: Author)



Figure 11 North elevation of 319 N. 19th St.; detail showing east section with projecting bay. (Source: Author)

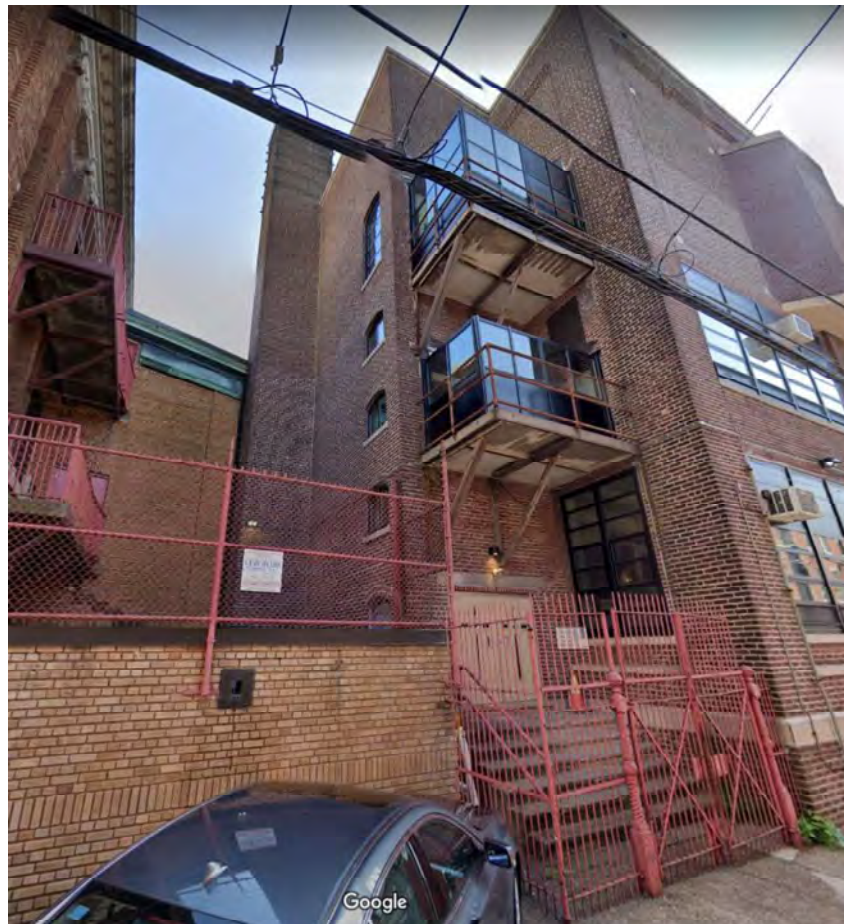


Figure 12 East elevation of 319 N. 19th St.; view from the north. (Source: Google Maps)

The east elevation of the building is divided into three unequal parts by an attached fire tower stairway stack. On the northern side of the stairway a metal platform has been attached to the outside of the second and third stories, supported by diagonal metal beams below it. (Figure 12) These platforms have been enclosed in what appears to be modern windows and panels, similar to those found elsewhere on the building. In the center, a brick stair tower projects from the building. It has one arched window per floor on the southern side, and two per floor on the eastern side. A bridge to the adjacent building has been attached on the second story, obscuring one of the windows. A smokestack is attached to the tower adjacent to the northern windows. To the north of the smoke stack, each story has one small window. The southern part mimics the adjacent portion of the southern elevation. (Figure 13)



Figure 13 East elevation of 319 N. 19th St.; view from the south. (Source: Author)

Ex-Cathedral Parish School

The former Cathedral Parish School is a three-story, flat-roofed rectangular building filling the eastern half of the block. Designed in what contemporary newspaper articles called “semi-Colonial, working into the Georgian style,”² it is made of tapestry brick laid mainly in English bond, and trimmed with Indiana limestone and terra cotta.



Figure 14 Principal (east) elevation of former Cathedral Parish School, 312 N 18th St. (Source: Author)

The principal (east) elevation of the Cathedral Parish School building faces North 18th St. (Figure 14) The elevation is divided into three bays. A central bay containing the main door to the school is flanked by two identical bays containing windows. Two steps lead from the sidewalk to the door which is set in an entrance structure consisting of twin smooth Doric columns each flanked by a square pillar. The four columns support a stone lintel bearing the words “Cathedral Parochial School.” Above this is a curved pediment bearing a cross. To either side of the entrance structure are two rectangular windows with stone lintels and a brick flat arch with decorative stone keystone. A soldier course of bricks connects the lintels.

A stone belt course separates the first and second stories. The elevation is decorated with ten, two-story brick pilasters, one pair on either corner, one pair between each of the bays, and two individual pilasters dividing the two lateral bays. These pilasters have stone bases and Scamozzi capitals. The pilasters have a border of brick laid in stacked bond, surrounding three columns of brick laid in header bond. There are seven windows per story, five large ones arranged individually between the wide-separated columns and two very narrow ones between the central paired columns. These all have stone

lintels and brick flat arches, although without the stone keystone of those on the first story. Each vertical pair of windows is separated by decorative stone and brickwork. A stone belt course topped with a narrow row of brick with decorative stone medallions separates the third story windows from the stone cornice. The brick parapet above the cornice is painted white to resemble stone and supports a cross centered above the doorway.



Figure 15 South elevation of 312 N 18th St. (Source: Author)

The south elevation is also divided into five bays. (Figure 15) From right (east) to left (west) they consist of a recessed bay containing one column of windows, a bay of four windows, a central bay of three windows, another bay of four windows, and another bay of a one column. The windows in the two external bays are wider than the others.

The main first story windows are identical to those on the east elevation with the exception of the two lateral ones, which are wider. All have the same stone lintel and brick flat arch with decorative stone keystone as the first floor windows of the east elevation. The second window from the east corner is round-topped. Its counterpart at the west end of the elevation is a round-topped door. The tops of the round-topped window and door have brick voussoirs and a stone keystone. The soldier course of bricks connecting the lintels seen on the east elevation continues on this elevation. There is a small window between the three central bays.

As on the east elevation, a stone belt course divides the first and second stories. On the second and third stories the bays are separated by two-story pilasters. The brick in the pilasters is laid in the same combination of soldier and header courses as those on the east elevation, and each has the same plain base and Scamozzi capital as on the east elevation. Each column of windows is separated by the same



Figure 16 West elevation of 312 N 18th St.; view from the south. (Source: Author)

decorative stone and brickwork as seen on the east elevation. The elevation is topped by the same row of brick decorated with stone medallions and stone cornice as seen on the east elevation. There is a shallow parapet above the central bay.

The bridge from the high school building joins this building on the west elevation. (Figure 16) From the south corner of the elevation to the bridge the design of the elevation appears to be the same as that of the east elevation, with the first floor door replaced by a window. The bridge fills one bay. To the north (left) of the bridge, the single pilaster has been moved to the north leaving space only for a fire escape door. (Figure 17) The fire escape platform connects the door at the corner of the building to the bridge.

As with the north elevation of the high school building, the north elevation of the parish school is less decorated than the others. In contrast to the solid façade of the south elevation, this elevation consists of a block at each corner, separated from the much larger central block by a narrow, recessed, two-story bay containing one window. (Figures 18 and 19) The windows on the first and second stories of the central block are arranged in columns, but those on the third story are arranged in a different pattern. There is a stone belt course between the second and third stories that resembles a cornice in its profile.

Seen from above, the cornice of the building appears to cut across the middle of the roof of the building. These physical characteristics - combined with contemporary newspaper accounts describing the classrooms laid out “in the shape of a U”³ containing a “roof-garden”⁴ that would be used as a playground for the children, plus an image accompanying that article⁵ (Figure 20) - suggests that this central block was originally only two stories high, and had the playground on its roof. No documents have been found describing the replacement of this playground with the third story of this section, however.

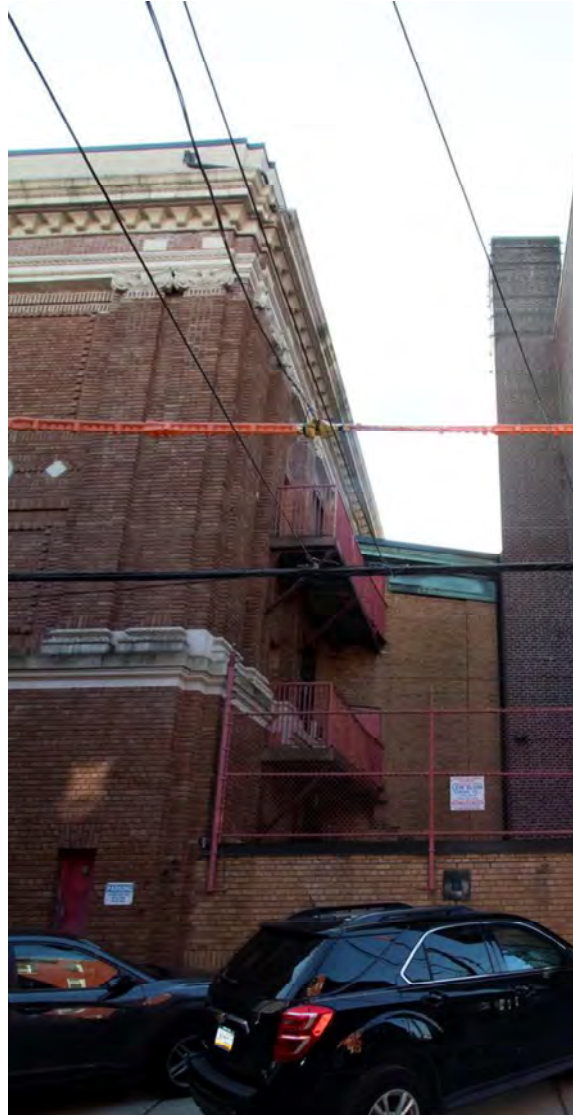


Figure 17 West elevation of 312 N 18th St.; view from the north. (Source: Author)



