Thaddeus Stevens School of Practice Preservation Plan

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Finally, thank you to UCI Architects and Roy Conard for providing us with much of the initial information about the site. It was such a help to have CAD plans and other background information from the beginning of the project.

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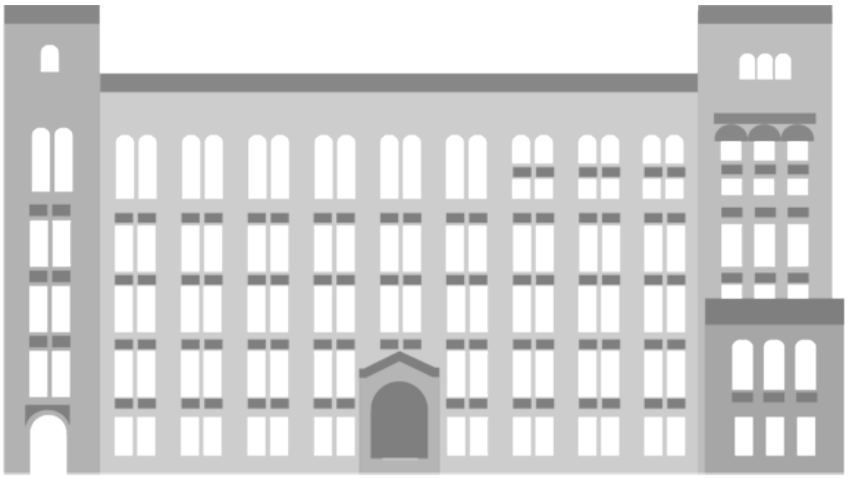
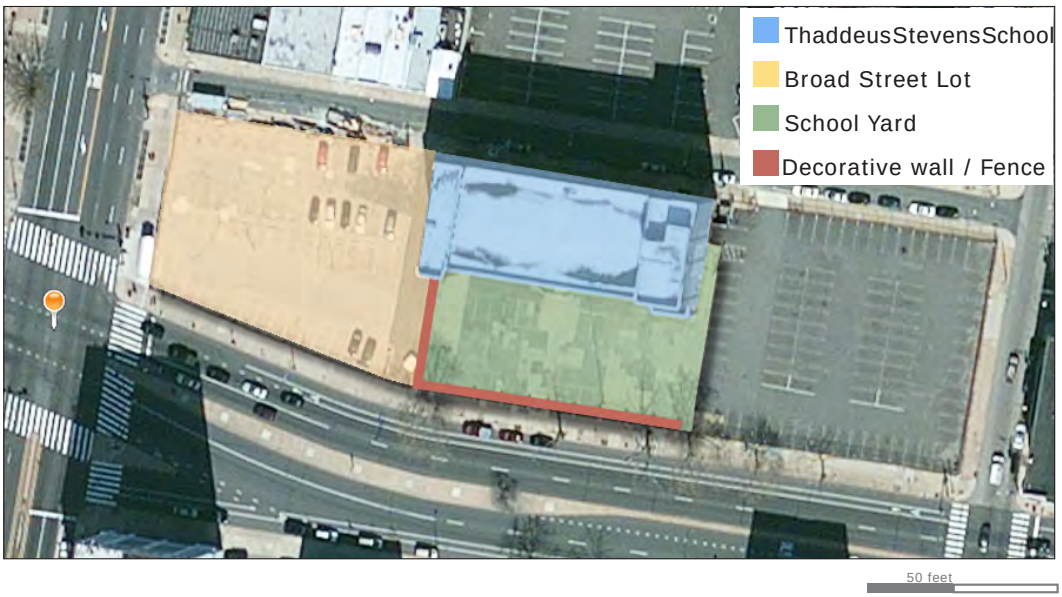


Executive Summary

This report was completed during the Fall of 2011 as part of the second year Historic Preservation Studio in the Graduate Program in Historic Preservation at the University of Pennsylvania. It presents a preservation plan for the Thaddeus Stevens School of Practice and its adjacent property to the West. Located just north of City Hall at the intersection of North Broad Street and Spring Garden Street, the Thaddeus Stevens School is part of a rapidly changing area in the midst of significant redevelopment. Built in 1926, this approximately 79,000 square foot school building incorporates both Art Deco and Gothic elements, with its highly ornamented facade with polychromatic terra cotta details setting it apart from other schools of the time. Designed by Irwin T. Catharine, the Philadelphia Public School System's chief architect, it is the only school building in the city with its program and interior layout.

The first section of the report provides a comprehensive history of the school's role in the Philadelphia Public School System, particularly as it relates to the Normal School System of educating students to become teachers. It covers the history of the development in the surrounding

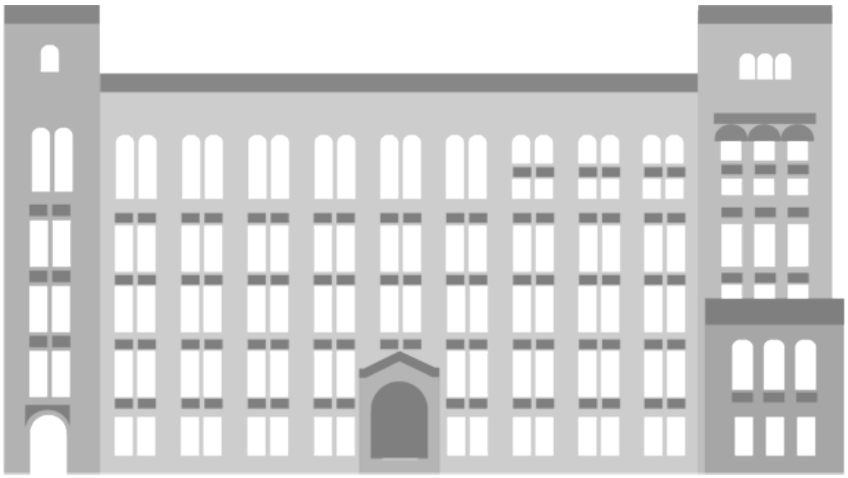


neighborhood, which leads to a discussion of the contemporary context in which the Thaddeus Stevens School sits. The second section examines other development projects underway in the neighborhood and the demographics of the area. A discussion of the non-preservation related drivers surrounding redevelopment of the site and the identification of key stakeholders conclude the section.

After framing the building and its site within its historic and contemporary contexts, the studio team created a statement of significance that highlights the key elements that make the Thaddeus Stevens School unique. The statement of significance became the background from which the team derived the building and site's character defining features. The team considered contextual factors, the building's character and the site's values in our approach to a preservation plan, which is outlined in the preservation philosophy.

Once the team had a sense of the most important features of the building and site, we did several studies of possible redevelopment schemes on the west lot, examined many potential reuse options, and performed an assessment of the site in relation to the Secretary of the Interior's Standards for Rehabilitation. Instead of settling on one recommended use and redevelopment plan, the team chose to offer multiple options, with an analysis of the strengths and weaknesses of each option. This allows the plan to be adapted to the specific needs of the developer, while identifying the most important historic elements to preserve.

We present our findings and recommendations in this report in hopes that it will serve as a guide for the sensitive redevelopment of the Thaddeus Stevens School of Practice and its associated property so that it may continue to contribute historic value to its neighborhood and continue to serve the people of Philadelphia for years to come.



History

Positioned in solitude, decorously setback from the front streetscape on its mid-block lot, and adorned on its crudely exposed western façade by a highly regarded public mural, the Thaddeus Stevens School of Practice (from hereon the Stevens School), which is located in lower North Philadelphia, just to the east of North Broad Street and along the North side of the 1300 block of Spring Garden Street, stands respectfully, yet unfittingly, amidst a veritable sea of asphalt and parked cars. Unlike anything that the school's architect, Irwin T. Catharine, could ever have envisioned, the Stevens School and its appurtenances—a decorative wall and front fence—now stand together—unbuffered from the gritty, ignoble, and verdureless neighborhood surroundings—as the only survivors of what was once an entire block's worth of late nineteenth- to early twentieth-century fabric. Vacant and languishing, but not entirely forgotten, the Stevens School currently awaits revitalization. Interestingly, this former elementary school, although not constructed until 1926, is historically embedded within a long, complex, and yet inspiring system of public education in the city of Philadelphia. (Fig 1) Technically, the Stevens School's roots can be traced all the way back

to December of 1818, when Philadelphia's newly created, "First School District of Pennsylvania," established the District's, and thus, the State's, first official teacher-training school—the Model School.[1]

Although William Penn's 1683 "Frame of Government" for the new Commonwealth included a legal provision for the education of all children, it is important to recognize that for nearly a century, little was done to actually found institutions for public education.[2] Despite the fact that in 1790 the Pennsylvania Legislature adopted an amendment and thus, signed into law an article that read, "The Legislature shall provide by law for the establishment of schools throughout the State in such a manner that the poor may be taught gratis," and regardless of the number of additional legislative attempts made in the early years of the nineteenth century to actually "erect and establish" schools,[3] a truly free system of public education would not be instituted in Pennsylvania until 1836.[4] Between 1818 and 1836, however, the Controllers of the Public Schools for the City of Philadelphia (from hereon, the Controllers), directed the construction of new District schools and oversaw the general operations of these institutions.[5] The Controllers, whose positions were established in the 1818 Act that created the First School District of Pennsylvania in Philadelphia County, operated effectively despite the fact that the School District was decentralized. As called for in the 1818 Act, the Controllers founded a specific school within

Fig. 1: Present image of the school by Fabiana Mileo, September 2011.

the District that could meet the State's demand for qualified teachers by inexpensively training educators within the "public" school system.[6] As it was specifically denominated in the Act, the school was a Model School.

Model Schools and the Lancasterian System in Philadelphia

Although new to the State of Pennsylvania, and to the United States, the concept of a model school was not entirely unfamiliar.[7] The "professionalization" of the teaching discipline had taken shape in Europe during the last quarter of the eighteenth century and with this professionalization came first the construction of model schools and afterward, the establishment of Normal Schools.[8] Initially, model schools functioned as schools where the older students who were more advanced in their studies, under the tutelage of a "master," could both learn and practice teaching.[9] Normal schools, which developed over time, served the purpose of furnishing students with theoretical

training. These schools subsequently provided its students-in-training opportunities to both observe and practice teaching.[10]

Devised in London in 1798 by the Englishman Joseph Lancaster, the Lancasterian System, which appointed students to act as both monitors and instructors of others, allowed for the inexpensive inculcation of countless students whose parents and caregivers were otherwise too poor to pay for instruction.[11](Fig 2) Lancasterian schoolhouses were configured with several floors, each evidencing one large open room that could, as needed, be divided via either partitions or curtains. This layout allowed the schoolmaster to either section the building into a series of rooms where student "monitors" could provide instruction, or, when desired, allowed either him or her to oversee all classes at once.[12] (Fig 3) Immediately recognized as meritorious, this inexpensive and easy to implement educational model spread throughout England, Ireland, Scotland, and the British Colonies. Even prior to the opening of the City's Model School, the Lancasterian method of education had been implemented in several of Philadelphia's private schools that were endeavoring to educate the poor.[13]

On December 21, 1818, Pennsylvania's first Model School opened. This school combination grade and grammar school, which was located in downtown Philadelphia, initially operated under the direction of *the* Joseph Lancaster.[14] (Fig 4) Within two months, a suitable female teacher was attained and a separate department for girls was subsequently opened.[15]Although a very popular school in the eyes of the public, just four years after the Model School's opening, the Controllers sought to improve on what they considered to be defects in the system.[16] Within the next five years, efforts were made to replace the largely inexperienced student monitors with older, more competent and

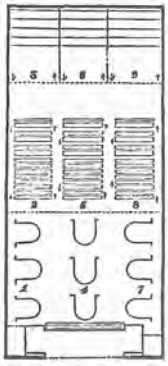


Fig. 2: "Joseph Lancaster," K. Harkaway-Krieger, C. Sacchi, E. Strandjord, Ohio State University. Last updated, June 3, 2007. Accessed on September 22, 2011 at http://people.cohums.ohio-state.edu/sacchi2/Barbauld/WEFLancaster.html.

Fig. 3: "Inside View of a Lancasterian School…," J.P. Wickersham, A History of Education in Pennsylvania, (Lancaster PA: Inquirer Publishing Company, 1886), 284.

Fig. 4: "The Model School, East Side of Chester Street, North of Race Street," photographer Franklin Davenport Edmunds, 1913. From Franklin Davenport Edmunds, "Public School Buildings of the City of Philadelphia From 1745 to 1845. Philadelphia: Philadelphia School District, (1913), 56.

qualified male monitors from a local public high school. Termed "assistant tutors," these young men were being trained as Lancasterian teachers and were considered "enlightened, [thus, able] to give an effective character to the monitorial system."[17] Still, female students who had completed their education in the Model School were sometimes hired back as monitors.[18]

As time passed and as the District underwent various shifts—stemming from both growth and from advances in public education—the Model School was reorganized time and again. By the mid-1840s, the City's, only high school, Central High School for Boys was qualifying male teachers and talks throughout the District focused on the need for a girls' secondary school. Also, by this time both the State of Massachusetts and the State of New York had instituted a Normal School to qualify women as teachers.[19] While many in Philadelphia favored the creation of a public secondary school for girls—an actual high school—the majority of the District's Controllers expressed a preference for the creation of a City Normal School.[20] A Normal School, they argued, would satisfy the ever-growing need for adequately trained, professional teachers to staff the State's public grammar schools.[21]

The History of the Philadelphia Normal School and Girls High

February 1, 1848 marked the date of the Philadelphia Model School on Chester Street's official conversion to a Normal School for Girls. No longer would those girls who were themselves but pupils, or mere graduates of a grammar school be qualified to inculcate other students to be teachers.[22] Instead, like their male colleagues, students of the Normal School for Girls would thereafter "acquire a practical knowledge of the Art of Teaching under the instruction of their proper Professors."[23]Although founded as a public institution, the Philadelphia Normal School for Girls required that attendees first be screened, via examination, so as to assure their proper qualifications.[24] It was also mandated that students be tested upon the completion of their two years of Normal School studies in order to assure the public of their respective mastery of pedagogy and their competency as teachers. With the creation of the Philadelphia Normal School in 1848 came also the restructuring of the former female model grammar school into what was thereafter called a "School of Practice."[25] Much like its predecessor, the Model School, the School of Practice served as test-lab where students in the advanced section of their teacher-training program could gain valuable in-the-field teaching experience.[26]

It was intended that females enrolled in Normal School classes would become teachers. Within just five years, the Chester Street Normal School was filled to capacity.[27] Despite consternation and ongoing dispute over whether or not Philadelphia should have a high school for girls versus a Normal School, the ever-increasing demand

to provide some form of higher educational opportunity to females pressed the Controllers to construct a new, larger school to house the Normal School.[28] Consequently, in 1853 a site was chosen in the Northern Liberties section of the City, along the south side of the 900 block of Spring Street, and subsequently, a new school building was constructed.[29] This new building functioned as the Girls Normal School through 1859, when the Controllers experimented with the school's curriculum and temporarily changed the institution's name to the Public High School for Girls.[30] (Fig 5) Frequent restructurings of the curriculum and changes in name would highlight this school in the public eye throughout the better part of the next decade.[31]Finally, it was settled that the school would be called the Girls' Normal School, although after 1860 the school technically offered a curriculum that was suited to both high school and normal school studies.[32] The actual length and structure of the School's program, however, is something that would continue to be debated, revamped and eventually, extended.[33]

In the Centennial year, 1876, a new, even more commodious Girls Normal School opened in lower North Philadelphia, at the northeast corner of 17th and Spring Garden Streets.[34] (Fig 6) Intentionally designed to be expandable, in its original configuration, the building accommodated eleven hundred Normal School and three hundred Practice School students.[35] Although immense numbers of the School's attendees were, in fact,

Fig. 5: Girls High and Normal School at 9th and Spring Streets. Philadelphiana, "Schools, Public." Franklin Davenport Edmunds, photographer, 1912. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Fig. 6: Girls High, 17th and Spring Garden Street N.E. Corner. 1933. Philadelphiana, "Schools, Public." Photographer unknown. Courtesy of the Free Library of Philadelphia Prints and Photographs Department.

aspiring teachers, many dreamt of pursuing a university degree in another subject. With no other public institutional choices for higher education in the City, however, many simply attended this institution in an effort to pursue a course of higher education that was otherwise inaccessible to them.[36] Still, severe space limitations prevented countless females who graduated from the City's

grammar schools from attending the Normal School.[37] Despite ongoing remonstrations voiced from within the School District surrounding a need for a separate high school for girls, and despite the 1887 Pennsylvania State law that called for the admittance to high school all children under the age of twenty-one, an actual high school for females would not exist in Philadelphia until 1893.[38] In the intervening years, however, more classrooms were added to the fourth floor of the building in an effort to accommodate additional scholars. Then, in 1983, when the Philadelphia High School for Girls and the Philadelphia Normal School were finally separated—both physically and pedagogically—the Philadelphia High School for Girls became a four-year institution.[39] From then on, females wishing to pursue teaching certification at the Philadelphia Normal School for Girls were required to complete a specific course of study at the high school level that was designed to qualify them for admittance to the Normal School.[40]

The Philadelphia Normal School for Girls at 13th and Spring Garden Streets

In 1893, the building intended to house the Girls High and Normal School opened at the corner of North 13th and Spring Garden Streets.[41] This structure, designed by the School District's principal designer, Joseph Anschutz, replaced the longstanding Spring Garden Commissioners' Hall.[42] Faced in solid granite, and massed all the way up to the lot lines along both 13th and Spring Garden Streets, the new Normal School appeared quite imposing.[43] (Fig 7) Even when it opened, this edifice, which covers nearly one-third of the entire 1300 block of Spring Garden Street, failed to meet the Normal School's rapidly increasing enrollment numbers. As a consequence, the building could not provide the necessary space for a Department of Observation and Practice large enough to serve all of the teachers-in-training.[44] Just a year or so prior to the opening of the new Normal School, the School District had agreed to let rooms in the neighborhood surrounding what then was the Girls High and Normal School. These rented spaces served as the training grounds—the transitional Schools of Practice—for Normal School students.[45]

Fig. 7: Philadelphia Normal School for Girls. "1907 Girls Normal School Rotograph Philadelphia PA PC." Image accessed on September 25, 2011, from http://www.ebay.com:80/itm/1907-Girls-Normal-School-Rotograph-Philadelphia-PA-PC-/350172362195.

Fig. 8: School of Practice, Number 3. Philadelphiana, "Schools, Public." Franklin Davenport Edmunds, photographer, 1920. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Fig. 9: "1331, 1333, 1335 Spring Garden Street: School of Observation and Practice Number 5." Philadelphiana, "Schools Public." Franklin Davenport Edmunds, photographer, 1920. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Fig. 10: "1319 Spring Garden Street: School of Observation and Practice Number 2." Philadelphiana, "Schools Public." Franklin Davenport Edmunds, photographer, 1920. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Desirous of acquiring additional space that they alone controlled, the School District, in 1895, moved to purchase a private residence with the intention of converting it into a full-time School of Observation and Practice.[46] Fronting Spring Garden Street and situated just steps to the west of the Normal School, this modest three-story rowhouse, number 1323, proved a convenient location for this much needed educational facility. (Fig 8)

The year 1911 brought notable alterations to the North side of the 1300 block of Spring Garden Street. To satiate the Normal School's growing demand for enough Schools of Practice to serve its burgeoning student-teacher population, the School District purchased seven additional properties that were nestled between the august Philadelphia Normal School for Girls and the exotically faced and domed Lulu Temple of the Mystic Shrine. Four of these properties were lots that fronted Brandywine Street, while the other three, numbers 1331, 1333, and 1335 Spring Garden Street each evidenced a modest, three-story rowhome.[47] (Fig 9) Each home was subsequently converted into an educational facility housing between four and six classrooms.[48] The following year, numbers 1319 and 1327-29 Spring Garden Street were also acquired by the Normal School and used as Schools of Observation and Practice.[49] (Fig 10, 11) Even with all of the Spring Garden Street properties secured and activated as Schools of Observation and Practice, demand for additional, and more

Fig. 11: "1327-1329 Spring Garden Street: School of Observation and Practice Number 4." Philadelphiana, "Schools Public." Franklin Davenport Edmunds, photographer, 1920. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

appropriate space was mounting. Several Adjunct Schools of Practice had been instituted in existing school buildings in North Philadelphia to help meet the demand for the classroom space and the teaching environment necessary to provide student teachers with the requisite experience to qualify them as instructors.[50] Unfortunately for both the students of the Schools of Observation and Practice, and for the Normal School teachers-in-training, it would be another fourteen years before the properly designed, ideally located Thaddeus Stevens School of Observation and Practice would be built.[51]

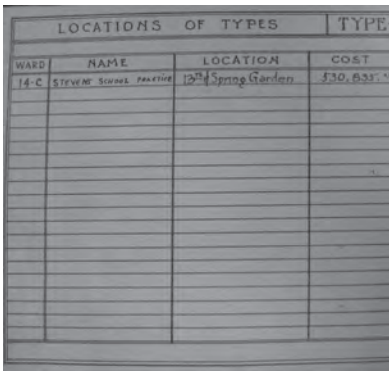


Fig. 12: Irwin T. Catharine. From Clippings Files, "Irwin T. Catharine, Philadelphia Public Schools. The Philadelphia Bulletin, "I. T. Catherine Commissioned," October 3, 1918. Courtesy of Temple University's Urban Archives.

Fig. 13: "Location of Types: Type Number 147." Portfolios of Grade Schools in Philadelphia, School Types, Number 147. Courtesy of the School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs.

The Thaddeus Stevens School of Observation and Practice: History and Site Development

In 1926, the much-desired and long-anticipated construction of the Thaddeus Stevens School of Observation and Practice commenced.[52] Designed by the architect and Philadelphia School District Superintendent of Buildings, Irwin T. Catharine, the Thaddeus Stevens School resulted in the physical embodiment of a design that was never again reproduced within the City of Philadelphia.[53] (Fig 12, 13) Extending a full four stories above a raised basement and topped with a rooftop playground, this structure related well to the overall height of its thirty-four year old neighbor—the Normal School. It also mirrored the style and patterning of the Normal School's fenestration. (Fig 15) Faced in the finest of the Sayre and Fisher Brick Company's

Fig. 14: Thaddeus Stevens School East Elevation by the Author, October 2011.

Grey Persian Run brick and highly embellished with polychromatic terra cotta tile along both its south and its north-facing façades, the building truly stood out as a "model institution."[54] While no one could deny the distinguished quality of

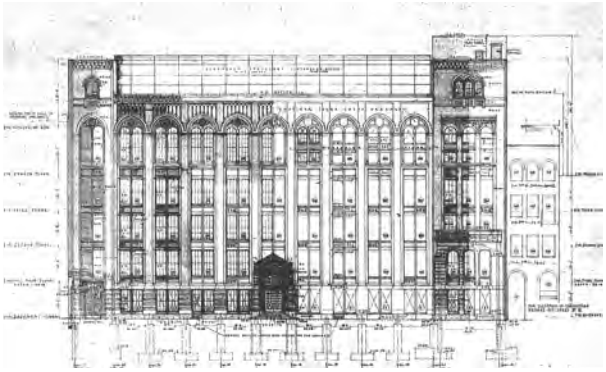


Fig. 15: "Front Elevation: New Public School Building for the School District of Philadelphia, Pennsylvania." Portfolios of Grade Schools in Philadelphia, School Types, Number 147. Courtesy of the School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs.

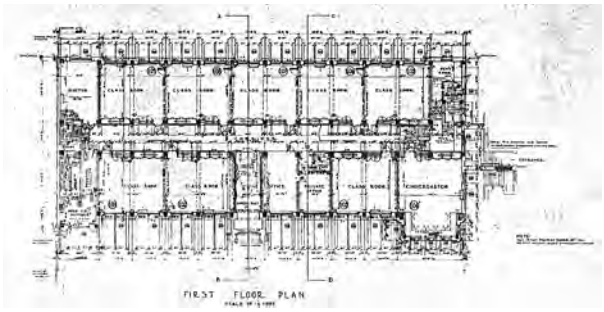


Fig. 16: "First Floor Plan: Thaddeus Stevens School of Observation and Practice." Portfolios of Grade Schools in Philadelphia, School Types, Number 147. Courtesy of the School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs.

the Thaddeus Stevens School, the four-story connector bridge—itself a unique element within the Philadelphia School District—reminded both passers-by and visitors to the site that the Thaddeus Stevens School was not an independent institution but instead, one that directly related to the next-door Normal School.[55] (Fig 14)

The interior of the Thaddeus Stevens School proved no less unique than the exterior (Fig 16) The social and pedagogical forces that influenced its design were historically driven. Talk had circulated throughout the School District for some time regarding the most appropriate floorplans for a School of Observation and Practice.[56] A special design for the interiors of school buildings was certainly nothing new to architects of Philadelphia's public schools. As far back as 1818, care had been taken to construct the District's first Model School to reflect certain interior specifications. Later, pressured by a need to improve the design of schools to meet the perceived health, safety needs of students and better design schools to function effectively with the preferred pedagogical systems of the day, the School District Controllers hired the architect Samuel Sloan to develop a new "model plan" for school buildings.[57] (Fig 17) Sloan's study of both local and national educational institutions

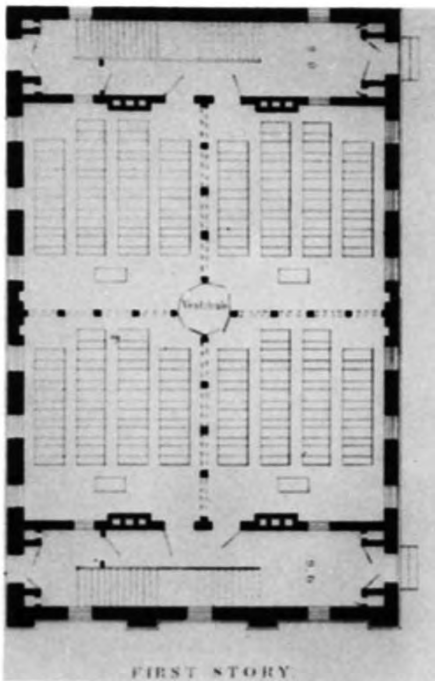


Fig. 17: Samuel Sloan's Philadelphia Plan for Schools. Image from Samuel Sloan, "School House," Design XLII in The Model Architect: a series of original designs for cottages, villas, suburban residences, etc, accompanied by explanations, specifications, estimates, and elaborate details; prepared expressly for the use of projectors and artisans throughout the United States, Philadelphia: J. B. Lippencott, (1868).

led him to design a structure that was well lighted, ventilated, and heated. Sloan's design was interchangeably referenced as both the "Sloan Plan" and the "Philadelphia Plan."[58] This "model" was characterized by open spaces that could be subdivided, as needed, by sets of glazed, moving partitions.[59] It also featured the placement of stair and fire towers at the ends of the building and the installation of clothes closets in each room.[60] Then, fueled by John Dewey's pedagogical philosophies around the turn of the twentieth century, the interior design of schools shifted greatly in an effort to incorporate aspects of his progressive educational theories, which necessitated such specialized spaces as the educational "laboratory," the "practice" room, and the "shop."[61] Shortly thereafter, William Wirt, a former student of Dewey, devised the widely instituted "Gary Plan" for school building interiors.[62] Expanding on the work of Dewey, Wirt's Gary Plan outfitted schools with specialized spaces for learning, work, and play.[63] These spaces included gymnasia, auditoriums, home economic and industrial arts rooms.[64] Philadelphia's newly consolidated School District did not institute all of Wirt's educational principles. It did, however, adopt Wirt's concept of specialized interior spaces into the design of new schools.[65] Interestingly, the Thaddeus Stevens School of Practice was built as a hybrid of both the Sloan and the Wirt plans. Following the Sloan Plan, both the building's main stairwell and its fire tower stairwell were placed, respectively, on the east and

Fig. 18: "Improved Sectionfold Partitions." The American School Board Journal. (Milwaukee, WI: Bruce Publishing Co., 1916), 79.

west ends of the building. Also, each room was outfitted with appropriate clothing and storage closets while most rooms were divided by movable wooden partitions. (Fig 18) Conforming to the Gary Plan, the school was outfitted with a gymnasium and several specialized spaces, such as a rooftop playground, an industrial arts room, a kindergarten playroom, and several "special classrooms."[66] It is important to note, however, that two important and commonly included specialized spaces were left out of the interior design of the Thaddeus Stevens School of Practice—a lunchroom and an auditorium. For whatever reason, the School was intended to share these spaces with the next-door Philadelphia Normal School for Girls.[67]

When the Thaddeus Stevens School of Observation and Practice opened in 1927,[68] it immediately rendered unnecessary all of the

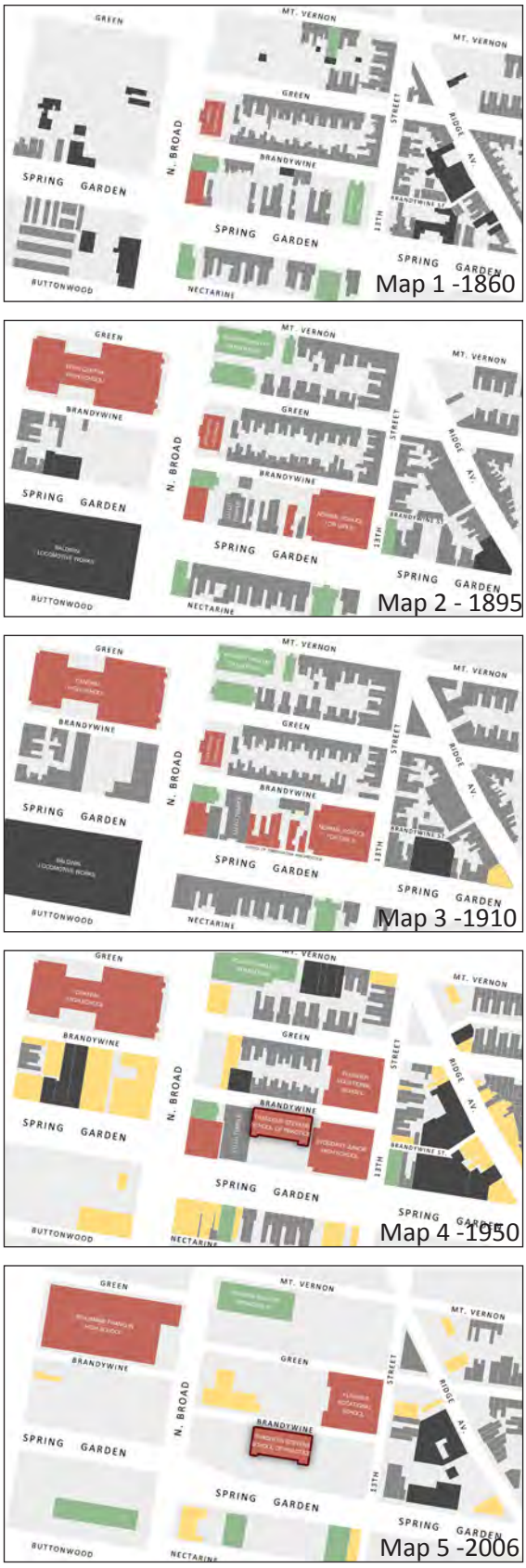
individual Schools of Observation and Practice. For some time, the School District planned to demolish this stretch of three-story buildings after the new School of Observation and Practice was erected.[69] (Fig 19) What remains unclear, however, is the exact reason for the construction of the new School of Observation and Practice on the lots fronting Brandywine. Likely, the School District recognized that it was imperative that the old Schools of Observation and Practice—regardless of their inefficiencies—be kept in operation until the new school was completed. Since the 1850s, however, school architects had advocated for the placement of school buildings on rear lots. These setback spaces, they argued, provided quieter, safer, and more salubrious than those where the school building was forced to locate adjacent to a busy thoroughfare.[70] Regardless of the Districts' original motives, when the Spring Garden Street buildings were razed, the Thaddeus Stevens School of Observation and Practice, unlike most city schools, was afforded a prominent, contained front schoolyard.

Fig. 19: Thaddeus Stevens School, photographer unknown, 1927. City of Philadelphia Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx

For reasons that are not well documented, in 1938, the Philadelphia Normal School closed and within a year, the building was converted into the Stoddart Junior High School.[71] Thereafter, aspiring female and male teachers most typically attended nearby Temple University's Bachelor's of Education program.[72] These college-aged students were still required to gain teaching experience prior to graduation; thus, the Thaddeus Stevens School continued to host teachers-in-training.[73] Whether or not the school's curriculum underwent great changes during this time period is unclear. What is known, however, is that the Thaddeus Stevens School (known from 1940 through the mid-1950s as the Thaddeus Stevens School of Practice) offered elementary school students of all races and cultural backgrounds very progressive educational opportunities.[74] Although "magnet schools" did not exist until the late 1960s, the Thaddeus Stevens School of Practice appears to have been an early forerunner of this classification of school.[75] By 1940, the area surrounding the Thaddeus Stevens School evidenced great decline. Many properties were abandoned and the overall ambiance was one of industry, not habitation.[76] It is therefore not surprising that Thaddeus Stevens School students came from all over the city.[77] While the school did not discriminate based on sex, race, or ethnicity, it appeared to only accept the brightest of children and largely, the children of parents who had some kind of community standing (often business

owners), or who were either professionals or politically and socially connected individuals.[78]

In 1956, after serving as a "special grade school" for many years, The Thaddeus Stevens School of Practice was converted to a regular neighborhood school.[79] The reason for this change is unknown, but it is apparent that this shift marked a turning point in the School's history. Not only did the Thaddeus Stevens School go from being a "model institution" that offered a progressive curriculum to an educational facility that served a "difficult" population of children, but becoming a neighborhood school in an area with a declining population directly led to under-enrollment.[80] The fact that a citywide Reading Clinic Laboratory was instituted in the Thaddeus Stevens School building attests to the fact that the building had empty rooms to spare.[81] Sadly, serving a population of just 230 students, the Thaddeus Stevens School was officially closed in 1975 by the Philadelphia School District.[82] Sometime shortly thereafter, the building was converted into the Stevens Administration Building.[83] During the next thirty years, the Thaddeus Stevens School of Observation and Practice garnered but a modicum of attention. Only the site's 1985 nomination to the National Register of Historic Places proved notable. As one of sixty-four schools nominated as part of the Thematic Nomination, however, the Thaddeus Stevens School of Practice's official 1986 listing to the National Register seems somewhat inconsequential.[84] Year in and year out, School



Maps: Neighborhood evolution by Tingting Weng

District administration programs, including the Head Start program, simply continued to operate out of this building.[85] Then, in 2005, the School District consolidated all of its satellite administrative offices and sold the Thaddeus Stevens School to Synterra Partners, a local development firm.[86]

General Historical Background of the Neighborhood's Development

Prior to the 1854 Act of Consolidation, the area surrounding the intersection of North Broad and Spring Garden Street was a municipality known as the Spring Garden District.[87] In 1848 the Commissioners' Hall was built at the corner of North 13th and Spring Garden Streets, on the lot that would eventually become the Philadelphia Normal School for Girls.[88] Soon after, the Spring Garden Institute was founded at the opposite end of this block, at the prominent corner of North Broad and Spring Garden Street.[89] Then, in 1854, Central High School, the City of Philadelphia's first public secondary educational institution for males, moved to the east side of North Broad, just one block away from the Spring Garden Institute.[90] Despite the arrival of these educational buildings, the greater neighborhood around North Broad and Spring Garden Streets remained largely underdeveloped through the 1850s.[91] The physical makeup of the neighborhood was, however, soon to change.

Following the Civil War, Philadelphia industrial

Fig. 20: "Broad Street Below Girard Avenue." 1892. Photographer unknown. Department of City Transit. Accessed on September 18, 2011 at http://www.phillyhistory.org/PhotoArchive/Search.aspx.

prowess fueled both the metropolis's economy and its population growth.[92] By the 1880s, countless numbers of the city's industrialists and businessmen had amassed great fortunes, thus rising to the status of the nouveau riche.[93] This was the gilded age; an epoch when income taxes had yet to squelch conspicuous consumption and the newly wealthy flaunted their fortunes in the form of ostentatiously designed houses and social clubs.[94] (Fig 20) Starting around the Bicentennial, Horse-drawn trolley lines expanded up North Broad Street, making it easier for citizens to move back and forth between the City's center and what were then known as the outlying neighborhoods.[95] While the city's "Victorian gentry" remained concentrated in the fashionable Rittenhouse Square neighborhood,[96] many industrialists—whose social acceptance was shunned by the historically elite—established their own residential enclave along North Broad Street.[97]

In addition to North Broad Street's blocks-worth of grand mansions over time there

appeared fashionable hotels, entertainment venues, houses of worship, and schools.[98] (Map 2) Unlike the fashionable and industrial complex-insulated Rittenhouse neighborhood the area surrounding the opulent stretch of North Broad, between City Hall and Fairmount Avenue, was unabashedly punctuated with a wide array of both large manufactories and small workshops.[99] Along with this multitude of worksites in what is now referenced as lower North Philadelphia, came modest rows of worker housing.[100] These dwellings, typically configured as three-story brick row homes, lined both the City's alleyways and its numbered streets.[101] By the mid 1880s, the surrounding neighborhood, especially to the north and to the east of the 1300 block of Spring Garden Street, was populated by immigrants from Germany, England, Scotland, and Italy.[102] By the turn of the twentieth century, the area had also become home to a large Eastern European Jewish community.[103] Amongst the smaller workshops and manufactories in this locus stood such industrial giants as the Baldwin Locomotive Works and the Hoopes and Townsend Nut, Blot, and Rivet Works.[104] (Fig 21, 22) Such

Fig. 21: Baldwin Locomotive Works, North End and Office - Southwest Corner Spring Garden Street-Photo "E," photographer unknown, 1925. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

was the state of the greater neighborhood in 1893 when the Girls Normal School opened at the northwestern corner of North 13th and Spring Garden Streets.

