

Public School No. 4
Trenchard Street
Yonkers
Westchester County
New York

HABS No. NY-6298

WV
NY
GO-YONK
4

PHOTOGRAPHS

WRITTEN HISTORICAL AND DESCRIPTIVE DATA

HISTORIC AMERICAN BUILDINGS SURVEY
MID-ATLANTIC REGION, NATIONAL PARK SERVICE
DEPARTMENT OF THE INTERIOR
PHILADELPHIA, PENNSYLVANIA 19106

HISTORIC AMERICAN BUILDINGS SURVEY

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Public School No. 4

HABS No. NY-6298

Location: Trenchard Street between Yonkers Avenue and Winfred Avenue
Yonkers, Westchester County, New York

USGS Mt. Vernon Quadrangle, Universal Transverse Mercator
Coordinates: 18.596060.4530260

Present Owner: City of Yonkers
City Hall
Nepperhan Avenue
Yonkers, New York

Present Occupant: Vacant

Use: Elementary school

Significance: Public School No. 4 is significant as an architecturally distinguished example of public architecture in Westchester County and one of the few buildings of architectural interest in the northeast section of the city of Yonkers. The neo-Georgian style brick school was erected between 1883 and 1930. On the exterior, the school has a unified visual appearance despite the fact that it was erected in six separate building campaigns and that four different architects or architectural firms were involved with its design. The growth of the building reflects the increasing residential development in the surrounding neighborhood. Although it has stood vacant for several years, the two-story and basement school retains many interesting details including bright red brick trim used for quoins and other facade features, original blackboards and corkboards set within wooden enframements, four tin ceilings, yellow and red brick wall trim, elegant neo-Federal style assembly room lamps, wrought-iron stair rails, four intact early twentieth-century wooden wardrobes, and four Batchelder tile water fountains.

PART 1: HISTORICAL INFORMATION

A. Physical History

1. Date of erection: 1883-30 (six building campaigns--see A6)

2. Architects:

a. Anthony Imhoff. Anthony Imhoff was the architect for the original school (1883-84) and for the first addition (1894). Little is known about Imhoff except that he was a member of the Yonkers Board of Education and was responsible for the design of several late 19th-century Yonkers schools.

b. C.C. Chipman. Nothing is known about Chipman except that he was responsible for several Yonkers school projects including the 1912 addition to P.S. 4.

c. G. Howard Chamberlain. G. Howard Chamberlain (1865-1948) was born in England and came to this country as a child. He received his architectural training in the office of the prominent New York City architect R.H. Robertson and is also known to have traveled abroad. Chamberlain established an independent office early in the 20th century and in 1913 became the architect for the Yonkers Board of Education where he was in charge of planning and building many public schools before his retirement 1934. [see Withey, Henry F. and Elsie R., Biographical Dictionary of American Architects (Deceased), LA: Hennessy & Ingalls, 1970.] Chamberlain designed the additions of 1919 and 1927 and probably also supervised the design and construction of the 1929 addition.

d. Snyder & Snyder. Nothing is known about this firm except that it was responsible for the final addition to P.S. 4 in 1929. This addition closely follows the design of Chamberlain's 1927 addition and was most likely supervised by that architect since he was still employed as the architect for the Yonkers Board of Education.

4. Contractor: Unknown.

5. Original plans and construction. No original plans exist for the original school built in 1883-84. From written records it is possible to ascertain that it was a one-story peaked-roof building with two classrooms. [see 1894 "Application to Alter, Repair, etc.," Yonkers Department of Buildings.]

6. Alterations and additions: As the school age population in the area increased, P.S. 4 received a succession of additions. Some of these additions can be thoroughly documented through drawings and written records.

a. 1894. The first addition doubled the number of classrooms from two to four and added a corridor to the north of the classrooms. The peaked roof of the original building was removed and a full second floor constructed. The original classrooms are #s 4 and 5 on the attached plan. The classrooms added in 1894 are #s 24 and 25. The plan of the school was published in the 1905 25th Annual Report of the Board of Education of the City of Yonkers (p.89).

b. 1912. This addition entailed the construction of the present central pavilion on the front facade. The addition was appended to the west elevation of the existing building. It included the main entrance vestibule and classrooms 12 and 13 on the first floors and the principal's office and classrooms 31 and 32 on the second floor as well as the north/south corridors running in front of these rooms. Although no records or descriptions of this addition have been located, the plan is visible on plate 86 of the 1917 Sanborn Atlas of the City of Yonkers.

c. 1919. This addition entailed the construction of the basement gymnasium and first floor assembly room to the north of the original school and the construction of the rear classrooms (#s 3,4,22,23, and the basement cooking classroom), stair, and corridor extension. All of these rooms can be identified by the use of yellow and red bricks on the walls.

d. 1927. This major addition entailed the construction of the south wing with five classrooms on each floor (Nos. 7-11 and 26-30), toilets, a nurse's room, several small auxiliary rooms, and corridors. The exterior design reproduces the style of the central pavilion erected in 1912.

e. 1929-30. This final addition entailed the construction of the north wing with two classrooms per floor (#s 1,2,20, and 21), toilets, stair, and corridors. The exterior design reproduces the style of the central pavilion erected in 1912 and the addition of 1927.

At unknown dates, all of the original wooden window sash were replaced by aluminum windows; all of the radiators were replaced; all of the toilet fixtures were replaced

B. Historical Context

The city on Yonkers, located immediately to the north of New York City, was not incorporated until 1872, but its European history extends back to 1609 when Henry Hudson's ship the Half Moon, passed by on its way up the Hudson. The name Yonkers, meaning "young nobleman," was adopted in 1646. Until the mid 19th century, Yonkers remained a rural community of farms and country estates; in 1845, the population was only 2,517. The rapid expansion of New York City, the increasing development of industry along

the Hudson River shore line (Yonkers has a 4½ mile long river frontage), and the construction of railroads connecting Westchester County communities such as Yonkers with New York City, were to lead to the rapid development of Yonkers. In the second half of the 19th century, most development in Yonkers occurred in the western section of the city, near the Hudson River and the New York Central Railroad's Hudson Line. The area to the east, in the vicinity of P.S. 4, remained primarily rural.