Figure 18 North elevation of 312 N 18th St. (Source: Author)



Figure 19 North elevation of 312 N 18th St. from above. (Source: Google Maps)

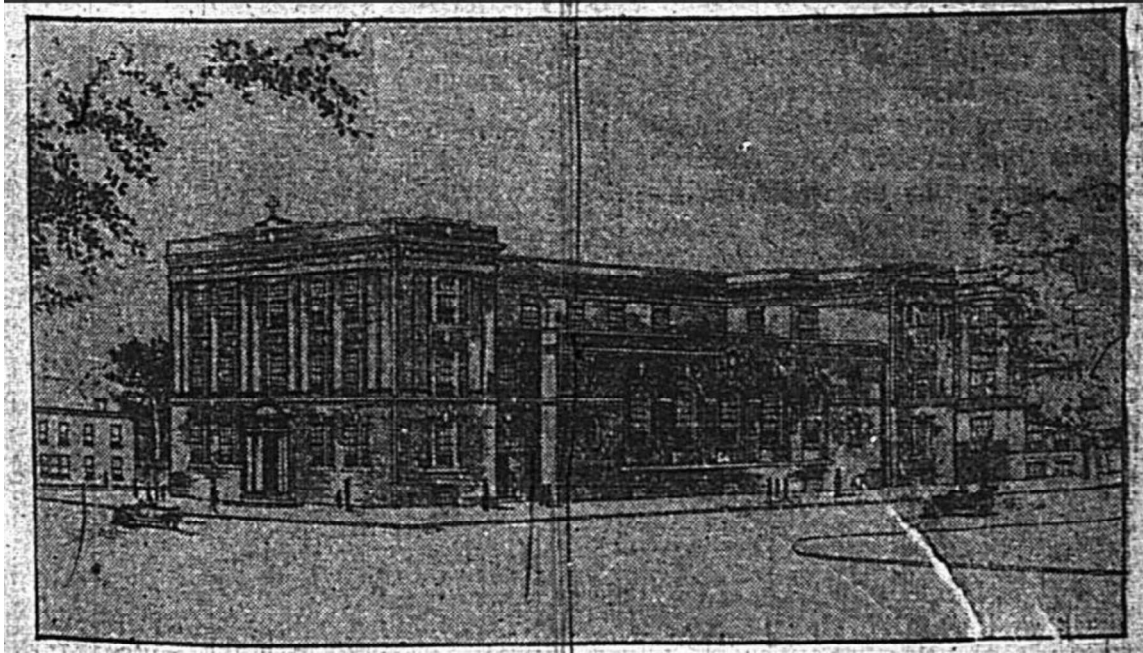


Figure 20 North elevation of 312 N 18th St. (Source: Catholic Standard and Times Nov 15, 1913 p1)

The first story of the western block of the north elevation contains a double door flanked by two narrow windows. All three are decorated with flat arches made of brick, and the windows have stone sills. As on the east elevation, a course of bricks set in soldier bond connects the sills. Above this the belt course, paired pilasters, and cornice featured on the east and south elevations are repeated. Decorative brick panels fill the wall in place of windows.

To the east, a section of wall made of lighter colored brick and containing a window fills the first story portion of the recessed bay. (Figure 18) Due to the brick, this would appear to be an addition. It is topped with a stone cornice of a different pattern than found elsewhere on the building. Above this the wall is recessed approximately five feet and contains a window. The third story is recessed still further and cannot be seen from the street. Aerial photos show the cornice above the third floor of the corner section continuing along the roofline of this small section. (Figure 19)

To the east of this, the large central section of the elevation contains seven windows on both the first and second stories. All are the same height, and with three exceptions, all are identical in width. The first story window adjacent to the fill described is larger than the others. The window above it is smaller than the others and positioned to its left. The second story window adjacent to this is wider than the others and is positioned to the right of the window below it. The remaining windows are divided by unadorned pilasters running from the stone belt course connecting the first story window sills to the belt course/former cornice above the second story. With the exception of the first pilaster from each end, all are decorated at the top of the first story with a section of stone belt course.

The eight windows on the third story are of a variety of widths and are arranged in a pattern without any relation to the windows below them. (Figure 19) A course of bricks set in soldier bond runs the length of the section, spaced approximately evenly between the top of the belt course and the bottom of the window sills. In contrast to other windows in the building these have brick sills and a course of

bricks set in soldier bond running the length of the section tops the windows. The wall meets the roof in what appears to be a metal cap.

The recessed section dividing the central and east section of the elevation has here been filled with a doorway projecting on to the street. (Figure 21) The structure is made from the lighter colored brick described above. A window fills the second story. The third story is not visible from the street. The final section of this elevation, running from the doorway to the corner, mirrors the corresponding section on the south elevation.

The bridge between the two buildings is constructed from the lighter colored brick used on the north elevation of the parish school building. The north side is unadorned. (Figure 22) The bottom of the south side is a low arch entry allowing vehicle parking. (Figure 23) Above this a wide window fills most of the wall. A heavy copper cornice tops the wall at approximately the same height as the third story windows of the parish school building.



Figure 21 North elevation of 312 N 18th St.; detail showing projecting exit doorway, and east section. (Source: Author)



Figure 22 Bridge between the two buildings, from the north. (Source: Author)



Figure 23 Bridge between the two buildings, from the south, with low arch entry allowing vehicle parking. (Source: Author)

7. SIGNIFICANCE

Criterion 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

The John W. Hallahan Catholic Girls' High School at 311 North 19th Street is a significant historic resource in Philadelphia and merits listing on the Philadelphia Register of Historic Places under Criterion A. As the first Catholic Diocesan girls' high school in the United States, it played an important part in the development of the city's educational systems in response to the demands of an industrializing economy. By drawing girls from the many ethnically defined neighborhoods served by the Catholic

Church and encouraging them to attend alongside those of other national backgrounds, it furthered Catholic girls' assimilation to mainstream American culture while also leading to greater awareness and friendship between young women of different national origins. It also serves as a symbol of the previous separation of Catholic Philadelphians from those of other faiths, and the perceived need for a separate school system that included Catholicism as a central component of the course of instruction.

Background

The population of the City of Philadelphia grew rapidly following the Civil War. Introduction and expansion of affordable public transportation, initially horse-trolleys, followed by electric streetcars, expanded the distance of the daily commute, opening new areas of the city to workers' housing, and expanding the city's footprint. Much of this growth was due to immigration from predominantly Catholic countries in Europe. In 1868, at Bishop Wood's request, outlying portions of the diocese of Philadelphia were carved off to form the new dioceses of Wilmington, Scranton, and Harrisburg. The resulting diocese of Philadelphia consisted of approximately 200,000 Catholics. By 1883, this number had grown to approximately 500,000, making it the second largest Catholic diocese in the country.⁶

Among other matters facing the diocese, these new Philadelphians came from different countries, spoke different languages, and at times viewed each other with suspicion. The largest in number were the Irish and Germans, although in the 1880s they were joined by large numbers of Italians, Poles, Slovaks, Croatians and other Eastern Europeans. While Irish immigrants generally spoke English, the other nationalities generally did not. Because of this, they typically settled in enclaves of their own, where they could conduct their daily life in the own language. The diocese worked to provide priests who could speak the language of their parishioners.⁷

In 1844, Philadelphia had been the scene of anti-immigrant riots—most of it directed against Catholics—that left property damaged and destroyed, and scores dead and wounded on both sides before troops restored order. This nativism reappeared in the 1880s in the form of groups such as the American Protective Association, which claimed that Catholics put their allegiance to the Pope over their allegiance to the United States, and demanded that Catholics not be allowed to teach in public schools.⁸

Philadelphia's public school system grew out of charity schools established by various religious voluntary organizations. Pennsylvania placed these under control of the city in 1818, but rather than developing a centralized educational system, Philadelphia left the organization and management of the schools to the individual wards, resulting in wide variations in curricula and teacher quality. Although the city created the post of superintendent of schools in 1882, it was not until muckraking journalism drew attention to corruption and incompetence, and a statewide law was passed in 1911 which resulted in significant school reform.⁹

American Catholics were in general agreement with other Americans as to the importance of education for the future of their children, but also had concerns about the presence of religion in that education. Reflecting this, in 1884 the Third Plenary Council of Baltimore issued a decree stating, in part, "It cannot be desirable or advantageous that religion should be excluded from the school...To shut religion out of the school, and keep it for home and church, is, logically, to train up generation[s] that will consider religion good for home and the church, but not for the practical business of real life."¹⁰ Accordingly, the

archdiocese of Philadelphia created a network of parish schools, totaling 103 by 1903. By 1910 enrolment in parish schools had reached 65,000, accounting for 27% of Philadelphia's total primary school students.¹¹