The turn of the twentieth century brought more changes to the area surrounding the intersection of North Broad and Spring Garden Streets. By 1900, the LuLu Temple appeared along Spring Garden Street, just to the east of the Spring Garden Institute, more factories had opened along North Broad, the Boy's Central High School relocated to a larger building across Broad, and the Baldwin Locomotive Works had expanded.[105] (Fig 23, 24) Soon, the manufacture of automobiles came to

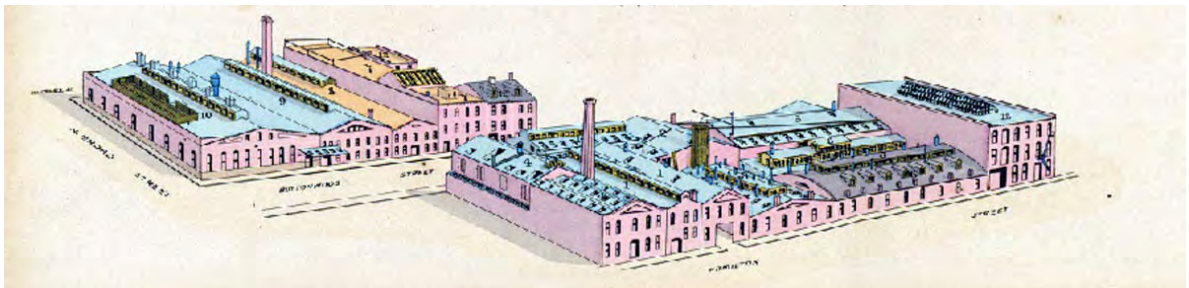


Fig. 22: "Hoopes and Townsend Nut, Bolt, and Rivet Works," Earnest Hexamer, "Hexamer General Survey, Volume 25," (Philadelphia, 1891). Image from the Maps Collection, Free Library of Philadelphia. Accessed on September 21, 2011 at http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv25.2440-2441?TLX=0&TLY=0&BRX=13808&BRY=8178&print=1.

Fig. 23: LuLu Temple. The Brightbill Postcard Collection, date unknown. Published by the Philadelphia Postcard Company. Courtesy of the Library Company of Philadelphia.

North Broad, just south of Spring Garden Street and concomitantly, a number of auto showrooms and repair shops appeared further north, along Broad.[106] (Map 3) By the mid-1920s, this section of Lower North Philadelphia was well developed. In order to accommodate new structures—such as the Girls' Trade School on North 13th Street, between Brandywine and Green Streets, and the new School of Observation and Practice—it was necessary to raze existing buildings. Many of those chosen for removal were dwellings.[107] Along with the building of more educational plants, the late-1920s brought two major changes to this greater neighborhood. First, in September of 1928, the much-anticipated Broad Street Subway line opened, complete with a stop at the corner of North Broad and Spring Garden Street.[108] Just one year later, however, the gargantuan Baldwin Locomotive Works closed its Philadelphia plant and relocated to the southwestern suburbs.[109] This factory's closure proved a harbinger of things to come.

During the 1940s and 1950s, the greater locus surrounding the Thaddeus Stevens School of Practice underwent many changes. House after house was razed, denigrating the community character of the area. In some cases, light industrial and commercial establishments replaced former houses. In numerous others, three and four story rowhomes were replaced with empty lots. Consequently, while the area generated activity during the workday, it became desolate—a sort of "no man's land"—in the evening.[110] (Map 4) By the 1960s, the majority of the extant mansions had been subdivided into apartments and those residents still remaining were largely African American or of Puerto Rican heritage.[111] In 1969,

Fig. 24: Central High School at SE corner of N. Broad and Green Streets, c. 1911. City of Philadelphia, Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

even the longstanding Spring Garden Institute relocated to Chestnut Hill.[112] Just a few years later the once grand LuLu Temple was demolished, making way for street alignment improvements at the corner of North Broad and East Spring Garden Street.[113] The removal of both the Spring Garden Institute and the LuLu Temple exposed the western side of the Thaddeus Stevens School and greatly changed the character of this highly visible Lower North Philadelphia intersection. Then, in 1977, a major fire claimed the Stoddart School and at the discretion of the Philadelphia School District, the building was afterward completely demolished.[114] Suddenly, the Thaddeus Stevens School of Practice appeared as it never had before and, as it was never intended to be seen. This elegant 1920s elementary school building, together with its appurtenances, stood completely denuded—the solitary survivor of a once grand block of edifies in a once densely built and bustling neighborhood that by the late 1970s was peppered with parking lots.

In 1998, Meg Saligman of the nascent Philadelphia Mural Arts Program approached the School District. Saligman was interested in adorning the Thaddeus Stevens School's highly visible, and uncomfortably exposed party wall with a vibrant mural. Permission was granted to Saligman, whose *Common Threads* mural now enlivens this west wall.[115] (Fig 25) In 2005, the School District of Philadelphia deaccessioned the Thaddeus Stevens School of Practice, selling the

Fig. 23: LuLu Temple. The Brightbill Postcard Collection, date unknown. Published by the Philadelphia Postcard Company. Courtesy of the Library Company of Philadelphia.

building and front schoolyard to Synterra Partners, a local development firm.[116] (Map 5) At this same time, Synterra also acquired the lot to the west of the Thaddeus Stevens School of Practice—the land on which the LuLu Temple and the Spring Garden Institute once stood.[117] Today, the greater area appears much as it did in the late 1970s. Things, however, are either changing or poised to change. Many new development projects are underway in the greater area, and even North Broad Street is the recipient of street lighting improvements.[118]

Endnotes

1- John Trevor Custis, *The Public Schools of Philadelphia: Historical, Biographical, Statistical,* (Philadelphia: Burk & McFederidge, Co., 1897), 8. The Philadelphia School District, known as the "First School District in Pennsylvania," was established on March 6, 1818, by a State Congressional Act. See also, J.P. Wickersham, *A History of Education in Pennsylvania*, (Lancaster PA: Inquirer Publishing Company, 1886), 269.

2- Wickersham, *A History of Education,* 78. It is important to note that with a few exceptions, such as the schools founded by Connecticut settlers in Pennsylvania's Wyoming Valley, most schools that were opened during the State's "Colonial Period" were private institutions. See pages 74 and 75 of Wickersham for more information. Quakers, for example, opened schools and admitted all children, regardless of race or creed, but their schools were technically private institutions. Actually, throughout the 18th century, religious institutions were largely responsible for educating children. See Chapters VI through VIII of Wickersham for a more profound view of the role of the church in the education of youth. Wickersham, *A History of Education,* 37-39. Chapter CXII of Penn's Frame of Government states: "And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth, *Be it enacted, etc.*, That all persons in this Province and Territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and write by the time they attain to twelve years of age…. And in case such parents, guardians, or overseers shall be found deficient in this respect, every such parent, guardian or overseer shall pay for every such child, five pounds, except there should appear an incapacity in body or understanding to hinder it."
3- Custis, *The Public Schools of Philadelphia*, 9.

4- The Acts of 1809 and 1812 were most carefully written to promote public education. See Wickersham, 264-266. Custis, *The Public Schools of Philadelphia*, 16-18. According to Custis, our School's namesake, Thaddeus Stevens (R), elected as Pennsylvania Representative to the U.S. House of Representatives, was largely responsible for the passing of the 1936 Act, "An Act to Consolidate and Amend the Several Acts Relative to the General System of Education by Common Schools." See also Wickersham, *History of Education*, 332-333. Wharton School of Finance and Economy, *The City Government of Philadelphia: A Study in Municipal Administration*, (Philadelphia: Wharton, The University of Pennsylvania, 1893), 49.

5- Custis, *The Public Schools of Philadelphia*, 9; First School District of Pennsylvania Controllers of the Public Schools: statement of the Controllers of the Public Schools of the First District of Pennsylvania," (Philadelphia: Crissy & Markley, 1846).

6- Custis, *The Public Schools of Philadelphia*, 8-9. James Barclay, "An address delivered at the organization of the Normal School," (Philadelphia: [s.n.], 1848. Courtesy of the Library Company of Philadelphia.

7- Wickersham, *History of Education*, 288. The opening of Philadelphia's Lancasterian Model School marked the first time any that school designed to prepare students to become teachers was officially established in the United States.

8- Henry Banard, *Normal Schools and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers*, (Hartford: Case, Tiffany, and Company, 1851), 220. France was one of the first countries to professionalize the education of teachers. Wickersham, *A History of Education*, 283.

9- Ibid.,105; Pennsylvania State Department of Public Instruction, *Report of the Survey of the Public Schools of Philadelphia*, (Philadelphia: Public Education and Child Labor Association of PA, 1922), 122-123; Wickersham, *A History of Education*, 288.

10- Banard, *Normal Schools and Other Institutions*; Wickersham, *A History of Education*; Custis, *The Public Schools of Philadelphia*, 153.

11- Wickersham, *A History of Education*, 282-283; Custis, *The Public Schools of Philadelphia*, 8-9, 153. Wickersham, *A History of Education*, 282-283; Custis, *The Public Schools of Philadelphia*, 8-9.Lancaster, a beneficent Quaker with little of his own money, sought to educate the children of London's impecunious classes.

12- Wickersham, *History of Education*, 282-283. Franklin Davenport Edmunds, *The Public School Buildings of the City of Philadelphia from 1745 to 1845*, Edition I, no. 30, (Philadelphia, PA, 1913), 53. Custis, *The Public Schools of Philadelphia*, 8.

13- Ibid., 8-9; Robert Wayne Clark, "The Genesis of the Philadelphia High School for Girls," Dissertation, Philadelphia, PA: Temple University,1938.

14- The Model School was located on Chester Street, just to the North of Race St. Chester Street was later changed to Darien Street. This Model School stood on the east side of Chester/Darien Street, which ran North/South and was located between 8th and 9th Streets in what is contemporarily the eastern end of Chinatown. See Custis, *The Public Schools of Philadelphia*, 10. See also, Franklin D. Edmunds, *The Public School Buildings of Philadelphia from 1745 to 1845*, Edition I, copy 30 (Philadelphia, 1913), 53-55.See also, Franklin D. Edmunds, *A Chronological List of the Public School Buildings of the City of Philadelphia, PA*, Edition I, copy 18 (Philadelphia, 1934), 9, 609. Robert Wayne Clark, "The Genesis…," 14-15. Lancaster was only retained as the School's superintendant for six months. It was felt that this amount of time was sufficient for him to get the school up and running to satisfaction.

15- Robert Wayne Clark, "The Genesis…," 15.

16- Custis, *The Public Schools of Philadelphia*,15; John Loxley Rhees, *A pocket manual of the Lancasterian system of education in its most improved state*," (Philadelphia: [s.n.], 1827), 3-4. Courtesy of the Library Company of Philadelphia.

17- John Loxley Rhees, *A pocket manual of the Lancasterian system of education in its most improved state*," (Philadelphia: [s.n.], 1827), 5. Courtesy of the Library Company of Philadelphia. These assistant tutors were attendees of Philadelphia's first high school, Boy's High/Central High. It is important to note that originally, this school was named the Franklin Institute High School. See, Callie Hull and Mildred Paddock, "Book of Scientific and Technical Societies and Institutions in the United States and Canada," In *Bulletin of the National Research Council*, 106 (January 1942), 156.

18- It is important to note that these women were considered less qualified than their male counterparts who were receiving advanced teacher-training in the City's High School. Their pay, of course, was adjusted accordingly. See, Robert Wayne Clark, "The Genesis…," 23.

19- Robert Wayne Clark, "The Genesis…," 25-26; Custis, *The Public Schools of Philadelphia*, 153.

20- Ibid.

21- Clark, "The Genesis…," 26.

22- As argued by Dr. A.T. W. Wright, the man who would become the principal of the Normal School, "That the mere possession of knowledge, does not impart ability to communicate it to others, is universally admitted in theory, yet strangely denied by the present practice of selecting teachers, which makes evidences of skill in teaching of secondary consideration, and relies upon scholarship as the chief or only test of qualification." See, A.T.W. Wright, *Plans for changing the Boys' Model School to a school for qualifying female teachers,"* (Philadelphia: Crissy & Markley, 1846), 7-8. Wickersham, *History of Education*, 611.

23- Pennsylvania Normal School Laws, "Pennsylvania State Normal Schools, An Act," (Harrisburg: A. Boyd Hamilton, 1860), 6. Courtesy of the Library Company of Philadelphia. See also, A.T.W. Wright, *Plans for changing the Boys' Model School…*," 13. Here, Wright states, "the pupils trained as the law contemplates, must become educators in the strictest sense; not mere routine teachers confined to text books; unable to impart interest by adapting their methods to the capacity of the pupil…."

24- Clark, "The Genesis…," 36.

25- James Barclay, "An address delivered at the organization of the Normal School," (Philadelphia: [s.n.], 1848), 9-10, 18. Courtesy of the Library Company of Philadelphia.

26- J. Monroe Willard, "The Problem of Relating Theory to Observation and Practice in the Training of Teachers for City Schools," In *Journal of the Proceedings and Addresses of the National Education Association of the United States*, 15th Annual Meeting, July 6-12, 1912," (Anne Arbor, MI: Secretary's Office, 1912), 891-893.

27- Clark, "The Genesis…," 38,.

28- Custis, *The Public Schools of Philadelphia…*, 157.

29- Edmunds, *The Public School Buildings of the City of Philadelphia…,* 28.

30- Custis, *The Public Schools of Philadelphia…*, 158; Wickersham, *A History of Education…*, 612; Clark, "The Genesis…," 26, 42-44.

31- Wickersham cites the date of the school's official naming as the "Girls Normal School" to be 1868. Clark, however, cites this date as 1867. See, Wickersham, *A History of Education…*, 612; Clark, "The Genesis…," 57.

32- Clark, "The Genesis…," 46

33- Willard, "The Problem of Relating Theory to Observation and Practice," 890-891; Clark, "The Genesis…," 67-77.

34- *Evening Bulletin*, "Girls' Normal School: Dedication of a New Building," October 27, 1876. In Gratz's Scrapbook Collection, Volume 3. Courtesy of the Historical Society of Pennsylvania. See, Clark, "The Genesis…," 62.This school was purported to be one of the largest educational structures in the city of Philadelphia. Only the University of Pennsylvania and Girard College surpassed it in size.

35- Clark, "The Genesis…," 62- 63.

36- Clark, "The Genesis…," 30. Here, higher education references any education above the grade school level.

37- Clark, "The Genesis…," 81, 83.

38- Clark, "The Genesis…," 78,

39- Those students wishing to pursue other tracts, such as "Classical Studies," or "Business, or Commercial Studies," pursued specifically courses of study. See Clark, "The Genesis…," 90-92, 106-108.

40- Willard, "The Problem of Relating Theory to Observation and Practice," 891; Clark, "The Genesis…," 88. Prior to this time, only three years of high school classes were made available to females. Technically, those who went on to pursue the one-year teaching-certification course did so in the high school, as a post-graduate year. See Willard, "The Problem of Relating Theory to Observation and Practice," 890.

41- Clark, "The Genesis…," 86.

42- Edmunds, *The Public School Buildings of the City of Philadelphia from 1890-1899*, 68.

43- A number of Anschutz's later designs are said to have been faced in granite. See "Philadelphia Public Schools: Thematic Nomination," National Register of Historic Places Inventory—Nomination Form, 4, October 20, 1986.

44- School District of Philadelphia, "Ninety-third Annual Report of the Board of Public education, for the year ending December 31, 1911," (Philadelphia: Walther Printing House, 1912), 186.

45- Clark, "The Genesis…," 85. School District of Philadelphia, "Ninety-third Annual Report, 184-186.

46- Edmunds, *A Chronological list of the Public School Buildings*, 68; William Kimble, Transfer of Deed to City of Philadelphia. Philadelphia City Archives, Deed Abstracts, Folders S-15, 51-100, November 13, 1895.

47- School District of Philadelphia, "Ninety-third Annual Report of the Board of Public education, for the year ending December 31, 1911," (Philadelphia: Walther Printing House, 1912), 185; Edmunds, *The Public School Buildings of the City of Philadelphia,* 66.George W. and Walter S. Bromley, "Atlas of the City of Philadelphia, 1901," plate 8, (Philadelphia: G.W. Bromley and Company, 1901).

48- Edmunds, *The Public School Buildings of the City of Philadelphia*, Volume VII, pg. 92. School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs.

49- The School District of Philadelphia purchased house number 1319 in June of 1912. Thomas Thompson, Transfer of Deed to City of Philadelphia. Philadelphia City Archives, Deed Abstracts, Folders S-15, 51-100, June 29, 1912. 1327-1329 Spring Garden Street were technically purchased by the School District of Philadelphia in 1907 and subsequently used as the School of Pedagogy—a similar teacher-training facility for students of the Philadelphia Central High School for Boys who were studying to become teachers. See Clark, "The Genesis…," 85-86. See also, Edmunds, *A Chronological List*, 78.

50- Willard, "The Problem of Relating Theory to Observation and Practice…," 892. School District of Philadelphia, "Ninety-third Annual Report," 184-187, 190. The first two Adjunct Schools of Practice were the Cambria School (later known as the George Clymer School) and the Robert Morris School. Prior to the opening of the Thaddeus Stevens School of Practice, the Henry C. Lea , the Eleanor C. Emlen, and the Russell H. Conwell School would also serve as Schools of Practice for students of the Philadelphia Normal School for Girls. See Edmonds, *A Chronological List*, 97. See also the May 27, 1987 Pennsylvania Historic Resource Survey Forms, prepared by Jefferson M. Moak, for both the Emlen and the Lea Schools.

51- Other locations were considered for the erection of a new School of Observation and Practice. In one such case, it was proposed that a new Normal School actually be constructed at 47th and Locust and that the Henry C. Lea School—an adjunct School of Practice—be used as the offical School of Observation and Practice. See, *Philadelphia Inquirer*, "School of Practice Called Fire Trap," June 7, 1924. In Temple University Urban Archives Clippings Files, Schools-Philadelphia, Box 204.

52- School District of Philadelphia, "Ninety-third Annual Report of the Board of Public education," 189. In 1911, the Philadelphia Board of Education was already calling for the "urgent need of a new [school of Observation and Practice] building."; *Public Ledger*, "Model" School Now Under Fire," October 30, 1919. In Philadelphia Girls High, History, Temple University Urban Archives, Clippings Files, Schools-Philadelphia, Box 204. This Article expresses the frustration that the Parent-Teachers' Association of the School of Observation and Practice had with the condition of the school buildings along Spring Garden Street. Amongst the many inadequacies, were the lack of adequate lighting, toilets, means of "communications" between the buildings.

53- Although not entirely dissimilar to several of its contemporaries, especially the Lydia Darrah and the Mary Channing Wister Schools, the Thaddeus Stevens School of Observation and Practice exhibits a truly unique design—in terms of both its exterior ornamentation and its interior layout. See, the School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs, Portfolios of Grade Schools in Philadelphia, School Types, Number 147. For comparison, see the same book, School Types, Number 146.

54- William Jennings Nicholson, "Thaddeus Stevens School of Practice, northwest corner of 13th and Spring Garden Streets, Philadelphia," Philadelphia, 1926, The Library Company of Philadelphia. It is very possible that the terra cotta tile also came from the Sayre and Fisher Brick Company. It may have been called "enameled brick." See the Sayre and Fisher Company's Trade Catalogue: Sayre & Fisher Co., *Catalogue o Sayre & Fisher Co.: Manufacturers of front, enameled, building, and fire brick*, (Baltimore: Deutsche Lithography and Printing Co. 1895?). Hagley Museum and Library.

55- Despite surveying hundreds of Philadelphia Public School buildings, we never ran across another school that was intentionally connected to another institution.

56- School District of Philadelphia, "Ninety-third Annual Report of the Board of Public education," 186-189.

57- Jefferson Moak, "Philadelphia Public Schools Thematic Resources," In National Register of Historic Places Inventory—Nomination Form," October 20, 1986, 2-7.

58- Harold N. Cooledge, "Samuel Sloan and the "Philadelphia Plan," *Journal for the Society of Architectural Historians*, 23, 3 (1964):151-154.

59- Glazed movable partitions allowed for the filtration of light into the inner recesses of the building that would otherwise have been darkened by solid walls.

60- Cooledge, "Samuel Sloan…," 152. Moak, "Philadelphia Public Schools Thematic Resources," 2. It was thought that the placement of stairways at the ends of the building and the location of closets in each room would limit distractions.

61- Arthur G. Wirth and Carl Bewig, "John Dewey on School Architecture," *Journal of Aesthetic Education*, 2, 4 (1968): 79-86.

62- Vernon C. Hall, "Educational Psychology from 1890-1920," In *Educational Psychology: A Century of Contributions*, eds. Barry J. Zimmerman and Dale H. Schunk, (Mahwa, NJ: Lawrence Erlbaum Associates, Inc., 2003): 17. Moak, "Philadelphia Public Schools Thematic Resources," 5.

63- *The Independent*, 84, "Both Sides, A Debate: The Gary School Plan," (NY, NY: Independence Corp., 1915); Moak, "Philadelphia Public Schools Thematic Resources," 5.

64- Moak, "Philadelphia Public Schools Thematic Resources," 5.

65- Ibid. Philadelphia's School District was centralized in 1905. Just three years later, Wirt introduced his "Gary Plan."

66- "Portfolios of Grade Schools in Philadelphia, School Types, Number 147." In the School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs.

67- It is unclear as to whether or not these spaces were left out of the Thaddeus Stevens School of Practice due to space issues. Rena Jannuzzi confirmed that she and her classmates ate their lunches in the former Normal School (by then operating as the Stoddart Junior High School). Rena also said that some assemblies and theatrical performances were held in the Normal/Soddart School's auditorium. Rena Jannuzzi personal conversation with S. Reid, September 19, 2011.

68- *Evening Bulletin*, "Thaddeus Stevens School Dedicated," January 28, 1928. In Philadelphia Girls High, History, Temple University Urban Archives, Clippings Files, Schools-Philadelphia, Box 204.

69- School District of Philadelphia, "Ninety-third Annual Report," 189. In 1912, J. Monroe Willard, Principal of the Normal School mentions that the buildings and their appurtenances that are located along Brandywine Street should be razed. Only after new School of Observation and Practice is constructed does he advocate for the removal of the Spring Garden street houses.

70- Henry Banard, *School Architecture: Contributions to Improvements of Schoolhouses in the United States*, (New York: Charles B. Norton, 1854), 51-52.

71- "Girls Normal/Stoddart Junior High School." School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs, Portfolios of High Schools in Philadelphia, School Types. This information sheet lists the school's conversion date as June 18, 1939. The Stoddart School was a neighborhood school. Rena Jannuzi, personal conversation with S. Reid, September 26, 2011.

72- James W. Hilty, *Temple University: 125 Years of Service to Philadelphia, the Nation, and the World*, 214.

73- Rena Jannuzzi, in a personal conversation with S. Reid on September 29, 2011 stated that teachers-in-training visited her classes during the six years that she attended elementary school at the Thaddeus Stevens School of Practice.

74- *Evening Bulletin*, "New Use for Stevens Practice School," May 9, 1940. In Philadelphia Girls High, History, Temple University Urban Archives, Clippings Files, Schools-Philadelphia, Box 204. This article states that as of 1940, the Thaddeus Stevens School of Practice was considered an elementary school and not a School of Observation and Practice. Although termed an elementary school, student-teachers, according to the former students Rena Jannuzi and Joan Rasmusi, still practiced teaching at the Stevens School. Personal conversation with S. Reid, September 26, 2011. Elaine Brown, *A Taste of Power: A Black Woman's Story*, (New York: Pantheon Books,1992), 24. Elaine also called the Thaddeus Stevens School of Practice an "experimental elementary school." Rena Jannuzzi confirmed that the racial and ethnic makeup of the school was diverse. Rena also talked about the very progressive education that she received. It is unclear, but the Thaddeus Stevens School of Practice may have always offered students progressive educational opportunities. An article from 1932 speaks about the innovative, "choose your own lesson" program offered to first grade students. See Laura Lee, "These Tots Choose Their Own Lessons," *Evening Bulletin*, January 25, 1932, pg. 16 E.

75- For more information about magnet schools see, Donald Waldrip, "A Brief History of magnet Schools," http://www.magnet.edu/modules/content/index.php?id=36.

76- Sanborn, "Philadelphia, Volume 4," Plates 312, 324-327, 338-339, 353.(New York, NY: Sanborn Map Company,1950). Elaine Brown, *A Taste of Power*, 23-24. Brown stated, "Thirteenth and Spring Garden Street was a strange location for a special school. It was an abandoned, semi-industrial area that bordered downtown Philadelphia. Most of the people who remained when the small factories closed for the evening were Puerto Ricans and gypsies

77- Rena Jannuzzi, former student, personal conversation

with S. Reid, September 29, 2011. Elaine Brown, *A Taste of Power*, 23-24; Ellison and Jaffe, *Voices from Marshall Street*, 123. *Philadelphia Tribune*, "Dollars Can't Change Snobs into Teachers," December 15, 1959, pg. 4. ProQuest Historical Newspapers: Philadelphia Tribune. Accessed on September 27, 2011.

78- Elaine Brown, *A Taste of Power*, 23-24; *Philadelphia Tribune*, "Dollars Can't Change Snobs into Teachers," 4.

79- *Philadelphia Tribune*, "Dollars Can't Change Snobs into Teachers," 4.

80- Low enrollment is cited as their reason for the closing the Thaddeus Stevens School. See Steve Twomey, "Vulnerable Schools in the City Listed, *Philadelphia Inquirer*, March 22, 1975.Temple University Urban Archives, Clippings Files, Schools-*Philadelphia Bulletin*, "Northeast School Chief Undecided on Closings."

81- *Philadelphia Tribune*, "Dollars Can't Change Snobs into Teachers," 4. In 1959, the School's principal, Richard D. Hanusey, commented that once the school changed from a special to a neighborhood school, teachers at Thaddeus Stevens applied for transfers. Apparently, these educators were not interested in teaching "difficult children."

82- Carole Rich, *Philadelphia Bulletin*, "Northeast School Chief Undecided on Closings," may 15, 1975. Temple University Urban Archives, Clippings Files, Schools-Philadelphia, Box 205. The number of students in attendance included all students in grades 1 through 6.

83- An educational article published in 1977 lists the publisher, a Dr. Alexander Shevlin of Instructional Publications and Materials, as operating out of the Stevens Administrative Center at 13th and Spring Garden Streets in Philadelphia, PA. See "Using the Mini-Calculator to Teach Mathematics," Accessed on September 21, 2011 at http://www.eric.ed.gov:80/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED141126&ERICExtSearch_SearchType_0=no&accno=ED141126. Prior to the Philadelphia School District's move to it current home at 440 North Broad Street, several satellite administrative offices were set up in and around Center City Philadelphia to accommodate the growing number of administrative employees, all of whom could not be housed in the Parkway Administration building.

84- "Philadelphia Public Schools: Thematic Nomination," National Register of Historic Places Inventory—Nomination Form, 4, October 20, 1986.

85- Philadelphia's Head Start Program was first headquartered in the Stevens Administration Building in 1997. See National Directory of Head Start Programs, 1997-1998, "Archived Information," http://www2.ed.gov/inits/americareads/resourcekit/HeadStart/pennsylvania.html. This program appears to have been headquartered in the Stevens Administration building up until the time that Synterra Partners Purchased the property.

86- Integra Realty Resources—Philadelphia, "Appraisal of Real Property, Draft," December 17, 2010, pg. 3.

87- Charles E. Ellet, Jr., "A Map of the County of Philadelphia from Actual Survey, 1843," Philadelphia, PA, Free Library of Philadelphia, Maps Collection. The Spring Garden District spanned from Vine Street on the South side North to what today is Fairmount Avenue, and 5th Street west to the Schuylkill River.

88- John Thomas Scharf and Thompson Wescott, *History of Philadelphia 1609-1884*, Volume III (Philadelphia: L.H. Everts & Co., 1884), 1776. At this time, each municipality had its own Hall.

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91- Samuel L. Smedley, "Atlas of the City of Philadelphia, 1862," (Philadelphia: J.B. Lippencott & Co., 1862). Free Library of Philadelphia, Maps Collection.

92- Digby E. Baltzell, *Philadelphia Gentlemen: The Making of a National Upper Class*, (Philadelphia: University of Pennsylvania Press, 1979); Steven Conn, *Metropolitan Philadelphia: Living with the Presence of the Past*, (Philadelphia: University of Pennsylvania Press, 2006).

93- Robert Morris Skaler, *Philadelphia's Broad Street: South and North*, ed. Arcadia Publishing, Images of America (Charleston, NC: Arcadia Publishing, 2003), 8-9.

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95- Skaler, *Philadelphia's Broad Street, South and North*.

96- Baltzell, *Philadelphia Gentlemen*, 182, 176-177.

97- Baltzell, *Philadelphia Gentlemen*, 191.

98- Skaler, *Philadelphia's Broad Street, South and North*. See also, Hexamer, Ernest "Insurance Maps of the City of Philadelphia, 14th Ward." edited by Ernest Hexamer & Son,

14th Ward.

99- Philip B. Scranton, Philip B., "Philadelphia's Industrial History: A Context and Overview," In *Oliver Evans Chapter*

for Industrial Archaeology's Workshop of the World: A Selective Guide to the Industrial Archaeology of Philadelphia, (Wallingford, PA: The Oliver Evans Press, 1990), ii-2 - ii-8. North Philadelphia, inparticular, had become home to an unparalleled diversity of manufactories and workshops. Sanborn. "Philadelphia, Volume 4," Plates 313, 324-327, 338-339, 353. New York, NY: Sanborn Map Company,1917.

100- Philadelphia City Planning Commission, "Extending the Vision for North Broad Street," Philadelphia: City of Philadelphia, 2005. Sanborn. "Philadelphia, Volume 4," Plates 313, 324-327, 338-339, 353.

101- Sanborn. "Philadelphia, Volume 4," Plates 313, 324-327, 338-339, 353.

102- Tenth Census of the United States, 1880. Records of the Bureau of the Census, Record Group 29. National Archives, Washington, D.C. Philadelphia, Pennsylvania; Roll: 1173; Family History Film: 1255173; Page: 191A; Enumeration District: 213; Image: 0391; United States of America, Bureau of the Census. Twelfth Census of the United States, 1900. Washington, D.C.: National Archives and Records Administration, 1900. T623, 1854 rolls. Philadelphia Ward 14, Philadelphia, Pennsylvania; Roll: T623_ 1457; Page: 10A; Enumeration District: 242.

103- Skaler, *Philadelphia's Broad Street, South and North*. Elaine Krasnow Ellison and Elaine Mark Jaffe, *Voices from Marshall Street*, (Philadelphia: Camino Books, Inc.,1994), 12.

104- George W. and Walter S. Bromley, "Atlas of the City of Philadelphia, 1895," (Philadelphia: G.W. Bromley and Company, 1895), http://www.philageohistory.org/tiles/viewer/.

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106- Technically, the area just to the south of the Thaddeus Stevens School, along North Broad Street, became known as "Automobile Row." Skaler, *Philadelphia's Broad Street, South and North*, 9. See George W. and Walter S. Bromley, "Atlas of the City of Philadelphia, 1895."

107- As was discussed in the History section, buildings along the 1300 block of south Brandywine Street and house numbers 1319-1337 Spring Garden Street was removed between 1926 and 1927 to accommodate the new Thaddeus Stevens School of Observation and Practice. The Girls Trade School was constructed in 1925. In 1932, its name was changed to the Helen Fleisher Vocational School. "Helen Fleisher Vocational, Type T.S. 1," School District of Philadelphia Administration Building, Grade and Space Planning Office of Capital Programs, Portfolios of High Schools in Philadelphia, School Types. Notable changes can be seen when comparing the following two maps, Sanborn, "Philadelphia, Volume 4," Plates 325(New York, NY: Sanborn Map Company,1950) and Sanborn, "Philadelphia, Volume 4," Plates 325,(New York, NY: Sanborn Map Company,1917). Both maps courtesy of the Free Library of Philadelphia, Maps Department.

108- Peggy Darlington, John Jones, George Metz, and Bob Wright, "Broad Street Subway: Station by Station: Spring Garden, 1995-2005, www.nysubway.org. Accessed on September 16, 2011 at http://world.nycsubway.org/us/phila/broadstreet.html.

109- The Historical Society of Pennsylvania, "Baldwin Locomotive Works, Records 1825-1869, Collection 1485," (The Historical Society of Pennsylvania, 2004), 6. Accessed on September 18, 2011 at http://www.hsp.org/sites/www.hsp.org/files/migrated/finidingaid1485baldwinloco.pdf.

110- Brown, *A Taste of Power*, 24. Reflecting on this locus, Brown said it was a "strange location for a prestigious school." Despite changes that are presently happening in this greater area, at the end of the workday, the neighborhood immediately surrounding the Thaddeus Stevens School of Practice still feels quite desolate. See Sanborn, "Philadelphia, Volume 4, 1950" Plates 325.

111 Ibid.

112 Chris Calhoun, "14- Years - A History of Practical Education."

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114 William Fox, Director, Real Property Management at School District of Philadelphia stated that the 1977 Stoddard School fire damaged the building to such a degree that the School District had no choice but to completely raze the building. William Fox, personal conversation with S. Reid, 5 October 2011.

115 Jane Golden, Robin Rice, and Monica Yant Kinney, *Philadelphia Murals and the Stories They Tell*, (Philadelphia: Temple University Press, 2002).

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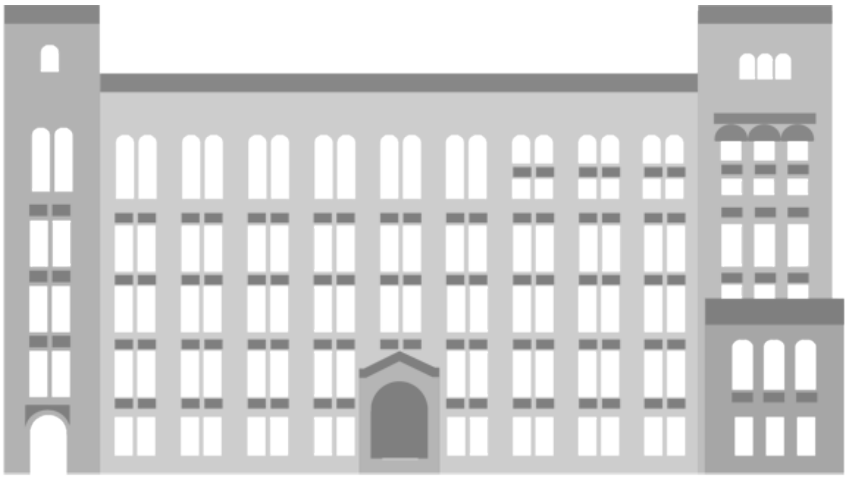
117 Synterra Partners Also acquired a

118 Jeff Gammage, "Plan to plant sleek streetlights up the center of North Broad," *Philadelphia Inquirer*, September 21, 2011. Accessed on September 25, 2011 at http://articles.philly.com/2011-09-21/news/30184866_1_new-lights-streetlights-arts-leaders.