Despite the fact that Yonkers was incorporated as a city in 1872, the various schools of the community remained independent of one another. School No. 4 (as the name connotes, this was the fourth school established in Yonkers) was a small school located on Mile Square, not far from its present location. A unified Yonkers school system was finally established in 1881. One of the first construction projects undertaken by the new Board of Education was the replacement of School No. 4 "which has so long suffered from poor accommodations" (Fourth Annual Report of the Board of Education of the City of Yonkers, 1884, p.8). The idea of replacing the Mile Square school was first suggested in 1883; in 1884 \$6,500 was set aside for the purchase of a site and for the construction and furnishing of a new building. A portion of the present Trenchard Street site was purchased for \$700 and board member Anthony Imhoff was commissioned to design the one-story brick building with two classrooms. The school was occupied in October 1884 by 68 students, one teacher, and a principal.

The neighborhood of Public School No. 4, in the northeast portion of Yonkers, was only sparsely populated in the late 19th century, but as new homes were erected in the area, the Board of Education was forced to double the size of the school in 1894. For several years after this, the school's student population rose slowly; the 1902 Annual Report noted that all of the schools in Yonkers showed an increase in students with the exception of No. 4 and two other schools. After 1910, the student population began to increase rapidly, reflecting the pace of suburban residential development in the area. Thus, additions were built onto P.S. 4 in 1912, 1919, 1927, and 1929.

PART II: ARCHITECTURAL INFORMATION

A. General Statement

1. Architectural character: Public School No. 4 is a neo-Georgian style neighborhood school that was erected in six building campaigns between 1883 and 1930, but which, from the exterior, appears to be a single unified building. On the interior, the school retains its final, 1929-30, layout and many original architectural features. The school is significant as one of the few intact architecturally distinguished buildings in northeastern Yonkers.

2. Condition of the fabric: Despite the fact that the school has been vacant for a number of years, the condition appears, from a visual analysis, to be generally good, although certain spaces have suffered

from water damage and have deteriorated plaster walls and ceilings. The basement of the school, especially the gymnasium and the area surrounding the three boilers, is flooded. Most of the paint in the building is peeling.

B. Description of the Exterior

1. Overall dimensions: Public School No. 4 is a two-story and basement building. The building is irregularly shaped with an asymmetrical front facade, a large wing to the rear of the main entrance (referred to in this text as the east wing), and a smaller wing extending behind the southernmost portion of the front facade (referred to as the southeast wing). The front facade is 204 feet across. The building is 145 feet deep at the east wing and as 102 feet deep at the southeast wing.
2. Foundations: stone laid in random ashlar.
3. Walls: The building is faced with a dark reddish brick and is trimmed with a smooth brighter red brick used for quoins and borders; the windows and sills are bluestone; the base is stone laid in random ashlar.
4. Structural system: The original portions of the building appear to have load bearing walls; the later extensions (1927 and 1929-30) have steel framing.
5. Portico and entrance stairs: The main entrance is reached through a round-arched portico framed by a rusticated pattern of smooth red brick. The stairs leading to the entrance are bluestone. Each side entrance has a small number of stone stairs. The rear entrance leading down to the boiler room has a flight of deteriorated bluestone stairs. Above the portico are individual aluminum letters and numbers with the name of the school (some of these are missing or damaged).
6. Pediment: The main entrance pavilion is crowned by a triangular pediment trimmed with smooth red brick. The pediment is articulated with a semi-circular window with alternating raised voussoirs.
7. Chimney: The school has two chimneys located behind the pedimented main entrance pavilion. The tops of the chimneys appear to have been cut off.
8. Openings:
 - a. Doorways and doors: The main entrance to the school, located beneath the arched entrance portico (see B5 above), consists of double wooden doors (deteriorated) flanked by sidelights and crowned by a large transom. Secondary front entrances, leading directly to stairways, are located to either side of the main entrance. These originally had double doors and transoms. The original doors appear to have been either replaced or covered over. There are minor basement entrances located to the left of the entrance portico and

at the southern end of the front elevation. Additional entrances are located at the rear of the southeast wing and at the southeast corner of the east wing. The main basement entrance is on the south elevation of the east wing; two additional basement entrances are located on the north side of the east wing. There are three emergency exits on the north facade--one from room #3 leading to a concrete stoop and two from the basement. All of the original doors have either been replaced or covered over.

b. Windows: The building is well provided with windows. Each facade is articulated by a large number of rectangular windows with bluestone sills and lintels. The only window openings of special interest are the three segmental-arched windows on the north elevation lighting the auditorium. These windows have red brick lintels with alternating raised voussoirs and they have bluestone keystones. The easternmost of these windows has been filled in with brick. All of the original window sash on the building have been replaced with aluminum sash. Most of the windows are now boarded up.

9. Roof:

a. Shape and covering: All of the wings have hip roofs with asphalt shingles.

b. Cornice: The entire building has a galvanized-iron denticulated cornice.

10. Platform: At the east end of the south elevation of the east wing is a raised platform located above the basement oil tank. On the east side of this platform is a one-story brick structure of unknown use.