As these concerns about primary education appeared and were responded to, the city's growing industrial base demanded more employees with secondary education. Philadelphia had opened its first high school for boys in 1836, followed by one for girls in 1848. By 1894 this had grown to three public high schools for boys and two high schools for girls—the High School for Girls offering general education and the Philadelphia Normal School educating teachers.¹²

Catholics job-seekers, too, encountered the demand from industry for secondary education, and in 1890 the archdiocese opened the Roman Catholic High School for Boys—the first free Catholic secondary school in America—quickly followed by St. John the Baptist High school in Manayunk in 1898, St. Francis of Assisi in Philadelphia in 1905, and St. Agnes in West Chester in 1909. All were for boys, however, and archdiocese educational leadership recognized the need for similar schools for girls.¹³



Figure 24 The Right Reverend John W. Shanahan, D.D. First Superintendent of Schools 1894-1899. (Source: Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia)

The extent to which the Catholic Church leadership recognized the need to provide for its members is apparent from the First Annual Report of the Superintendent of Parish Schools of the Archdiocese of Philadelphia. It is worthwhile to quote Reverend John W. Shanahan (Figure 24) at length:

There is urgent need of the establishment in the city of Philadelphia of a Catholic High School for Girls...Our girls have as good a right to a thorough and comprehensive education as our boys. Their opportunities for earning a livelihood in commercial and industrial pursuits are increasing from day to day. Avenues to wealth and distinction that were altogether closed against them a few years ago, are now open; and the educated woman may successfully compete for her rightful place in the literary, the business and the professional world. The age we live in demands that educational privileges be extended to woman. She is worthy of them. It is the proud boast of the Catholic Church that it emancipated woman; and when there is a question of securing to woman the very choicest education suited to her sex, here, too, as in the past, the Church must lead, and not follow.¹⁴

In 1900, as an interim step while funding for a high school was being raised, the Diocesan School Board created high school centers at three parish schools. These were quickly joined by two others, and by 1911 enrollment had grown to 442. When the archdiocese celebrated its 100th anniversary in 1908, Archbishop Ryan announced that the founding of a Catholic Girls' High School would be a fitting memorial to reflect the importance of that date. Upon received an individual donation of \$100,000

from Mrs. Mary McMichan, (Figure 27) the Archbishop contributed vacant diocesan property at Nineteenth and Wood Streets as the site for the school.¹⁵ (Figures 25 and 26)

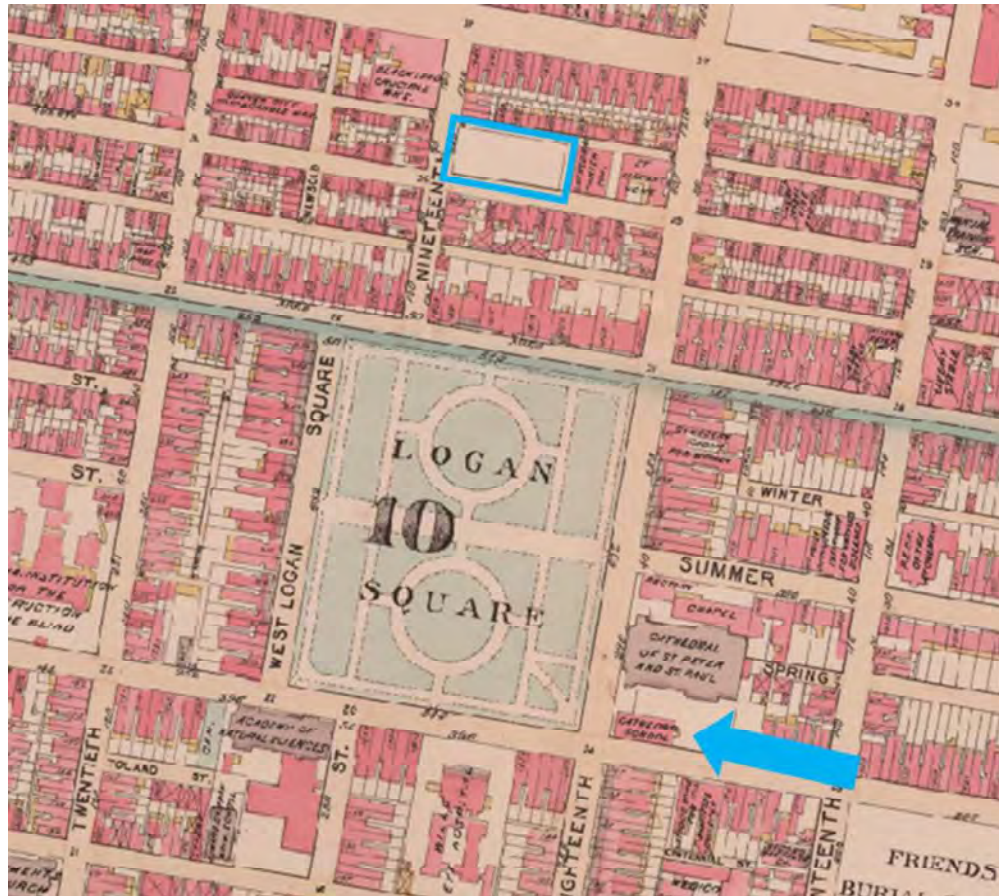


Figure 25 G. W. Bromley's 1895 Philadelphia Atlas, the future location of the Girls' High School is the vacant lot in the center. (Blue rectangle) The building just south of the Cathedral on Logan Square was the parish school for boys. (Blue arrow) (Source: Greater Philadelphia GeoHistory Network.)



Figure 26 Detail, G. W. Bromley's 1895 Philadelphia Atlas, showing the future site of the Girls High School, the old Cathedral parish school for girls and the St. Vincent Home. (Source: Greater Philadelphia GeoHistory Network.)

According to her biographer, Mrs. McMichan was a remarkable woman, particularly for her times. The youngest of five children, she guided the eldest, John, in his business efforts, first running a shoe store



Figure 27 Mary E. H. McMichan. (Source: Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia)

and then buying and selling large Center City properties. "At no time did he ever make a purchase or sale [of real estate] without her advice and in most instances the transactions in which he engaged were at her suggestion."¹⁶ Upon his death in 1907, his will left small legacies to family members, forgave the debt of one brother, and left the bulk of his estate to her.

"The existing conditions of higher education for Catholic girls in Philadelphia, ... was constantly in the forefront of Mrs. McMichan's thinking,"¹⁷ and upon her brother's death she decided to fund a high school for Catholic girls. This decision met with strong opposition from her family, including a legal objection by one of her brothers. After several years this objection was dismissed by Archbishop Ryan, who signed the necessary documents in bed ten days before his death.¹⁸

The cost of the building was more than anticipated, and more than was available from John Hallahan's estate. Although the family had wanted the real estate which accounted for most of the estate liquidated immediately upon his death, "Mrs. McMichan had reserved to herself the final and sole decision of determining when any piece of real estate in the estate should be sold and distribution made."¹⁹ In order to provide the

needed funds, she obtained a bank loan at 4.5% (considered a high rate of interest), using all of her personal property and the estate as collateral. Time proved the sagacity of her decision, and she was able to pay off the loan and provide funding for additional projects as the property appreciated.²⁰

The way in which Mrs. McMichan funded these other projects provides insight into her character. Although she allowed the Church to acknowledge her \$100,000 gift and thank her by name—including having her turn the second spade of dirt at groundbreaking—she provided her other gifts anonymously. “She provided clothing and sometimes food, for children who were in attendance and those children who received this help were never embarrassed by the knowledge of where it came from nor the fact that their classmates had knowledge it was being provided.”²¹ She also funded the installation of an elevator to assist elderly nuns in moving around the building, and provided “domestic science equipment,” musical instruments, and art materials.²²

In addition to the \$100,000 donation from Mrs. McMichan, Monsignor McDevitt, the new Superintendent of Parochial Schools, (Figure 28) began an energetic personal fundraising campaign in Philadelphia’s Catholic community, and the success he enjoyed demonstrated the community’s widespread support for the project. In addition to many contributions from individuals, organizations such as the Knights of Columbus, The Red Branch Knights, the Catholic Young Men’s Archdiocesan

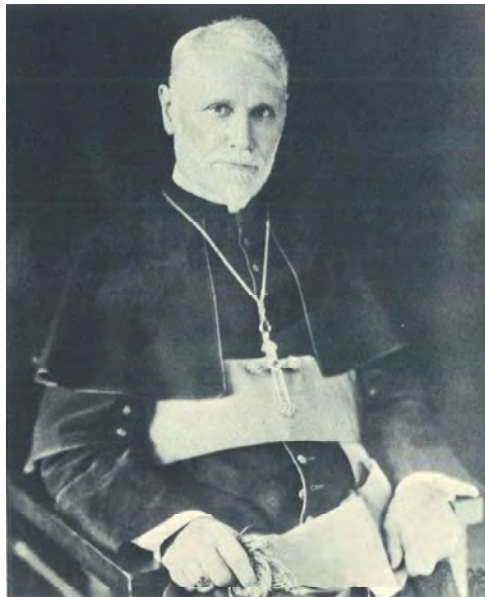


Figure 28 The Most Reverend Philip R. McDevitt, D.D. Superintendent of Parish Schools 1899-1916. (Source: Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia)