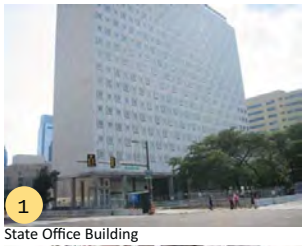
Contemporary Context

Neighborhood Planning and Preservation Context

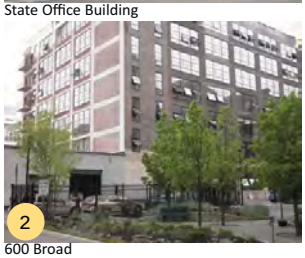
Much is changing in the area around the former Thaddeus Stevens School, particularly along North Broad Street and in the adjacent West Poplar neighborhood. This is because the area is located just minutes north of Center City Philadelphia and also because several successful, well-established developments have set a positive precedent. Six notable projects (which mostly involve the rehabilitation of existing buildings) are planned or underway. They include the following:

1. Developer Bart Blatstein plans to convert the nineteen-story State Office Building at the southwest corner of Broad and Spring Garden Streets into a mixed-use housing and retail tower.[1] In addition, Blatstein purchased the Philadelphia Inquirer Building, located at 400 N. Broad Street. His plan for the Inquirer Building is unknown.[2]

2. Developer Eric Blumenfeld is in the process of redeveloping two buildings on the 600 block of Broad Street, including a seven-story industrial building and a former car dealership, into a mixed-use housing

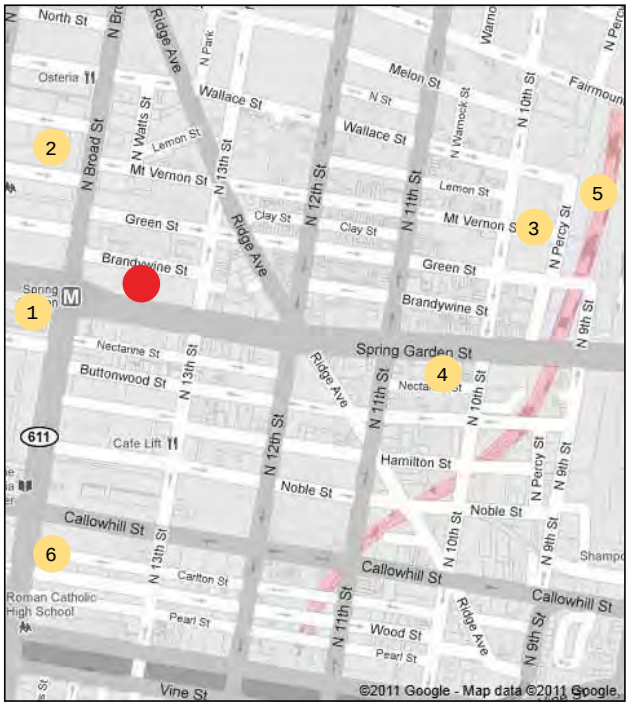


State Office Building



600 Broad

Spring Arts Point



Union Transfer

Reading Terminal

Pennsylvania Ballet

Fig. 26: Development map

and retail complex. Restaurateurs Steven Starr, Marc Vetri, Joe Volpe are confirmed tenants.[3]

3. At 10th and Green Streets, New Urban Ventures is in the process of building Spring Arts Point, which will consist of 53 townhomes, 20 condominiums, and 5000 square feet of ground floor retail space. According to realtor Lawrence Rust's website, the townhomes range in price from $339,900 to $425,000.[4]

4. 4 Corners Management, Bowery Presents, and Sean Agnew (of R5 Productions) recently opened Union Transfer, a performance venue with a capacity of up to 1000, in the former Spring Garden Market building. Most recently the building, located at 1026 Spring Garden Street, had been a Spaghetti Warehouse restaurant.[5]

5. The Center City District (CCD) and an advocacy group are spearheading an effort to convert a substantial portion of the Reading Viaduct, an abandoned railroad trestle, into an elevated park. This may or may not happen, but most signs – including Philadelphia City Council's approval of the creation of a neighborhood improvement district that would partially fund the park - indicate that it is likely.[7]

6. In October, the Pennsylvania Ballet broke ground for their new headquarters at 321 North Broad Street. The project involves the rehabilitation of one building and the demolition of another. Michael Scolamiero, Executive Director of the Pennsylvania Ballet told the Philadelphia Inquirer that the ballet chose North Broad Street because

affordable land is plentiful and because it is served by both public transportation and the Vine Street Expressway.[6]

7. A recent news item highlighted a proposal to turn Spring Garden Street into a greenway similar to the Ben Franklin Parkway. Intended to connect the Delaware and Schuylkill riverfronts, the 2.2 mile park will provide a vegetated bike trail and walking path that passes right in front of the site.

Neighborhood Demographics

The former Thaddeus Stevens School is located in the West Poplar neighborhood of Philadelphia. West Poplar, like many other neighborhoods in the vicinity of Center City, is in transition.

We examined Census data for the 19123 zip code, which encompasses the Poplar Neighborhood as well as Northern Liberties. In summary, from 2000 to 2010:

- The total population increased from 9,818 to 13,416
- The median age decreased from 34.5 to 32.1
- The Caucasian population increased from 29.5% to 44.8% while the African-American population decreased from 64.8% to 43.1%
- The homeownership rate increased slightly from 31.1% to 32.5% while the rental rate decreased slightly from 68.9% to 67.5%
- The vacancy rate of housing units decreased from 25.3% to 12.5%

It is important to consider the fact that most of these demographic changes occurred in Northern Liberties, an up-and-coming neighborhood to the east, and are just beginning to occur in West Poplar.

For additional information about the area's current demographic composition, see Appendix A.3.

Synthesis of External and Internal Drivers

Non-preservation issues, including both external and internal drivers, influence the future of every historic property. These drivers can serve as catalysts or obstacles and frequently prompt some modification to the proposed preservation plan. Below is a brief analysis of both external and internal drivers that are relevant to the future redevelopment of the TSS property.

External Drivers

- Uncertain Overall Economy:

A great deal of uncertainty remains about the near-term future of the Philadelphia economy. This economic uncertainty encourages Synterra to take a conservative approach to planning and investing in the TSS property. An incremental or phased approach to redevelopment is likely given the uncertain economy. Also, the scale of any new redevelopment plan would certainly be influenced by these conditions.

- An Unproven and Transitional Market:

The area immediately surrounding the TSS property is an unproven and transitional market

for new office and residential capacity. The area has seen some small-scale success in the conversion of existing buildings to residential use. Also, several large extant buildings have been acquired by prominent local developers with the intent to undertake larger-scale projects. These larger properties are in various stages of planning for redevelopment but have not broken ground. Therefore, prudence dictates that Synterra wait to commit to any significant amount of speculative redevelopment of the TSS property for either office or residential until such time as the viability of these larger projects is better determined.

- Existing Underserved Demand for Convenience/Neighborhood Retail:

The west parcel of the TSS property has drawn considerable interest from a variety of retailers who either focus on convenience goods or serve other neighborhood market needs. This existing retail demand offers Synterra the opportunity to begin the redevelopment process with a small retail project on the vacant west parcel provided it fits within the overall redevelopment scheme. Funds generated by this initial phase of redevelopment could be used to advance planning and design for the overall TSS property.

- Severe Limitations and Conditions on Construction Financing:

Current market conditions within the real estate financing market have placed severe limitations on the availability of construction financing. Furthermore, any available construction financing is typically conditioned with onerous personal guarantee requirements placed on the developer/owner. These guarantees require developers/owners to put personal assets (including their homes) at risk in the event of a default or foreclosure of the loan.

Prior to the recent economic meltdown, construction loans for larger projects rarely had full personal guarantees. Few developers have an appetite for this personal risk given the uncertainties in the national economy.

- Political/Governmental Factors:

Synterra faces no governmental deadlines related to any of its entitlements or rights to redevelop the TSS property. Furthermore, the TSS property is not the subject of any substantial political pressure or community outcry for immediate action. As a result of these conditions, Synterra is not compelled by these external political/governmental factors to move forward with a major redevelopment effort until a combination of internal drivers and market conditions dictate it.

- Transportation Factors:

The Spring Garden Station on SEPTA's Broad Street Subway Line is located immediately adjacent to the TSS property's southwest corner. A SEPTA bus stop is also nearby the TSS property. These important transportation nodes place a large number of pedestrians at the footsteps of the TSS property on a daily basis that help fuel the demand for retail at this corner. The heavy pedestrian traffic and existing retail demand must be taken

into consideration in planning the west parcel of the TSS property.

Vehicular access to the TSS property is challenging. There is no existing curb cut along the property's Broad Street frontage. Brandywine Street, a narrow one-way street, currently serves as the primary vehicular access to the west parcel of the TSS property. When traveling north on Broad Street, a driver must know to turn right on Spring Garden Street then turn left on 13th Street in order to access Brandywine Street. It will be important to the future success of the TSS property that appropriate vehicular access be addressed.

Internal Drivers

Internal drivers that will affect the future of the TSS property were identified with the assistance of the property owner, Mr. Bill Wilson of Synterra Partners. The principal internal drivers affecting the TSS property relate to financial/risk considerations and a need for additional development expertise and capacity.

The internal drivers related to financial/risk considerations for the TSS property include the following:

1) the current debt-free fee simple ownership;

2) a strong desire to maintain an ownership interest;

3) a favorable view of the formation of a joint venture with a financially strong development partner;

4) predevelopment costs associated with the design and entitlement phases of the redevelopment that would total hundreds of thousands of dollars; and

5) an aversion to being a "first mover" in the redevelopment of the Spring Garden/ Broad Street corridor.

Synterra owns the TSS property free and clear of any financial encumbrances. This financial position reduces the pressure on Synterra to undertake a sub-optimal redevelopment plan or to have to find refinancing sources with the current tight credit market. The annual carrying costs for the TSS property are limited to the annual real estate taxes, insurance premium, and minor maintenance.

Synterra's desire to maintain an ownership interest in the TSS property is based on both an interest in participating in the potential upside profits as well as maintaining Mr. Wilson's well-regarded participation in development projects in the Philadelphia market. However, recognizing limitations with Synterra's capacity to undertake large projects, the company favors the formation of a joint venture with a well-capitalized development partner who can assist with the following:

1) fill any gaps in financing;

2) participate in the predevelopment costs/risks; and

3) provide additional development expertise and capacity.

Stakeholders

Before proceeding with development, Synterra must speak with stakeholders. It is crucial that Synterra engage those who we have identified as primary stakeholders. Because the Thaddeus Stevens School stands within the southernmost boundary of its Councilmanic District, Synterra should speak to both 5th District Councilman Darryl Clarke and 1st District Councilman Mark Squilla. And because the Thaddeus Stevens bears one of the Mural Arts Program's largest murals, Synterra should speak with the Mural Arts Program's founder, Jane Golden. These individuals and groups should be approached as early as possible.

Synterra should also engage those who we have identified as secondary stakeholders, which include neighborhood groups, neighbor institutions, and non-profit organizations. Among them are the West Poplar Neighborhood Advisory Committee, the Callowhill Neighborhood Association, the Avenue of the Arts, the Congregation Rodeph Shalom, the Southeastern Pennsylvania Transportation Authority (SEPTA), and the School District of Philadelphia. These groups should be approached after the plan has been developed so that they can voice any issues.

Primary (in order of priority)

- 5th District Councilman – Darryl Clark
- 1st District Councilman – Mark Squilla
- Philadelphia Mural Arts Program

Secondary (in order of priority)

- West Poplar Neighborhood Advisory Committee
- Callowhill Neighborhood Association
- Avenue of the Arts
- Congregation Rodeph Shalom
- SEPTA
- School District of Philadelphia

Endnotes

1 Distefano, Joseph N. "Three Years Later, State Office Building Sold." *Philadelphia Inquirer*, July 26, 2011. http://www.philly.com/philly/blogs/inq-phillydeals/Three-years-later-state-office-building-sold.html.

2 Bender, William. "Developer Bart Blatstein Buys Daily News/Inquirer Building." *Philadelphia Inquirer*, July 29, 2011. http://articles.philly.com/2011-07-29/news/29829710_1_development-plan-state-office-building-daily-news.

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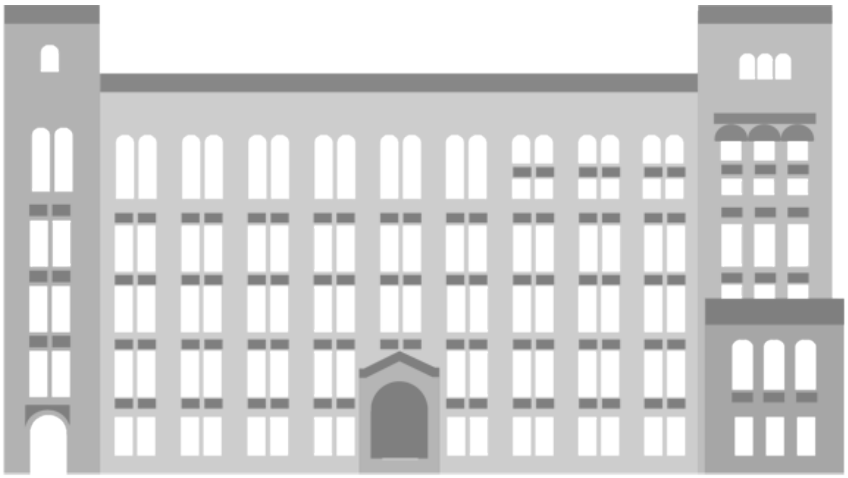
4 Aarch Realty, and Rust Real Estate. "Townhouses." Spring Arts Point. 2011. http://www.springartspoint.com/townhouses.html.

5 Stadd, Allison. "Coming Attraction: Union Transfer, A New 1,000-Capacity Music Venue Set To Open On Spring Garden Street This September." Uwishunu. July 13, 2011. http://www.uwishunu.com/2011/07/coming-attraction-union-transfer-a-new-1000-capacity-music-venue-set-to-open-on-spring-garden-street-this-september/.

6 Lin, Jennifer. "Pennsylvania Ballet Stepping Toward New Home on North Broad Street." *Philadelphia Inquirer*, October 11, 2011. http://articles.philly.com/2011-10-11/news/30267016_1_roy-kaiser-pennsylvania-ballet-major-ballet.

7 Graham, Troy. "Viaduct District Plan Wins Council OK." *Philadelphia Inquirer*, October 27, 2011. http://articles.philly.com/2011-10-27/news/30328260_1_viaduct-nid-neighborhood.

8 Russ, Valerie. "Will Spring Garden get the green light?" *Philadelphia Inquirer*, December 05, 2011. http://articles.philly.com/2011-12-05/news/30477877_1_east-coast-greenway-wider-street-share-ideas



Significance

Statement of Significance

The Thaddeus Stevens School of Observation and Practice is inextricably linked to a pedagogical system that, when instituted in Philadelphia in 1848, marked the State of Pennsylvania's first effort to provide females with a publicly funded opportunity to pursue a secondary course of education. Although the Thaddeus Stevens School of Observation and Practice served as an elementary school, its function within the Philadelphia Public School System was anything but conventional. Unlike the majority of its contemporaries, the Thaddeus Stevens School of Observation and Practice was purposely constructed to fulfill a particular educational role that extended beyond the inculcation of children in kindergarten through sixth grade. As a school of observation and practice, the Thaddeus Stevens School also served as the teacher-training ground, or "test laboratory" for young women pursuing teacher-certification at the Philadelphia Normal School for Girls. In fact, The Thaddeus Stevens School of Observation and Practice was physically designed to connect directly with the Philadelphia Normal

School for Girls. Further, it was educationally planned to directly relate to the pedagogy being taught, and the teaching experience needs of the Normal School students.

Thaddeus Stevens School of Observation and Practice did not adhere to any one particular architectural style despite the fact that its architect, Superintendent of Buildings for the Philadelphia School District, Irwin T. Catharine, was known to follow the Gary Plan when designing school interiors.

In the case of the Thaddeus Stevens School of Observation and Practice, Catharine incorporated elements from both Samuel Sloan's old and well-known, but unpopular "Philadelphia Plan" and William Wirt's nationally recognized "Gary Plan" into the design of the edifice's overall form and its interior spaces. Not surprisingly, the School's exterior form—especially in terms of its fenestration patterns and stair and fire tower shape and locations—appeared a modern version of the building to which it was directly attached via a four-story connecting bridge, the Philadelphia Normal School. Technically, the Thaddeus Stevens School of Observation and Practice took the design of no other Philadelphia Public School. From its

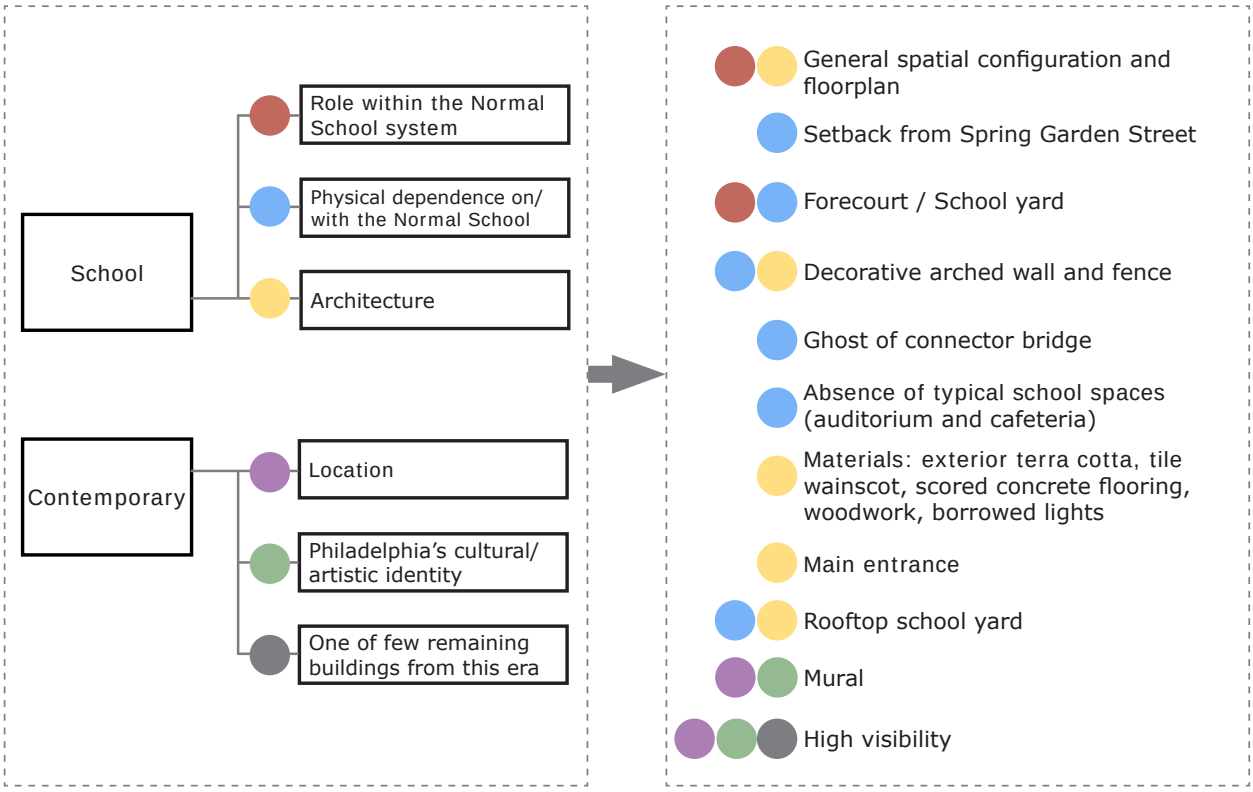


Fig. 27: Significance and Character Defining Features diagram.

highly decorative exterior ornamentation and its schoolyard forecourt, to its ornate main entrance and flexible interior spaces, this School truly stood as a model institution.

Today, the Thaddeus Stevens School of Observation and Practice and its appurtenances—a front school yard that is largely delineated by a decorative fence that runs along the southern property line of the School lot, and decorative west wall that extends from the building out toward the aforementioned fence—stand together as the only representatives of the entire 1300 block of Spring Garden Street's nineteenth and early twentieth-century built fabric. These historical elements alone serve to position passers-by in the present by providing them with a much-needed tangible link to the City of Philadelphia's past. Strikingly visible from both the highly trafficked North Broad and Spring Garden Streets, this building now stands as a veritable lower North Philadelphia landmark. Resulting from the 1998 addition of the largest of the Philadelphia Mural Arts Program's earliest public murals —Common Threads—the now vacant Thaddeus Stevens School of Observation and Practice has garnered even more attention—locally, nationally, and internationally.

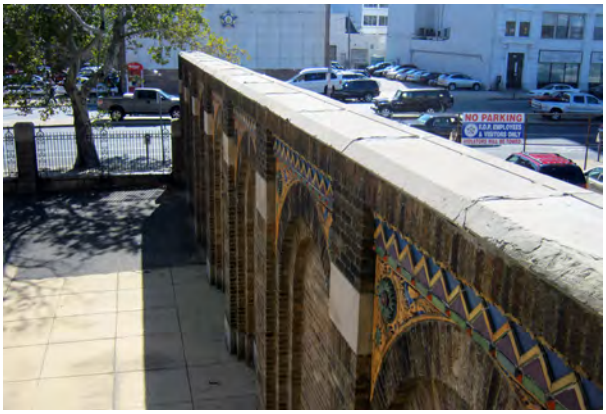
Character Defining Features

The Thaddeus Stevens School of Practice has importance both in history and as a contemporary structure. Within each of the two categories, we identified specific aspects of the building and its site that contribute to its significance. When it operated as a school, the three most important elements were its role within the Normal School system, its physical dependence on the Normal School and its ornamented architecture. In its current context, the three most important elements are its location, its contribution to Philadelphia's cultural and artistic identity, and its place as one of the few remaining buildings of its time in the neighborhood. From those six elements, we derived our character defining features, each of them corresponding to the elements of significance (Fig 27). The following pages provide a visual guide to each of the character defining features. For more images of the exterior and interior of the building, see Appendices A.4 & A.5.

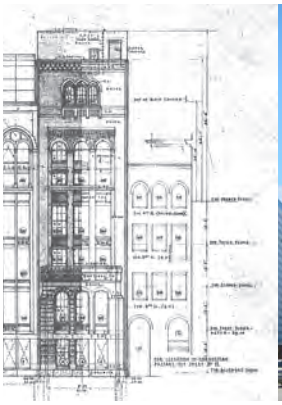
General spatial configuration and floorplan

Intentional setback from Spring Garden St.

Schoolyard



Decorative arched wall and fence



Ghost of connector bridge



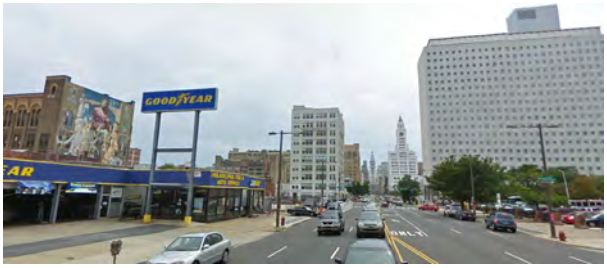



- Materials: exterior terra cotta, tile wainscot, scored concrete flooring, woodwork, borrowed lights

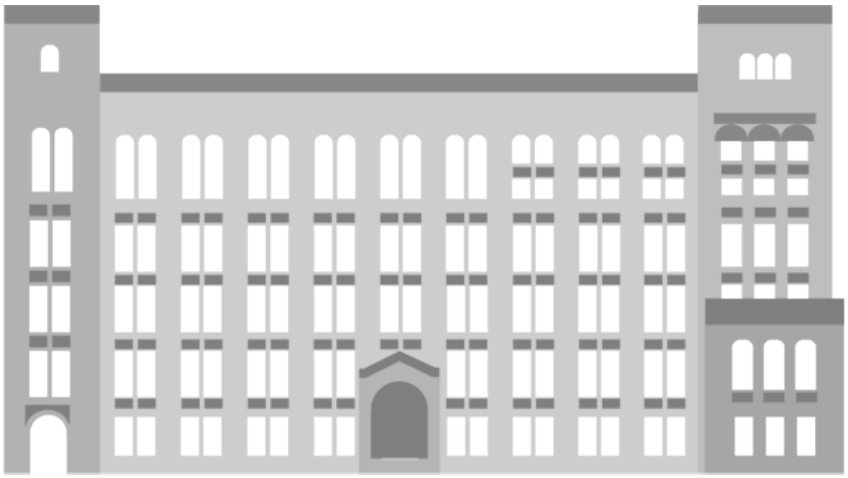
- Main entrance

- Rooftop schoolyard

Mural



High visibility



Preservation Approach

Methodology

In concert with historical research, another first step in understanding a building is to document its existing conditions through in-person observation, photographs, and measured drawings. The team made multiple visits to the site. On each trip we took extensive photographs of the interior and exterior to add to our record of the current state of the building and its surroundings. We were given a set of AutoCAD drawings, which we used as the base for the documentation of the interior space. We verified the locations of everything already drawn on the plans and then added interior partitions to show the most current layout. The drawings gave us a background on which to map the locations of the building's character defining features. This initial documentation helped us as we thought of potential future uses for the building and site.

After the initial documentation and research phase, we began to brainstorm about the site's future. In group sessions and as individuals, the team considered a range of uses, both realistic and unrealistic. We also searched for comparable examples to understand how buildings

similar to the Thaddeus Stevens School have been adapted to new uses. We focused on the reuse of other schools in the Philadelphia Public School System and on buildings of a similar size and layout in the surrounding neighborhood. We narrowed our list down to three potential uses. Our first approach was to determine one recommended use, so we created a list of the assets and liabilities of the site and then scored each use against the list. (Fig 28) The results were a three-way tie. We began to consider the idea of providing a range of recommendations rather than locking in on one. This approach offers greater flexibility for the owner, who will have multiple options to consider when he decides to redevelop the property. It also proves that multiple uses can meet our goals for preservation of the historic character of the building and site.

To help us determine our preservation goals, we asked ourselves the questions laid out in the Burra Charter.[1] Why do we want to preserve the site? What will we do to preserve it? How will that be done? What is our plan? Out of that we developed our preservation philosophy, which formed the backbone of our plan recommendations.

Score each asset or liability for each use. Use a 1 to mark each choice.		Uses								
		Residential			School			Short-term Lease Offices		
		Asset	Neutral	Liability	Asset	Neutral	Liability	Asset	Neutral	Liability
Assets & Liabilities	Central Location	1					1	1		
	Access to Public Transportation	1			1			1		
	Vehicular Access			1			1			1
	Code Compliance			1			1			1
	Neighborhood Context/Needs		1				1	1		
	Mural	1				1		1		
	West Lot (Empty Lot)	1			1			1		
	School Yard, Arcade, Fence	1			1			1		
	Ghost of Connector		1			1		1		
	concrete, millwork, borrowed lights	1				1		1		
	Interior Spatial Configuration	1			1			1		
	Structural Integrity	1			1			1		
	Building Envelope	1			1			1		
	Building Systems			1			1			1
	Total	**9**	**2**	**3**	**6**	**3**	**5**	**11**	**0**	**3**

Fig. 28: Assets and Liabilities Matrix.

Planning Methodology

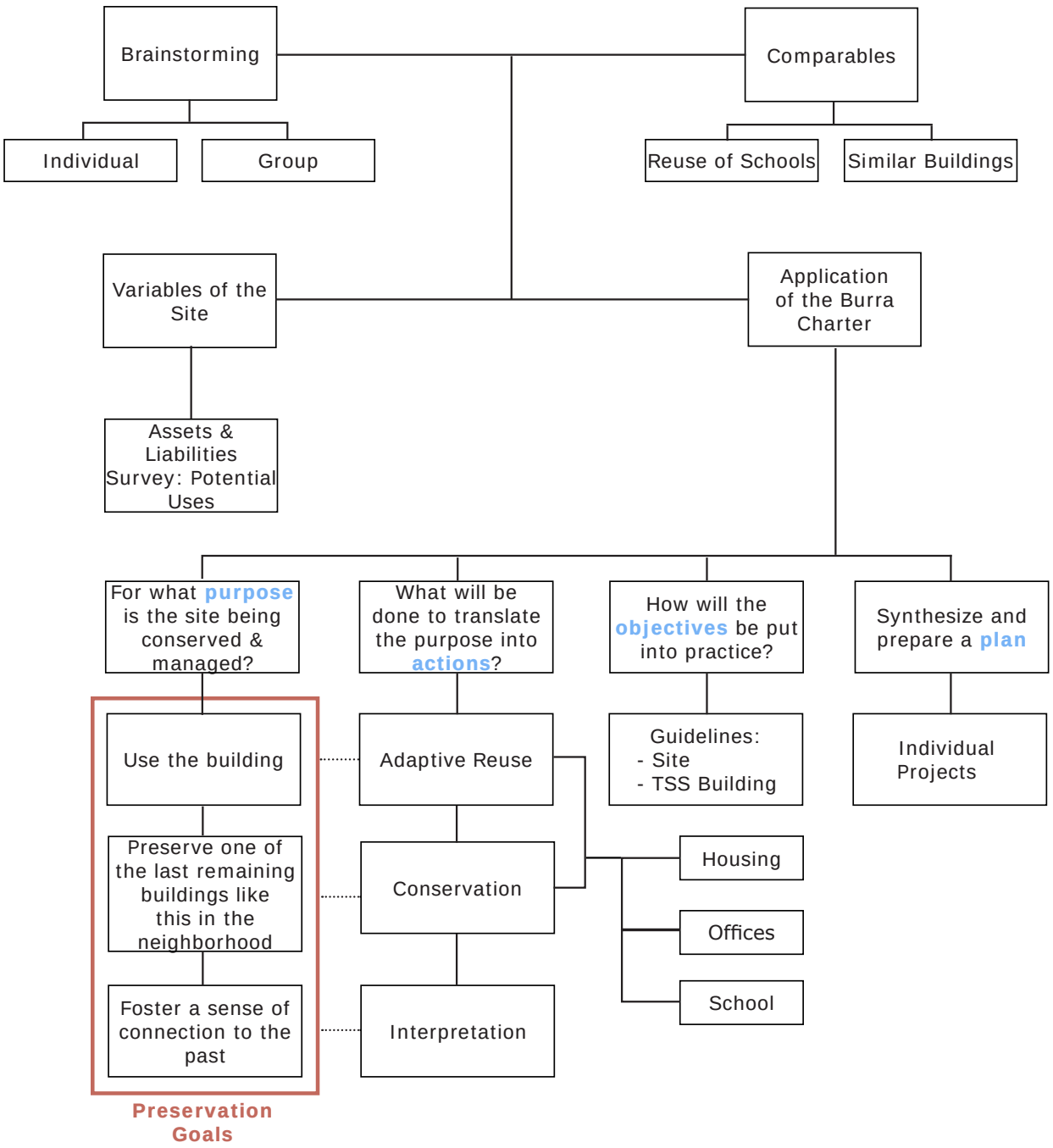
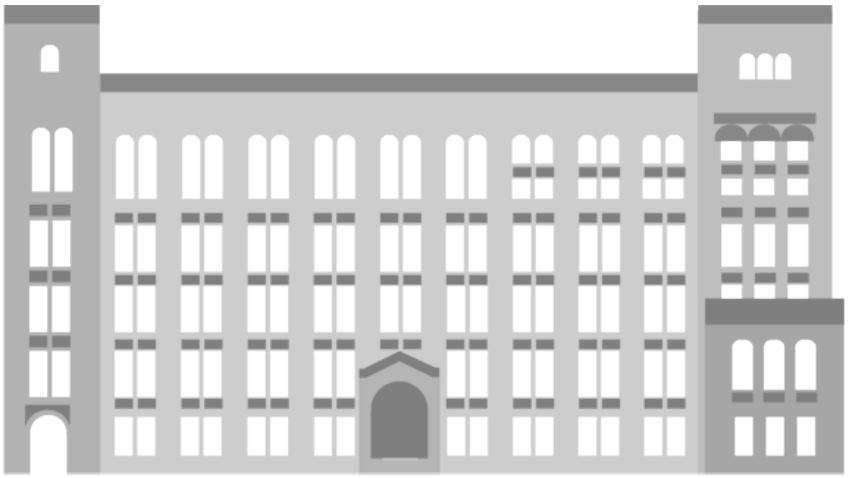


Fig. 29: Planning Methodology.

Endnotes

1 “The Burra Charter.” Australia ICOMOS Inc. 1999.



Preservation Plan

Preservation Philosophy

Our team's approach to the Thaddeus Stevens School of Observation and Practice and its property is to find a viable use for the building, to preserve it as one of the last remaining buildings of its kind in the neighborhood, and to foster a sense of connection to the past. A sensitive renovation that strives to maintain the site's character defining features will conserve the site and help to keep it from demolition. An interpretation plan will connect neighborhood residents and visitors to their past, and the building will contribute to the architectural diversity of the surrounding context. Considerate redevelopment of the empty lot to the west of the school building should complement the scale of the total site and accommodate the "Common Threads" mural. To achieve these goals, multiple reuse possibilities and site redevelopment schemes will be considered to provide the owner with a variety of viable options to consider.

Building Massing

Beginning at the scale of the site, we conducted an analysis of the massing on the west lot to explore different possibilities and their potential uses, as well as the impacts and benefits for the Thaddeus Stevens School.

Low Rise Option

In this option, the first low rise building covers the whole lot except for a small service area in front of the mural. This option lends itself to a commercial use (Fig 30).

The second option is a low-rise retail building that occupies the corner of the lot. The rest of the area could be surface parking that would serve the retail use and the Thaddeus Stevens School. However, given the prominent location of the west lot, at the intersection of two major streets, the possible uses for the lot may not match the land value for this location (Fig 31).

Fig. 30: Low rise option 1.

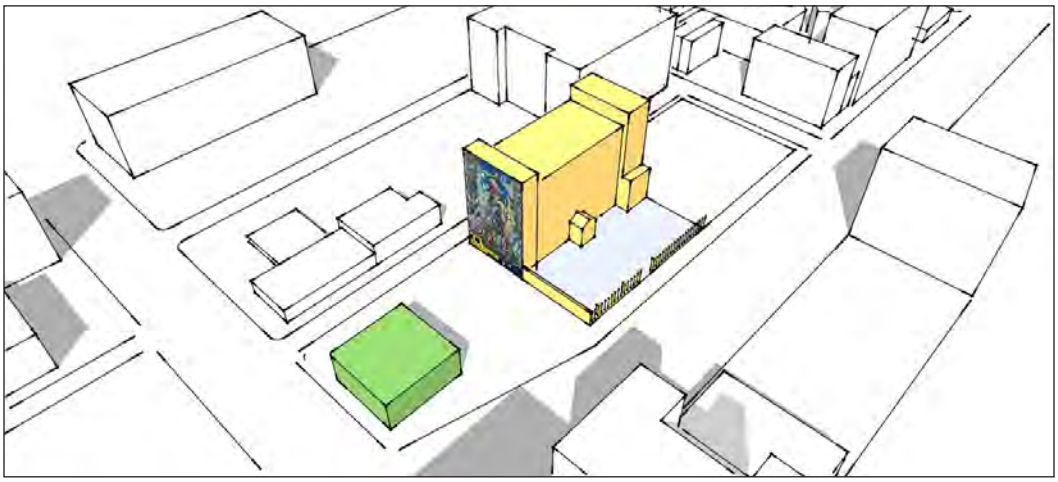


Fig. 31: Low rise option 2.

High Rise Option

The first high rise option could be a residential or office building, facing Spring Garden Street, and leaving the front yard as a parking lot. However, the disadvantage of this option is that it obscures the view of the mural. (Fig 32).

The second option is a skyscraper. The use could be residential or commercial, in which the land value of the lot is completely exploited. However, the volume is too striking and aggressive, and, like the other high rise option, it casts a shadow on the Thaddeus Stevens School (Fig 33).

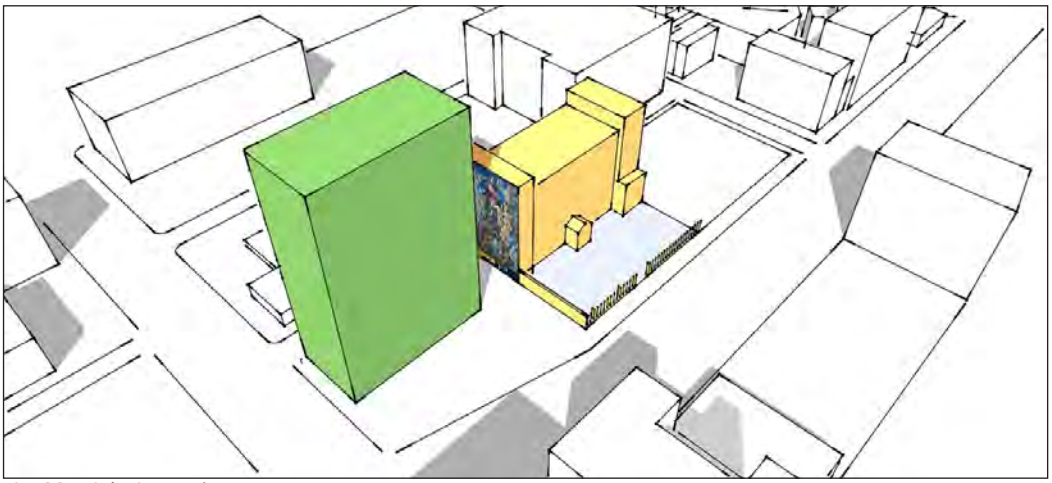


Fig. 32: High rise option 1.