C. Description of Interior (In order to discuss coherently the various interior spaces, dating from various periods of construction, this section has been divided into space types [i.e. stairways, vestibules, corridors, classrooms, etc.]. All attributes of a particular space [i.e. floors, walls, trim, etc] are discussed together.):

1. Floor plans: Although the building was built in six campaigns, it has a simple and rational school layout. The main entrance opens into a vestibule with a short flight of stairs leading to the first floor corridors. One corridor leads straight ahead into the east wing with the assembly hall to the left and classrooms to either side. Another corridor extends to the left and right into the north and south wings, leading to more classrooms. In the south wing, a short corridor, set at a right angle to the main corridor, leads to additional classrooms in the southeast wing. The second floor is laid out in an identical manner, except that the assembly hall does not extend to this level and the principal's office takes the place of the entrance vestibule. The basement has a more complex series of spaces; however, all of the rooms to the north of the entrance and central corridor are echoed on this

level (e.g. the gymnasium is located below the assembly hall). The plan is more fully illustrated on the drawings that accompany this text.

2. Stairways: There are four stairways connecting the first and second floors; three of these stairs also connect the first floor with the basement. The stairways, all of which are denoted on the drawings that accompany this text, are located to the north and south of the main entrance; at the east end of the southeast wing (this stairway does not extend to the basement); and at the southeast corner of the south wing. Each staircase has a small entrance vestibule (see C3); stairs with cast-iron risers and stone treads; stone floors at the landings; wrought-iron balusters; wooden hand rails; cast-iron newel posts capped by balls; plaster walls (brick wainscot on the east wing stair); and pipe railings attached to the walls. The designs vary slightly on some of the stairway railings. The short stairway in the main entrance vestibule has stone treads, cast-iron risers, and simple hand rails.

3. Vestibules: There are five entrance vestibules. The major vestibule is at the main entrance; the other four vestibules correspond with the four subsidiary entrances and four interior stairways (see C2).

a. Main entrance vestibule: This vestibule has a white tile floor with green tile boarder and red tile key detail; wooden wainscot; plaster walls and ceiling; and a pair of wooden doors set within a wooden enframent. Each door has two wooden panels and a large pane of wired glass. The doors are flanked by sidelights and fluted Doric pilasters and are crowned by a transom with three lights. The doors have simple bronze hardware.

b. North wing vestibule: This vestibule has clay tile floor and wainscot and plaster walls and ceiling.

c. East wing vestibule: This vestibule has a clay tile floor; wainscot consisting of red and yellow bricks laid in a pattern; and plaster walls and ceiling.

d. South and southeast wing vestibules: These two vestibules have clay tile floors, brick walls, plaster cornices, and plaster ceilings.

4. Corridors: All of the corridors have simple detail, although the forms vary with the age of each space. All of the original doors opening from the corridors have been changed to blond wood doors with panes of wired glass and wired glass transoms.

a. Central east wing corridor: In the first two thirds of this corridor are a linoleum tile floor, plaster walls and ceiling, plaster arches, and a wooden chair rail located about four feet from the floor. The entrances to classrooms 5,6 (sewing), 24, and 25 have original fluted wooden enframents with corner rosettes. This section of the corridor was built in 1894, but its present character

may date from 1912. The final section of this corridor (added to the building in 1919), separated from the earlier section by an arch, has a terrazzo floor, yellow brick wainscot with a red brick base, a wooden chair rail, and plaster walls and ceiling.

b. North wing corridor: The first section of this corridor probably dates from 1912 and is identical to the first section of the central east wing corridor. Approximately one-third of the way down this corridor are double doors separating the 1912 corridor from that added in 1929-30. The 1929-30 section has a linoleum tile floor, plaster walls and ceiling, and a wooden chair rail.

c. South and southeast wing corridors: The first section of the south wing corridor probably dates from 1912 and is identical to the first section of the central east wing corridor. Approximately one-quarter of the way down this corridor are double doors separating the 1912 corridor from that added in 1927. The 1927 section has a linoleum tile floor, plaster walls and ceiling, and a wooden chair rail that also enframes several corkboards.

d. Basement: The short corridor in the north wing has a linoleum tile floor and plaster walls and ceilings. The other passages and halls in the basement have brick or stone walls, plaster or concrete ceilings, and stone floors.

e. Water fountains: There are four significant water fountains in the corridors--two on the first floor, one on the second floor, and one in the basement. These four identical fountains have green porcelain fixtures surrounded by unornamented green tiles and a central tile with a Viking ship. This ensemble is recessed within a frame of tiles with ivy vines and there is a projecting shelf below each fountain. The tilework is comprised of Batchelder tiles (Batchelder tiles are specified on the 1927 and 1929 drawings), one of the leading early twentieth-century arts-and-crafts tile companies in America. Ernest Batchelder (1875-1957) was born in New Hampshire and studied in Massachusetts and at the Birmingham School of Arts and Crafts in England where he became imbued with the spirit of the British Arts-and-Crafts movement. In 1909, Batchelder established a school in Pasadena and his Los Angeles based firm began manufacturing tiles that were distributed through showrooms in New York and Chicago. [see Isabelle Anscombe and Charlotte Gere, Arts & Crafts in Britain and America, NY: Van Nostrand Reinhold, 1978, p. 210 and Marjorie Ingle, The Mayan Revival Style, Salt Lake City: Peregrine Smith, 1984, p. 43.]