Union, The Philopatrian Club, and The Ancient Order of Hibernians all contributed. When he was made Domestic Prelate, the clergy and schoolchildren of the archdiocese each gave him a gift, which together amounted to nearly \$6,000. He gave this, and an additional \$14,000 of his own money to the fund.²³

In addition to driving the physical construction of the building, Monsignor McDevitt also oversaw the organization of school staff. He began by asking all the motherhouses of the religious orders providing Sisters for the parochial schools to provide teachers for the high school as well. This was a novel idea, since to this point each school had been the sole responsibility of one order. Most were pleased to agree, although a few had to decline due to lack of personnel.²⁴

Monsignor McDevitt and the Sisters of this “Union Faculty” met to prepare a curriculum, considering the secular curriculum of the public high schools as well as religious education desired by parents and education professionals of the diocese school system. (Figure 29) They devised a dual-track program where after a shared first year, girls could choose between three additional years of a general program or one additional year of a commercial program. The commercial program was later lengthened to three, and then four years, of which the shared portion was the first two years.²⁵



Figure 29 The "Union Faculty" 1920. Note the different habits of the orders of nuns. (Source: Hallahan – *The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia*)

Monsignor McDevitt extended this effort to create among students a favorable view of parishes other than their own to the physical character of the high school. Each of the 30 classrooms was named after the parish whose contributions had paid for its furnishing.²⁶

Ground was broken on April 29, 1911, with Archbishop Prendergast turning the first shovelful of dirt, Mrs. McMichan the second, and Monsignor McDevitt the third. The cornerstone was laid on October 1, 1911, before a crowd of 6,000 with the theme of the principal address being "Catholic Womanhood." (Figure 30) Monsignor McDevitt followed this with a short talk thanking the people of Philadelphia for their generosity and cooperation. Thomas Reilly was engaged as builder, (Figure 31) and on September 18, 1912 the school opened with 550 pupils, of whom 223—who had been studying in the interim high school centers—graduated the following June.²⁷

In March 1925 Mrs. McMichan died, and in accordance with the terms of her will, her estate requested that the High School be named after her brother, the late John W. Hallahan. The cardinal agreed to this request, and the high school, which until this time had been called the Catholic Girls' High School, was legally renamed the John W. Hallahan Catholic Girls' High School.²⁸

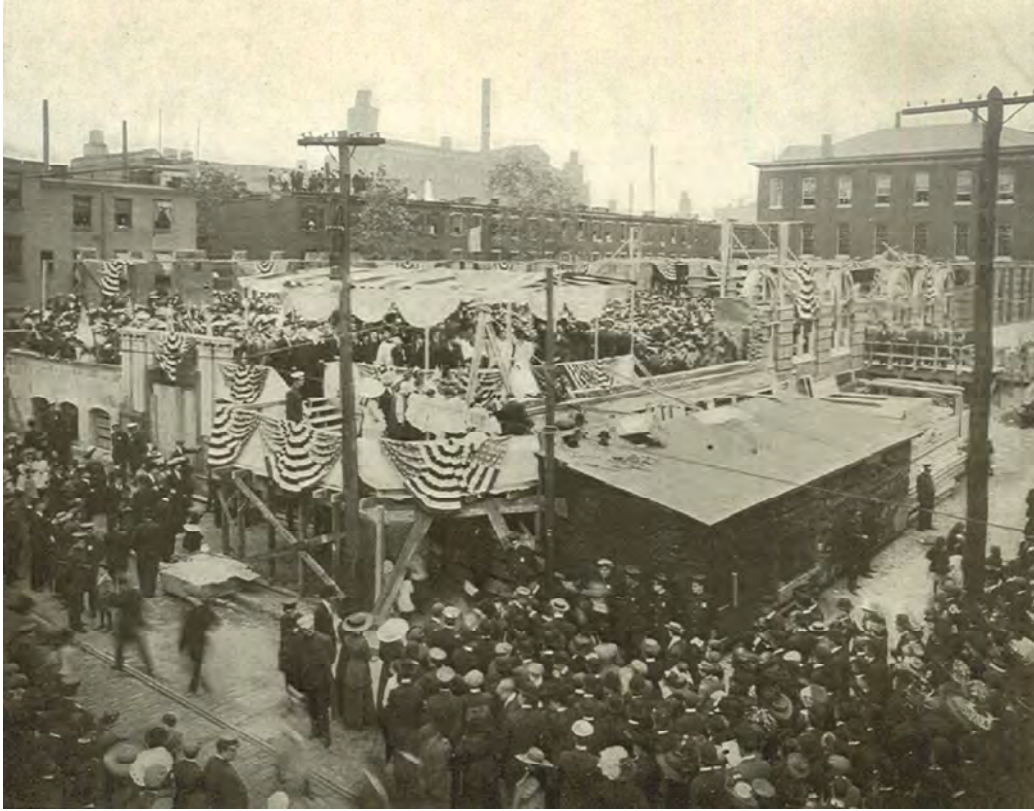


Figure 30 The Cornerstone Laying of the Catholic Girls' High School, October 1, 1911. (Source: Seventeenth Annual Report of the Superintendent of Parish Schools)



Figure 31 Catholic Girls' High School under construction, with signage identifying Ballinger & Perrot Architects, and Thos. Reilly Contractor and Builder. (Source: Catholic Historical Research Center of the Archdiocese of Philadelphia)

Completion of the high school in 1912 had accentuated the inadequacy of the existing Cathedral Parish elementary schools nearby. Up to that point, the boys and girls of the parish had been educated separately, the girls in a school on Wood Street adjacent to the new high school and the boys in a former seminary at 18th and Race Streets. According to the April 6, 1912 *Catholic Standard and Times*, parishioners considered both buildings inadequate. Remodeling the girls' school - which in addition to now being perpetually in the shadow of the high school, was "old and without many features, sanitary and otherwise, deemed necessary in a modern, up-to-date school"²⁹ - would be more expensive than constructing a new building. Consequently, the rector agreed to lead the effort to build a new combined school for both boys and girls. Preliminary plans called for a three-story building with a parish hall on the first floor, classrooms on the second and third and a garden on the roof.³⁰

A month later the *Philadelphia Bulletin* announced that plans had been completed by the firm of E. F. Durang & Son and approved by the Archbishop. Edwin Durang had died in 1911, and his grandson, Francis Ferdinand Durang Jr. was born in 1913; presumably any work by the Durang family on this project was done by Edwin Durang's son, Francis Ferdinand Durang Sr. *The Philadelphia Builders' Guide* noted that Melody & Keating would be the builders.³¹

The building would be in "semi-Colonial" style with 22 rooms for 1,100 students, and an auditorium seating 1,000. Because there would be no space for a playground, a "roof-garden" covering the entire roof and surrounded by a high parapet would be built as a substitute.³²

A year and a half later, *The Catholic Standard and Times* published an engraving of the new building. (Figure 20) The accompanying text announced that there were now eighteen classrooms, accommodating 1,000 children, and the auditorium would seat 800. As a proud sign of the modernity of the design, each class room would have its own cloakroom, and there would be "toilet rooms" on every floor, "equipped with the most modern plumbing."³³

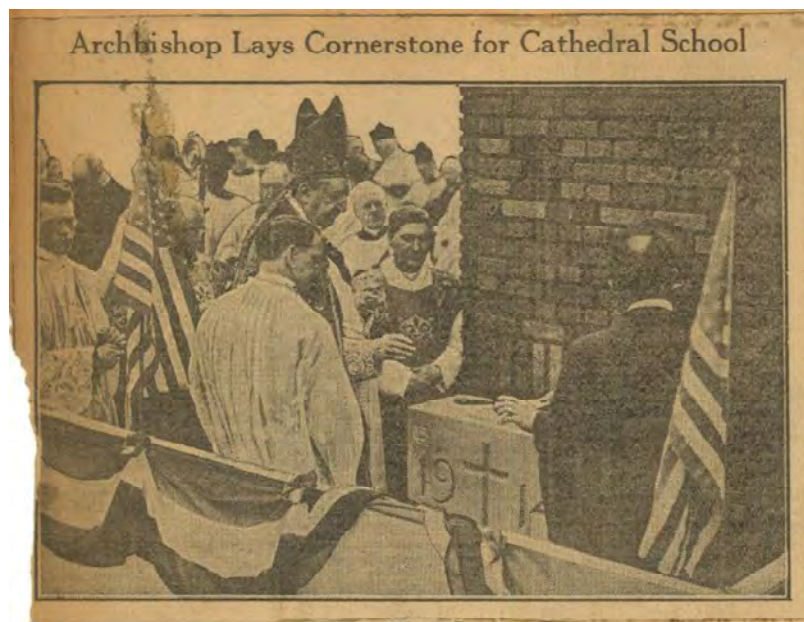


Figure 32 Cathedral Parish School cornerstone laying. Note flags and bunting. (Source: Catholic Historical Research Center of the Archdiocese of Philadelphia)