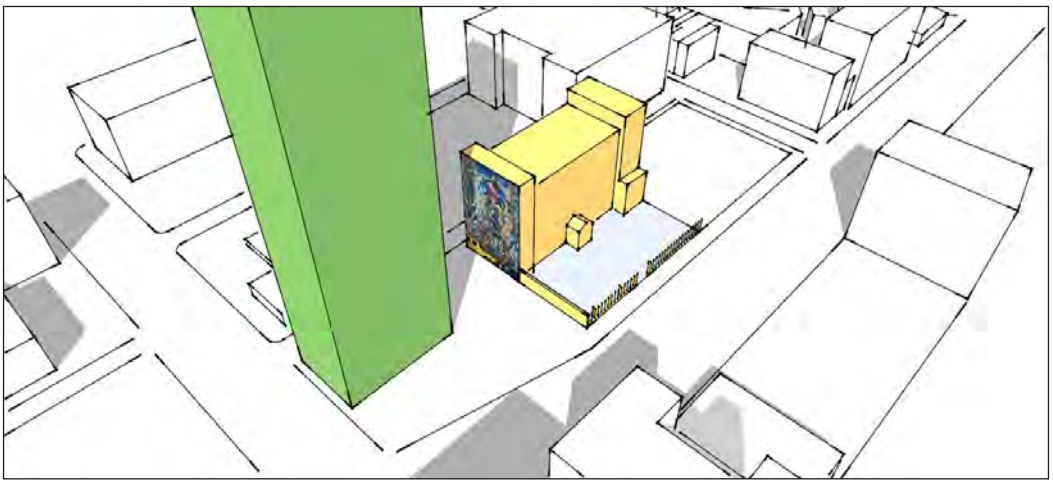


Fig. 33:High rise option 2.

Building Arrangement Option

In this option, a building of similar size and height sits on the front portion of the west lot, while the back portion is covered by low-rise commercial space. The mural remains visible from Broad Street. However, the building facing Spring Garden Street obscures the view of the mural . At street level, the low-rise commercial space obscures the mural, even on Broad Street (Fig 34).

The second option leaves the back portion of the west lot completely clear so that pedestrians and drivers have a direct line of sight to the mural from Broad Street. This open space could be developed as a plaza or pocket park. The building on the front portion of the site obscures the view of the mural from Spring Garden Street and the corner of the busy intersection of Spring Garden and Broad Streets.

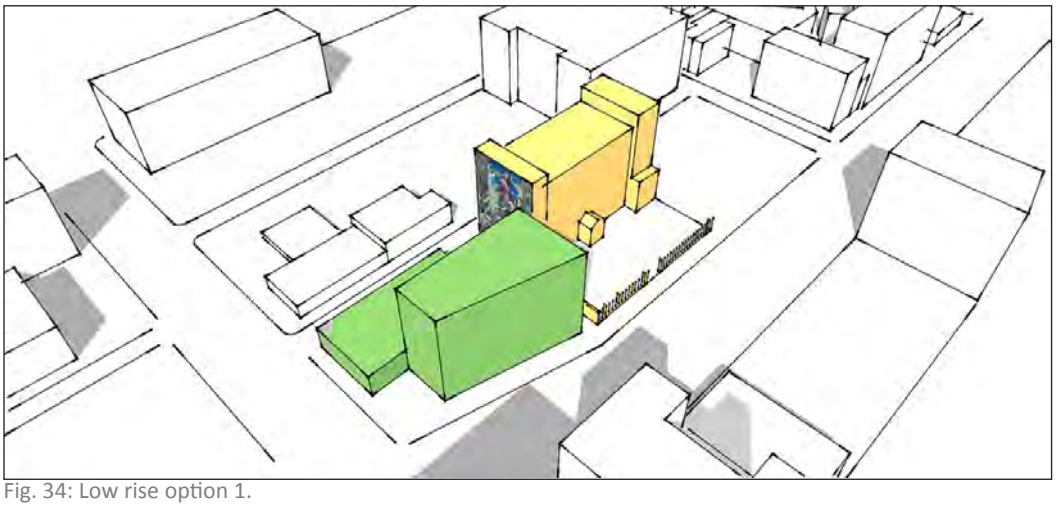


Fig. 34: Low rise option 1.

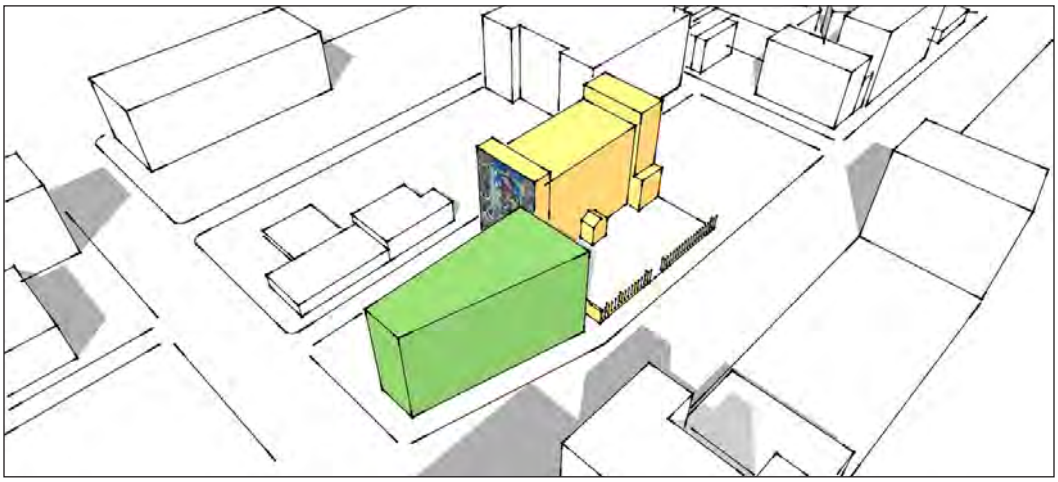


Fig. 35: Low rise option 2.

Recommended Option

In our recommended massing option for the west lot, the low-rise portion is set back from Broad Street and creates an entrance space and public plaza for related commercial retail uses. The mural remains in its original location to preserve its integrity.

The mid-rise building that fills the rest of the lot mimics the massing and scale of the school building. The front facades of the two buildings align to form a unified front on Spring Garden Street (Fig 36).

For a more detailed analysis of the site, including building massing options for new construction and variables affecting the site's redevelopment, see Volume II.

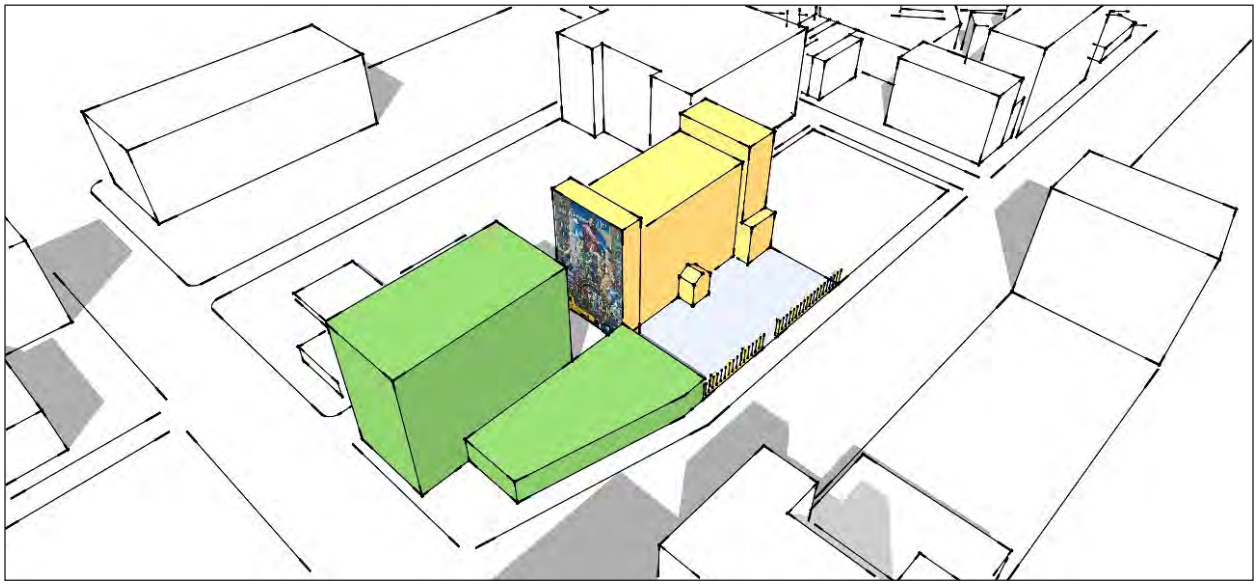


Fig. 36: Recommended option.

Fig. 37: Density diagram.

Circulation Diagrams

Density

Given the central location of the site and the historical value of the school building, it is important to maintain a balance between ensuring enough built area of new structures and minimizing the impact on the integrity of the historic structure. Thus, a new mid-rise structure fulfills development

Fig. 38: Development diagram.

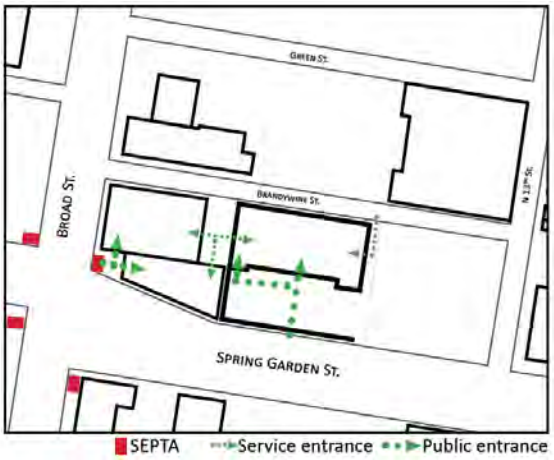


Fig. 39: Access diagram.

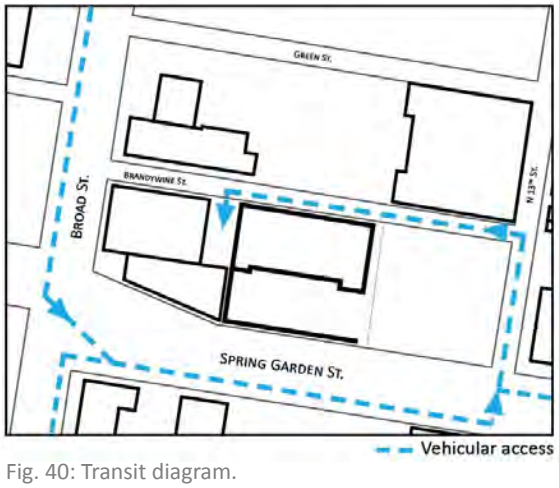


Fig. 40: Transit diagram.

demands, and a low-rise building provides a presence at the street. The three remaining open spaces serve the public and provide service areas for the buildings on the site. (Fig 37).

Development

Regarding the development phase of the entire block, three stages are planned. For the first stage, our plan focuses on the historic school building and its forecourt, including required restoration and adjustments to adaptively reuse the existing structure. Then new construction in the west lot constitutes the second stage. In the third stage, the plan will develop the east lot, which is more historically connected to the school building and requires more sensitive treatments (Fig 38).

Access

In the site plan, public entrances are designed from Spring Garden Street with corresponding open spaces and access from the SEPTA station. Brandywine Street is dedicated to service needs. The three existing entrances of the school building are maintained and a service entrance is created at the west side (Fig 39).

Transit

Due to the one-way direction of the Brandywine Street, vehicular access for the school building is indirect, coming from 13th Street to Brandywine Street rather than directly from Broad Street (Fig 40).

Building

Comparable Examples of Adaptive Reuse

As a method to select comparables for adaptive reuse, we surveyed Philadelphia's historic public school buildings. In the mid-1980s, 159 buildings were nominated to the National Register of Historic Places. We found that of the 159 buildings, thirty-four had been adapted to accommodate new uses, six had been demolished, one is slated for demolition, and ten are vacant. The examples of adaptive reuse are listed in the chart below.

Because Philadelphia is rich with examples of adaptive reuse, we looked no further. We selected three schools: the Lydia Darrah School, the Daniel Boone School, and the Mary Channing Wister School. These particular schools physically resemble the Thaddeus Stevens School and each has been adapted to a distinct use. We also selected a building that exhibits an interesting use: 2424 Studios. 2424 Studios, originally an iron foundry, was transformed into a loft-style office building that is marketed as a diverse "work community."[1]

School	Current Use
Alfred Crease School	4 condominiums
Anthony Wayne School	Low income senior housing
Belmont School	Charter school
Bridesburg School	Mummers clubhouse
Daniel Boone Public School	**Luxury apartments**
David Farragut School	Church
David Landreth School	Senior apartments
David Wilmot School	Church school
Fayette School	Private, Orthodox Jewish school
Franklin Smedley School	Charter school
General David B. Birney School	Charter school
George Chandler School	Affordable rental units
George L. Brooks School	Senior apartments
Germantown Grammar School	Daycare facility
Holmes Junior High School	Affordable senior housing
Institute for Colored Youth	Condominiums
J. Sylvester Ramsey School	Condominiums
James Wilson School	Catholic school
Lawndale School	Private, Christian school
Lydia Darrah School	**Affordable apartments**
Mary Channing Wister School	**Forensic science laboratory**
Mary Disston School	Private, Catholic school
Mechanicsville School	Single family home
Muhlenberg School	Transitional home
Nathaniel Hawthorne School	Condominiums
Robert Ralston School	Single family home
Simon Gratz High School	Charter school
Thomas Dunlap School	Affordable rental units
Thomas Durham School	Charter school
Thomas Meehan School	Church
Thomas Powers School	Women's education center
William Adamson School	Private, Christian school
William Shoemaker Junior High School	Charter school
William W. Axe School	Clubhouse

Fig. 41: Adaptive reuse examples chart.

Fig. 42: The Darrah by Sharod Reid. September, 2011.

The Darrah

708-732 N. 17th Street, Francisville

Relationship to the Thaddeus Stevens School: Also a school building; designed by the same architect; built at about the same time; similar volume; located within a neighborhood in transition.

Profile:

In April 1987, The Darrah began admitting residents. Originally a public school, the building had been converted into affordable apartments. Initially, rents ranged from $300 for a one bedroom apartment to $495 for a three bedroom apartment. The project was spearheaded by community group Spring Garden United Neighbors (SGUN), who raised capital and oversaw construction. According to Raul Serrano, President of the SGUN, the project was intended to protect the existing African American community from the increasingly influential forces of gentrification.

The $1.8 million project was funded in-part by the Cigna Corporation, the Two Holding Company (best-known for funding Jane Fonda's popular workout videos), and the Philadelphia Housing Development Corporation. In addition, the project received the 20% Federal Historic Preservation Tax Credit.[2] In fact, the SGUN were responsible for nominating the Lydia Darrah School as well as 94 other schools to the National Register of Historic Places.[3]

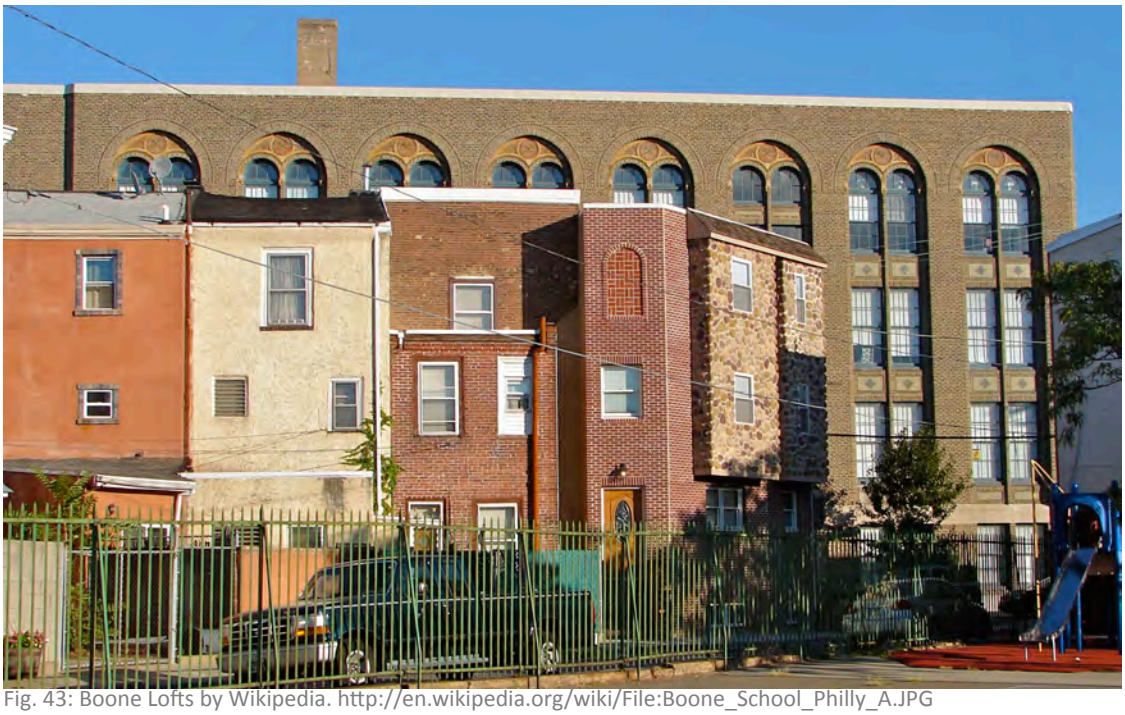


Fig. 43: Boone Lofts by Wikipedia. http://en.wikipedia.org/wiki/File:Boone_School_Philly_A.JPG

Boone Lofts

109 Wildey Street, Northern Liberties

Relationship to the Thaddeus Stevens School: Also a school building; designed by the same architect; built at about the same time; similar exterior architectural detail; located within a neighborhood in transition.

Profile:

During the late 1990s and early 2000s, developer Bart Blatstein purchased large tracts in the Northern Liberties neighborhood, and proceeded to simultaneously develop the sites. Several of his projects, including the Piazza at Schmidt's and Liberties Walk, are commonly credited for transforming the post-industrial neighborhood into a destination.[4]

Among Blatstein's properties was a former public school, which had become a popular destination for urban explorers seeking to delve into vacant, unsecured properties. Sometime after 2003, Blatstein converted the dilapidated former school into luxury apartments. His company, Tower Investments now markets the site as "a complete rethinking of a classic Philadelphia public school, with 45 distinctive lofts starting from 300 square feet, each with twelve-foot industrial ceilings, exposed brick walls, and immense windows."[5]

Fig. 44: Philadelphia Forensic Science Center by Croxton Collaborative. http://www.croxtoncollaborative.com/proj_plab.htm

Philadelphia Forensic Science Center

843-855 North 8th Street, West Poplar

Relationship to the Thaddeus Stevens School: Also a school building; designed by the same architect; built at about the same time; similar volume; located within a neighborhood in transition.

Profile:

In July 2003, the City of Philadelphia opened a state-of-the-art forensic science laboratory within a long-vacant public school building. The Philadelphia Forensic Science Center, which boasts a crime-scene unit, a firearms unit, a DNA laboratory, and a criminalistics laboratory, manages all of the city's crime scene evidence except that which comes from homicide cases.[6]

According to one of the project's architect's, Croxton Collaborative Architects, the project features "precise mapping of areas requiring 100% outside air to minimize HVAC loads, envelope upgrades resulting in super-insulated building, 'clean' products and finishes resulting in vastly improved indoor air quality, deep daylighting achieved by ceiling configurations, and primary access to all mechanical and infrastructure systems outside of lab areas."Because the project involved the adaptive reuse and inclusion of sustainable elements, it was named one of the Top Ten Green Projects in America by the American Institute of Architects.[7]

Fig. 45: 2424 Studios by 2424 Studios. http://2424studios.com/home/gallery/

2424 Studios

2424 E. York Street, Fishtown

Relationship to the Thaddeus Stevens School:

Similar size; Located within a neighborhood in transition; contains a large, shared three-story space.

Profile:

Just over a year ago, the Butterworth and Sons Iron Foundry, which consisted of several interconnected late-nineteenth century buildings,[8] was transformed into Fishtown's "newest work community." 2424 Studios, which offers year-long leases, boasts a diverse agglomeration of tenants. It currently houses artists, music producers, lawyers, realtors, and even the regional offices of the Five Hour Energy energy drink.[9]

The building's eclectic loft-style units, which range from 280 square feet to 4100 square feet, feature exposed brick and hardwood floors. Most units open to the "Skybox," a three-story space at the center of the building. It is used for one-time events such as weddings and charity dinners.[10]

Thus far, 2424 Studios has proven successful. According to a former tenant, the building was almost completely occupied by the end of its first year of operation.[11] We suspect that this is due to its unique style and convenient location.

Lessons

Unfortunately, the developers of the comparable examples did not respond to our requests for information, leaving us to rely on limited resources. Despite this, we were able to derive two key lessons:

1. School buildings can be adapted to a wide variety of new uses.
2. When historic or older buildings are converted into residential or commercial uses, historic character and original fabric seem to play a major role in attracting buyers and tenants.

As illustrated by our survey, Philadelphia's school buildings have been adapted to accommodate a wide variety of uses. They have been converted into single family homes, condominiums, apartments, charter schools, daycare facilities, clubhouses, and even a forensic science laboratory. School buildings are highly adaptable.

When historic or older buildings are converted into residential or commercial uses, historic character and original fabric seem to play a major role in attracting buyers and tenants. We spoke with a resident of Hawthorne Lofts (formerly the Nathaniel Hawthorne School) and a former tenant of 2424 Studios about their respective buildings. Ane Turner Johnson, an Associate Professor at Rowan University and resident of Hawthorne Lofts said "As a professor of educational leadership, I thought it was kitschy and kind of cool to live in a former elementary school!"[12] A tattoo parlor owner and former tenant of 2424 Studios explained, "I thought the concept of the post-industrial look was fantastic. The original architecture was mostly intact, and lent a great feel to the building."

Use Analysis

From previous parts of this report and from the lessons learned in the comparable analysis we decided to explore three different uses for the Thaddeus Stevens School building. Each of these uses presents advantages and disadvantages for the building, making them all equally suitable. The uses are upscale apartments, flexible work studios and a private or charter school. Below is the analysis of pros and cons for each use:

Upscale Apartments

Pros

- Favored by the building's owner
- Easier to finance
- Less risk involved for the developer
- Conversion (if sensitive to the Secretary of the Interior's Standards for the Treatment of Historic Properties) is eligible for 20% preservation tax credit

Cons

- Necessitates a greater degree of interior physical change

- The area is being flooded by new residential units of all types

Flexible Work Studios

Pros

- Necessitates a minimal degree of interior physical change
- Relatively inexpensive to convert
- Conversion (if sensitive to the Secretary of the Interior's Standards for the Treatment of Historic Properties) is eligible for 20% preservation tax credit

Cons

- There is an abundance of vacant office space, including nearby (former Glaxosmithkline building at 1500 Spring Garden Street)

School - Private or Charter

Pros

- Use compatibility
- Necessitates little or no interior physical change
- Many private schools and charter schools are currently seeking space
- Located in an area with a high concentration of public schools as well as the administrative headquarters

Cons

- Very large (can accommodate about 1000 students) - may be too much space for a new school
- Lacks amenities including an auditorium and a cafeteria
- Economically, an educational use does not represent the 'highest and best use' for the site

Character Defining Features Recommendations

Based on our research and findings, the Thaddeus Stevens School of Practice Studio group recommends the following preservation approaches for each of the previously identified character defining features (CDF). To strengthen the case for each chosen approach, we have included an explanation stating why we are recommending each treatment. CDF's listed in Tier I relate to those features that the Studio believes to be essential to maintain in order to preserve the significance of the site. CDF's listed in Tier II are those features that contribute to the significance and the character of the site but may be changed if necessary.

Tier I

General Spatial Configuration

- How: Institute a use with a program that is known to be compatible with the building's basic floor plan. When designing the interior to meet code, be as sensitive as possible to the original configuration of the spaces and circulation routes.

- Why: This spatial configuration, inclusive of the general floor plan, communicates the history of the school. The plan includes elements of the Samuel Sloan Plan, which are flexible interior spaces, and fire towers and stairways positioned at the ends of the building. It also includes elements of the Gary Plan, with a focus on specialized spaces, like the gym.

Intentional Setback from Spring Garden Street

- How: Direct new development and the densification of block to the now vacant West lot.
- Why: Despite the fact that a theory of quiet spaces had been circulating amongst U.S. School Boards for over fifty years, few of Philadelphia's Public School Buildings were intentionally set back from the street. Interestingly, in the case of the Thaddeus Stevens School of Practice, the building's setback recognizes the seven individual dwellings-turned Schools of Practice that functioned on this lot until the new Thaddeus Stevens School of Practice building was completed.

Forecourt / Schoolyard

- How: Direct densification of block to the now vacant West lot. We suggest that Synterra Partners, moves to acquire the vacant parcel to the East. Regardless of who develops this lot, we recommend that a structure with massing that is similar to that of the former Philadelphia Normal School for Girls be built on this parcel. If this structure is similarly massed, and sensitively designed, it will have the potential to aid the interpretation of this schoolyard.

- Why: This forecourt, which functioned as a schoolyard, played an integral role in the everyday operation of the Thaddeus Stevens School of Practice. Students not only played here during certain periods of recess, but each morning, they were collectively required to wait in this space until the school bell rang.

Decorative Wall and Arched Fence

- How: The active preservation of the forecourt/ schoolyard will allow for the retention of this wall and fence. All new development, inclusive of parking area and service areas, will be directed to the vacant West lot.
- Why: This decorative architectural element is unique to Philadelphia Public School buildings. It served as both a space- and a place-defining border for the Thaddeus Stevens School of Practice and its forecourt / schoolyard.

Ghost of the Connector Bridge

- How: Exterior: Preserve the ghosting outline in place. Interior: On floors one through three, preserve the tile wainscoting that surrounds the opening to the former connector bridge. Also, make massing recommendations for the vacant East lot that will allow this ghost element to remain visible and assure that in the future.
- Why: This ghosting is the only tangible artifact remaining that illuminates the Thaddeus Stevens School of Practice's pedagogical connection with and its physical reliance on the Philadelphia Normal School for Girls.

Materials: exterior terra cotta, tile, wainscoting, brickwork scored concrete flooring

- How: Propose uses that require the least amount of physical intervention. Propose uses that make use of, benefit from (in terms supplying an aesthetic component that attracts occupants), or that are not hindered by the retention of these materials.
- Why: The exterior terra cotta is applied to a degree greater than that of any other Philadelphia Public School building. This level of ornamentation augments the uniqueness of the School. The interior materials, while not necessarily unique to the Thaddeus Stevens School of Practice, help define the space as a school.

Tier 2

Materials: Woodwork, Borrowed Lights

- How: Recommend, where possible, that the borrowed lights and the woodwork be kept in situ. If materials do not meet code, or need, for any other reason, to be removed from their original positions, then recommend that as many as possible be sensitively reinserted into the design of new interior spaces.
- Why: These elements, although well-preserved, may not meet the needs of a future use.

Rooftop Schoolyard

- How: Recommend that this space be used as public space for the building.
- Why: Although not unique, this specialized space exemplifies urban education.

Mural

- How: Recommend that a newly constructed building, of both the same height and of a similar massing to the Thaddeus Stevens School of Practice be constructed on the West lot. Attach a screen to this façade and replicate the "Common Threads" mural on this vertical plane. If the Mural Arts Program prefers to keep the mural in its original location, then preserve the mural in place with the understanding that the viewshed will be diminished.
- Why: There would be immense public remonstration were this mural to be destroyed and were no alternative, whatsoever, provided. When installed, the Philadelphia Mural Arts Program's mural, "Common Threads," was—like all murals painted in the City of Philadelphia—intended to act as a "placeholder" and a "tool" for countering blight. Consequently, the mural should not hinder the very redevelopment efforts that it was intended to spark. Providing an alternative plan that either allows for the preservation of the mural in-situ or sets aside space for, and sensitively approaches the reinterpretation of the original mural is a respectful compromise.

High Visibility

- How: Retention of the original forecourt / schoolyard. Proffer plot plan and massing recommendations for the West lot that are in keeping with the scale and massing of the Thaddeus Stevens School of Practice and that largely preserve the viewshed of this historic site—from both Broad and Spring Garden Streets.
- Why: The Thaddeus Stevens School of Practice and its appurtenances act as visual and historical identity informing and stabilizing elements. It has been determined that the site's high visibility is one aspect of its contemporary identity.

The Secretary of Interior's Standards for Rehabilitation and Potential Uses of the TSS Building

An important component of the feasibility of rehabilitating the TSS building is its ability to qualify for the 20% federal historic rehabilitation tax credit. One of the four factors required to qualify for the tax credit is the requirement that the rehabilitation work be done according to the Secretary of Interior's Standards for Rehabilitation. Therefore, it is critical to assess the impact of the proposed adaptive reuses and the overall preservation plan on the owner's ability to meet these rehabilitation standards. Each of the ten rehabilitation standards is listed below along with a discussion of these impacts.

1. A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the defining characteristics of the building and its site and environment.

Discussion: The potential uses of flexible office space, residential, or a school considered under the recommended preservation plan can be accommodated with minimal change to either the exterior or interior character defining features (CDFs) of the Thaddeus Stevens School (TSS).

2. The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided.

Discussion: The recommended preservation plan provides for the retention and restoration/ rehabilitation of all of the identified 1st Tier CDFs on the TSS property. However, some 2nd Tier CDFs will be impacted as follows: 1) the woodwork is expected to be modified to accommodate new uses; 2) one of the arches in the decorative wall at the west end of the school yard may be opened for pedestrian access; and 3) the 4th floor gymnasium space will be altered.

3. Each property shall be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or architectural elements from other buildings, shall not be undertaken.

Discussion: The recommended preservation plan does not contemplate the addition of any conjectural features or foreign architectural elements to create a false sense of the historic development of the TSS site.

4. Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved.

Discussion: None of the interior modifications made to the TSS building after its original

construction have recognized significance.

5. Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved.

Discussion: The identified 1st Tier CDFs for the TSS site include several features with these characteristics (i.e. scored concrete floors and terra cotta). The proposed adaptive reuses and the recommended preservation plan provide for their restoration.

6. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.

Discussion: The 1st Tier CDFs of the TSS site have remarkable integrity and should not require a significant amount of replacement materials.

7. Chemical or physical treatments, such as sandblasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible.

Discussion: The recommended preservation plan and proposed adaptive reuses do not anticipate the need for aggressive cleaning treatments on the TSS site.

8. Significant archeological resources affected by a project shall be protected and preserved. If such resources must be disturbed, mitigation measures shall be undertaken.

Discussion: The recommended preservation plan anticipates below grade disturbance on the TSS site to be limited to the School Yard and the vacant West Parcel. However, there are no known archeological resources on the TSS site. The development of a specific archeological resource plan will be undertaken if such resources are discovered.

9. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property. The new work shall be differentiated from the old and shall be compatible with the massing, size, scale, and architectural features to protect the historic integrity of the property and its environment.

Discussion: The recommended preservation plan included a proposed massing model and circulation plan to guide the future development of the vacant West Parcel regardless of its new use. As currently designed, all new construction on the TSS site is freestanding and apart from the TSS building. The

proposed new tower building on the west parcel is commensurate in scale and massing to the TSS building.

The circulation plan provides for the addition of a new entrance to the TSS Building by way of new opening in an arch in the decorative west wall of the forecourt. Further investigation and refinement is warranted on the alteration of the arch to insure that the wall's integrity is maintained.

A low-rise retail/commercial building is planned to fill the gap between the south façade of the new mid-rise tower building and Spring Garden Street. This building would serve as a backstop for the decorative west wall which backed up to the Lulu Temple building until the temple was demolished in the 1970s.

A generous plaza area would be left open at the corner of Spring Garden and Broad Street to create a gathering place for the considerable pedestrian traffic at this transportation hub. The plaza would also provide for a better entrance into the new mid-rise tower building.

10. New additions and adjacent or related new construction shall be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Discussion: The recommended preservation plan provides for a 40-foot gap between the existing TSS building and the future mid-rise tower building on the west parcel. Furthermore, if the proposed low-rise commercial/retail building were removed at a future date it would not have a negative impact on the existing feature-less west façade of the decorative brick wall.

Endnotes

1 "About 2424 Studios." 2424 Studios. 2011. http://2424studios.com/home/about-us/about-2424-studios/.

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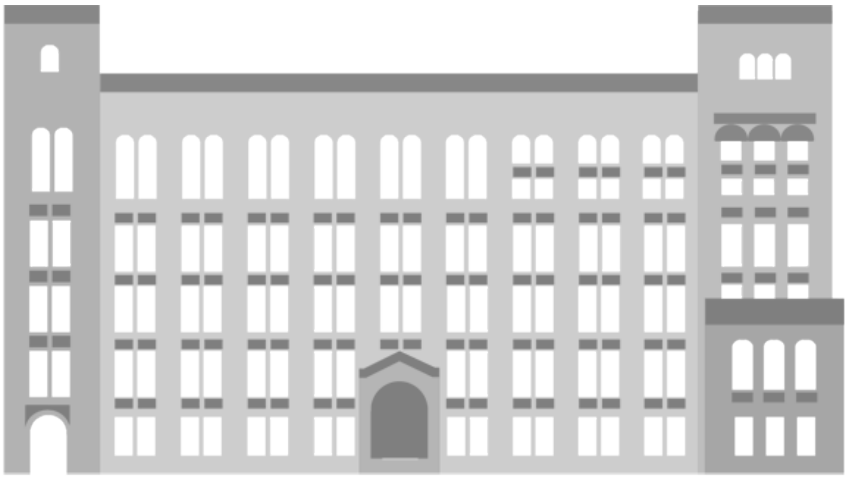


Conclusion

The Thaddeus Stevens School of Practice and its site are symbols of Philadelphia's past in a rapidly changing neighborhood. Combined with the empty lot to the west, there is great potential for a sensitive redevelopment that both preserves the site's history and accommodates a new use. The site will be most successful if the school building, arched boundary wall and fence are retained, with new construction of a building of similar scale to the school, a low-rise building for retail and development of a small public plaza filling the west lot. Multiple potential uses that retain many of the character defining features of the site offer the developer options, which will allow him to respond to market demand when he decides to redevelop the property.

Each member of the team completed individual projects that investigated specific parts of the project in more detail. They follow in Volume II.