5. Classrooms: Although dating from the various periods of the school's construction, all of the classrooms are similar. All are rectangular spaces. With the exception of those in the basement, all have adjoining wardrobes. All except the basement rooms have large windows that allowed natural light to enter. All now have linoleum floors (the rooms originally had wooden floors), plaster walls, and blackboards set within

wooden enframements (all of the blackboards have wooden chalk shelves). Most of the blackboards have attached corkboards. With the exception of classrooms 5, 6 (referred to as the sewing room on the plans), 24, and 25, which have tin ceilings, all of the classrooms have plaster ceilings. Each group of classrooms is discussed below.

a. Classrooms 1,2,20,21, and basement classroom (1929-30 addition): These five classrooms have wood framed blackboards that incorporate corkboards above and to the side. The rooms have wooden chair rails and original wooden doors and enframements at the wardrobe entrances (not in basement classroom). Each room contains a built-in metal locker/cabinet. The wardrobe rooms have metal lockers without doors. These were manufactured by the Lyon Metal Products, Inc. of Aurora, Illinois.

b. Classrooms 3,4,22,23 (1919 addition): As in the other spaces added to the school in 1919, each of these four classrooms has a yellow brick wainscot with a red brick base. All of the openings have wooden enframements. The wardrobe rooms have metal lockers with no doors. These were manufactured by the Narragansett Machine Co., Providence, Rhode Island. In classroom #3, a toilet replaces part of the wardrobe room. The toilet has tile on its inner wall and the original brick on the outer wall. Classroom #4 has a curved window bay with built-in bench at its north end. To the left of this bay is a toilet room with white glass tile wainscot and a tile floor. It has what appears to be an original porcelain sink. To the right of the bay is an emergency exit door.

c. Classrooms 5,6 (sewing),24,25 (#s 5-6 built 1883; #s 24-25, 1894 addition). Although built at two different times, these four classrooms are virtually identical. All four were designed by Anthony Imhoff, which may account for their similarity. Alternatively, the earliest first floor classrooms may have been redesigned during the 1894 alteration. These are the only rooms in the school with tin ceilings and the only rooms with fluted wooden enframements with corner rosettes. Each room contains a shallow wooden cabinet with original wooden double doors. The wardrobes have been slightly reconfigured since 1894; they are now empty.

d. Classrooms 7,8,9,10,11,26,27,28,29,30 (1927 addition). These ten classrooms are similar to Nos. 1-2 and 20-21. All have blackboard/corkboard ensembles set within wooden enframements and built-in metal classroom locker/cabinets. The metal wardrobe lockers are not labeled with the name of the manufacturer. Classroom #9 has a porcelain sink in the classroom (probably not original) and a six drawer cabinet in the wardrobe (not original). Classrooms #27 and #28 have had toilets added to part of their original wardrobe spaces. These have black and white tile floors. Classroom #29 was converted into a library at an unknown date. The room has approximately four foot high bookcases on all walls. The wardrobe lockers have been replaced by bookcases.

e. Classrooms 12,13,31,32 (1912 addition): These four rooms have wood framed blackboards with corkboards above. Paneled wooden doors set within wooden enframements separate the classrooms from the wardrobe rooms. The wardrobes are the most interesting feature of each of these rooms and one of the most unusual features of the building. Each wardrobe room is L-shaped and has wooden tongue-and-groove wainscot. Two horizontal bars attached to the paneling support individual open wooden compartments. Each bar has a coat hook. A third horizontal bar runs along the outer edge of the compartments. The wardrobe rooms also have shallow wooden cabinets with paneled wooden double doors.

f. Industrial arts shop (1929-30 addition): This basement room has a seven foot high brick wainscot with plaster walls and an acoustical tile ceiling. At the southwest corner of this room is a six foot high alcove area.

g. Cooking classroom (1919 addition): The cooking room has a glass tile wainscot, plaster walls, and acoustical tile ceiling. Some cabinets and kitchen equipment are extant. To the north of the classroom is a bow-shaped washroom. It has glass tile walls, tile floors, and plaster walls and ceiling. All fixtures have been removed. Between the classroom and wash room is the fan room with tile floor and plaster walls and ceiling.

6. Assembly room: The assembly room, added in 1919, has brick wainscot, plaster walls, a linoleum tile floor, and an acoustical tile ceiling with three beams supported by brackets. Eight original neo-Federal style lamps hang from the ceiling. Each lamp has alabaster-colored leaded glass panels and each hangs from three chains. Some of the glass panels are missing. The room has a wooden raised platform (probably not original) and modern seats and curtains.

7. Kitchenette: Located to the east of the assembly room is a kitchenette with linoleum tile floors, brick wainscot, plaster walls and ceiling, and wooden doors. The room contains an old Boynton Newport stove.

8. Nurse's Room: Located on the first floor in the south wing, this room has glass tile wainscot, linoleum tile floor, plaster walls and ceiling, a two-legged porcelain sink, and three adjoining spaces with wood framed openings. These three spaces, located on the south side of the room, are a toilet and a shower, both with tile floors and glass tile wainscot, and a closet.

9. Conference Rooms: Above the kitchenette and nurse's room are small conference rooms with linoleum tile floors and plaster walls and ceilings.

10. Principal's Office: This modest room, located above the main entrance vestibule, has a linoleum tile floor, plaster walls and ceiling, wooden chair rail, and corkboards set within wooden enframements.