The cornerstone of the building was laid on April 26, 1914, with thousands in attendance. In what can be seen as a response to nativism, articles describing the celebrations in three newspapers mentioned the prominent display of United States flags and singing of patriotic songs along with Catholic hymns. In contrast to the apparently uncontroversial address at the opening of the High School, Monsignor McDevitt used the occasion to respond to criticism by non-Catholics of the Catholic school system, and their demands that parish schools be taxed. In a long speech demonstrating the numerous ways in which Catholic schools benefited the city of Philadelphia, McDevitt contrasted the 65,000 students in the Catholic school system, to the 172,000 students in the public school system. He pointed out that while the parents of the Catholic students financed the public school education with their city and state taxes, the public schools' parents contributed nothing to the cost of the Catholic schools. "We Catholics have a just cause for indignation at the foul charge that we are educating our children at the expense of the general public, when in reality we are paying for the education of more than half the children of the city, though we number but one-third of the population."³⁴

As commercial and industrial activity in Center City increased, however, its residential population decreased, and the parish school found itself operating under capacity. Since the high school drew students from across the city (Figure 33) these changes did not affect it, and enrollment there continued to grow. Initially this growth was met by moving ninth grade back to the parochial schools where the interim high school classes had been held. In 1930, only 15 years after the parish school opened, a bridge was built between the second floors of the two buildings, and the high school began using empty classrooms on the second and third floors. Based on the similarity of the brick used, it would appear that additional classrooms were also built on the third floor, enclosing what had been until then the roof-garden. Demand for secondary education continued to grow, and the diocese constructed additional girls' high schools elsewhere in the city, first The West Philadelphia Catholic High School for Girls in 1927, then The Little Flower Catholic Girls' High School in 1939, and finally Saint Hubert's Catholic Girls' High School in 1940.³⁵

Parish	No. of Pupils	Parish	No. of Pupils
1. Cathedral	34	48. St. Malachy	6
2. St. Agatha	21	49. St. Mary's, Manayunk	3
3. All Saints	4	50. St. Mary Magdalen de Pazzi	1
4. St. Aloysius	1	51. St. Michael	17
5. St. Alphonsus	1	52. St. Monica	24
6. St. Anne	13	53. Most Blessed Sacrament	21
7. Annunciation	7	54. Most Precious Blood	10
8. St. Anthony	12	55. Nativity	21
9. Ascension	8	56. Our Lady of Good Counsel	6
10. Assumption	4	57. Our Lady of Holy Souls	4
11. St. Augustine	4	58. Our Lady of Lourdes	13
12. St. Bonaventura	17	59. Our Lady of Mercy	15
13. St. Boniface	11	60. Our Lady of Victory	25
14. St. Bridget	11	61. Our Lady of Rosary	35
15. St. Carthage	1	62. Our Mother of Consolation	3
16. St. Casimir	1	63. Our Mother of Sorrows	34
17. St. Cecilia	4	64. St. Patrick	12
18. St. Charles	16	65. St. Paul	2
19. St. Clement	3	66. St. Peter	5
20. St. Columba	24	67. St. Philip	4
21. St. Edward	26	68. Sacred Heart	5
22. St. Elizabeth	38	69. St. Stephen	15
23. Epiphany	14	70. St. Teresa	6
24. St. Francis of Assisi	7	71. St. Thomas	33
25. St. Francis de Sales	8	72. Transfiguration	10
26. St. Francis Xavier	21	73. St. Veronica	12
27. St. Gabriel	15	74. St. Vincent de Paul	12
28. Gesu	15	75. Visitation	25
29. St. Gregory	14		
30. Holy Angels	8	OUT OF TOWN PARISHES	
31. Holy Child	5	76. Bryn Mawr, Our Mother of Good Counsel	7
32. Holy Cross	3	77. Cheltenham, Presentation	1
33. Holy Name	7	78. Chester, St. Michael	1
34. Holy Trinity	1	79. Collingdale, St. Joseph	1
35. St. Ignatius	5	80. Downingtown, St. Joseph	1
36. Immaculate Conception	6	82. Jenkintown, Immaculate Conception	3
37. Immaculate Conception, Gtn.	8		
38. Immaculate " Ruthenian	6	83. Lansdowne, St. Philomena	1
39. Incarnation	9	84. Marcus Hook, Holy Saviour	1
40. St. James	11	85. Media, Nativity	1
41. St. Joachim	11	86. Oakview, St. Charles	1
42. St. John the Baptist	2	87. Pottstown, St. Aloysius	1
43. St. John Cantius	1	88. Rosemont, St. Thomas of Villanova	8
44. St. John the Evangelist	5		
45. St. Joseph	3		

Figure 33 Enrollment by parish, 1916-17. (Source: First Yearbook/Friends of Matthias Baldwin Park)

In addition to providing an opportunity for girls from various national origins living in different parts of the city to mix and become friends, organization of Alumnae Associations allowed them to continue these relationships as adults. Originally there were five Alumnae Associations, each based on one of the five interim high school centers. These associations worked together in “a friendly spirit of competition” for the good of the high school until in 1925, at the suggestion of the superintendent of school, they merged to form the Catholic Girls' High School Alumnae Association. These associations organized a variety of activities which provided services to the school, raised its profile in Philadelphia, and gave further opportunity for girls and alumnae from the various parishes to get to know one another. By 2019, slightly more than 40,000 girls had graduated from Hallahan Catholic Girls' High School.³⁶

Nationally, enrolment in Catholic schools peaked in the early 1960s with more than 5.2 million students in about 13,000 schools. These numbers declined sharply in following decades, and by 1990 there were only 2.5 million students in about 8,750 schools. Enrollment at the Catholic Girls High School (reflected by the number of graduates) mirrored this with a spike to 977 graduates in 1939 followed by a period of stability until the 1960s, at which point it declined steadily, reaching 94 in 2019. (Figure 34) This, combined with increased costs, led the Archdiocese to announce on November 18, 2020 that continued operations would be financially unsustainable and the high school would be closed at the end of the academic year.³⁷

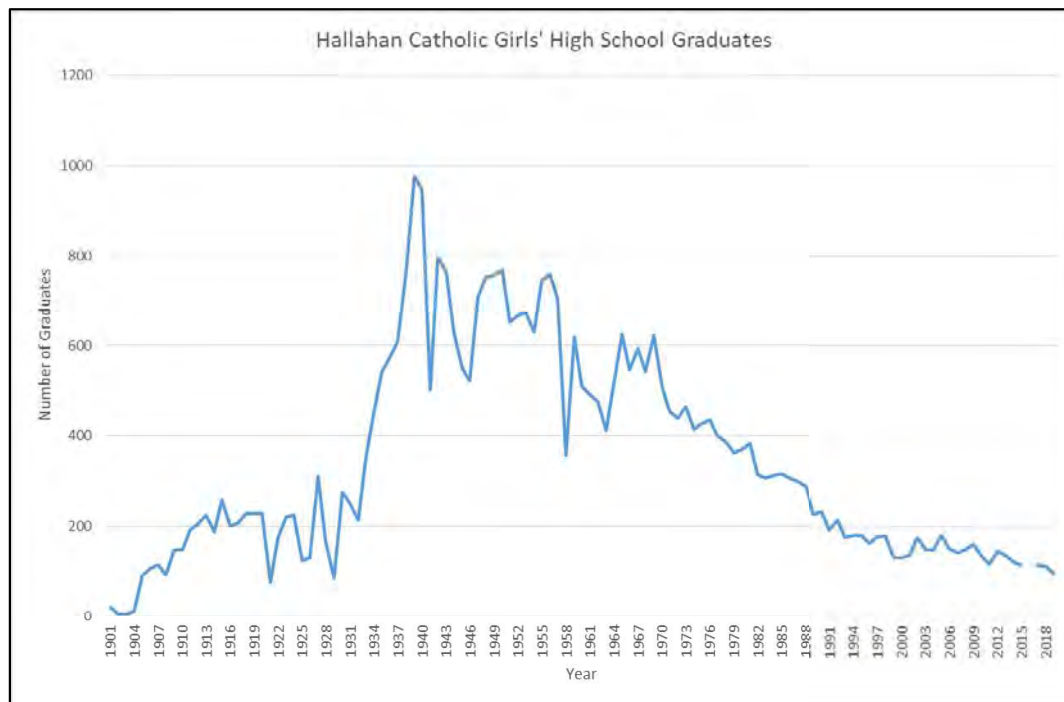


Figure 34 Hallahan Graduates by Year. See Appendix B for tabular presentation. (Source: Hallahan Catholic Girls' High School/Friends of Matthias Baldwin Park)

In the 110 years since the John W. Hallahan Catholic Girls' High School opened its doors much has changed in the United States, and many of the concerns which led to its opening have been put to rest. From being the religion of non-English speaking immigrants, Catholicism has become solidly mainstream, accounting for 21% of the U.S. population. The second Catholic president was recently inaugurated, at a ceremony attended by members of a Supreme Court in which six of nine justices are

Catholic. While nativism still rears its ugly head, it is directed at newer immigrant groups. Women still earn less than men, on average, and are vastly underrepresented in the leadership of business, government and academia, but girls can get the same education as boys, and account for nearly half of the national high school enrollment. Schools run by the Catholic Church are plentiful, ensuring that any desire to have religion included as an integral part of daily education is easily met. The John W. Hallahan Catholic Girls' High School building stands as a potent reminder of past challenges and the fierce efforts to overcome them.³⁸

++++++

Criterion 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

The John W. Hallahan Catholic Girls' High School building was designed by one of Philadelphia's leading architects of ecclesiastical buildings, the firm of Ballinger & Perrot. In addition to this building, they designed numerous Roman Catholic and Methodist Episcopalian churches and parish schools, influencing the cultural develop of the city. (Note: this is adapted from the nomination of the church of the Most Precious Blood of Our Lord parish at 2800-04 Diamond St, also designed by Ballinger and Perrot.)