Rachel Hildebrandt: Reusing Philadelphia's Public School Buildings

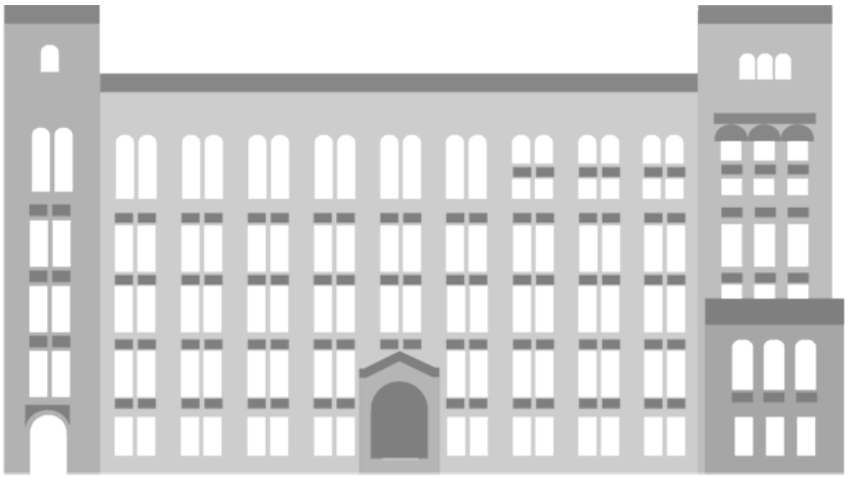
Sharon Reid: A Suitable Frame for the Big Picture?: Recommendations for a Philadelphia Mural Policy

Tingting Weng:

Fabiana Mileo: New Conceptual Interior Distribution for the Thaddeus Stevens School Building

Haley Van Wagenen: LEED Certification Feasibility Study

Jay Timon: Financial Feasibility Study



Appendix

Appendix A.1: Historic Timelines

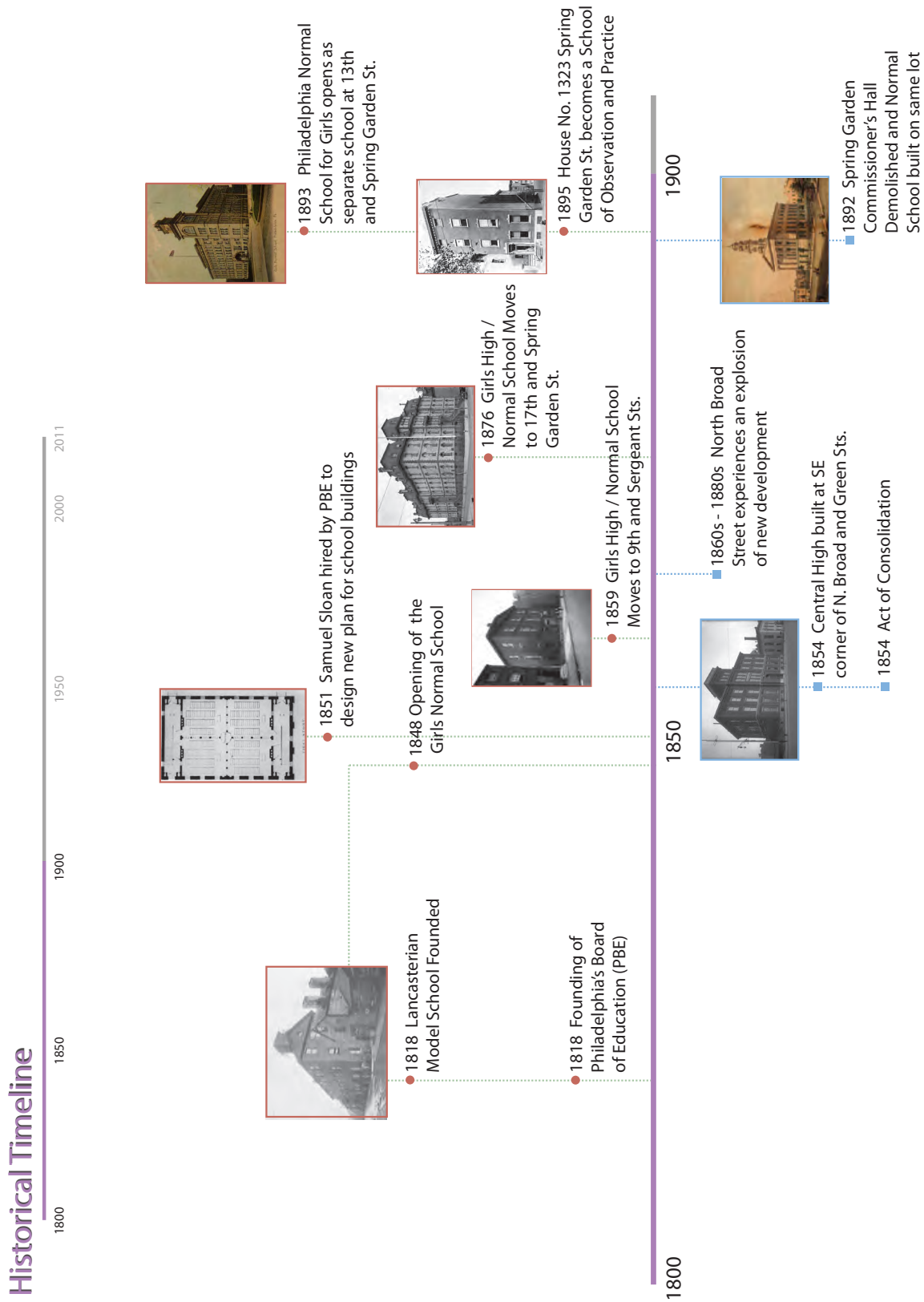
Appendix A.2: Normal School Overlay

Appendix A.3: Census Data

Appendix A.4: Exterior Elevations

Appendix A.5: Interior Layout

Appendix A.1: Historic Timelines



Historical Timeline

1800 1850 1900 1950 2000 2011

1908 Wirt's Gary Plan widely instituted

1927 Opening of Thaddeus Stevens School of Observation and Practice

1975 Low enrollment causes closure of the Thaddeus Stevens School

1977 Building becomes Stevens Administration Center

Synterra Ltd.

2005 Synterra, Ltd. purchases Thaddeus Stevens School and lot to west

1918 Irwin T. Catharine becomes Superintendent of Buildings

1938 Closure of Normal School and transition to Stoddart Junior High

1967 Building houses the Reading Clinic Laboratory

1985 Thematic National Register nomination

1998 Mural "Common Threads" painted on building's west facade

1911 Houses 1319, 1327-1329, and 1331-1335 become Schools of Observation and Practice

1956 Thaddeus Stevens School changes from "magnet" to neighborhood school

1977 Former Normal School building damaged by fire and razed

1905 Philadelphia's School District is consolidated

1900 1950 2000 2011

1926 Opening of Broad Street Subway

1910 Broad Street around Spring Garden St. known as "automobile row"

1972 LuLu Temple Demolished

1929 Baldwin Locomotive Works relocates

Image Sources

Timeline 1800-1900 (left to right; above line, then below line)

Image 1: "The Model School, East Side of Chester Street, North of Race Street," photographer Franklin Davenport Edmunds, 1913. From Franklin Davenport Edmunds, *"Public School Buildings of the City of Philadelphia From 1745 to 1845*. Philadelphia: Philadelphia School District, (1913), 56.

Image 2: Samuel Sloan's Philadelphia Plan for Schools. Image from Samuel Sloan, "School House," Design XLII in *The Model Architect: a series of original designs for cottages, villas, suburban residences, etc, accompanied by explanations, specifications, estimates, and elaborate details; prepared expressly for the use of projectors and artisans throughout the United States,* Philadelphia: J. B. Lippencott, (1868).

Image 3: Girls High and Normal School at 9th and Spring Streets. Philadelphiana, "Schools, Public." Franklin Davenport Edmunds, photographer, 1912. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Image 4: Girls High, 17th and Spring Garden Street N.E. Corner. 1933. Philadelphiana, "Schools, Public." Photographer unknown. Courtesy of the Free Library of Philadelphia Prints and Photographs Department.

Image 5: Philadelphia Normal School for Girls. "1907 Girls Normal School Rotograph Philadelphia PA PC." Image from http://www.ebay.com:80/itm/1907-Girls-Normal-School-Rotograph-Philadelphia-PA-PC-/350172362195.

Image 6: School of Practice, Number 3. Philadelphiana, "Schools, Public." Franklin Davenport Edmunds, photographer, 1920. Courtesy of the Free Library of Philadelphia, Prints and Photographs Department.

Image 7: Central High School at SE corner of N. Broad and Green Streets, c. 1911. City of Philadelphia, Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

Image 8: Spring Garden Commissioners' Hall. "Philadelphia On Stone : Spring Garden Street, City and Town Halls. Courtesy of The Library Company of Philadelphia, http://www.flickr.com/photos/library-company-of-philadelphia/tags/librarycompanyofphiladelphia/.

Timeline 1900-2011 (left to right; above line, then below line)

Image 1: Irwin T. Catharine. From Clippings Files, "Irwin T. Catharine, Philadelphia Public Schools. *The Philadelphia Bulletin*, "I. T. Catherine Commissioned," October 3, 1918. Courtesy of Temple University's Urban Archives.

Image 2: Thaddeus Stevens School, photographer unknown, 1927. City of Philadelphia Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

Image 3: Philadelphia Bulletin Article, From Clippings Files, "Girls' High, Philadelphia Public Schools." Carole Rich, "Northeast School Chief Undecided on Closing," *The Philadelphia Bulletin*, 15 May 1975. Courtesy of Temple University's Urban Archives.

Image 4: "Common Threads," Mural, 1998, City of Philadelphia Mural Arts Program, http://muralarts.org/savethismural.

Image 5: Synterra, Ltd., Logo. 2004, Synterra Ltd. http://www.synterraltd.com/.

Image 6: Automobile Row. "West Sidewalk Broad Street North From Spring Garden Street-Northwest Corner," photographer unknown, 1925. City of Philadelphia Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

Image 7: SEPTA, Broad Street Line (Subway). "Proposed Roadway Improvement at Broad and Spring Garden Streets," photographer unknown, 1941.City of Philadelphia Department of Records, PhillyHistory.org. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

Image 8: Baldwin Locomotive Works, North End and Office - Southwest Corner Spring Garden Street-Photo "E," photographer unknown, 1925. Retrieved from http://www.phillyhistory.org/PhotoArchive/Search.aspx.

Image 9: LuLu Temple. The Brightbill Postcard Collection, date unknown. Published by the Philadelphia Postcard Company. Courtesy of the Library Company of Philadelphia. ml.

Appendix A.2: Normal School Overlay

Appendix A.3: Census Data

GEO: ZCTA5 19123

Subject	Number	Percent
SEX AND AGE		
Total population	13,416	100.0
Under 5 years	724	5.4
5 to 9 years	550	4.1
10 to 14 years	478	3.6
15 to 19 years	591	4.4
20 to 24 years	1,473	11.0
25 to 29 years	2,184	16.3
30 to 34 years	1,491	11.1
35 to 39 years	980	7.3
40 to 44 years	785	5.9
45 to 49 years	730	5.4
50 to 54 years	758	5.6
55 to 59 years	670	5.0
60 to 64 years	554	4.1
65 to 69 years	427	3.2
70 to 74 years	360	2.7
75 to 79 years	288	2.1
80 to 84 years	177	1.3
85 years and over	196	1.5
Median age (years)	32.1	(X)
16 years and over	11,556	86.1
18 years and over	11,330	84.5
21 years and over	10,924	81.4
62 years and over	1,771	13.2
65 years and over	1,448	10.8
Male population	6,900	51.4
Under 5 years	350	2.6
5 to 9 years	291	2.2
10 to 14 years	253	1.9
15 to 19 years	288	2.1
20 to 24 years	742	5.5
25 to 29 years	1,173	8.7
30 to 34 years	810	6.0
35 to 39 years	560	4.2
40 to 44 years	429	3.2
45 to 49 years	391	2.9
50 to 54 years	425	3.2
55 to 59 years	342	2.5
60 to 64 years	265	2.0
65 to 69 years	181	1.3
70 to 74 years	154	1.1
75 to 79 years	124	0.9
80 to 84 years	64	0.5
85 years and over	58	0.4

Appendix A.4: Exterior Elevations

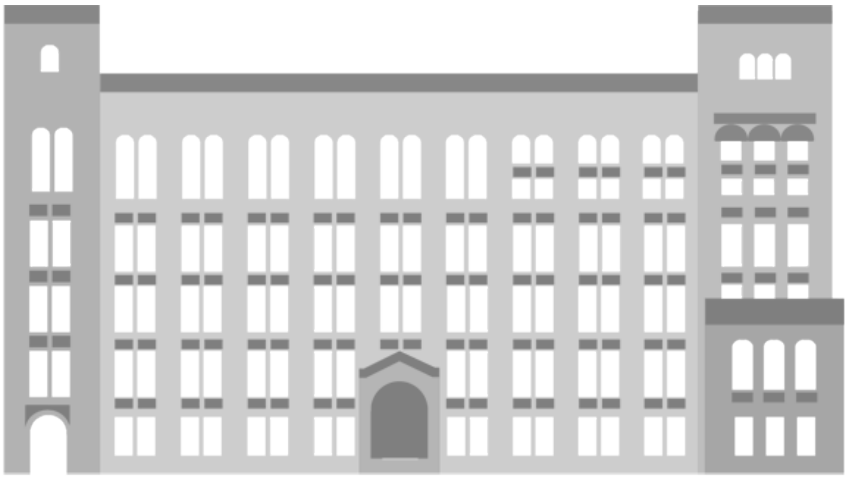
South Elevation facing Spring Garden Street

East Elevation facing 13th Street

North Elevation facing Brandywine Street

West Elevation facing Broad Street

Appendix A.5: Interior Layout



Reusing Philadelphia's Public School Buildings

Introduction

At this writing, the School District of Philadelphia is in crisis. Last month, the district completed its Facilities Master Plan, which calls for the closure of nine schools. The closure of these schools will result in the shedding of 14,000 of 70,000 empty seats.[1] Weeks later, City Controller Alan Butkovitz organized a press conference in which he accused the school district of neglecting its vacant properties and recommended the demolition of eight schools, including four schools that are listed on the National Register of Historic Places. To support his case he presented images of waste strewn in and around the vacant properties.[2]

Background

In the late 1980s, two community groups with plans to redevelop vacant school buildings in their respective neighborhoods approached the Philadelphia Historical Commission (PHC). They hoped to nominate two schools, the Lydia Darrah School and the Nathaniel Hawthorne

School, to the National Register of Historic Places so that their redevelopment projects could receive the 20% Federal Historic Preservation Tax Credit.[3] Consultant Jefferson Moak advised against this. In a 1987 interview, Moak explained that "If the two schools had come up individually, they probably would have been shot down... Individually, neither has enough architectural or historical significance to be placed on the National Register."[4] Instead, he recommended that the organizations nominate a group of schools that represent the evolution of the School District of Philadelphia. The groups obliged and nominated 95 schools. Later, PHC staffer Richard Tyler amended the nomination, adding 63 schools that had been omitted in the first nomination. He did this because he felt that the first nomination had been prepared hastily and had overlooked a number of schools with comparable architectural merit.[5]

In order to gain an understanding of how Philadelphia's historic public school buildings have fared, I surveyed the status of each of the schools that were nominated to the National Register. The nomination includes 159 of the 188 schools that were built between 1818 and 1938. I found that thirty-four had been adapted to accommodate new uses, six had been demolished, one is slated for demolition, and twelve are vacant (including the Thaddeus Stevens School of Observation and Practice). Four of the vacant schools appear on Butkovitz's list. The remaining 106 continue as public schools.

As demonstrated by the following chart, Philadelphia's school buildings have been adapted to accommodate an array of new uses that range from relatively ordinary to downright offbeat. Most commonly, they are converted into condominiums, subsidized apartments, and charter schools. These uses account for twenty-two of the thirty-four instances of reuse. Occasionally they are converted into niche uses like state-of-the art forensic science laboratories or Mummers' clubhouses.

In the following paper, I will profile three schools that have been adapted to accommodate new uses. The former schools, the Nathaniel Hawthorne School, the Lydia Darrah School, and the Thomas Powers School, represent distinct uses and highlight the various challenges that developers face when redeveloping former school buildings.

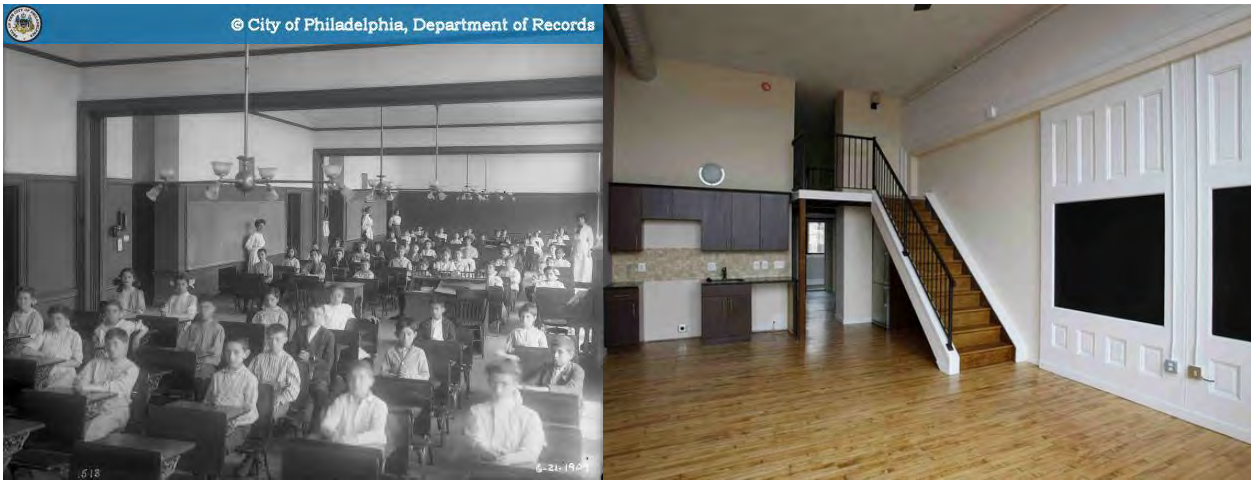
Adaptive Reuse

School	Current use	Project name
Alfred Crease School	4 condominiums	N/A
Anthony Wayne School	Subsidized senior apartments	Anthony Wayne Senior Housing
Belmont School	Charter school	Belmont Charter School
Bridesburg School	Mummers clubhouse	Trilby String Band Clubhouse
Daniel Boone Public School	Apartments, 45 units	Boone Lofts
David Farragut School	Church	Apostolic Church of God
David Landreth School	Subsidized senior apartments	Landreth Apartments
David Wilmot School	Church school	J. C. King Educational Building
Fayette School	Private, Orthodox Jewish school	Politz Hebrew Academy
Franklin Smedley School	Charter school	Mastery Charter School
General David B. Birney School	Charter school	Birney Preparatory Academy
George Chandler School	Subsidized senior apartments	East Montgomery Apartments
George L. Brooks School	Subsidized senior apartments	Camphor-Brooks School Apartments
Germantown Grammar School	Daycare facility	Small World Discovery Center
Holmes Junior High School	Subsidized senior apartments	Holmes School Senior Complex
Institute for Colored Youth	Condominiums	Randall School Condominiums
J. Sylvester Ramsey School	Condominiums	Kahn Park Place
James Wilson School	Catholic school	Annunciation BVM School
Lawndale School	Private, Christian school	Cedar Grove Christian Academy
Lydia Darrah School	Affordable apartments, 27 units	Darrah Apartments
Mary Channing Wister School	Forensic science laboratory	Philadelphia Forensic Science Center
Mary Disston School	Private, Catholic school	St. Josaphat Ukrainian Catholic School
Mechanicsville School	Single family home	N/A
Muhlenberg School	Transitional home	National Temple Baptist Church Home
Nathaniel Hawthorne School	Condominiums, 53 units	Hawthorne Lofts
Robert Ralston School	Single family home	N/A
Simon Gratz High School	Charter School	Mastery Charter School
Thomas Dunlap School	Subsidized senior apartments	Dunlap Apartments
Thomas Durham School	Charter school	Independence Charter School
Thomas Meehan School	Church	Pentecostal Faith Assembly Church
Thomas Powers School	Women's education center	Community Women's Education Project
William Adamson School	Private, Christian school	Timothy Academy
William Shoemaker Junior High School	Charter school	Mastery Charter School
William W. Axe School	Clubhouse	The Northeast Boys Club

Demolition and Vacancy

School	Status
Charles Schaeffer School	Vacant, developer is in the process of obtaining a tenant
Charles Y. Audenried Junior High School	Demolished
Elizabeth Duane Gillespie Junior High School	Vacant, owned by the School District of Philadelphia
Feltonville School No. 2	Vacant, owned by the City of Philadelphia
Francis E. Willard School	Demolished
Francis M. Drexel School	Demolished
George Childs School	Vacant
Henry Longfellow School	Vacant, privately owned
Northeast Manual Training School	Slated for demolition
Richardson L. Wright School	Demolished
Rudolph Walton School	Vacant, owned by the School District of Philadelphia
Simon Muhr Work Training School	Vacant, owned by the School District of Philadelphia
Spring Garden School No. 1	Vacant, owned by the Philadelphia Housing Authority
Thaddeus Stevens School of Observation	Vacant, owned by Synterra Ltd
West Philadelphia High School	Vacant, owned by the School District of Philadelphia
William B. Hanna School	Demolished
William J. Stokely School	Demolished
William S. Pierce School	Vacant, owned by the School District of Philadelphia
George Childs School	Vacant

Hawthorne Lofts



Left: Classrooms as they appeared in 1909. By Philly History.
Right: Some of the condominiums contain original fabric. By Rufo Properties.

The Nathaniel Hawthorne School, which graces the northwest corner of 12th and Fitzwater Streets, served its South Philadelphia neighborhood from 1908 until 1979. After closing in 1979, the school stood vacant for five years until the Hawthorne Community Council (HCC) converted the school into the Hawthorne Apartments. This effort involved collaborating with the Spring Garden United Neighbors to nominate the Hawthorne School as well as 94 other schools to the National Register of Historic Places.[6] When a building that is listed on the National Register is rehabilitated according to the Secretary of the Interior's Standards for the Rehabilitation of Historic Properties, the project is eligible to receive a 20% tax credit.[7]

By the mid 2000s, the Hawthorne Community Council's successor, the Hawthorne Community Development Corporation (HCDC), was overwhelmed by debt. The group, which owed over a million dollars in mortgages, overdue taxes, and delinquent utility bills, could not continue to manage the Hawthorne Apartments. Consequently, they sold the building and at least seven other properties. Developer Anthony Rufo purchased these properties, recognizing that their value was increasing as the neighborhood was transitioning from low-income to middle-income. This was due to the fact that the U.S Department of Housing and Urban Development's HOPE VI program funded the replacement of four dilapidated public housing towers with blocks of architecturally consonant, mixed-income row-houses.[8]

In 2007, Rufo purchased the Hawthorne Apartments for $1.5 million. Over the course of

three years, he converted the apartments, which once housed low-income seniors, into upscale condominiums. The condominiums boast loft-style floor plans, polished hardwood floors, and tall windows. The most expensive units contain original wood storage cabinets and chalkboards. According to Rufo, the building lacked an auditorium and a gym because the HCC had divided the spaces into apartments.[9]

Hawthorne Lofts' location coupled with its character attracts buyers. I interviewed Ane Turner Johnson, a resident of Hawthorne Lofts, and she confessed that "As a professor of educational leadership, I thought it was kitschy and kind of cool to live in a former elementary school!"[10] Johnson's sentiments are echoed in the numbers. One year after its opening, forty-one of fifty-three units are sold or under contract.[11]

Darrah Apartments

Left: The Darrah Apartments. By Rachel Hildebrandt.
Right: A typical corridor flanked by apartments. By Rachel Hildebrandt.

The Lydia Darrah School, located at 17th and Swain Streets in Francisville, was closed in the early 1980s. In 1985, Spring Garden United Neighbors (SGUN), a community group concerned about preserving the affordability in a gentrifying neighborhood, converted the school into apartments.[12] When the project was completed, the Philadelphia Inquirer championed the project as an example of "how a community group can develop low- and moderate-income housing through the innovative use of tax credits and public and private money, including funds from a group that reinvests some proceeds from fitness guru Jane Fonda's workout tapes."[13] Indeed, the $1.8 million project was funded by a $605,000 loan from the Philadelphia Housing Development Corporation, a

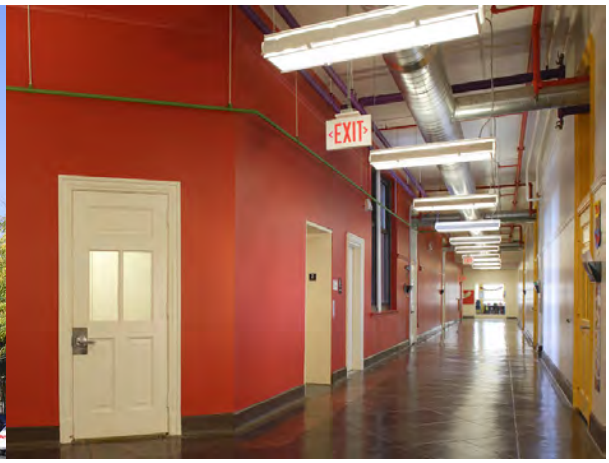
$500,000 loan from Two Holding Company, and a $400,000 loan from Cigna Corporation. In addition, the project received $200,000 in grants from private foundations as well as the 20% Federal Historic Preservation Tax Credit.[14]

Ten years later, the building was transferred. According to the closing documents, the original owners had "experienced difficulty in forming a low-income housing cooperative to take over ownership and meet the financial requirements under the mortgage..."[15] For this reason, they transferred the building to the non-profit organization that had been managing it, the Friends Rehabilitation Program (FRP). The FRP specializes in providing affordable housing and social services to low-income households. At the time of transfer, the FRP assumed the existing mortgage and borrowed an additional $225,000 to pay off outstanding debts and to fund repairs necessitated by deferred maintenance.[16]

Today, the Darrah Apartments contains market-rate units that rent for between $700 and $900 per month. One bedrooms rent for $700 per month, two bedrooms rent for $800 per month, and three bedrooms rent for $900 per month. To qualify to live in the building, prospective residents must demonstrate that their income is at least three times the rent and must pass a credit screening.[17] The FRP granted me permission to walk through the building's common spaces. When I visited, I discovered that the common spaces, which include the hallways and stairwells, are mostly intact. The three main hallways have retained their original configurations and architectural features. Each is flanked by wood doors topped by borrowed lights and lined with marble trim. The two stairwells on either side of the buildings contain their original stairs and banisters. According to the building manager, Eunice Niles, the twenty-seven units have been modernized and do not contain any traces of the building's past.

In the case of the Darrah Aparments, several questions remain. Why did the FRP decide to transition the units from affordable to market-rate? According to Eunice Niles, affordable housing is subsidized, thus it is associated with a regular stream of income that can be used to maintain the building.[18] Also, why is the building physically connected to a neighboring Police Athletic Club (PAL) building? The PAL building appears to be connected to the first floor on the north side of the apartments.

Independence Charter School



Left: Independence Charter School. By Schraeder Group.
Right: A brightly painted corridor. By Schraeder Group.

The former Thomas Durham School, built in 1910 and designed by architect Henry Decourcey Richards, stands at the southwest corner of 16th and Lombard Streets in Center City.[19] The school, which was closed in June of 2003, remained shuddered for five years before being rehabilitated and reopened as a charter school.[20]

During the mid 2000s, Center City's real estate market was booming and school district officials were determined to make as much as possible from the sale of decommissioned properties. The combination of these circumstances fueled a bidding war between a developer and a charter school who both wanted the former Durham School. The developer, Miles & Generalis hoped to replace the school with a high-rise condominium complex while the Independence Charter School (ICS), hoped to move into the building. Until then, the school had been renting space in an office building at 7th and Sansom Streets.[21]

Because the school district cared more about profit and less about community consensus (most of the community favored the addition of a new school), the highest bidder would be prioritized. Not surprisingly, Miles & Generalis offered $6 million while ICS offered $5.2 million. Later, when ICS matched the $6 million offer, Miles & Generalis backed down and allowed ICS to purchase the building.[22]

Before ICS moved into its new home, it commissioned the Schraeder Group to rehabilitate the existing building and erect an addition. Rehabilitation involved restoring and reprogramming the 50,000 square foot building.[23] According to Plan Philly, "The charter poured another $11-plus million into the building, including new windows, bathrooms,

ramps, and an elevator. Painted in vibrant shades of marine blue and lemon yellow, the school's hallways and classrooms showcase touches like intricate built-in cabinetry and sliding pocket doors. Its corridor floors are laid with black, diamond-shaped concrete slabs, while classrooms gleam with long strips of pine flooring."[24] In addition, ICS erected an addition containing three classrooms and a number of offices. When it was completed, the project received the Center City Residents Associations' Bobby Burke Historic Preservation Award.[25]

Conclusion

Given the state of affairs in Philadelphia, it is crucial that preservationists understand how the city's public school buildings have fared over time. The three case examples that I have presented in this paper present just several dimensions of a complex, multi- faceted issue.

Each of the three case examples highlights the unique benefits and challenges associated with redeveloping schools. In the cases of the Hawthorne Apartments (now Hawthorne Lofts) and the Darrah Apartments, community development corporations struggled to fund the continued operation of their buildings. In the case of the former, the building was converted into upscale condominiums. In the case of the latter, the building was transferred to an experienced manager. This is not representative of the collection of schools that have been adapted to accommodate affordable housing. In the cases of the Landreth Apartments and the Dunlap Apartments, development and management seem to proceed seamlessly. Unfortunately, the developer of these buildings will not share detailed information about their properties.

The case of Independence Charter School highlights another challenge; but one that must be conquered by the school district. How should the district go about deacessioning buildings? Should the district prioritize profit or should it prioritize community benefit? At this writing, the district maintains a policy that emphasizes profit. This was not always the case. Many of the schools that were redeveloped in the late 1980s and early 1990s had been sold to community-oriented development entities for nominal fees, which is beneficial because it frees money for rehabilitation work. One of the most glowing examples of this is the Community Women's Education Project (CWEP) in Kensington. Unfortunately, the CWEP did not respond to my inquiries for information; however, through research, I determined that the group acquired its building, a former school, for $1.[26] Today, the CWEP uses its ornate Victorian school building to further their mission of providing life skills and vocational training to low-income women.[27]

Endnotes

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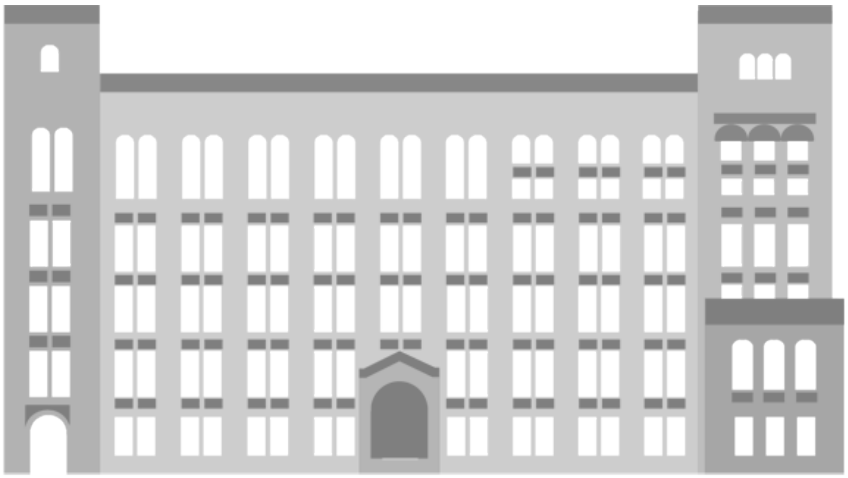

A Suitable Frame for the Big Picture?: Recommendations for a Philadelphia Mural Policy

Over the past century, the City of Philadelphia has proudly claimed a number of bynames, from the "City of Firsts," to the "Workshop of the World," to the "City of Brotherly Love."[1] Today, adding to this growing list, Philadelphia claims the following titles: the "Mural Capital of the World," and more humbly, the "City of Murals."[2] With its many blighted neighborhoods—complete with derelict and decaying buildings, vacant and detritus-strewn lots, and crudely exposed party walls—this former northeastern industrial metropolis offers itself as the perfect outdoor canvas for the Philadelphia Mural Arts Program (from hereon MAP). Murals bring life and beauty to otherwise lackluster walls and ailing city spaces. According to MAP, murals are purposely installed as blight-countering vehicles. Importantly, murals also work as community mending, empowering, and relationship building tools.[3] Murals, though, are meant to function as placeholders. This means that aside from their laudable social reparation and improvement component, and their inherent beautification abilities, these public works of art are meant to spark redevelopment and revitalization.[4]

Unfortunately, recovery to ailing neighborhoods has not always been rapid. With the passing of time, murals—regardless of whether intended to be transitory works of art or not—have acquired values within their respective communities (and sometimes within the context of the greater City). Consequently, controversy has often ensued in Philadelphia when the private properties donning murals have been sold and when new owners who are unmoved by their building's mural simply paint over it. Also, development projects that would otherwise be favored in a neighborhood ignite controversy when they concomitantly threaten the existence of a beloved mural. The question then becomes: If murals are truly viewed and valued as works of public art, should the installation of murals, like that of other works of public art—like sculptures—be regulated and should a mural's existence in the public realm be both guided and protected by a specific piece of policy?[5] If a policy were to exist, what would it look like and how would that policy be enacted? Where, for example, should a policy regulate that murals go and how can the social mission of MAP be fulfilled if the wall on which a mural is placed and the property providing a viewshed to a mural are both privately owned, and owned by separate parties? Additionally, should someone be responsible for maintaining murals? Under what circumstances can or should murals actually be preserved, and under what circumstances can and/or should murals be removed? If removed, should both a community and the artist(s) of a mural be provided with relocation options—as a form of compensation for what otherwise might simply equate to a loss? Also, should it be required that every mural—both existing and to be installed—be procedurally documented and archived on a publically accessible database?

In light of the recent, heated discussions surrounding the Bella Vista neighborhood's *Autumn,* and considering the Thaddeus Stevens School Studio's difficulty in determining how to treat the "Common Threads" mural that is so prominently featured on the building's west wall,[6] it seems pertinent that that the subject of a City mural policy be addressed. While it is not possible to actually draft a policy in the timeframe allotted, preliminary research can help MAP by laying the groundwork for the development of a future policy. Therefore, in what follows, this individual project will first examine which, if any, components of existing mural policies in other U.S. cities or public art policies in Philadelphia might apply to the protection and regulation of Philadelphia's murals. This project will also look at protective historic and arts legislation, and will review the recommendations of campaigns aimed at both preserving and conserving murals in order to determine what aspects of existing legislation and what conservation recommendations might be applied to a Philadelphia mural policy. This project will also take several of MAP's past mural loss and/or reproduction cases into consideration

when attempting to determine what might prove a welcome and viable set of options for cases where a mural's existence is threatened.

MAP: Historical Overview and Program Management Structure

In order to proffer thoughtful and relevant suggestions for a Philadelphia mural policy, it is first necessary to gain an understanding of the organizational structure of the Philadelphia Mural Arts Program. It is also crucial to learn something about the history of this program in order to comprehend 1) both how and from where its philosophies were derived, and 2) determine if these philosophies still underpin the work of the Program today and 3) conclude if the organization would be fundamentally impacted were a mural policy adopted by the City.

Technically created in 1996, MAP is the direct successor of the City's Anti-Graffiti Network.[7] Founded in 1984, the Anti-Graffiti Network, endeavored to engage the City's graffiti artists and redirect their "destructive graffiti-writing energy" toward the "constructive" production of a welcome form of public art—murals.[8] Over the years, countless offenders-turned-muralists have gone through the Program and enlivened the city's walls with welcome scenes. Amongst other types of arts-focused social service programming, MAP continues work with at-risk youth to create murals. MAP has also become well known for its comprehensive and sustained community engagement component.[9]

MAP is a legitimately recognized organization that is part City agency and part non-profit entity.[10] Presently, one third of MAP's funding comes from the City's Department of Human Services and the program is operated under Philadelphia's Office of Arts, Culture, and the Creative Economy (OACCE).[11] The Program's staff funding comes directly from the City's Managing Director's Office.[12] Despite its public/governmental structure, MAP's connection to the anti-establishment graffiti arts movement is still recognizable. For instance MAP still follows the mantra, "Expect Permission / Ask Forgiveness." This basic tenet of the organization expresses a kind of grass-roots anti-bureaucratic attitude that runs contrary to the rigid governmental side of the Program by suggesting that MAP will continue its work, with or without the City's endorsement.[13] Interestingly enough, despite both the world-wide notoriety of the Program and its part-municipal-government structure, the majority of murals commissioned by the program exist on the walls of privately owned edifices with façades that are not controlled by any regulatory policy.[14] Permission, of course, must first be granted from a building owner before a mural is installed on the side of a wall.[15] After its installation, however, no policy regulates either the care or the fate of the mural. Since neither the Mural Arts Program nor the City of Philadelphia own the majority of these properties, murals stand entirely unprotected.

Not even those adorning the walls of municipal properties are legally required to be maintained. It helps little that the City of Philadelphia lacks a vision for art and that its public art programs in Philadelphia, including MAP, are fragmented and competitive.[16] Despite arguable adversities, MAP seems to like operating within a disconnected, bureaucracy-limited system, and perhaps rightfully so. To date, the program has proven itself prolific and reputable—all without an official mural policy. The question is, is quantity better than quality (in terms of preservation), and is it responsible to spend city tax dollars—whatever the amount—on city art that is neither assured to remain—for any amount of time—or assured maintenance and/or conservation throughout its lifetime?

Despite the myriad successes and the laudable fundraising capacity of this unconventionally configured, hybrid organization,[17] many of its murals have been lost. Others are ageing with no means or formal process for restoration. Even more are threatened by either pending or potential redevelopment projects. As a consequence, it seems improper to recognize MAP as a "model public art organization."[18] For all of its laudable implementation aspects that are worth of emulation, the lack of a guiding mural policy that coordinated with the City leaves Philadelphia's MAP vulnerable and open to criticism. If municipal governments and mural groups both throughout the U.S. and around the world are going to look to MAP for guidance on forming and successfully running mural arts programs, then MAP needs to step up its game. To truly be in the position to consult, and to be able to proudly recognize itself as a "model" organization,[19] then MAP needs to go beyond the initial commissioning of murals and the public outreach and community involvement processes. Each of these aspects is crucial, but none is focused on either the maintenance of or the future of this blight countering, community revitalizing, and redevelopment-luring form of public art. It is my opinion, therefore, that MAP should consider shedding some of its anti-establishment roots and developing a simple, but protective policy for murals. This policy will adds to the program's legitimacy, provide protection for murals, and when it comes to this popular form of public art, afford both assurances and options to mural artists, communities who participate in the process of mural-making, and the general public.