11. Toilets: There are two girls' toilets on the first floor and two boys' toilets on the second floor. The toilet rooms have tile floors, glass tile wainscot, and plaster walls and ceilings. None of the fixtures appear to be original.
12. Storage rooms and sinks: Scattered through the building are small storage closets and small rooms with cast-iron slop sinks.
13. Gymnasium: Located below the assembly room and also added in 1919, the gymnasium is built on two levels. The room has a spectators' gallery that is on the same level as the hall to its west. The gym floor itself, is located several feet below. The room has yellow brick walls; three brick piers on the balcony; and an acoustical tile and concrete ceiling. The spectators' gallery has a concrete floor (the gymnasium floor is flooded and its floor material cannot be identified).
14. Lunch-Music Room, Kitchen, and Food Storage Room. Located in the basement of the 1912 section of the building, the lunch-music room has brick walls, a linoleum tile floor, and acoustical tile ceiling. A wide brick arch separates the lunch-music room from the kitchen. The kitchen has brick walls and a concrete ceiling. A large Garland stove is extant. The food storage room has brick walls and concrete floor and ceiling.
15. Custodian's Room: The custodian's room has walls of brick and glass tile; a concrete floor, some of which is covered with hexagonal tiles; and a concrete ceiling. There is a toilet room with a concrete floor and glass tile in a corner. There is a storage room connected to the north side of the room.
16. Switch Board Room: This room has brick and glass tile walls, concrete ceiling, and a white hexagonal tile floor. There are a large number of electrical boxes and switches in this room.
17. Activity Room: This large unornamented room has plaster walls and ceiling.
18. Boiler Room: The boiler room is divided into three areas--the incinerator, pumps, and boilers. The incinerator area has a large iron incinerator. The pump area contains three different pumps. To the west is a Jennings Vacuum Heating Pump from South Norwalk, Connecticut; to the north is a pump manufactured by the Chicago Pump Company; and to the south is a pump with a Century Squirrel-Cage Induction Polyphase Motor manufactured by the Century Electric Company of St. Louis, Missouri. The boiler area contains three large iron Mills Water Tube boilers manufactured by the H.B. Smith Company of Westfield, Massachusetts. To the south of the main pump room is a smaller pump room containing an unlabeled pump and an unlabeled boiler. To the south of the incinerator room is the entrance to a storage room.

D. Site:

1. Public School No. 4 faces west onto quiet Trenchard Street. The school is located in a residential neighborhood comprised primarily of detached one-family houses. Scattered through the area are a few mid 19th-century homes. Most of the residences date from the early twentieth century, although there are also a significant number of post World War II homes. Immediately to the south of the school is an apartment house. Immediately across Trenchard Street is a playground. The school is located just north of Yonkers Avenue, one of the major streets in Yonkers. The Yonkers Raceway is located on the south side of Yonkers Avenue, just east of Trenchard Street.

The School is sited on a landscaped plot. In the front are modest lawns, trees, and paths with concrete walks. These are marked on a 1930 drawing in the collection of the Yonkers Department of Buildings. To the rear of the school is a large landscaped plot that slopes to the west. This area has asphalt paths between grassy areas with several mature locust trees (several of which are noted on the 1930 plan). Towards the north end of this plot is a stair with stone walls and concrete steps. The wall continues as a retaining wall. There is a bluestone path beside the north facade of the school.

PART III: SOURCES OF INFORMATION

A. Original Architectural Drawings:

Original schematic floor plans and a schematic front elevation of the 1894 addition are extant as are blueprints of the 1927 and 1929 additions. Also extant are blueprints of the front elevation, east-west section, first floor plan, and second floor plan, dating from 1939 and revised in 1962. Also preserved is a blueprint of the basement plan drawn at an unknown date and revised in 1962. All of these drawings are located at the Yonkers Department of Buildings.

B. Early Views:

None located

C. Bibliography:

1. Primary and unpublished sources:

Annual Reports of the Board of Education of the City of Yonkers (1883-1931).

2. Secondary and published sources:

Allison, Charles Elmer. The History of Yonkers (NY: Wilbur B. Ketchum. 1896).

Bolton, Robert. A History of the County of Westchester, From its First Settlement to the Present Time (NY: A.S. Gould, 1848).

Griffin, Ernest Freeland, ed. Westchester County and its People: A Record (NY: Lewis Historical Publishing Company, 1946).
Sanborn Atlases of the City Of Yonkers, 1917-1951.