It is unclear how many architectural firms bid for the design of the Catholic Girls' High School building. According to a history of the school produced by the Alumnae Association on the occasion of its 50th anniversary, Emil Perrot was involved in the process from the beginning, providing sketches and then plans to the Building Committee before any formal contractual arrangement had been established. Perrot was a practicing Catholic for his entire life and by 1911 the firm had designed several buildings for parishes in the diocese and in other cities. Perrot further supported the Committee by making no complaint when it first asked an architect in Boston to critique his plans, and then offered to pay only a 4% commission. He not only accepted, but also made a personal cash contribution to the project.³⁹

The archives of Archdiocese contain two letters from Ballinger & Perrot to Msg. McDevitt about the project, and Ballinger & Perrot's book, *Institutions, Churches, Schools*, reproduces a letter signed by McDevitt stating that they designed the building and oversaw its construction. (See Appendix)

Ballinger & Perrot

The partnership of Ballinger & Perrot, Architects and Engineers, was established in 1901 by Walter F. Ballinger and Emile G. Perrot. It was formed when Edward Hales retired from the firm Hales & Ballinger, leaving Walter Ballinger to form a new partnership with the firm's chief designer, Emile G. Perrot.⁴⁰ (Figures 35 and 36)

Ballinger was born in Petroleum Center, Venango Co., PA, on August 13, 1867, and grew up there and in Woodstown, NJ. After attending evening classes at the local grammar school, the YMCA, and Drexel Institute he enrolled full time in a business school. In 1889, at age 22, he began working at the Philadelphia architectural and engineering firm of Geissinger & Hales in a variety of business roles,

including bookkeeper, stenographer, and clerk. In 1895, at age 28, he replaced Geissinger as a named principal when the latter left the partnership. The new company, named Hales & Ballinger, operated until Hales retired in 1901.⁴¹



Figure 35 Walter F. Ballinger (Source: *The Philadelphia Inquirer*)



Figure 36 Emile G. Perrott (Source: *The Philadelphia Inquirer*)

Perrott was born in Philadelphia on November 12, 1872. After graduating from the Philadelphia public schools, he took a variety of architectural courses at local schools, culminating with a B.S. in Architecture from the University of Pennsylvania 1897. While in school, he worked as an apprentice with several firms, including two years with Edwin Forrest Durang. Perrott left Durang's office to enter Hales & Ballinger, where he rose to the position of chief designer. When Hales retired, Perrott took his place and the company was renamed yet again, as Ballinger & Perrott.⁴²

Ballinger & Perrott expanded from the industrial building projects of the earlier firms into workers' housing, churches, schools, and commercial structures, pioneering the use of reinforced concrete. Sometime around 1910, the company opened an office in New York. On the administrative side, the company seems to have been among the first to offer profit-sharing for its employees. A 1913 *Philadelphia Builder's Guide* article describes how employees received bonuses based on two systems, a company-wide pool which was divided equally among all employees regardless of position, and a second amount tied to the employee's salary. "No pretense is made by the firm that the profit-sharing plan is a species of philanthropy, it being their firm belief that fair treatment of the employees is of mutual benefit to employer and employee."⁴³ To further underline the importance of its employees to the firm's success, Ballinger & Perrott presented the checks at a banquet for all employees, including those

from the New York office for whom, presumably, the company had provided travel and lodging expenses.⁴⁴ (Figure 37)

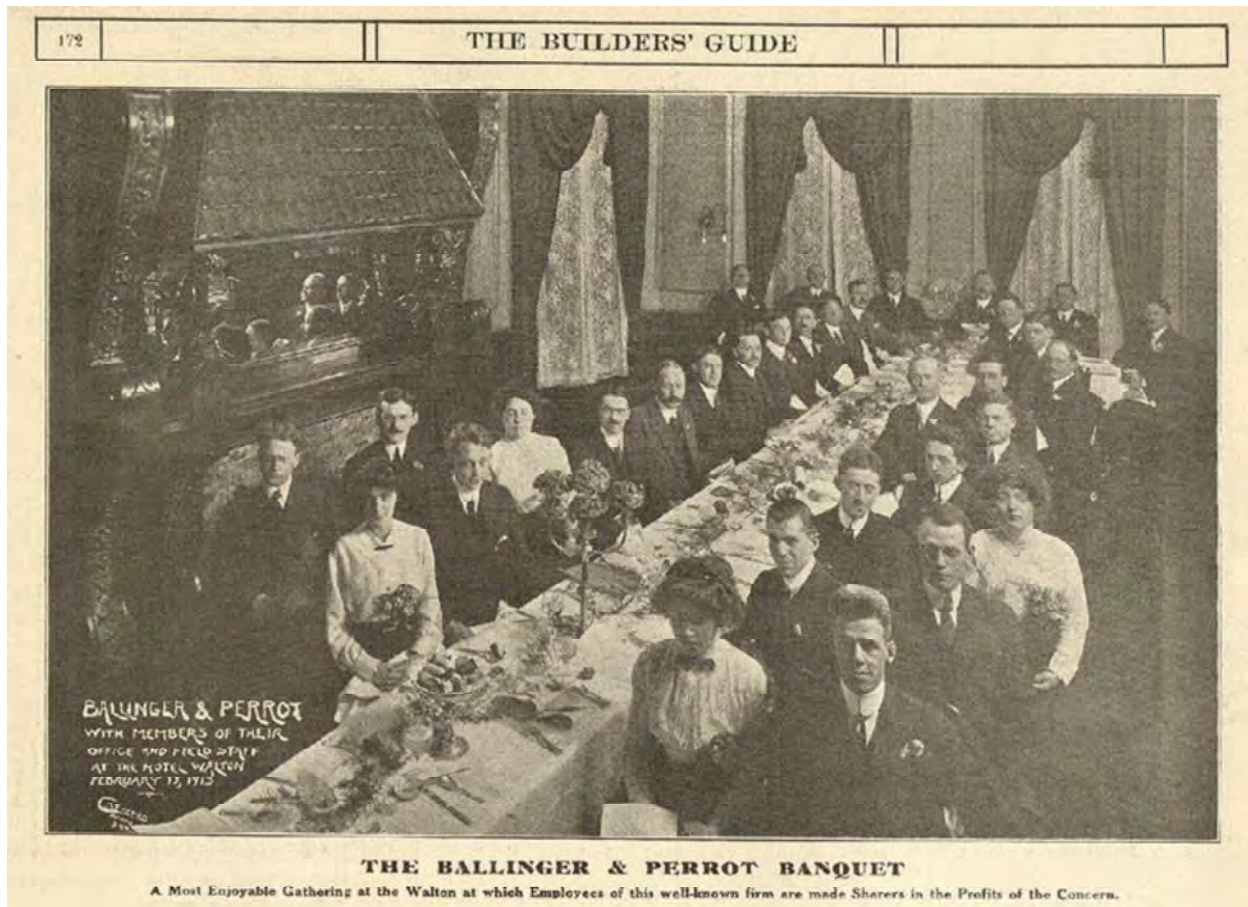


Figure 37 Photo accompanying article about the Ballinger & Perrot banquet. (Source: Philadelphia Real Estate Record and Builders' Guide)

Ballinger and Perrot seem to have had different areas of interest. Ballinger was more involved in political subjects, arguing in 1914 that the Federal government should regulate interstate building combinations, leading a wartime effort to establish temporary prohibition on alcohol in order to allow the nation to devote the agriculture, coal and manpower used to make alcoholic beverages to wartime production, and lecturing on public transportation in 1920. Perrot instead, wrote and lectured on the symbolism of church architecture, wrote and taught about reinforced concrete, and lectured on slum remediation.⁴⁵

Ballinger & Perrot demonstrated their work in a series of books entitled *Commercial Buildings and Industrial Plants*; *An Industrial Village*; *Institutions, Churches, and Schools*; *Modern Schools*; and *Villa Maria Academy*. All provide photographs of their work accompanied by descriptive text. This apparently went against an AIA prohibition on advertising, and while two other firms which had published similar books quickly stopped, Ballinger & Perrot continued. As a result Perrot resigned from the AIA in 1913.⁴⁶

Institutions, Churches, and Schools contains about 100 pages of photographs, including workers' housing at the American Viscose Company, the gymnasium and auditorium of the Philadelphia Turngemeinde, interior and exterior photos of the City Club of Philadelphia, and numerous Roman Catholic and Methodist Episcopal churches and parish schools, including the Catholic Girls' High School. Introductory text emphasizes Ballinger & Perrot's experience in the field, gained over 19 years, which enabled them to "give our clients buildings adapted for their particular needs, and designed as economically as is consistent with strength and durability."⁴⁷ As befitting a firm that styled itself "Architects and Engineers," Ballinger & Perrot's architectural, structural, and mechanical engineering departments worked together to oversee the entire process, "including the installation of all equipment such as heating and ventilation, lighting, vacuum cleaning, and power systems."⁴⁸



Figure 38 Announcement of Ballinger's new company. (Source: Philadelphia Inquirer)



Figure 39 Announcement of Perrot's new company. (Source: Evening Public Ledger)

In November 1920, Ballinger bought out Perrot, dissolving the partnership, and renamed the company The Ballinger Company, retaining offices in Philadelphia and New York. Perrot immediately formed his own company, also with offices in Philadelphia and New York, presumably taking some employees from the partnership with him.⁴⁹

Ballinger's career ended abruptly shortly afterwards. In December 1924, while driving in the fog, his car collided with another car at the intersection of Willow Grove Avenue and St. Martin's Lane in Chestnut Hill, and he was killed. No record of attendance at the funeral has been found, so it is not known if Perrot was invited or attended.⁵⁰

Perrot continued to work for many years, the last mention in the press being the design of a Catholic High School in Shenandoah, VA in 1947. He died in 1954 at age 81, leaving behind a large collection of work including buildings at Georgetown University, Fordham University, St. Joseph's College, Immaculata College, and Good Counsel College, as well as numerous churches and affiliated buildings, and several large housing projects.⁵¹

Appendix A

Images from *Institutions, Churches, Schools*, Ballinger & Perrot, 1914.