Mural Policies in Other Cities: What Might Philadelphia Appropriate from Existing Ordinances

In the course of my research I discovered that numerous cities, both small and large,—from Portland, OR to Ventura, CA and Milwaukee, WI, to Peoria, AZ, to the village of Lyons, NY—have mural policies. Mural regulations even exist in the cities of Montreal, Ottawa, and Vancouver, Canada. Regardless of either geographic location or country, it appears that municipalities typically

integrate a mural policy into their respective city's zoning code. The regulatory process differs somewhat from city to city, but each ordinance always provides its own definition of a mural and details the process by which a mural permit is filed and explains what municipal entity, if any, is specifically responsible for reviewing the proposed design, and names what entity is responsible for either granting or denying the application.[20] Some of the more thoughtful and thoroughly written policies list the required application materials and state maintenance requirements, duration of artwork terms and/or requirements.[21] Also, certain policies even obligate the artist to waive his or her rights to the artwork after the mural is installed.[22]

In my opinion, it would be unacceptable for Philadelphia to adopt, outright, even what I consider to be the best of the existing policies that I have explored. Philadelphia is its own city, and like every other metropolis it has its own culture as well as its own unique qualities, needs, and problematic issues.[23] As a consequence, if a regulatory policy is eventually drafted for Philadelphia, it will need to be specifically tailored to this city. In my case, reviewing other policies certainly proves helpful. I have garnered an immense amount of information about public sentiment toward murals and about their value in varying communities simply from reading through the regulations that have been drafted and/or implemented in other cities. Looking at both these drafted and enacted policies at and comparing and contrasting other policies has helped illuminate the lacunae in existing policies. This exercise has also assisted me in further clarifying the specific problems relating to Philadelphia and its murals. Philadelphia's situation, while not entirely unique, appears amplified due to the obscene number of vacant urban lots and the number of MAP murals that front these derelict, but developable swathes of land.[24] Therefore, in the proceeding paragraph I will briefly discuss the meritorious provisions of Portland, Oregon's well-written mural code and explain why they are relevant to Philadelphia. I will subsequently mention aspects of several other American and Canadian city codes and explain why these regulations, too, would suit Philadelphia's needs. Afterward, I will expressly list those components from other plans that I recommend be adopted by the City of Philadelphia and MAP and I will introduce what I see as being necessary additions to not only a comprehensive and enactable, but also a successful Philadelphia ordinance.

Out of all the ordinances located and reviewed,[25] Portland, Oregon's mural ordinance is the most comprehensive. It is well-integrated into the City's Planning and Zoning Code.[26]To one degree or another, the policy regulates the installation, maintenance, and the removal of murals. According to "Title 4, Original Art Murals" of the Charter and Code of the City of Portland, OR, a permit application must be completed by anyone

wishing to install an "original art mural." Like other cities, Portland defines the term, *mural*. Portland purposely titles artistic murals "original art mural" and defines them in contrast to works that the City actually considers to be advertisements or signs.[27] "Title 4" then goes on to explain that all applicants must submit an official application form. It then lists the types and the sizes of the additional application materials required—such as a written description of the project and elevations showing the proposed mural size and location. If the application is approved by the city, the applicant is required to contact the neighborhood in which the mural is proposed to be installed and hold an open meeting.[28] All murals, regardless of whether they are installed on public or private property, require that the property's owner enter into an "Art Easement Agreement" with the City of Portland for a term of five years. (See Appendix A2) After five years, the easement may be either terminated or renewed.[29] Portland's "Title 4" also includes two very important provisions that are absent from many of its contemporaries in other cities. First, it requires that murals be maintained for the duration of the easement. It also names the circumstances under which a mural can be removed, and outlines the procedures that must be followed if a mural is removed during the first five years of an easement followed by those that apply when a mural is over five years of age.[30]

The aforementioned provisions in Portland's mural ordinance are praiseworthy. Some, such as the required "Neighborhood Contact" step of the permit process are arguably better enacted in Philadelphia already. If slightly adjusted in certain cases and expanded on in others, provisions in the Portland mural ordinance could easily help to form the basic outline of an official City of Philadelphia mural policy. For example, MAP already requires that approval be officially obtained from a building owner prior to the installation of a commissioned mural. It would not require much additional effort on the part of MAP to require that the building owner sign an agreed on easement. A mural easement might legally vary in length. While Portland stipulates that original art mural easements remain in place for five years,[31] a Philadelphia policy might allow for easements of both shorter and longer durations.[32] If a mural is to be removed before the easement expires then the City requires notification and explanation in written form prior to the removal of the artwork.[33] Were such a requirement made in Philadelphia, it would greatly enhance the ability of MAP to professionally manage its ever-expanding collection of murals.[34] Also, Portland's policy stipulates that for the duration of an easement, a building owner must maintain any mural installed on his or her property.[35] Maintenance provides some assurance that the mural's integrity will be protected—at least until the easement expires. If an easement is placed on a wall for five years or fewer, then maintenance is likely all that is necessary to keep a mural in good condition.

Philadelphia might adopt a maintenance provision, but require that a MAP employee or volunteer assess the condition of each and every mural on a regular basis—maybe annually or once every two to three years. A Philadelphia ordinance might also mandate that a mural be specifically assessed when its easement is about to expire. Regardless of the length of the easement, such a process would determine whether or not the mural is in need of or will soon be in need of restoration. If in need of any conservation work, funding might need to be ensured for the mural prior to any second easement on the property being granted.

Only two other provisions offered in mural ordinances around the U.S. and in Canada are worthy of Philadelphia's consideration. The first provision worthy of study addresses something that Portland's ordinance does not: an artist's waiver, A second noted provision expands on Portland easement policy, by offering both spaces for temporary mural and longer-term easements. When a mural is commissioned in Ventura, CA, an artist is required to sign an "Artist's Waiver."[36] (See Appendix A3) Ventura's waiver seems a bit extreme. It requires an artist to forgo all of his or her rights under both the State Artist's Act and the Federal Visual Artists Rights Act of 1990 (VARA).[37] (See Appendix A4) This waiver, however, leaves no question in either the mind of the artist or artists, or in the mind of the City or the public as to whom the artwork belongs and thus, how it can be treated. Such a waiving of rights might be too extreme for Philadelphia. The artist or artists of any mural commissioned in Philadelphia should, however, be made aware of their rights under VARA and under the State of Pennsylvania's Fine Arts Preservation Act of 1986. (See Appendix A5) If and when a policy is drafted for Philadelphia, there should be a clear recognition an artist's rights—whether they are many or few. The second provision worthy of both mention and further exploration is that pertaining to locations specifically zoned for changing murals. Savannah, GA, for example, officially recognizes certain locations as being places for "rotating murals."[38] Such murals are meant to display at least two different murals per year.[39] Philadelphia might also consider providing a range of longer-term easements for murals. Salem, OR, for example, requires that murals remain in place for seven years.[40]

Losses and Gains for Murals in Philadelphia: Useful Provisions to Include Based on Successful Outcomes

As previously stated, I recommend that all of the aforementioned provisions be tailored to suit Philadelphia's specific needs and subsequently be included in a City mural ordinance. I believe, however, that the state of Philadelphia's built landscape, the pattern of the previous twenty-seven years worth of mural painting in the city, and both the need and the high potential for both redevelopment and infill development necessitate

that the City provide additional options to citizens and mural artists when it is brought to MAP's attention that a mural is going to be removed. Two cases in the history of MAP stand out as respectable examples for handling the loss of a mural. Although losses occurred in each case, in the end, either the neighborhood regained a reproduced work of art or a new neighborhood gained a mural that MAP, the community, and the City of Philadelphia felt was better connected to the history of the new location. The first of the two aforementioned cases is the reproduced Sidney Goodman mural, "Boy with Raised Arm." (See Appendix A6.1) This mural was originally installed in 1990 on a north-facing party wall of a building located near the intersection of North 40th Street and Powelton Avenue in West Philadelphia. A decade later, the building holding the mural was demolished to make room for the construction of a new social services center. In this case, MAP worked with both the community and the developer to reproduce Goodman's "Boy with Raised Arm." This copy of the original image was painted on a street-facing wall of the new social services building. Interestingly, the mural was scaled down to fit the size of the wall and was repainted not by Sidney Goodman, but by the mural artist, Brian Senft.[41] (See Appendix A6.2) Although not the exact same mural, the new "Boy with Raised Arm," clearly resonates with the residents of this West Philadelphia neighborhood and represents a respectable compromise. The second case involving a loss of a mural in one community and the simultaneous gain of a mural in another neighborhood involves the mural titled "Tribute to Harriet Tubman and the Underground Railroad" (from hereon the Harriet Tubman mural). Located on the exposed part wall of a building at 908 Chestnut Street, in the heart of Center City, the original Harriet Tubman mural was unfortunately destined for problems. Completed in 2000, the mural spent only two years at this location before development first threatened and soon afterward caused the loss of the mural. (See Appendix A7.1) In this case, MAP was able to work with the developer to find a new home for a new Harriet Tubman mural. Located in the Germantown section of the City, the new Harriet Tubman mural, incidentally designed by the same artist, was welcomed by the Germantown neighborhood and was actually installed near a site of an early African American burial ground. (See Appendix A7.2) Despite the original loss downtown, another community benefited from the new rendition of the mural. Another positive aspect of what could easily have been a great loss is the fact that the mural gained historical value and ties through its relocation.[42]

The case of the "Boy with Raised Arm" and the case of "Tribute to Harriet Tubman and the Underground Railroad" lead me to propose that Philadelphia integrate reproduction and relocation options into a mural removal provision. This way, if development were to come to an area and either threaten the existence of a mural or drastically diminish a mural's viewshed, then

both a mural's artist and the mural's community would immediately know their options. Although many might be upset at the pending loss, a set of legally enforceable proceedings would ensure that a fair and open process would take place in which the community, working with MAP, could decide whether or not they wanted to see the mural replicated, or whether or not they might even want a new mural. This provision would also require that a developer design his or her building to accommodate a new mural somewhere on the new building's façade. If the community were not to choose to have the mural replicated, or did not wish to see any new mural installed, then the developer could be required by the City mural ordinance to assist MAP, either financially or in-kind, to locate another space within the city that would be suitable for a new public mural.

Recommendations

Based on a combination of research, a garnered understanding of Philadelphia's culture and the populace's general opinion of murals, and knowledge gained about the structure and the mission of MAP, I specifically recommend that MAP collaborate with Philadelphia's City Planning Commission (PCPC). The PCPC's Community Planning Division and Urban Design Division would prove to be the most advantageous of partners.[43] With the help of the PCPC's Divisions, MAP could determine where to place shorter-term murals and where to place longer-term murals. This coordination could even result in specific viewsheds being preserved in perpetuity through the legal transfer of development rights. Also, if specific space is zoned as greenspace or park then a wall fronting this permanently open and typically public space could be the permanent home of a revolving set of murals, or it might simply host a single mural with a lifespan lasting as long as is desired by the community. I also recommend that MAP, in collaboration with the PCPC and the public, draft and subsequently adopt a mural policy that includes each of the provisions listed below.

The Definition of a Mural

What is a mural? This is the first question that a Philadelphia mural ordinance must answer. A definition may be derived from any number of sources and can be collaboratively written. Defining exactly what a mural is might at first seem puerile, but ultimately, this definition will play a critical role in helping shape a comprehensive policy that works to protect this public form of art.

Duration of Murals

If MAP is to successfully provide both fixed locations for murals, then collaboration with the Community Planning and the Urban Design Divisions of the PCPC will be crucial. While some walls should be specifically set aside to host murals

on both long-term and revolving bases, it will still be necessary for the city to require easements for the majority of properties hosting murals. A Philadelphia mural easement, like that of Portland, OR, should require that the owner of a property generally maintain the mural for the duration of the agreement. Philadelphia should have funding in place to assist owners who may not be able to pay for the upkeep of a mural. A Philadelphia mural ordinance should balance realism and progressivism. First, the City should offer 3, 5, 7, and 10-year long easements. This range will allow MAP, together with each community and each easement granting property owner the right to collectively determine what type of mural is wanted as well as what timeframe would best suit their needs and desires. Like Portland's policy, a Philadelphia mural ordinance should state under what conditions a mural easement might be broken. It should also explain the procedure by which an owner goes about terminating an easement. Additionally, part of MAP's annual work should include surveying easement grantors and communities where mural easements are soon to expire in an effort to determine whether or not an easement might be extended.

A Philadelphia mural ordinance should also embrace the idea of temporary murals and plan for securing appropriate spaces to showcase these transient works of art. Temporary art installations—although not always murals—are very popular in U.S. cities such as Boston and New York. Temporary art, unlike "permanent" art, has the ability to provoke interest in a space that was previously overlooked. It also brings with it a sense of urgency, compelling visitors to "see it while it is there" as is always the case with the work of the famous artist, Christo.[44] In recent times, MAP has started to branch out and produce temporary installations like "Light Drift" (2010).[45] Such projects should be encouraged in a Philadelphia mural ordinance, and should actually be extended to murals. Based on permitted durations for temporary art installations in these two aforementioned cities, Philadelphia's mural ordinance could easily be written to incorporate a provision for temporary art displayed for a minimum of three and a maximum of eighteen months.[46]

The Treatment of All Murals as Equals

Guest writer for the National Trust for Historic Preservation's *Forum Journal*, recently stated: "Common Threads" is significant because it encouraged Ms. Saligman and other muralists to think bigger, not just in execution, but also in community involvement."[47] While Common Threads may have been the first mural of its size installed on a wall in Philadelphia, and may mark the first time that MAP involved the community, my recommendation is not to privilege this or any other particular mural above others. As public works of art, all murals both previously installed by either the Anti-Graffiti Network or MAP and all

murals yet to be commissioned should be treated as equals under a Philadelphia mural ordinance. If certain murals, like "Common Threads" are privileged then MAP is allowing one of its basic tenets to be violated. Under "We Beats Me," MAP states, "There's no "I" in mural."[48] If there is no "I" in Mural, then neither should there be privileging of any one mural over another. Each mural may be the product of a particular community's efforts and may tell that community's story, but when looked at together, MAP's murals are the work of Philadelphia. It should not be MAP's place to decide which murals are special and which are not.

Rights of the Artists and an Artist's Waiver

If drafted, a Philadelphia mural ordinance should address the rights of the artist or artists under both VARA and the Pennsylvania Fine Arts Act of 1986. Legal council should specifically be sought out when drafting this section of the greater policy. Not being exceptionally well-versed in law, I do no feel comfortable proffering specific recommendations. I only admonish that failing to consider the artist or failing to even give the artist the opportunity to sign over his or her rights to a mural makes for bad policy.

When Development Threatens a Mural the Policy is Triggered and the Following Happens

As suggested previously, a Philadelphia mural policy should include a thoughtful and very comprehensive section that deals with the removal of murals. Community involvement in the process of mural removal is paramount and should be written into the policy. A policy should directly state that murals will not impede development. At the same time, the policy should inform developers that when a mural or a mural viewshed is involved, their project will have to be designed to either accommodate a new mural or, when relevant preserve a minimum viewshed to the existing mural.[49] Space for a new mural on a to-be-designed and constructed building does not have to allow for an original mural to be replicated to scale. A minimum scale-down ratio should, however, be written into the policy to avoid severe loss of impact. Also, options for the installation of a new mural should include both wall installation and screening installation so as to provide both the community and the developer with additional new and boundary-pushing options.

If the community affected by the loss of a mural chooses, the ordinance should stipulate that the very mural being removed can be replicated on the new building. If, on the other hand, the community chooses not to replicate the mural, they may opt to have a new mural commissioned and installed on the surface provided by the developer. Should the

community not want any new mural, MAP should have the right to require the developer to assist the organization, either monetarily or in-kind, to install in a new location 1) the mural being lost to the development 2) a new rendition of the mural being lost or 3) a completely different mural. Lastly, I recommend that notification of the removal of a mural due to development trigger the immediate "as is" documentation of the mural so that the latest and perhaps last condition of the mural can be recorded.

Required Documentation Process

Since 2006, the national non-profit, Heritage Preservation, has been advocating for the preservation of public murals. The organization recognizes, however, that "…[I[t is not possible to save all outdoor murals."[50] As a consequence, Heritage Preservation's Rescue Public Murals Project seeks to perpetuate the memory of public murals through digital and written documentation that is catalogued in ARTstor's digital image library.[51] While this work is laudable, Philadelphia could do better. I recommend that a Philadelphia mural ordinance require that each and every mural be documented from the time its installation begins and extending throughout its lifetime. Documentation would not only include visual data, but also narratives about the mural-making process or about conditions and conservation concerns. Each time the mural is assessed, be it on an annual basis as part of a routine collections management effort, toward the end of an easement, or on notification of the removal of a mural, a mural should also be documented. To this documentation process I would add an extra component: a public database where individuals could add their own stories about murals. In the event that a mural were lost, such a database would allow for the memorialization of murals. Currently, the Historical Society of Pennsylvania hosts a database designed to fulfill a similar function for buildings and urban loci. Called PhilaPlace, this database allows the public to upload images, videos, oral histories, and narratives about the places that hold meaning to them.[52] This platform might well serve MAP if PhilaPlace were expanded to include murals and perhaps hosted by, and made more relevant and integrated with the history of the city if it were hosted by PhillyHistory.org or the Philadelphia GeoHistory Network.[53]

Required Collections Management

Parallel to documentation is the issue of collections management. Collections management should include keeping an inventory of works and should also cover documentation of the locations and the conditions of the murals, and the recording of all conservation treatments received. MAP realizes the importance of collections management and is currently in the process of surveying the entire City in an effort to set up a

future collections management database.[54] Ideally, a Philadelphia mural ordinance would require the completion and maintenance of this database. At lest one-third of MAP's funding comes from a public source and technically murals are works of public art. As a consequence, regardless of whom commissions a mural or who it is that ultimately pays for a mural's installation, maintenance, and conservation, regular monitoring and proper care —just like that commonly applied to other forms of public art—should be part and parcel of a murals life in the City of Philadelphia.

Endnotes

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4 Ibid. It is important to note that while curbing the efforts of graffiti artists and simultaneously countering blight and bringing communities together has long been the underlying mission of MAP, today, some murals are being commissioned by local property owners simply because they like and want public art.

5 Other types of public art in the city are regulated by ordinances. Examples include: public art installed and maintained by the Fairmount Par Art Association, and the Art Commission of the PCPA.

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11 PennPraxis, "Philadelphia Public Art: The Full Spectrum," Philadelphia, October 2009, 15-16.

12 Ibid., 40.

13 Philadelphia Mural Arts Program, "Mission: Palette of Core Values," (Philadelphia: City of Philadelphia Mural Arts Program, 2011). Accessed on November 9, 2011 at http://muralarts.org/about/mission. This mantra was never made clear to me in my interview with Seth Turner. I am only conjecturing that "Expect Permission/Ask Forgiveness" implies non-convention and a renegade nature.

14 Philadelphia Mural Arts Program, "Mission: Mission Statement," (Philadelphia: City of Philadelphia Mural Arts Program, 2011). Accessed on November 9, 2011 at http://muralarts.org/about/mission.

15 Seth Turner, Director of Mural Operations and Restoration, Interview by author, Philadelphia, PA, November 30, 2011. A "Wall authorization form" must be signed by a property owner before MAP proceeds with the commissioning and subsequent installation of a mural.

16 PennPraxis, "Philadelphia Public Art," 36. Philadelphia's programs, inclusive of the Philadelphia Percent for Art Program, The Philadelphia Redevelopment Authority's Percent for Fine Arts Program, and the Philadelphia Art Commission.

17 PennPraxis, "Philadelphia Public Art," 15-16.

18 Ibid., 16.

19 Ibid., 36. Princeton University, Lewis Center Princeton Atelier, "Trenton Mural Arts Project Alelier," (the Trustees of Princeton University, 2011). Accessed on November 17, 2011 at http://www.princeton.edu/arts/arts_at_princeton/princeton_atelier/ateliers/tmap/.

20 Administrative Rule for Original Art Murals," http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627; City of Salem, OR, "Chapter 15 of the Revised City Code: Public Art," (Salem, OR: City of Salem, November 2011). Accessed on November 27, 2011 at http://www.cityofsalem.net/Departments/Legal/Salem%20Revised%20Codes/Public%20Art.pdf.

21 Ibid.

22 City of Ventura, CA, "Artist Waiver for Murals," Accessed on November 25, 2011 at http://www.cityofventura.net/files/file/comm-service/Artist%20Waiver%20for%20Murals.pdf.

23 I realize that cities often share many of the same amenities and even the same problems. If one looks closely, however, each metropolis, and even each town, has its own unique set of resources and its own set of problems that together contribute to the overall character of the place.

24 As of November 2010, the City of Philadelphia, alone, was reported to own 12,000 vacant lots. See Aaron Kase, "The Ugly Truth about Philly's Vacant Lots," *Philadelphia Weekly*, 16 November 2010. Accessed on December 2, 2010 at http://www.philadelphiaweekly.com/news-and-opinion/The-Ugly-Truth-About-Phillys-Vacant-Lots.html.

25 For an exhaustive list of all mural ordinances consulted, as well as a list all cities found to have a mural program but no present mural ordinance, see Appendix A1.

26 See "Administrative Rule for Original Art Murals," http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627. Not only is "Title 4" situated within the Zoning Code, but the Title also prohibits murals from being installed in any existing Historic Districts or Conservation Districts.

27 City of Portland, OR, "4.12.020 Definitions: J. Original Art Mural," of the Code and Charter of the City of Portland, OR (Portland: City of Portland, OR, 2011). Accessed on November 29, 2011 at http://www.portlandonline.com/auditor/index.cfm?c=50808&a=257808. Other cities, like Los Angeles, and Savannah, GA appear to also be concerned with differentiating art murals from works of graffiti art. See, for example, Savannah Metropolitan Planning Commission, "Art versus Graffiti: Defining Mural Art in the City of Savannah, Case Studies," (Savannah, GA: City of Savannah, Department of Cultural Resources and Urban Planning, date unknown). Accessed on November 27, 2011 at http://www.thempc.org/documents/HistoricPreservation/Site%20and%20Monument/Mural%20Policy/Case%20Studies.pdf.

28 Administrative Rule for Original Art Murals," http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627

29 City of Portland, OR, "Art Easement," (revised March 29, 2005). Accessed on November 23, 2011 at http://www.racc.org/sites/default/files/Mural%20EasementForm0709pdf.pdf.

30 See "Administrative Rule for Original Art Murals," http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627,

31 Under certain circumstances, both Title 4 and the Art Easement allow for the termination of the easement and the removal of the mural in a period shorter than five years. The sale of a property, significant alterations or modifications to the property, and proven hardships are grounds for early and legal termination of the easement. See, City of Portland, OR, "Art Easement," http://www.racc.org/sites/default/files/Mural%20EasementForm0709pdf.pdf.

32 This possibility will be discussed in more detail in a later section of this report.

33 Administrative Rule for Original Art Murals," 49, http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627

34 MAP is unclear as to exactly how many of its murals are

extant. The PennPraxis report of 2009 states that between 2007 and 2008, an estimated 1,300 of the 3,000 or so murals that MAP produced since its 1984 founding as the Anti-Graffiti Network were still extant. As of November 2011, Seth Turner of MAP stated that a comprehensive survey of all the city's murals is in the works. Surveying, however, literally requires that a MAP employee or representative drive down every street within the city of Philadelphia. It is therefore very time consuming. Seth Turner, Interview by author, Philadelphia, PA, November 30, 2011

35 Administrative Rule for Original Art Murals," 27, 48-49, http://www.portlandonline.com/bps/index.cfm?a=248523&c=49627

36 City of Ventura, CA, "Artist Waiver for Murals," Accessed on November 25, 2011 at http://www.cityofventura.net/files/file/comm-service/Artist%20Waiver%20for%20Murals.pdf.

37 Ibid.

38 City of Savannah, GA, "Draft Mural Policy Review and Guidelines—Review Criteria," 51, http://www.thempc.org/HistoricPreservation/Proposed%20Mural%20Policy.html.

39 Ibid.

40 City of Salem, OR, "Chapter 15 of the Revised City Code: Public Art."

41 Seth Turner, Interview by author, Philadelphia, PA, November 30, 2011. Basic information about the new mural and its artist can also be found at Muralfarm.org, under "Boy with Raised Arm."

42 Seth Turner, Interview by author, Philadelphia, PA, November 30, 2011. Seth explained the connection between the site of the new "Tribute to Harriet Tubman and the Underground Railroad" mural and the historic African American burial ground.

43 For additional information about the roles of each the Community Planning Division and the Urban Design Division of the PCPC see http://www.philaplanning.org/pubinfo/overview.html.

44 City of New York, "Christo and Jeanne-Claude in Their Own Words," NYC: City of New York 2011. Accessed on November 27, 2011 at http://www.nyc.gov/html/thegates/html/qanda.html.

45 Mural Arts Program, "Light Drift," City of Philadelphia, 2011. Accessed on November 27, 2011 at http://muralarts.org/explore/projects/light-drift-0.

46 City of Boston, Boston Art Commission, "Guidelines for Temporary Public Art Installation in Boston." Accessed on November 27, 2011 at http://www.publicartboston.com/sites/default/files/Temporary%20Art%20Process%20for%20web%20-%20updated%20Dec2011.pdf; City of New York Parks and Recreation, "Temporary Public Sculpture: Park Avenue Malls Guidelines and Information," January 11, 2010. Accessed on November 27, 2010 at http://www.nycgovparks.org/art-and-antiquities/temporary-guidelines; New York City DOT, "Urban Art: partners," (New York: City of New York, 2011) Accessed on November 27, 2011 at http://www.nyc.gov/html/dot/html/sidewalks/urbanart_prgm.shtml#partners.

47 Will Shank, "Preservation Meets Public Art in Mural Restoration," In *PreservationNation*, 25, 2 (Winter 2011). Accessed on November 24, 2011 at http://blog.preservationnation.org/2011/03/25/preservation-meets-public-art-in-mural-restoration/.

48 Philadelphia Mural Arts Program, "Mission: Palette of Core Values."

49 The ordinance should calculate minimum viewsheds based on the width and depth of the to-be-developed lot or lots that form the viewshed.

50 Heritage Preservation, "Rescue Public Murals." Accessed on November 20, 2011 at http://www.heritagepreservation.org/RPM/index.html.

51 Ibid.

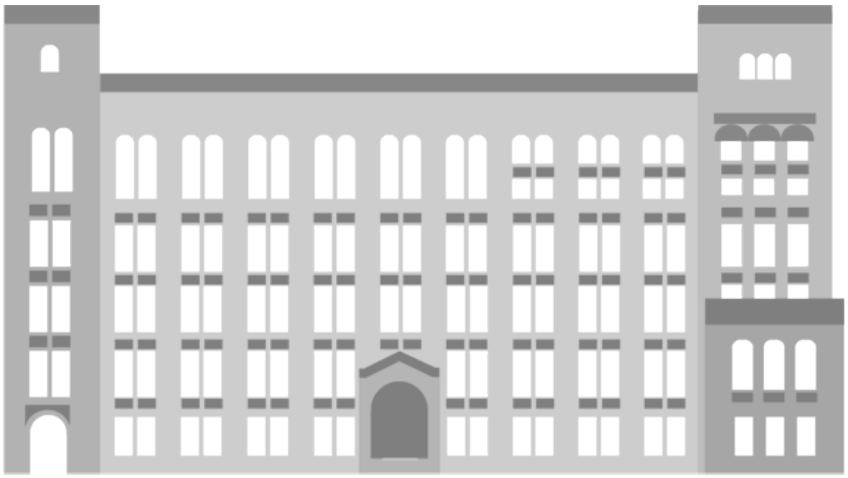
52 Historical Society of Pennsylvania, "PhilaPlace." Accessed on November 20, 2011 at http://www.philaplace.org/.

53 Dr. Amy Hillier of the University of Pennsylvania recommended that MAP integrate such data with an existing database. Relevance and accessibility of the data would be augmented were it part of a collaborative and cross-relational network versus being a standalone database. Amy Hillier, email correspondence with author, December 7, 2011.

54 Seth Turner, Interview by author, Philadelphia, PA, November 30, 2011.

Acknowledgements

I wish to express my most sincere gratitude to Dr. David Hollenberg, University Architect and Assistant Professor of Historic Preservation at the University of Pennsylvania, Dr. Amy Hilliard, Assistant Professor of City and Regional Planning at the University of Pennsylvania, and to Mr. Seth Turner of the Mural Arts Program. Collectively, your thoughts, suggestions, and insight greatly aided and enriched my research. Each of you pushed me to consider additional aspects of the greater topic I chose to approach, which in turn enabled me to write a more thoughtful paper.



Appendix A1

Places researched for this report include:

Municipalities found to have Mural Ordinances

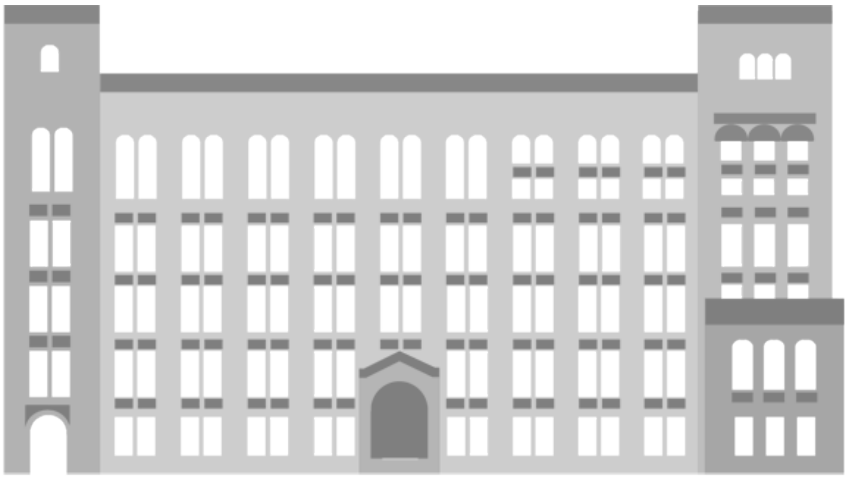
Peoria, AZ
Ventura, CA
Paola, KS
Village of Lyons, NY
Florence, OR
Portland, OR
Salem, OR
Milwaukee, WI
Montreal, Quebec Province, Canada
Ottawa, Ontario, Canada
Vancouver, British Columbia, Canada

Municipalities with Pending Mural Policies

Los Angeles, CA
Savannah, GA

Municipalities found to have Mural Arts Programs and Public Art Policies but no Official Mural Ordinance

Washington, DC
Chicago, IL
Boston, MA
Baltimore, MD
Trenton, NJ
New York City, NY



Appendix A2

After recording return to:
City of Portland
Office of Management and Finance
Facilities Services Division
Property Acquisition & Services Manager
1120 SW 5th Avenue, Room 1204
Portland OR 97204

ART EASEMENT

THIS AGREEMENT, effective on _____(month/day/year), is between _____ ("Grantor"), and the City of Portland, an Oregon municipal corporation ("City").

RECITALS

A. The City has adopted a program for the placement of art in and on public and private locations throughout the City of Portland. The Regional Arts and Culture Council administers the City's art program.

B. Grantor owns the property legally described in Exhibit A (attached hereto and incorporated herein) and is willing to make said property available to the City for the placement of public art, as defined in Portland City Code section 5.74.020c. (hereinafter, "Artwork"). Said Artwork is described in Exhibit B, attached hereto and incorporated herein.

IN CONSIDERATION of the mutual promises and performances set forth below, the parties agree as follows:

1. Grant of Easement. Grantor conveys, grants and warrants to the City, its successors and assigns, an easement for the purpose of installing, maintaining, operating and exhibiting the Artwork described in Exhibit B on and in the real property described in Exhibit A, including any building and structure thereon ("property"). The location of the Artwork shall be as approved by the Regional Art and Culture Council.

2. Term of Easement. This easement shall be for a period of five (5) years from the date of execution. Unless terminated as provided in section 3, below, the easement shall automatically renew thereafter, and shall remain in full force and effect unless and until terminated.

3. Termination.

a) At the expiration of the five year easement period, the easement may be terminated by either party upon 30 days written notice to the other party. Grantor expressly agrees and warrants that upon expiration, the Artwork shall be removed and the Property restored to its prior condition. Such removal shall occur within 30 days of the termination of the easement, unless this period is extended in writing by the City.

b) Within the initial five year easement term or at any time thereafter, the easement may be terminated by Grantor with the City's consent in writing upon Grantor's showing of any of the following: i) that the property is to be sold and the buyer requires removal of the easement as a condition of the purchase and sale; or ii) that the property is to be refinanced and the lender requires removal of the easement as a condition of the refinancing; or iii) that the property is to be substantially remodeled or altered in a way that precludes continued maintenance of the Artwork; or iv) that circumstances have materially changed and the continued existence of the easement or maintenance of the Artwork substantially impedes Grantor's reasonable use and enjoyment of the Property. The City shall not unreasonably withhold consent to termination upon Grantor's satisfactory demonstration of any of the foregoing conditions of termination.

c) The City may terminate the easement at any time at its sole discretion upon 30 days written notice to Grantor, should Grantor fail to substantially perform Grantor's obligations under Section 4, below. Should the City elect to exercise this right of termination, Grantor expressly agrees and warrants that the Artwork shall be removed and the Property restored to its prior condition. Such removal shall occur within 30 days of the termination of the easement, unless this period is extended in writing by the City.

4. Maintenance and Removal of Artwork. Grantor shall be responsible for maintaining and if necessary repairing the Artwork described in Exhibit B during the existence of the easement. The City may remove the Artwork from the property if, in the sole judgment of the City, the Artwork is being excessively damaged, and Grantor fails or refuses to maintain or repair the Artwork after 30 days written notice from the City requesting Grantor to do so. If the City removes the Artwork from the property, the City will restore the property to its original condition. Alternatively, at the City's sole discretion, the City may enter upon the property to maintain or repair the Artwork if Grantor has failed to do so after 30 days written notice from the City that the Artwork requires maintenance or repair.

5. Right of Entry. The City shall have the right to enter the property described in Exhibit A during normal business hours, and at all other times with advance approval of the Grantor, for any and all of the purposes described in this agreement.

6. Binding Effect. The easement granted in this agreement shall run with the land and be binding upon and inure to the benefit of the Grantor and the City, and their respective successors or assigns, and any person or entity acquiring any right, title, or interest in the property.

7. Contractual Relationships. Assignment. This agreement does not constitute either party as the agent or legal representative of the other for any purpose whatsoever. The parties are not granted any express or implied right or authority to assume or create any obligation or responsibility on behalf of the other or to bind the other in any manner whatsoever. The parties shall not assign this agreement without the prior written consent of the other.

8. Notice. Notice shall be made to the following addresses, unless otherwise provided for in writing:

City of Portland

City of Portland - Bureau of General Services
Property Acquisition & Services Manager
1120 SW 5th Avenue, Room 1204
Portland OR 97204

Grantor (name and mailing address)

_____
_____
_____
_____

AND

Portland City Attorney's Office
1220 SW 5th Avenue, Room 430
Portland OR 97229

9. Amendments. The parties expressly reserve the right to modify this agreement, from time to time, by mutual agreement. No modification or amendment of the provisions of this agreement shall be effective unless in writing and signed by authorized representatives of the parties.

10. Remedies. The parties acknowledge that breaches of this Agreement will effect substantial harm to the public interest which harm is difficult or impossible to prove as actual damages in an action hereunder. The parties agree that the prevailing party in an action for the breach of this agreement shall be entitled to a) liquidated damages in an amount of $2500 per material breach; b) specific performance of the terms of this agreement, and each of them; c) reasonable attorney's fees; and d) any other remedies available at law or in equity. The rights under this agreement are cumulative. The failure to exercise on any occasion any right shall not operate to forfeit the right on another occasion. The use of one remedy shall not be taken to exclude or waive the right to use another.

11. Invalidity of Particular Provisions. Should any term, provision, condition or other portion of this agreement or the application thereof be held to be inoperative, invalid or unenforceable, the remainder of this agreement or the application of the term or provision to persons or circumstances other than those to which it is held invalid or unenforceable shall not be affected thereby and shall continue in full force and effect.

12. No Waiver. No waiver of full performance by any party shall be construed, or operate, as a waiver of any subsequent default or breach of any of the terms, covenants or conditions of this agreement.

13. Term. This agreement may be terminated upon delivery of a letter of termination executed by any party, provided that any such letter shall provided for a 180 day period for the Artwork to be removed.

Revised: 3-29-05 FH:tps:- NEW EASEMENT FORM.doc

IN WITNESS WHEREOF, the City of Portland, Oregon, has caused this instrument to be executed by its duly authorized representative(s) on _____(date).

CITY OF PORTLAND, OREGON

By: _____

_____
(print name of city representative)

_____
(print title of city representative)

IN WITNESS WHEREOF, GRANTOR has caused this instrument to be executed by its duly authorized representative(s) on_____.