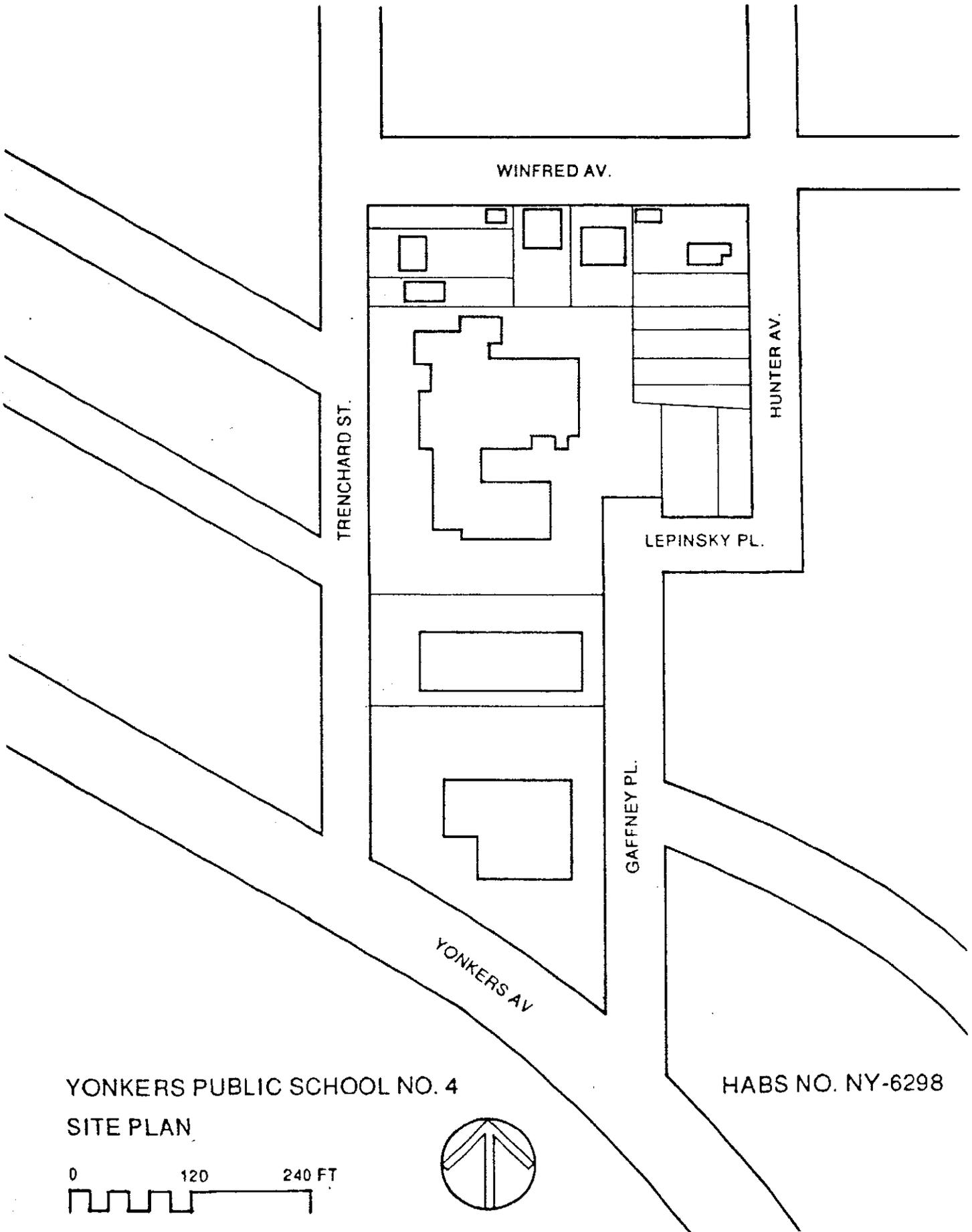
PART IV: PROJECT INFORMATION

The site on which Public School No. 4 is located is one of several in Yonkers that have been designated to receive court-ordered low and middle income housing. It has not yet been determined what the future use of this site or the school building will be. The federal agencies involved are HUD and the Advisory Council on Historic Preservation.

Freeman & Pizer, Architects

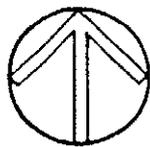
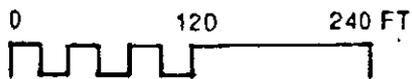
Andrew S. Dolkart,
Architectural Historian