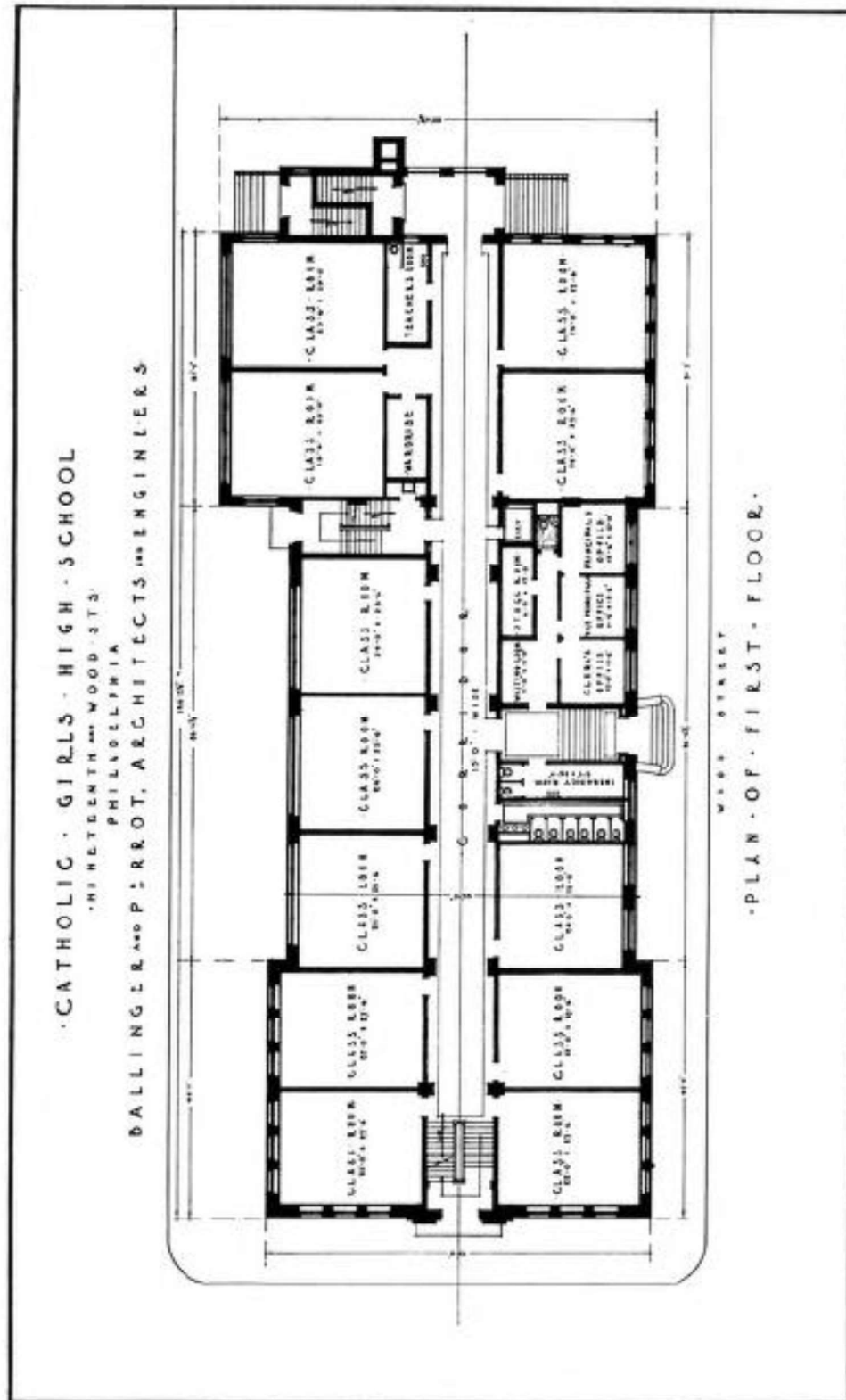
CATHOLIC GIRLS' HIGH SCHOOL
NINETEENTH AND WOOD STREETS
PHILADELPHIA, PA.

To whom it may concern:

Messrs. Ballinger and Perrot were the architects of the Catholic Girls' High School, Philadelphia. It gives me great pleasure to state that they displayed a deep and conscientious attention to every detail of construction, from the beginning until the completion of the building.

J.P. McDevitt.

Superintendent.

MULLIGAN & CLEVELAND
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

CATHOLIC GIRLS' HIGH SCHOOL
PHILADELPHIA

WIDE CORRIDORS AND NUMEROUS EXITS, INCLUDING FIRE- AND SMOKE-PROOF STAIRWAYS



BALLINGER & PERROT
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

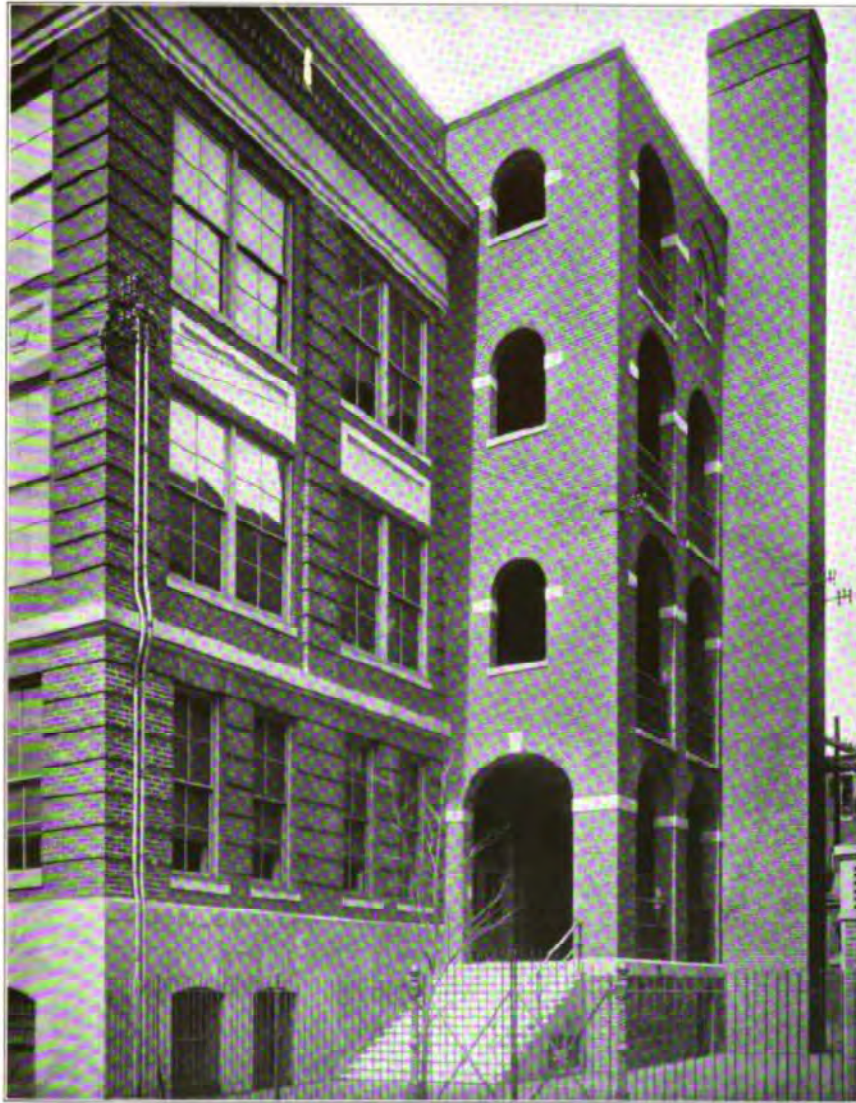
CLASSROOM
CATHOLIC GIRLS' HIGH SCHOOL
PHILADELPHIA



BALLINGER & PERROT
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

CORRIDOR
CATHOLIC GIRLS' HIGH SCHOOL
PHILADELPHIA

CEMENT FLOOR AND BASEBOARD WITH ROUNDED ANGLES FOR THOROUGH
AND EASY CLEANING



BALLINGER & PERROT
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

FIRE-TOWER STAIRWAY
CATHOLIC GIRLS' HIGH SCHOOL
PHILADELPHIA

ADJOINS AUDITORIUM AND CONSISTS OF TWO SEPARATE FIRE- AND SMOKE-PROOF STAIRWAYS
IN ONE SHAFT, REACHED BY VESTIBULES OPEN TO THE AIR



BALLINGER & PERROT
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

WOOD STREET ENTRANCE
CATHOLIC GIRLS' HIGH SCHOOL
PHILADELPHIA



BALLINGER & PERROT
ARCHITECTS AND ENGINEERS
PHILADELPHIA AND NEW YORK

CATHOLIC GIRLS' HIGH SCHOOL
NINETEENTH, WOOD AND CARLTON STREETS
PHILADELPHIA, PA.