GRANTOR:

By: _____
"NAME OF GRANTOR REPRESENTATIVE"

_____
(print name of grantor representative)

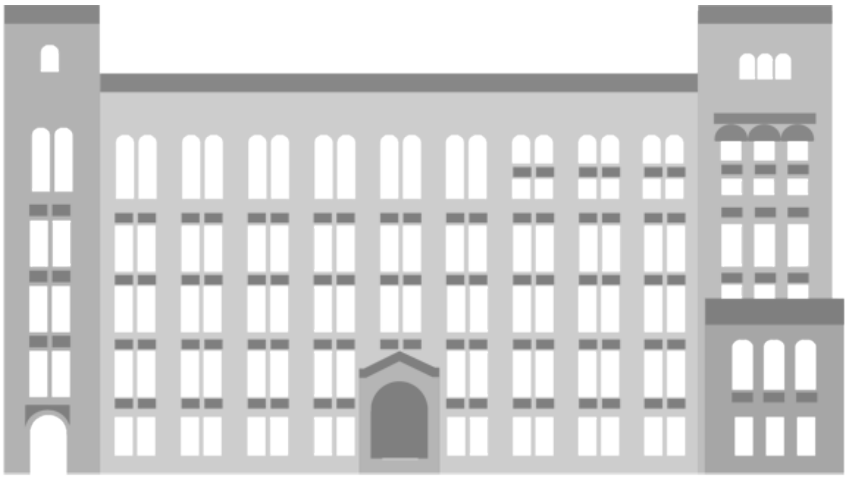
_____
(print title of grantor representative)

STATE OF _____)
) ss.
County of _____)

This instrument was acknowledged before me on _____, 20_____ by _____ as _____ of the Grantor.

_____
Notary Public – State of _____

Revised: 3-29-05 FH:tps:- NEW EASEMENT FORM.doc



Appendix A3

Artist Waiver for Murals

Waiver of Proprietary Rights for Artwork Placed upon City Property

The provisions of this paragraph shall apply to modify Artist's rights of attribution and integrity as set out in the Visual Artists Rights Act, 17 U.S.C §§106A and 113(d) ("VARA"), the California Art Preservation Act, Cal. Civil Code §§ 987 and 989 ("CAPA"), and any rights arising under United States federal or state law or under the laws of another country that convey rights of the same nature as those conveyed under VARA and CAPA, as against the City of Ventura (San Buenaventura) ("City") and its agents.

The City has the absolute right to change, modify, destroy, remove, relocate, move, replace, transport, repair or restore the [describe artwork/project: mural, sculpture, etc. and medium]:

_____
_____
_____

entitled [title of work]:

_____
_____
_____

and located at [identify site, including interior location if applicable]:

_____
_____
_____

in whole or in part, in City's sole discretion.

Artist's Address for Notice:

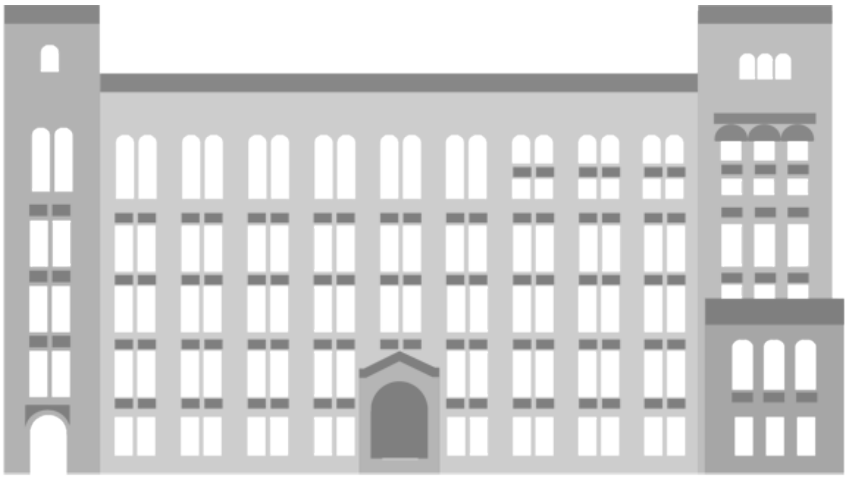
_____
_____
_____
_____
_____

Artist bears the sole responsibility for providing the City with any changes to the Artist's Address for Notice. Notice of changes must be mailed to the City of Ventura Public Art Program, PO Box 99, Rm. 226, Ventura, CA 93002 and the Client Department with jurisdiction over property:

_____
_____
_____
_____
_____

_____ _____
Artist Signature Date

_____ _____
City Signature Date



Appendix A4

The Visual Artists Rights Act of 1990

Philadelphia Volunteer Lawyers for the Arts
A program of the Arts & Business Council of Greater Philadelphia

200 S. Broad Street, Suite 700
Philadelphia, PA 19102

Phone: 215.790.3836, ext. 1
Fax: 215.790.3888

PVLALegal@artsandbusinessphila.org
www.artsandbusinessphila.org/pvla

The Visual Artists Rights Act of 1990

By Sharon Forscher

The Visual Artists Rights Act (VARA) protects an artist's moral rights regarding his or her artwork- the right to correct attribution and the right of artistic integrity. These rights are separate from ownership of the work itself and from the copyright to the work, which includes the right to reproduce, broadcast, display and/or perform the work in public. Copyrights are a bundle of rights that can be sold or licensed to different individuals or corporations. Each of these rights can be owned by different people at the same time. An artist's moral rights under VARA can be waived, but unlike title and copyright, cannot be sold or transferred to anyone else- once the artist gives them up, moral rights to the artwork no longer exist.

Which Works Qualify for VARA Protection?

Congress limited the reach of VARA to "visual art" that is meant for public display and not publication, advertising, or any utilitarian purpose. Visual art is defined as:

- A painting, drawing, print, sculpture, or a photograph produced only for exhibition purposes (not a personal album)
- The work must exist in one copy or in a limited edition of no more than 200 copies which are consecutively numbered and signed by the artist

What are the time limits for VARA protection?

- A work of art created on or after June 1, 1990 receives full protection for as long as the artist (or last surviving artist, if it's a collaboration) lives
- A work of art created before June 1, 1990 is only protected if the artist still has the title to the work and the acts that modified the work occurred after June 1, 1990. These protections, however, will last for 50 years beyond the death of the artist.

What Does Not Qualify for VARA Protection?

- Any type of art not named above- movies, books, periodicals, maps, advertising materials, etc.
- Any work for hire, which is:
  - Art you make for your employer as part of your job (not as an independent contractor)
  - Art you contribute to a collective work, such as a textbook, if you sign a contract beforehand expressly saying that the art will be considered work made for hire.

What Rights Does VARA Protect?

- Attribution
  - The right to claim authorship of work you created
  - The right to prevent your name from being attached to art you did not create
  - The right to prevent your own work from being attributed to you if the work has been modified in a way that damages your honor or reputation
- Integrity
  - The right to prevent any intentional modification of your work which would damage your honor or reputation
  - The right to prevent any intentional or grossly negligent destruction of your work if it is of "recognized stature"— that is, if the arts community or a segment of the public thinks the work is significant. This does not include damage that occurs due to the passage of time, non-negligent restoration work, or the inherent nature of the work.

The Visual Artists Rights Act of 1990

Waiving Your Rights

If you want, you can give up your VARA rights by signing a document that specifically states the identity of the artwork and which rights you are giving up. If a work was created by more than one artist, they will all lose their VARA rights if one of them decides to waive those rights.

Works Integrated Into Buildings

Works such as murals which are a part of a building have their own specialized set of VARA rules.

- If a work cannot be removed from a building without being modified or damaged, AND:
  - You consented to the installation of the work before June 1, 1990 OR
  - Signed a contract along with the owner of the building after June 1, 1990, acknowledging that the removal of the work may damage it
  - Then you have no VARA rights
- If a work can be removed from a building without being modified or damaged, then you still have your VARA rights unless the building owner makes a diligent, good faith attempt to notify you of the removal in writing within 90 days of the removal. If you then remove the work at your own expense, you will have the title to the work as well as the moral rights.

Filing Suit

You do not have to register a copyright or make some registration of your moral rights in order to file a lawsuit under VARA. However, the remedies you can receive are the same as with copyright, with the exception of criminal penalties, which are not available under VARA. The remedies you can receive are:

- Monetary remedies
  - Actual damages to you and the profits of the violator which result from the infringement, OR
  - Statutory damages of $750-$30,000 per work, at the court's discretion
    - These damages can be increased to as much as $150,000 if you can prove that the VARA violation was done with knowledge that it was a violation.
    - But if the violator can prove she did not know or have reason to know a violation was being committed, damages can be reduced to as little as $200.
    - In order to choose to receive statutory damages rather than actual damages, you must request the change before judgment is rendered
  - Attorney and court costs, if the court allows it
- Other remedies
  - A court order to impound and/or destroy any offending copies of the work
  - An injunction to prevent the VARA violation

Any More Questions?

If you still have questions about VARA and the rights it gives to visual artists, please contact:

Philadelphia Volunteer Lawyers for the Arts
200 South Broad Street, Suite 700
Philadelphia, PA 19102
Phone: 215-790-3836 ext. 1.
Fax: 215-790-3888
PVLAlegal@artsandbusinessphila.org

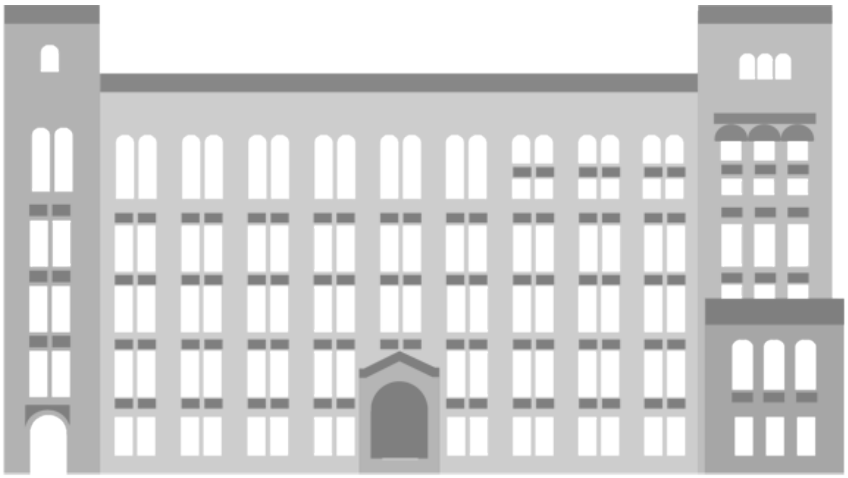
For more information on copyrights, you can refer to:

PVLA Resources Page
http://www.artsandbusinessphila.org/pvla/pvlaresources.asp

United States Copyright Office
http://www.copyright.gov/

Other titles in this series:

- Fair Use Guide
- An Artist's Guide to Wills and Estates
- Finding a Live/Work Space for Artists
- Censorship, Obscenity, and Indecency
- Guide to Licensing Stock Photography
- Documentaries — A Sample Release Form
- Intellectual Property — An Artist's Primer
- Transformative Works and Copyright for Visual Artists
- Music Licensing
- Nonprofit Incorporation
- Music Performing Rights Organizations
- Music Publishing — A Sample Contract between Composer and Publisher
- The Right to Publicity
- Parody and Satire
- A User-Friendly Guide to Copyright
- Financing your Film Project
- "The Naked Cowboy v. M&M" — An Explanation of Trademark Infringement
- The Visual Artists Rights Act of 1990
- Privacy and Photography
- Invasion of Privacy



Appendix A5

FINE ARTS PRESERVATION ACT

Act of Dec. 11, 1986, P.L. 1502, No. 161 Cl. 37

AN ACT

Authorizing the use of State funds to expand a special supplemental food program for women, infants and children.

TABLE OF CONTENTS

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Short title.

This act shall be known and may be cited as the Fine Arts Preservation Act.

Section 2. Definitions.

The following words and phrases when used in this act shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Artist." An individual who is the creator of a work of fine art.

"Conserve." To preserve a work of fine art by retarding or preventing deterioration or damage through appropriate treatment in accordance with prevailing standards in order to maintain the physical integrity of a work of fine art.

"Display." To exhibit a work of fine art in a manner customarily considered to be appropriate for a work of fine art in the particular medium.

"Fine art." An original work of visual or graphic art of recognized quality created using any medium. The term shall include, but not be limited to, a painting, drawing or sculpture.

"Frame." To prepare, or cause to be prepared, a work of fine art for display in a manner customarily considered to be appropriate for a work of fine art in the particular medium.

"Restore." To return, as nearly as feasible, a deteriorated or damaged work of fine art to its original state or condition in accordance with prevailing standards.

Section 3. Rights of artists.

An artist shall retain at all times the right to claim authorship or, on the basis of a violation of section 4, disclaim authorship of any work of fine art of which the artist is the creator.

Section 4. Mutilation, alteration or destruction of a work.

(a) Intentional acts.--No person, except an artist who owns and possesses a work of fine art which the artist has created, shall intentionally commit, or authorize the intentional commission of, any physical defacement, mutilation, alteration or destruction of a work of fine art.

(b) Gross negligence.--In addition to the prohibitions contained in subsection (a), no person who frames, conserves

or restores a work of fine art shall commit, or authorize the commission of, any physical defacement, mutilation, alteration or destruction of a work of fine art by any act constituting gross negligence.

(c) Definition.--As used in this section the term "gross negligence" means the exercise of so slight a degree of care as to justify the belief that a person acted with indifference toward the physical integrity of a work of fine art.

Section 5. Remedies.

To effectuate the rights created by this act, the artist may commence an action to recover or obtain any of the following:

(1) Injunctive relief.

(2) Actual damages.

(3) Punitive damages. In the event that punitive damages are awarded, the court shall, in its discretion, select an organization or organizations engaged in charitable or educational activities involving the fine arts in Pennsylvania to receive such damages.

(4) Reasonable attorney and expert witness fees.

(5) Any other relief which the court deems proper.

Section 6. Evidence.

In determining by a preponderance of the evidence whether a work of art is of recognized quality and thus fine art, as defined in this act, the trier of fact shall rely on the testimony of artists, art dealers, collectors of fine art, curators of art museums and other persons involved with the creation or commercial trade of fine art.

Section 7. Rights and duties.

The rights and duties created under this act:

(1) Shall exist, with respect to a living artist or a deceased artist's heir, legatee or personal representative, until the end of the 50th year following the artist's death.

(2) May not be waived except by a written statement expressly so providing and signed by the artist or under the conditions prescribed in section 8.

(3) Shall not exist with respect to a work of fine art created under contract for advertising or other commercial use, unless the contract so provides.

Section 8. Removal from building; waiver.

(a) Alteration unavoidable.--If a work of fine art cannot be removed from a building without substantial physical defacement, mutilation, alteration or destruction of such fine art, the rights and duties created under this act, unless expressly reserved by an instrument, in writing, signed by the owner of the building, shall be deemed waived. Such instrument shall be binding on subsequent owners of the building.

(b) Removal without alteration.--If the owner of a building wishes to remove a work of fine art which is a part of such building but which can be removed from the building without substantial harm to such fine art, the rights and duties created under this act shall apply unless the owner has diligently attempted without success to notify the artist or, if the artist is deceased, his heir, legatee or personal representative, in writing, of his intended action affecting the work of fine art, or unless he did provide notice and that person failed within 90 days either to remove the work of fine art or to pay for its removal. If the work of fine art is removed at the expense of the artist, his heir, legatee or personal representative, title to such fine art shall pass to that person.

(c) Rights of authorship not affected.--Nothing in this section shall affect the rights of authorship created in section 3.

(d) Emergency situations.--No liability shall accrue to the owner of the building or his agent who removes a work of fine art and, by doing so, causes the work of fine art to be altered, defaced, mutilated or destroyed due to an emergency situation which provides no opportunity for the owner of the building to provide due notice to the artist.

Section 9. Period of limitation.

No action may be maintained to enforce any right under this act unless brought within three years of the violation complained of or one year after the discovery of the violation, whichever is later.

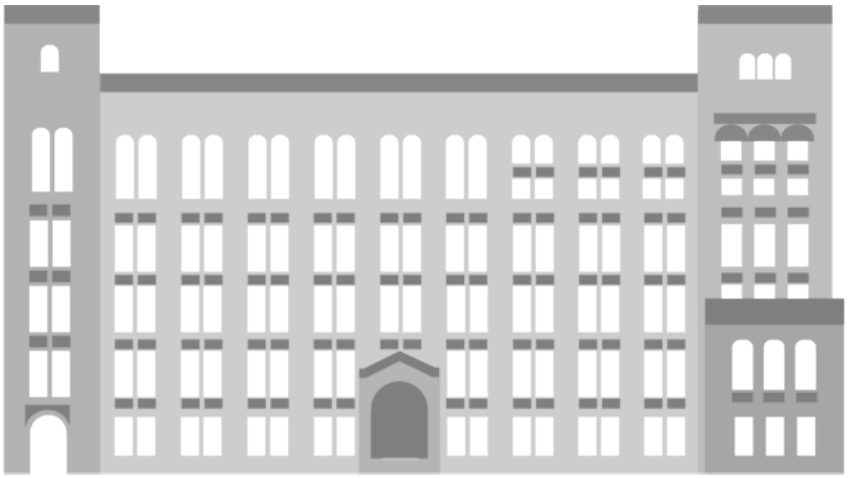
Section 10. Application of act.

(a) Location.--This act shall apply only to works of fine art displayed in a place within this Commonwealth accessible to the public.

(b) Time.--This act shall apply to proscribed acts occurring on or after the effective date of this act to works of fine art now existing or hereafter created.

Section 11. Effective date.

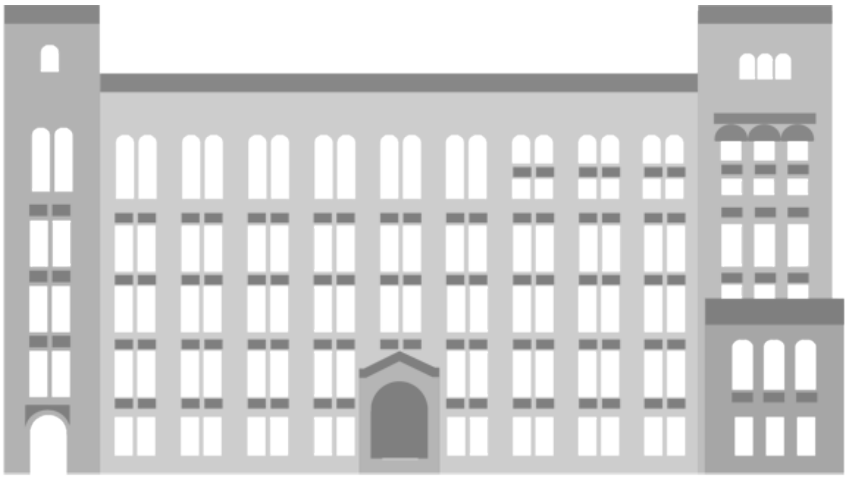
This act shall take effect in 60 days.



Appendix A6

Sidney Goodman, "Boy With Raised Arm," 1990, http://www.muralfarm.org/Muralfarm/Search.aspx

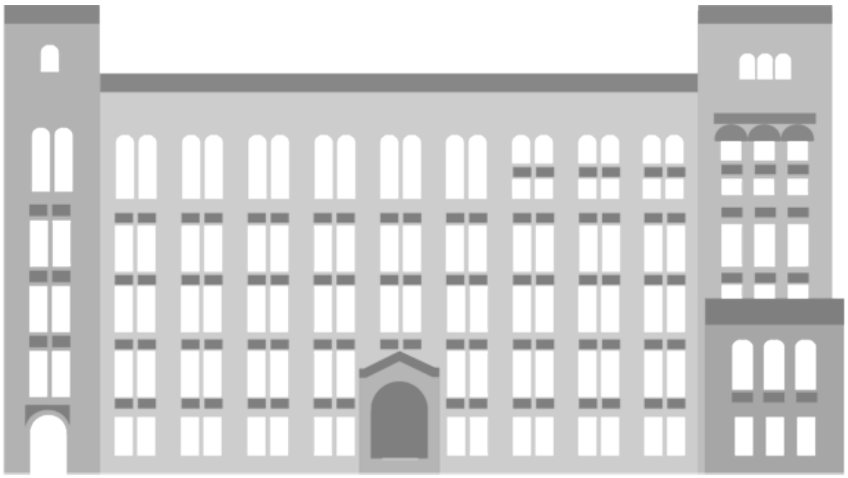
Brian Senft, "Boy With Raised Arm," 2000. Image courtesy of author.



Appendix A7

Sam Donovan, "Harriet Tubman and the Tribute to the Underground Railroad," 2000, http://www.muralfarm.org/Muralfarm/Search.aspx

Sam Donovan, "Harriet Tubman and the Tribute to the Underground Railroad," 2006, http://www.muralfarm.org/Muralfarm/Search.aspx



Values-based Site Design

This individual project will focus on creating a value-based site design for the Thaddeus Stevens School building, in which not only the contemporary use and aesthetic values that are addressed in general urban design projects are considered, but also the historical and cultural values specifically for this site are regarded as design indicators to dictate formation of contemporary physical built environment for the historic site.

The objectives for the project consist of two aspects including the practical design for the specific site, and the exploration for values-based site design process for historic buildings regarding both contemporary and historical values.

Scope

The scope for the site design covers the entire block bordered west by the Broad Street, east by the 13th Street, north by the Brandywine Street and south by the Spring Garden Street, which could be systemized into the hierarchy divided according to the specific development rights and phases.

I. The frontcourt / school yard
II. The west lot
III. The east lot (historically occupied by the Normal School for Girls)

Methodology

The core concept for the design is the process to transform multiple values into design indicators, and then to present these physical factors in the design of built environment for the historic site. To approach this question, a preliminary methodology is developed as following:

I. Restatement of the significances studied in previous stages

- Role within the Normal School System
- Physical dependence on/with the Normal School

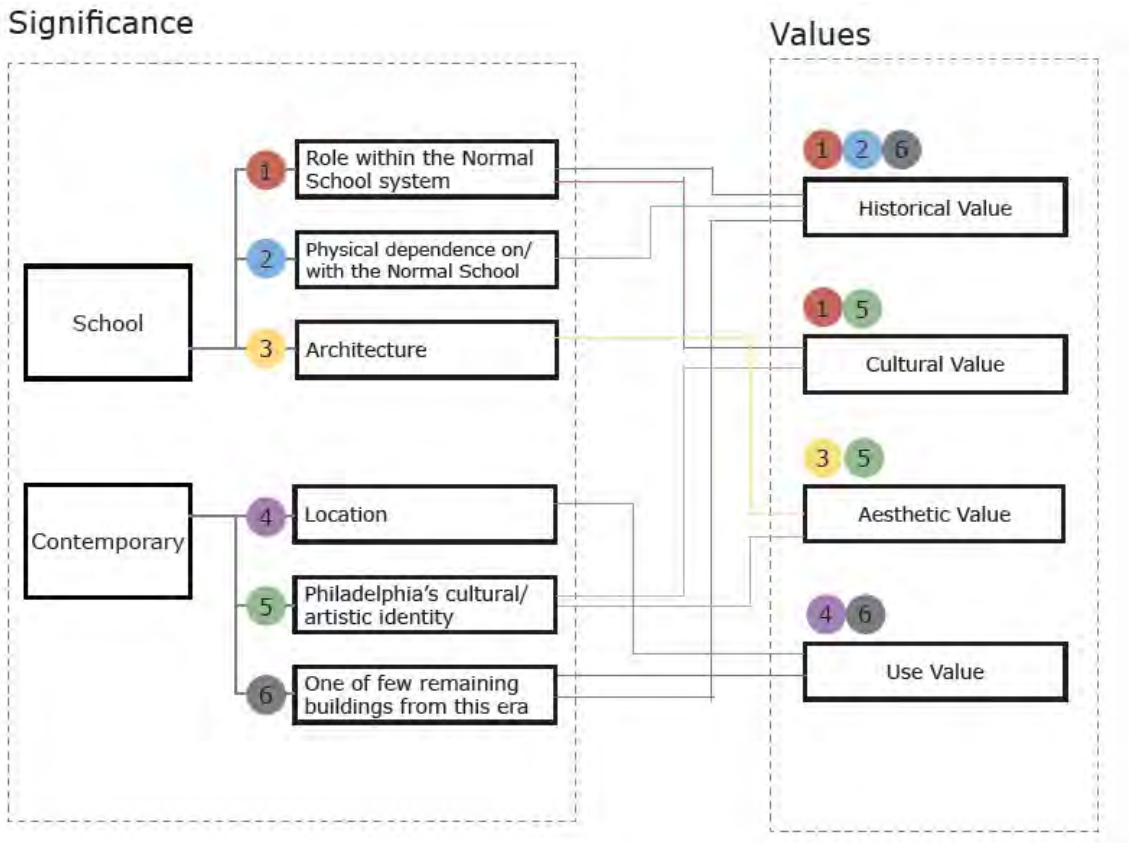


Fig. 1: Significance of Thaddeus Stevens School corresponding to multiple values

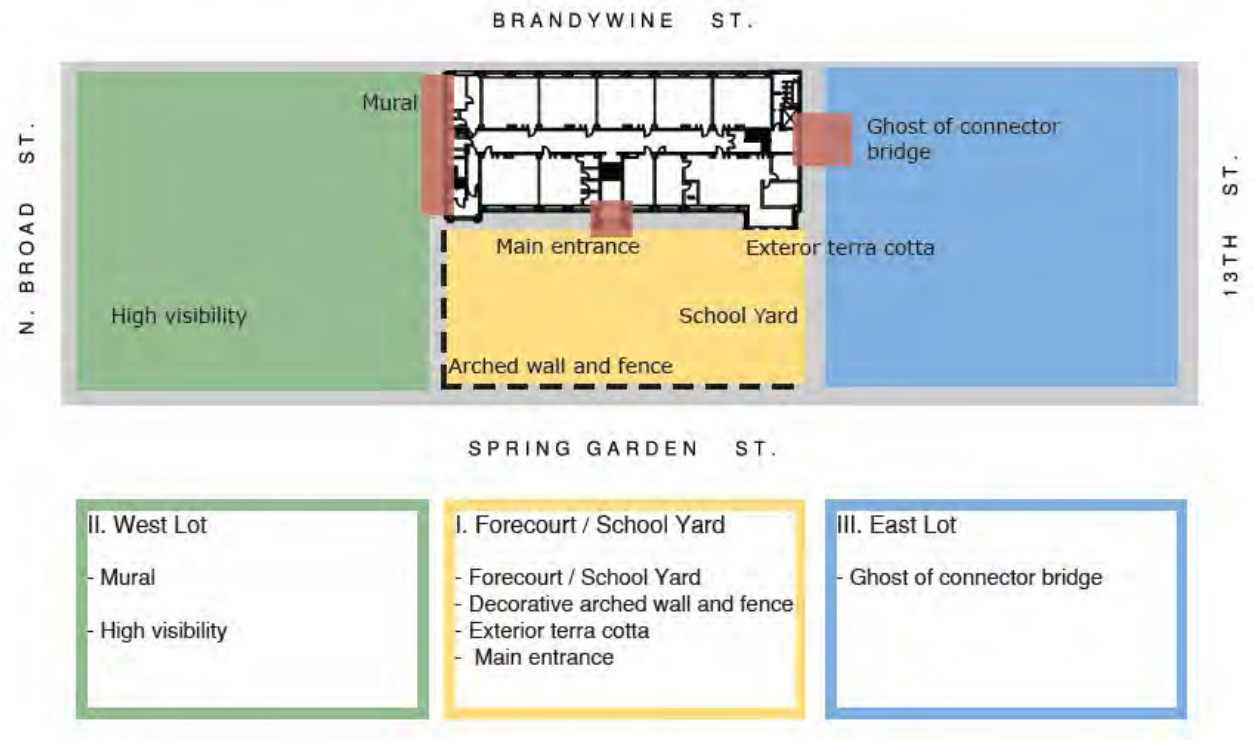


Fig. 2: Design indicators in site map and development hierarchy

- Location
- Philadelphia's cultural/ artistic identity
- One of few remaining buildings for this area

II. Abstraction from several significances to multiple values (Fig. 1)

- Historical Value
- Cultural Value
- Aesthetic Value
- Use Value

III. Transformation from values into actual physical considerations to define and constrain the design (Fig. 2)

- Forecourt / School Yard
- Decorative arched wall and fence
- Exterior terra cotta
- Main entrance
- Mural
- High Visibility
- Ghost of connector bridge

IV. Develop approaches to integrate above physical design indicators

- Forecourt /School Yard: Detailed site de¬sign and related programming
- West lot: Massing alterna¬tives analysis and one sample detailed site design
- East lot: Intervention anal¬ysis and one sample massing analysis

Approaches

I. Forecourt / School Yard (Fig. 3)

- Preserve the integrity of the intentional setback as urban "silent spaces"
- Restore and reinterpretation on the sense of place as a gathering urban open space, connect to everyday operation
- Restore the original shared quality

II. Decorative wall and fence

- Historical & Aesthetic Value
- Preserve the original function as defining element of the forecourt, including determine the entrance, maintaining the sharing quality with east lot, and separating with west lot
- Enhance connection with west lot by removing sealed bricks and changing into colonnade

III. Exterior terra cotta

- Overall condition survey and necessary restoration
- Application of similar materials in the new site design to correspond and remind

IV. Main entrance (Fig. 4)

- Relationship with the forecourt
- A link of the circulation in the site

V. Mural (Fig. 5 & 6)

- Reinterpretation: From a temporary improvement of a blighted area to a catalyst for new development
- To become an attraction point as urban public space
- Create routes to lead people in
- Related programming
- Connection with west lot building

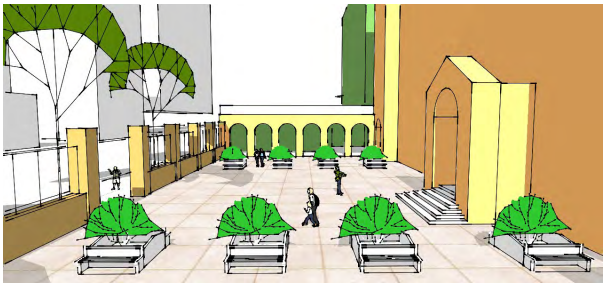


Fig. 3 Forecourt Design

Fig. 4 Main Entrance

Fig.5 Mural

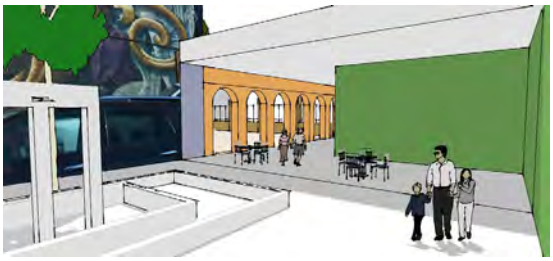
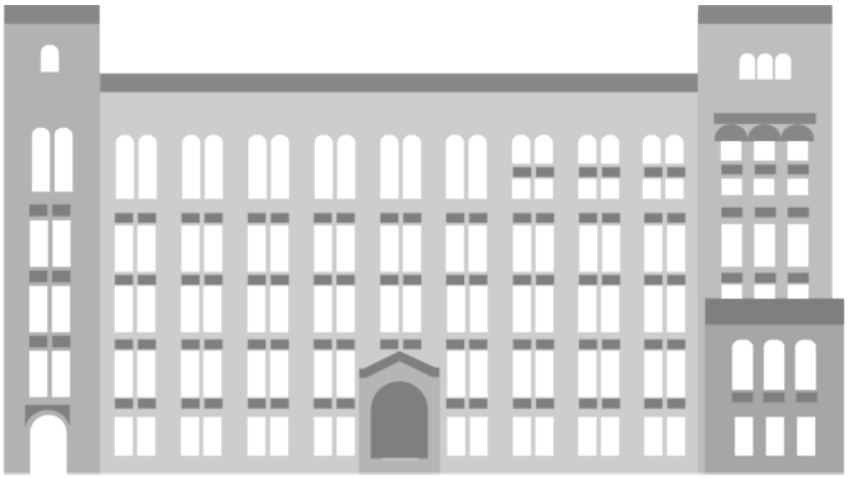