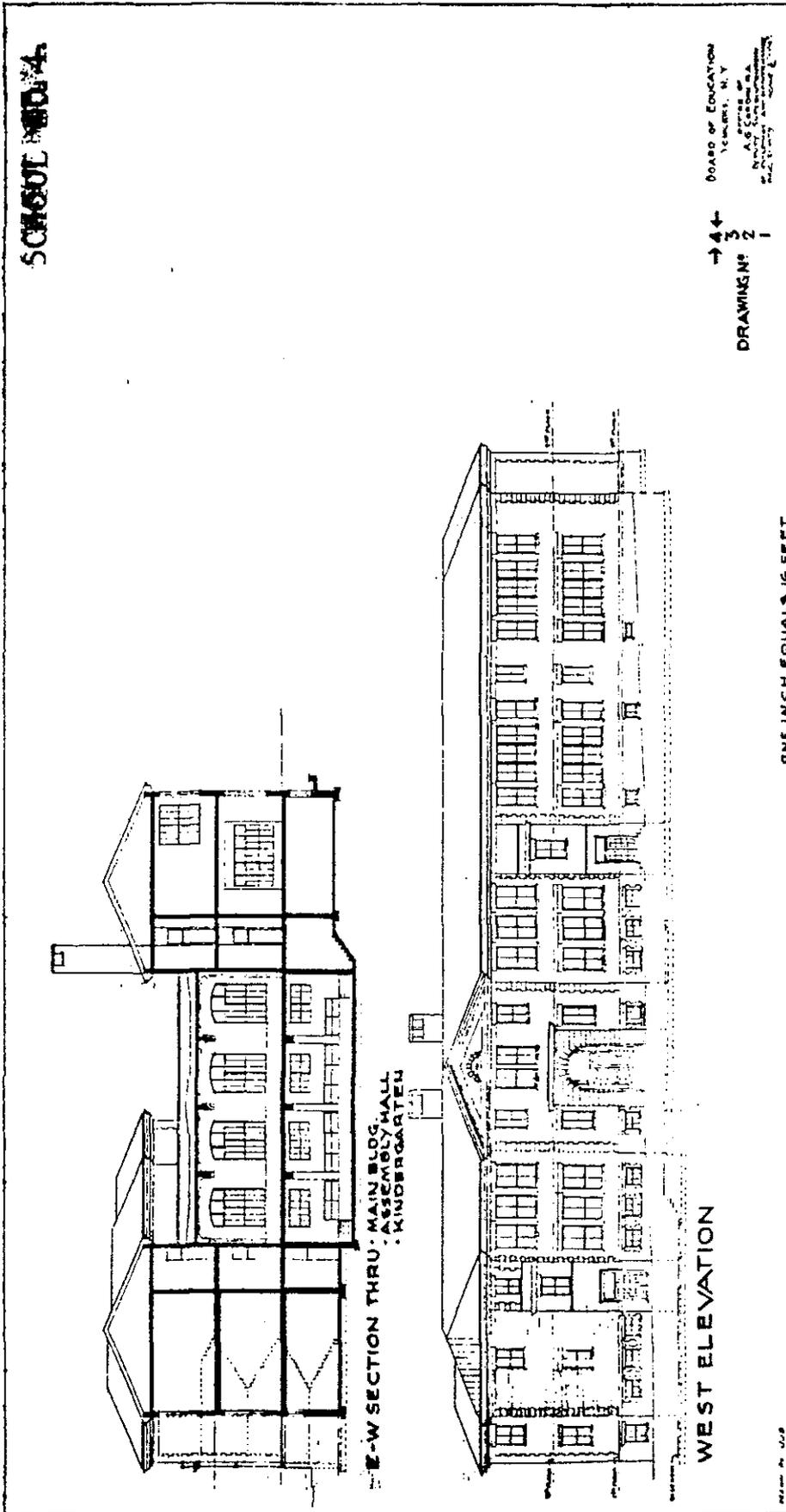
Stephen L. Senigo,
Photographer



YONKERS PUBLIC SCHOOL NO. 4
SITE PLAN

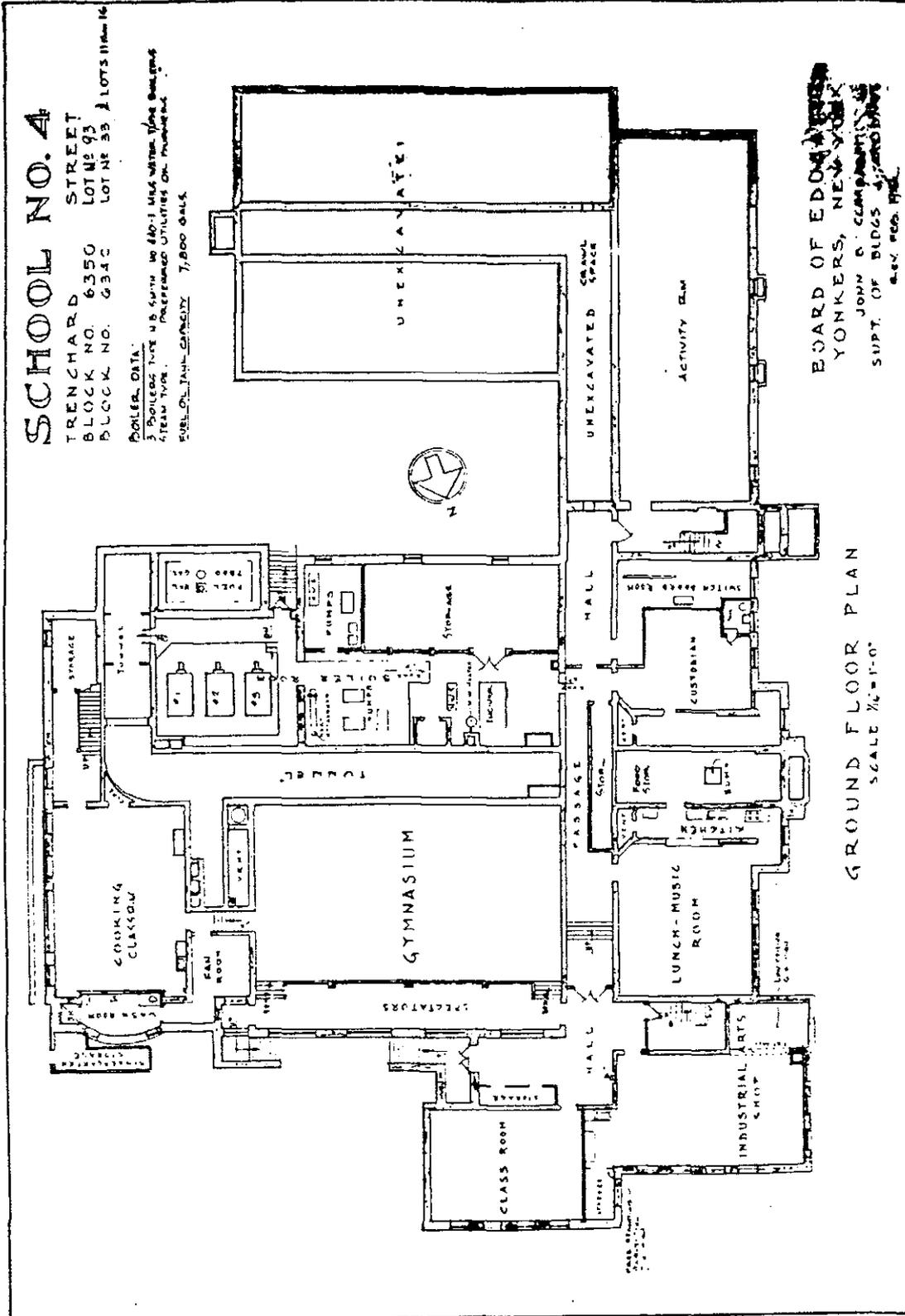
HABS NO. NY-6298





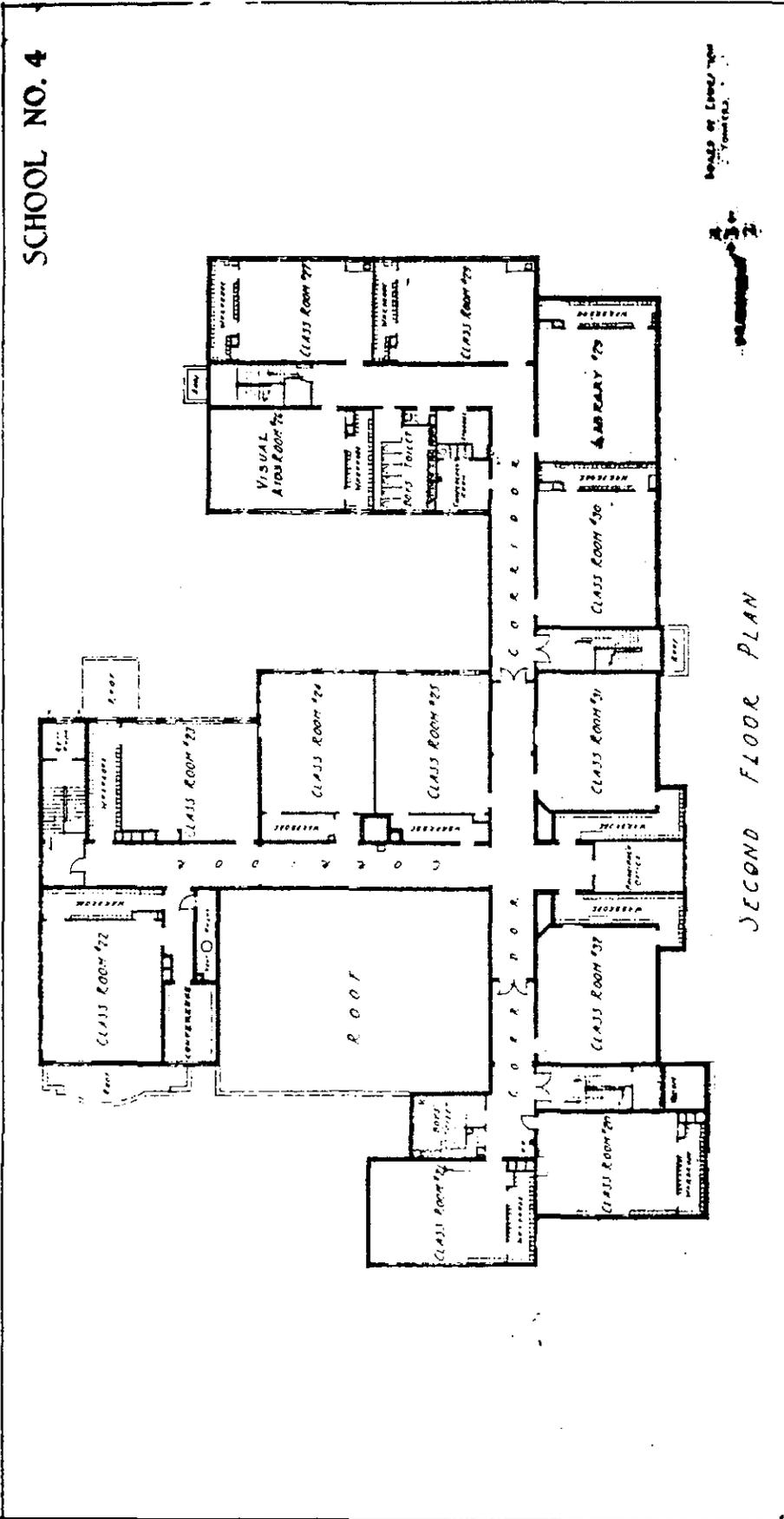
HABS NO. NY-6298

YONKERS PUBLIC SCHOOL NO. 4 (1939)