FIREPROOF CONSTRUCTION THROUGHOUT. LARGE WINDOW AREAS,
INSURING AN UNUSUAL AMOUNT OF DAYLIGHT

Appendix B

NUMBER OF GRADUATES FROM JOHN W. HALLAHAN CGHS (nee Catholic Girls High School)									
Year	Number	Year	Number	Year	Number	Year	Number	Year	Number
1901	21*	1927	310	1953	673	1979	363	2005	181
1902	6*	1928	165	1954	629	1980	370	2006	150
1903	5*	1929	85	1955	744	1981	382	2007	141
1904	11*	1930	275	1956	759	1982	314	2008	149
1905	91	1931	250	1957	705	1983	307	2009	159
1906	106	1932	213	1958	356	1984	312	2010	133
1907	116	1933	352	1959	619	1985	315	2011	115
1908	93	1934	455	1960	508	1986	306	2012	145
1909	146	1935	541	1961	491	1987	299	2013	136
1910	149	1936	573	1962	475	1988	288	2014	121
1911	191	1937	610	1963	412	1989	227	2015	114
1912	206	1938	763	1964	513	1990	233	2016	
1913	224	1939	977	1965	624	1991	191	2017	114
1914	187	1940	948	1966	546	1992	213	2018	111
1915	258	1941	501	1967	592	1993	174	2019	94
1916	200	1942	796	1968	543	1994	181		
1917	206	1943	766	1969	623	1995	181		
1918	228	1944	630	1970	507	1996	162		
1919	229	1945	549	1971	453	1997	176		
1920	229	1946	522	1972	439	1998	178		
1921	77	1947	709	1973	465	1999	130		
1922	174	1948	753	1974	414	2000	131		
1923	221	1949	757	1975	427	2001	136		
1924	225	1950	768	1976	435	2002	175		
1925	125	1951	652	1977	400	2003	148		
1926	131	1952	667	1978	387	2004	146	TOTAL	39,941

* Number may not be accurate as records of graduates from the five centers that made up the Catholic Girls High School are not available or complete. Commencement programs are available from 1905 on.

(Source: Joe Walsh, Friends of Matthias Baldwin Park)

Endnotes:

-
- ¹ Concannon, "The John W. Hallahan Catholic Girls' High School," 113. The woman are as follows: "Saint Brigid of Ireland - first woman educator; Saint Cecilia - patroness of music; Saint Elizabeth of Hungary - devoted to the poor; Saint Gertrude - lover of books; Saint Helena - foundress of churches; Isabelle of Castille - friend of Columbus; Saint Joan of Arc - saint and patriot; Saint Teresa - Seraph of Spain; Saint Margaret of Scotland - Promoter of Christianity; Saint Rose of Lima - Rose of the Southern Cross; Margaret Roper - model daughter of St. Thomas More; Kateri Tekawitha - Lily of the Mohawks; Vittoria Colonna - patroness of art."
- ² "Cathedral School Plans Completed."
- ³ "The New Cathedral Parish School," 1.
- ⁴ "Cathedral School Plans Completed."
- ⁵ "A New Cathedral School."
- ⁶ Connelly, *The History of the Archdiocese of Philadelphia*, 259, 271.
- ⁷ Connelly, 277–81.
- ⁸ Connelly, 167–86, 284–86.
- ⁹ "Encyclopedia of Greater Philadelphia | Educational Reform."
- ¹⁰ Connelly, *The History of the Archdiocese of Philadelphia*, 297.
- ¹¹ Connelly, 297; "A Mighty Service and A Great Saving: Are They Fairly Acknowledged?"
- ¹² "Encyclopedia of Greater Philadelphia | Educational Reform"; "Encyclopedia of Greater Philadelphia | Public Education: High Schools."
- ¹³ Connelly, *The History of the Archdiocese of Philadelphia*, 302–3.
- ¹⁴ "Seventeenth Annual Report of the Superintendent of Parish Schools," 10.
- ¹⁵ "Seventeenth Annual Report of the Superintendent of Parish Schools," 11–14.
- ¹⁶ Carroll, "Mary E. H. McMichan," 215.
- ¹⁷ Carroll, 215.
- ¹⁸ Carroll, 217–18; The John W. Hallahan Girls' High School Alumnae Association, "Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia," 18–23.
- ¹⁹ Carroll, "Mary E. H. McMichan," 217.
- ²⁰ Carroll, 217–19.
- ²¹ Carroll, 219.
- ²² Carroll, 219; Concannon, "The John W. Hallahan Catholic Girls' High School," 109.
- ²³ The John W. Hallahan Girls' High School Alumnae Association, "Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia," 24–25.
- ²⁴ The John W. Hallahan Girls' High School Alumnae Association, 25.
- ²⁵ The John W. Hallahan Girls' High School Alumnae Association, 25, 28; Concannon, "The John W. Hallahan Catholic Girls' High School," 114, 118.
- ²⁶ Concannon, "The John W. Hallahan Catholic Girls' High School," 112.
- ²⁷ Concannon, 109.
- ²⁸ Concannon, 119.
- ²⁹ "A New Cathedral School," 5.
- ³⁰ "A New Cathedral School," 5.
- ³¹ "Cathedral School Plans Completed"; "Architects - Search Results: Durang"; "Contracts Awarded," 450.
- ³² "Cathedral School Plans Completed."
- ³³ "The New Cathedral Parish School," 1.
- ³⁴ "A Mighty Service and A Great Saving: Are They Fairly Acknowledged?," 1.
- ³⁵ Concannon, "The John W. Hallahan Catholic Girls' High School," 115, 119, 121; The John W. Hallahan Girls' High School Alumnae Association, "Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia," 32. The high school currently occupies the entire Cathedral Parish School building, but it is unclear when the Parish School closed.
- ³⁶ Concannon, "The John W. Hallahan Catholic Girls' High School," 116–17; Walsh, "Hallahan High School"; The John W. Hallahan Girls' High School Alumnae Association, "Hallahan – The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia," 46–47.

³⁷ National Catholic Education Association, "Catholic School Data"; Walsh, "Hallahan High School"; Graham, "Two More Philly-Area Catholic High Schools Are Closing."

³⁸ Masci and Smith, "7 Facts about U.S. Catholics"; Murphy, "6 of the 9 Supreme Court Justices Are Catholic — Here's a Closer Look"; US Census Bureau, "School Enrollment in the United States."

³⁹ The John W. Hallahan Girls' High School Alumnae Association, "Hallahan — The Story of Fifty Years of Free, Higher Education for Catholic Girls in Philadelphia," 24–25.

⁴⁰ "Ballinger & Perrot (Fl. 1901-1920) -- Philadelphia Architects and Buildings."

⁴¹ "Ballinger, Walter Francis (1867 - 1924) -- Philadelphia Architects and Buildings."

⁴² "Perrot, Emile George (1872-1954) -- Philadelphia Architects and Buildings"; "Ballinger & Perrot (Fl. 1901-1920) - Philadelphia Architects and Buildings."

⁴³ "The Ballinger & Perrot Banquet," 172.

⁴⁴ "Ballinger & Perrot (Fl. 1901-1920) -- Philadelphia Architects and Buildings"; "The Ballinger & Perrot Banquet," 172.

⁴⁵ "City Club Diners Clash On Benefit Of Sherman Law," 31; "Breweries Use Many Cars and Burn Up Much Coal," 4; "The Kaiser's American Ally (Advertisement)," 8; "Engineers Will Hear Transit Expert Talk," 8; "Our Church Architecture," 7; "Lectures on Re-Enforced Concrete," 6; "Engineers To Fix Rules," 2; "Program of the District Meeting to Be Held Here Next Week," 10.

⁴⁶ "Ballinger & Perrot (Fl. 1901-1920) -- Philadelphia Architects and Buildings."

⁴⁷ Ballinger & Perrot, Firm, Architects, *Institutions, Churches, Schools*, 221.

⁴⁸ Ballinger & Perrot, Firm, Architects, 221.

⁴⁹ "Announcement"; "The Ballinger Company (Advertisement)," 2; "Model Towns and Industrial Housing Projects (Advertisement)," 3.

⁵⁰ "Noted Architect Dies From Injuries After Auto Crash," 1; "Woman Exonerated in Ballinger Death," 15.

⁵¹ "Shenandoah Catholic High School Opens September 2," 15; "Emile G. Perrot, Architect, Dies," 12.