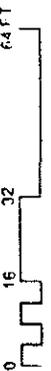
YONKERS PUBLIC SCHOOL NO. 4 (REV. 1962)



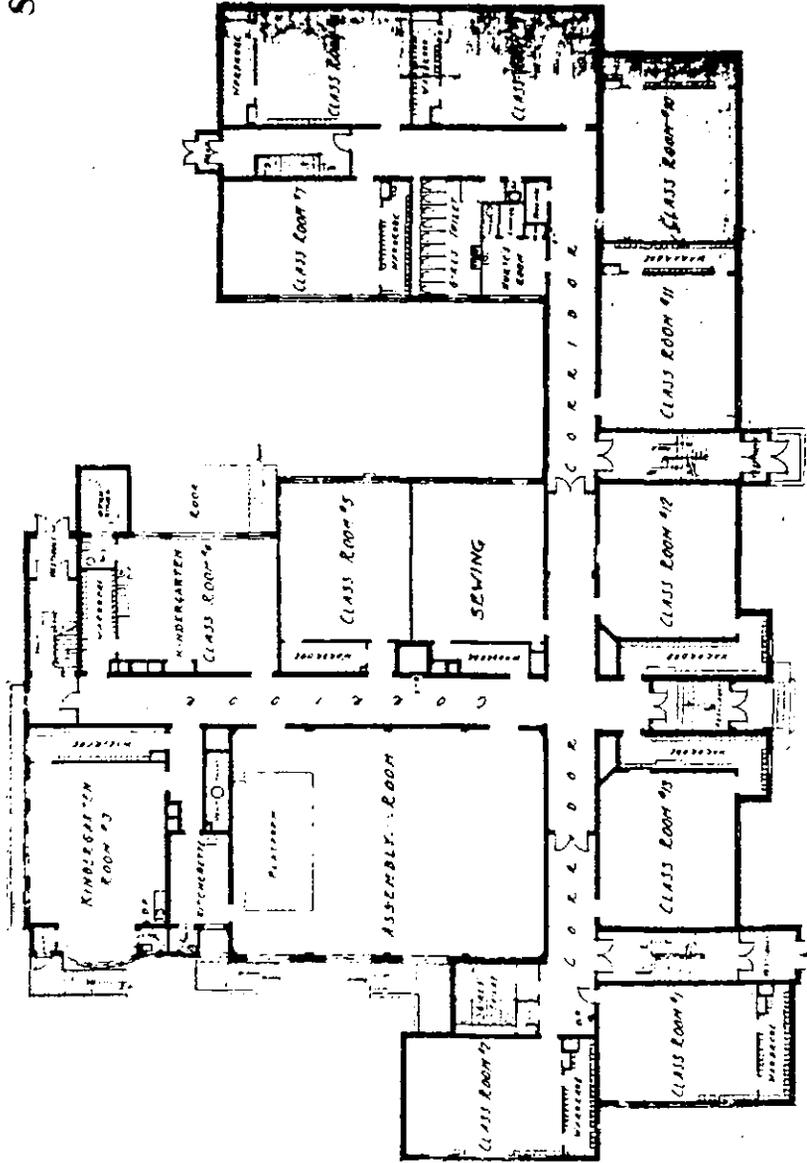


HABS NO. NY-6298

YONKERS PUBLIC SCHOOL NO. 4 (1939, REV. 1962)



SCHOOL NO. 4



FIRST FLOOR PLAN

YONKERS PUBLIC SCHOOL NO. 4 (1939, REV. 1962)

HABS NO. NY-6298 -