Fig. 6 Passage Space



Appendices

Appendix A1: Site Plan

Appendix A2: Significance & Values

Appendix A3: Design Indicators Map

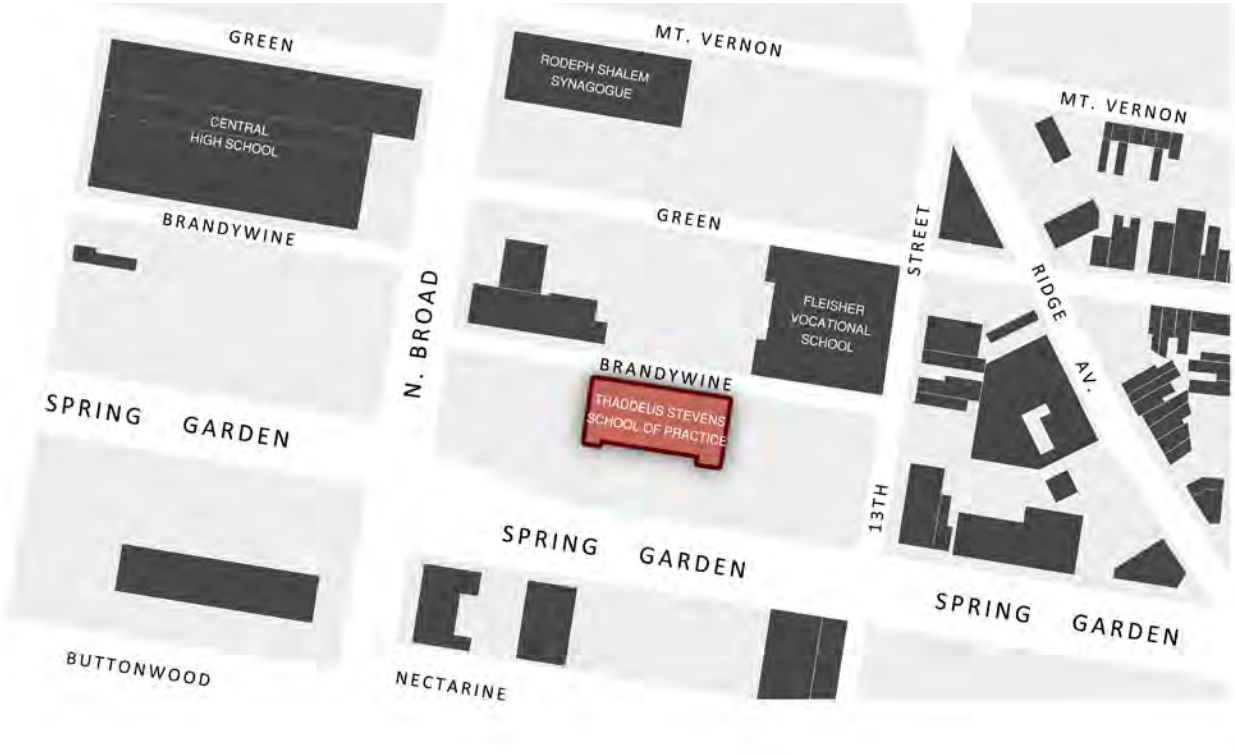
Appendix A4: Forecourt Design

Appendix A5: Main Entrance Design

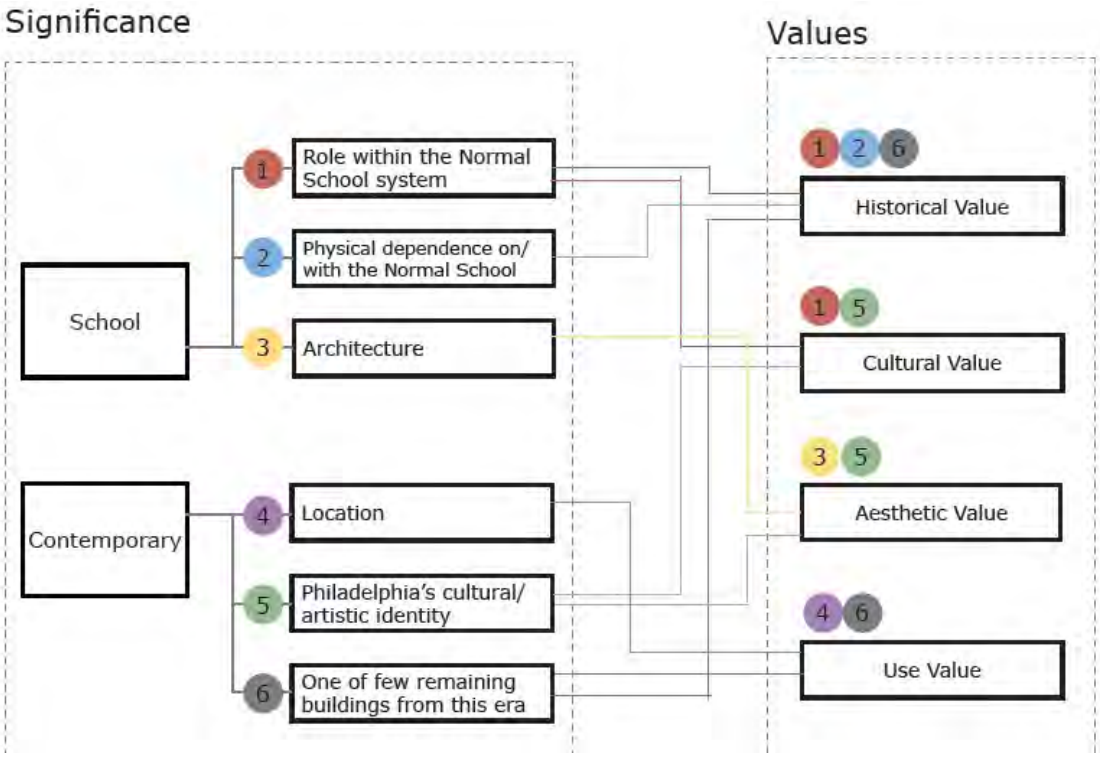
Appendix A6: Mural Space Design

Appendix A7: Passage Space Design

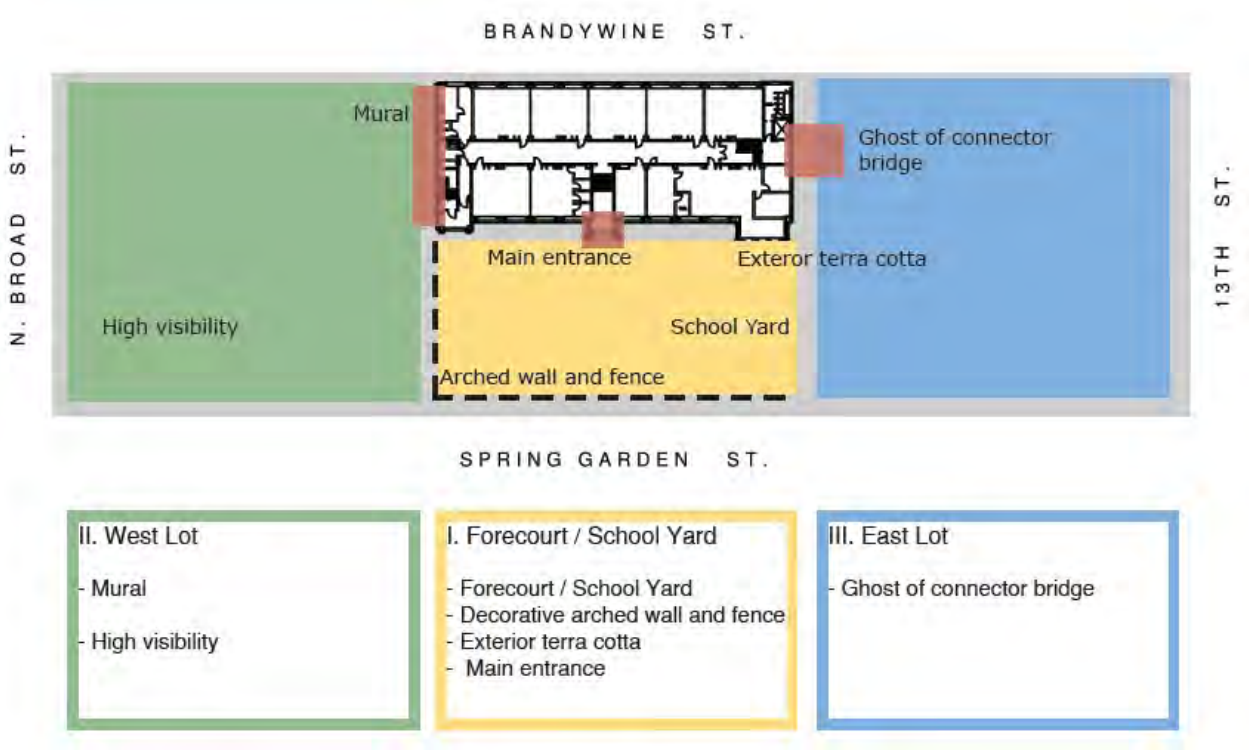
Appendix A1: Site Plan



Appendix A2: Significance & Values



Appendix A3: Design Indicators Map

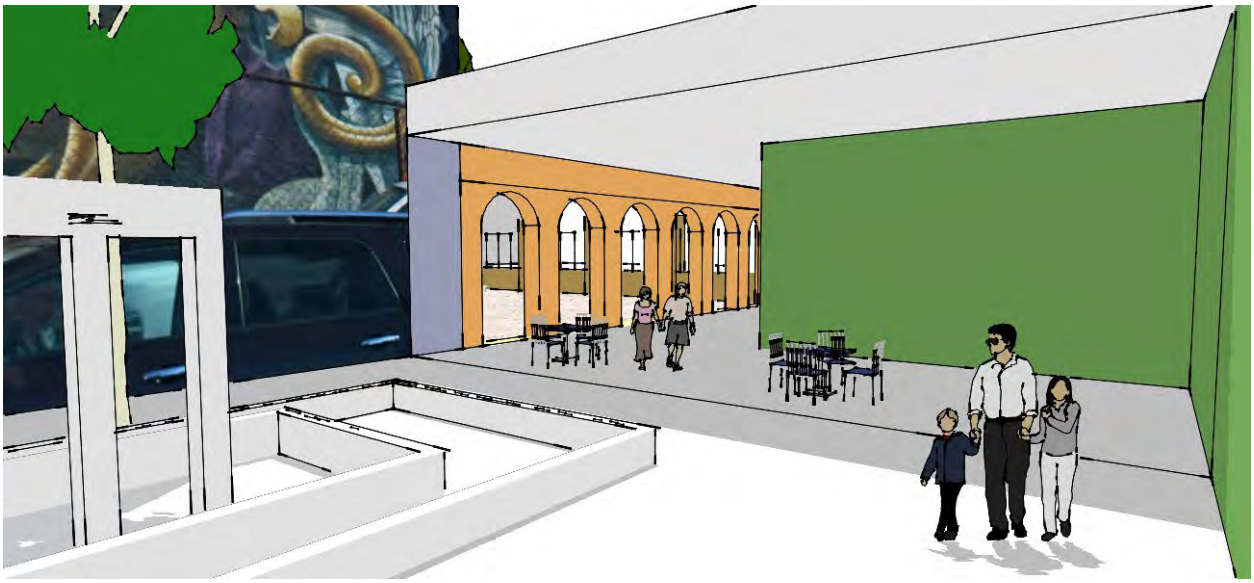


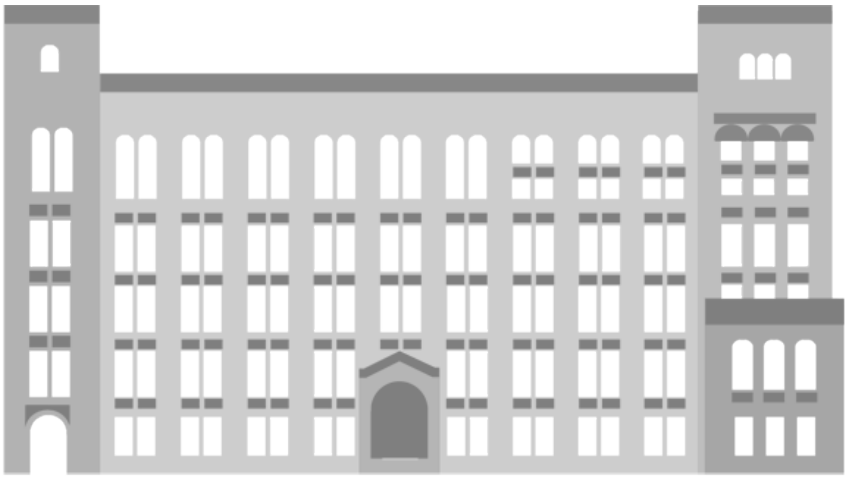
Appendix A4: Forecourt Design

Appendix A5: Main Entrance Design

Appendix A6: Mural Space Design

Appendix A7: Passage Space Design





New Conceptual Interior Distribution for the Thaddeus Stevens School Building

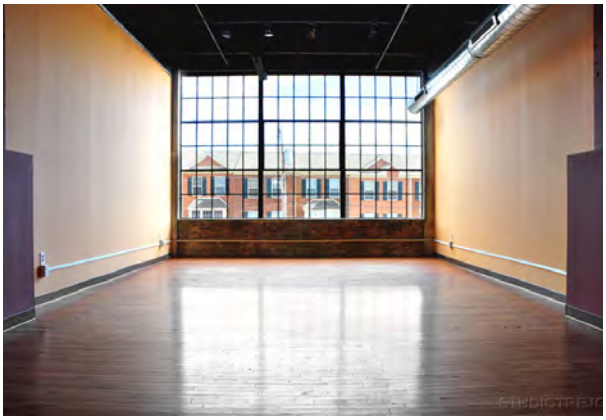
Building upon previous parts of this report the purpose of this section is to explore the application of one of the analyzed uses in the Thaddeus Stevens School Building. Form the three analyzed uses the one selected for further development is the 'Flexible Work Studio' option. We have chosen this use because it allows the use of the gym area and roof top as a space for events while preserving the atmosphere of its former use.

In order to establish the requirements for the new program, the project 2424 Studios (included in the 'Comparable' section of this report) and other examples of 'Short-term Rental Office' were carefully analyzed and used as source of information.

The New Program

The program explored for the Thaddeus Stevens School building is based on two concepts:

- Flexible Work Studio: a commercial space to be rented on a monthly basis. The rooms will be wired and unfurnished and will be customized by the tenant. Tenants will have access to the building's common spaces, including, but not limited to, the restrooms, conference rooms, business center and kitchen area. The benefit of this type of space is that it can be customized and used for a wide variety of purposes, from conventional office space to artist's studios, classrooms, workshops, among others. This type of space is suitable for small businesses and companies looking for short term rentals that can be customized to their needs while sharing common spaces and creating a community with the rest of the tenants.

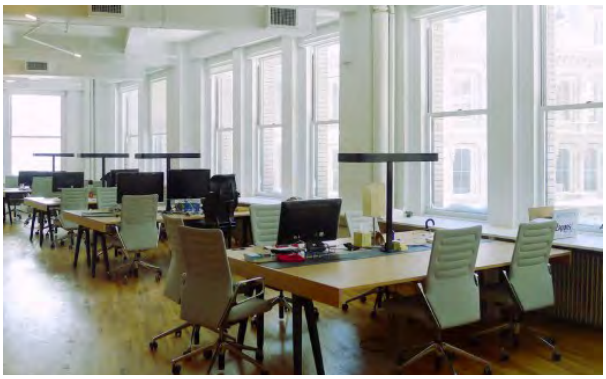


2424 Studios. Images courtesy of 2424 Studios. www.2424studios.com

- Short-term Office Rental: office space that can be rented fully equipped and ready to use. It includes individual work stations in shared office space, individual offices and meeting rooms. Tenants will also enjoy free access to the building's common spaces. This type of office is targeted for 'solo' professionals, businesses with temporary needs of space, satellite offices for companies from other regions, training sessions, among others.

2424 Studios 2dn Floor. Floor plan courtesy of 2424 Studios. www.2424studios.com

Having these two compatible uses as the core of the program, the rest of spaces will provide the support and services needed for them to function



General Assembly, coworking space. Image courtesy of The Next Web: http://thenextweb.com/insider/2011/08/17/the-5-coolest-coworking-spaces-in-new-york-city/

such as lounge area, restrooms, business center, conference rooms, kitchen and management office.

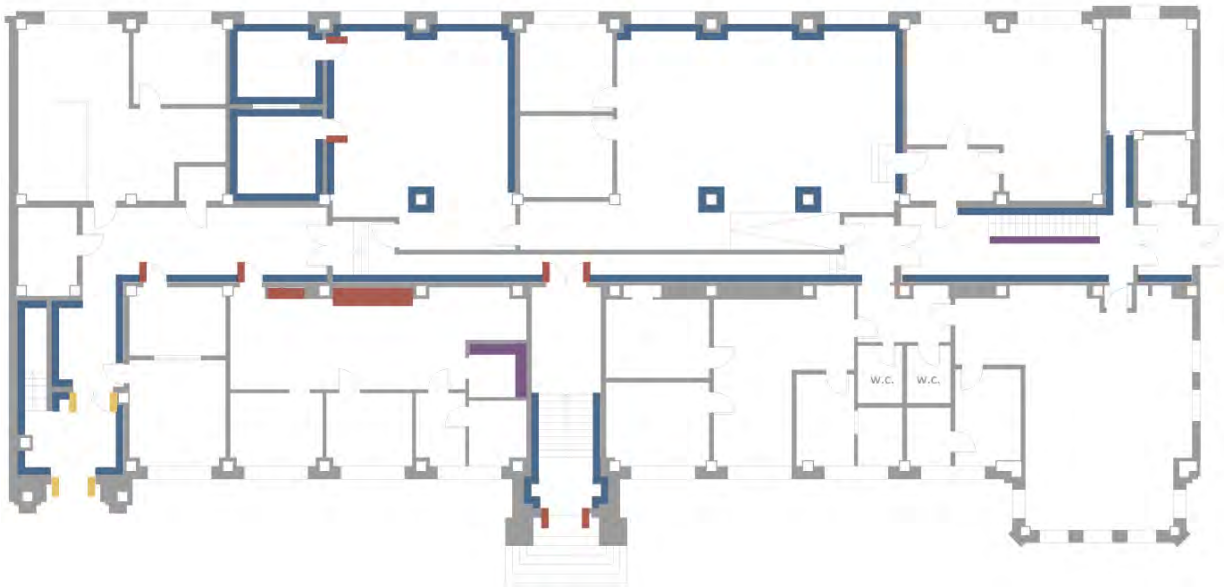
For the gym and roof top area of the building the space will be set as space for events that can be rented for private events and used by the tenants of the building when not in use.

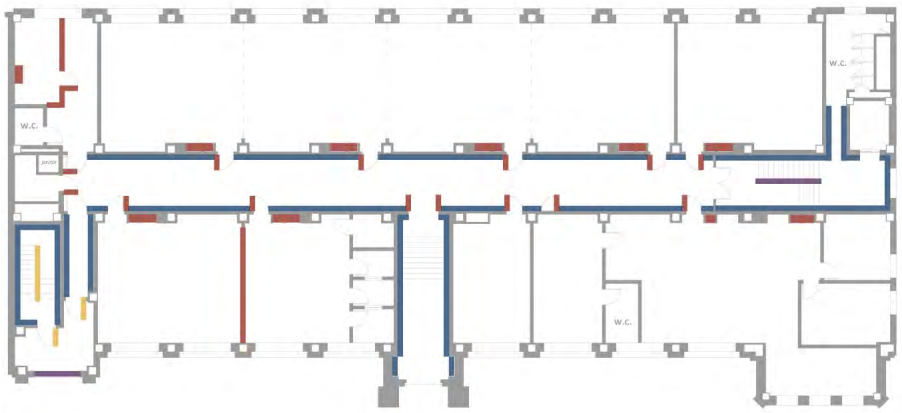
Character Defining Features

In previous parts of this report the character defining features of the building where defined. In order to analyze the impact that the new use will create in the original interior fabric of the building the character defining features were mapped in a set of diagrams. From the analysis of the diagrams we extract the following information:

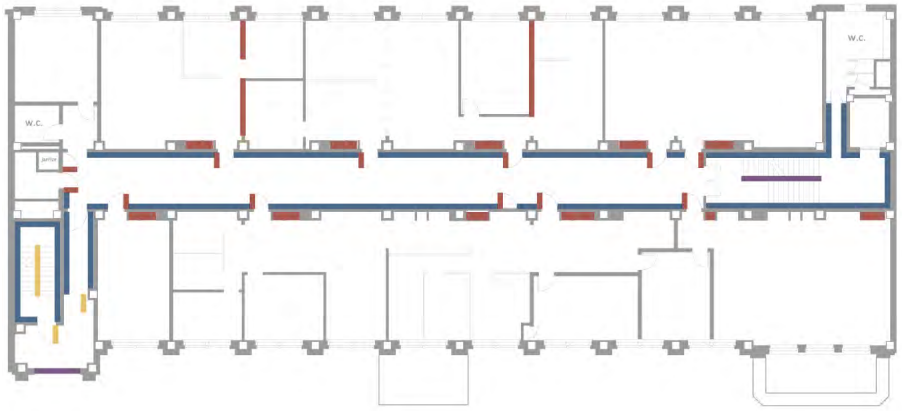
- The character defining features are located mainly in the central axis of the building and circulation areas.
- Almost all the character defining features are found in vertical elements (such as walls, partitions and doors).
- The distribution of the character defining features in the 1st, 2nd and 3rd floor are very similar.

Ground Floor

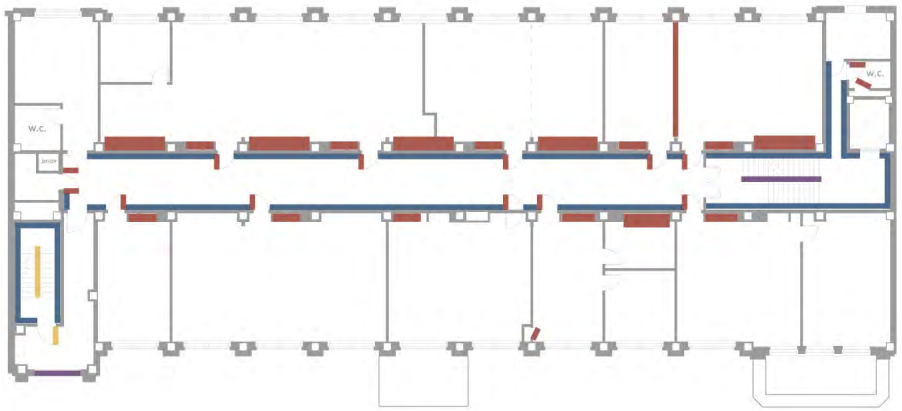




First Floor

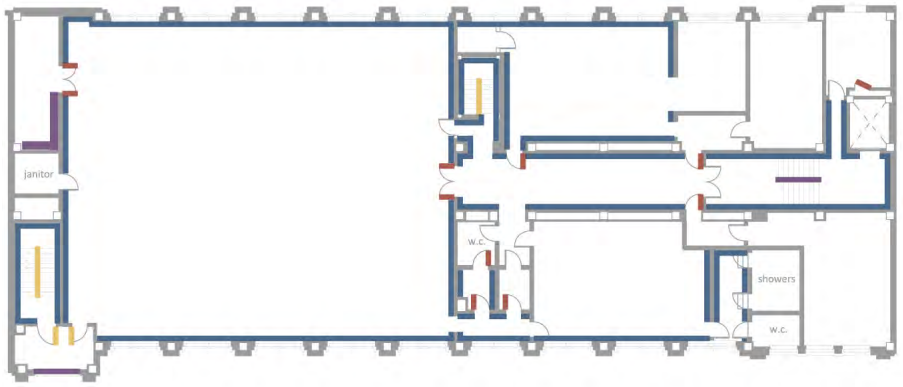


Second Floor

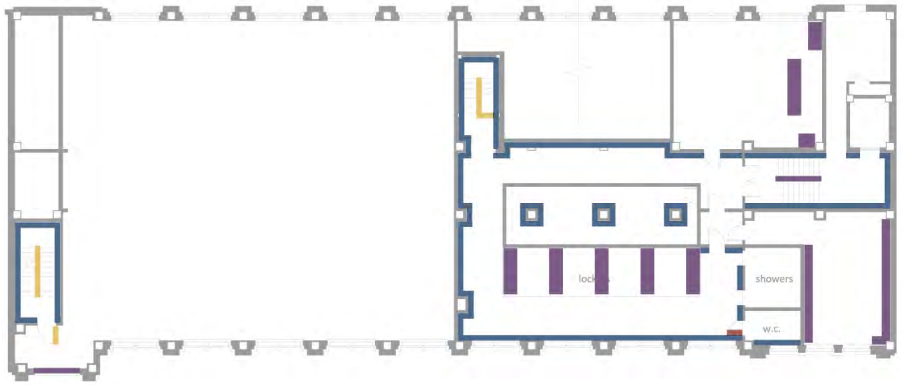


Third Floor

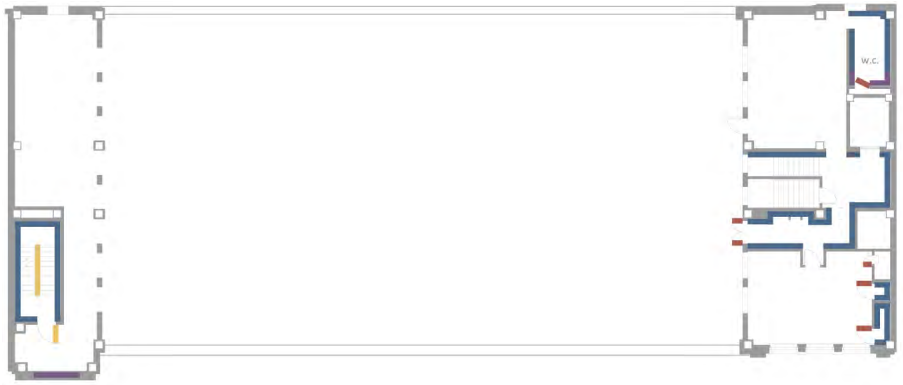
Tile wainscot Woodwork Borrowed lights Others



Fourth Floor



Fifth Floor



Roof Top

Tile wainscot Woodwork Borrowed lights Others

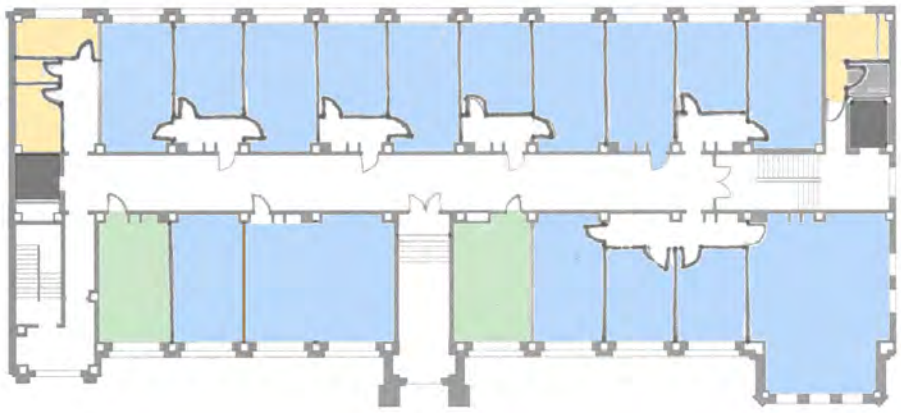
Proposed Distribution

Knowing the location of the character defining features the next step is to propose a schematic distribution of the space for the new use. The following are the general decisions taken in order to enhance and protect the character defining features while giving continuity to the space:

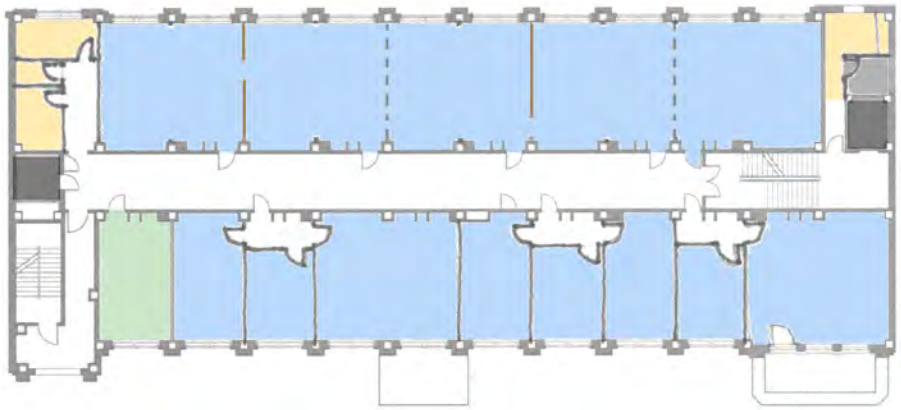
- Given that most of the character defining features are located in the circulation areas, the corridors, staircases and elevator hall will maintain their original function.
- In order to fulfill ADA codes, a new elevator will be located on the western part of the building occupying the current janitor closet space.
- The main entrance of the building will recover its original use. Part of the stair will be removed in order to provide easy access.
- The ground floor hallway will be reconfigured in order to give it the same width as the rest of the hallways in the building.
- All recent added partitions will be removed. New divisions will be placed to divide the studio spaces.

Using a schematic color scheme, the following diagrams show the proposed interior distribution for the Thaddeus Stevens School Building.

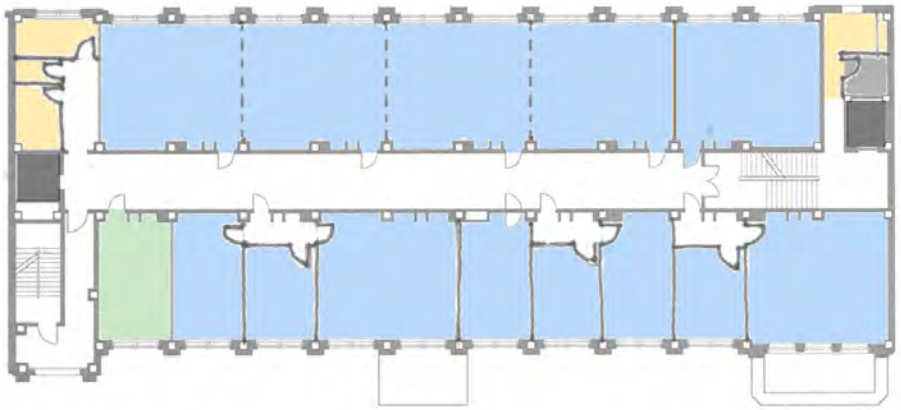
Ground Floor



First Floor

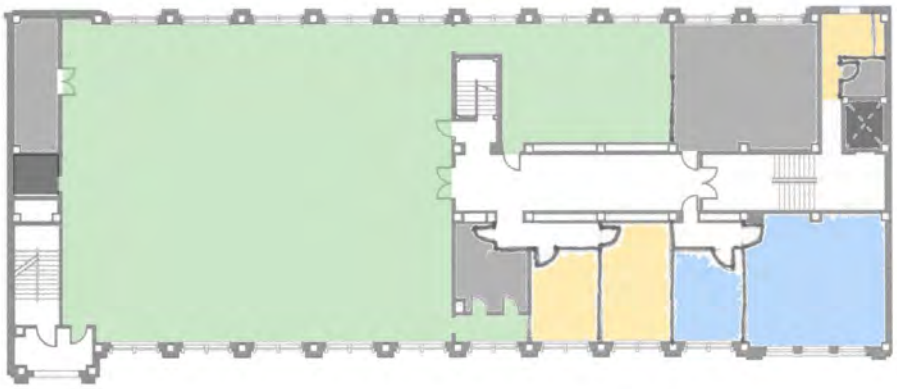


Second Floor

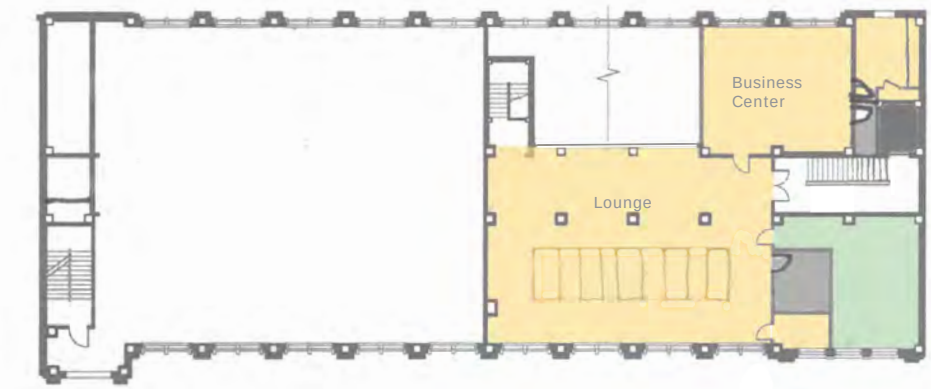


Third Floor

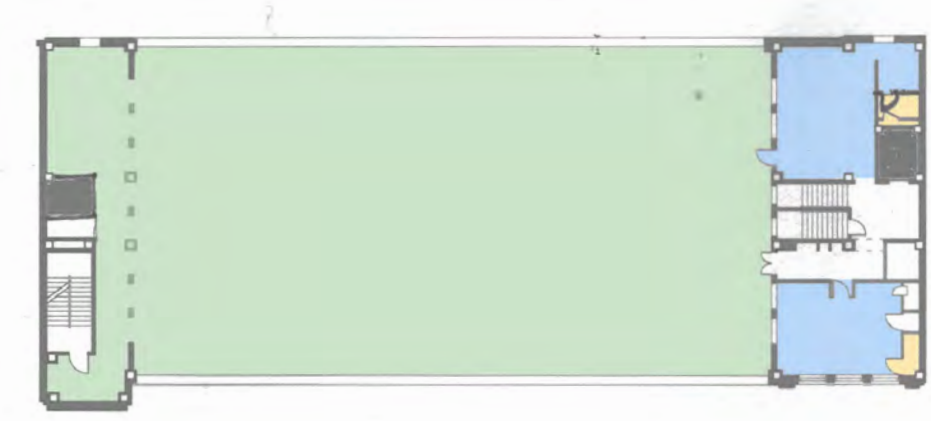
Studios
Conference
Common Area
Service Area
Elevators



Fourth Floor



Fifth Floor



Roof Top

Studios
Conference/Event Venue
Common Area
Service Area
Elevators

Program*

- **Rental Space ..... 38,605 ft²**

Studios		
Type 1	13	3,250 ft²
Type 2	16	5,600 ft²
Type 3	4	2,800 ft²
Flexible	2 - 10	6,300 ft²
Others	4	2,910 ft²
Conference Room	7	2,575 ft²
Individual Office	4	1,000 ft²
Event Space		
indoor	2	5,770 ft²
outdoor	1	8,400 ft²

- **Common Space ..... 7,875 ft²**

Lounge Area	2	3,180 ft²
Business Center	2	1,400 ft²
Restroom	8	2,125 ft²
Kitchen	6	1,170 ft²

- **Service Area ..... 1,450 ft²**

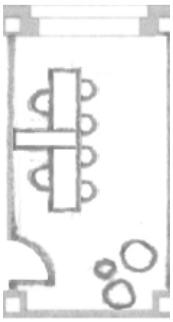
Storage	3	1,075 ft²
Galey	2	375 ft²
Janitor	5	325 ft²

- **Miscellaneous ..... 1,050 ft²**

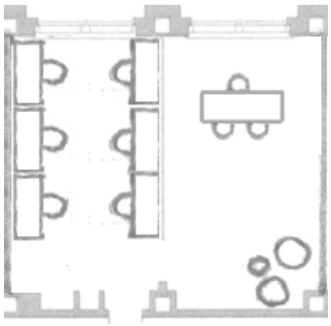
Management Office	1	1,050 ft²

* All measurements are approximated

Studio Type 1
250 ft²

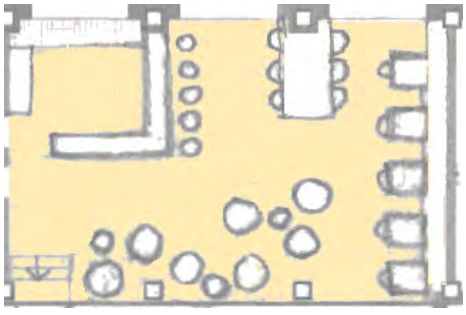


Studio Type 2
350 ft²



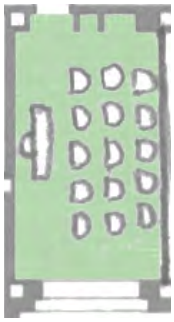
Studio Type 3
700 ft²

Restrooms
375 ft²

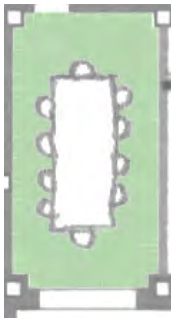


Lounge
1,050 ft²

Common Space Examples



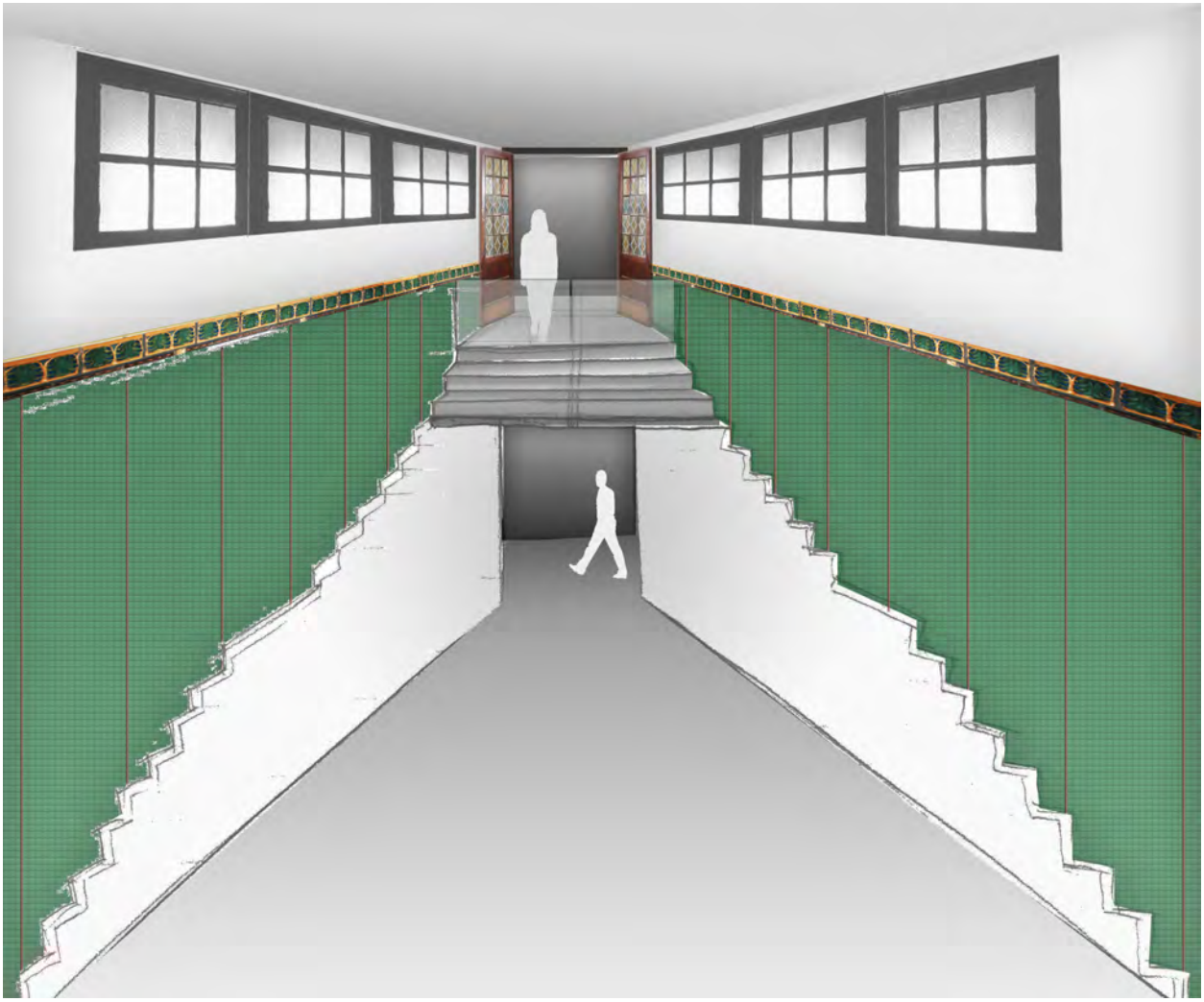
Classroom
350 ft²

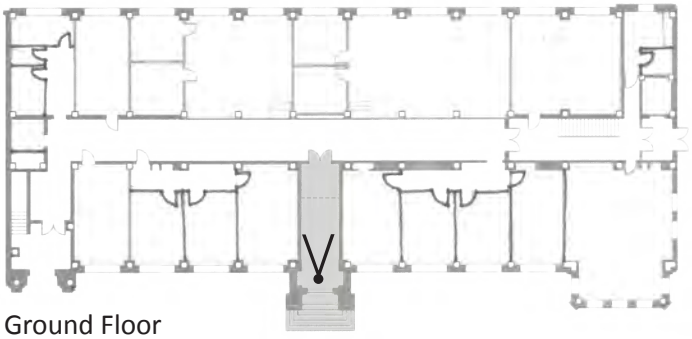


Boardroom
350 ft²

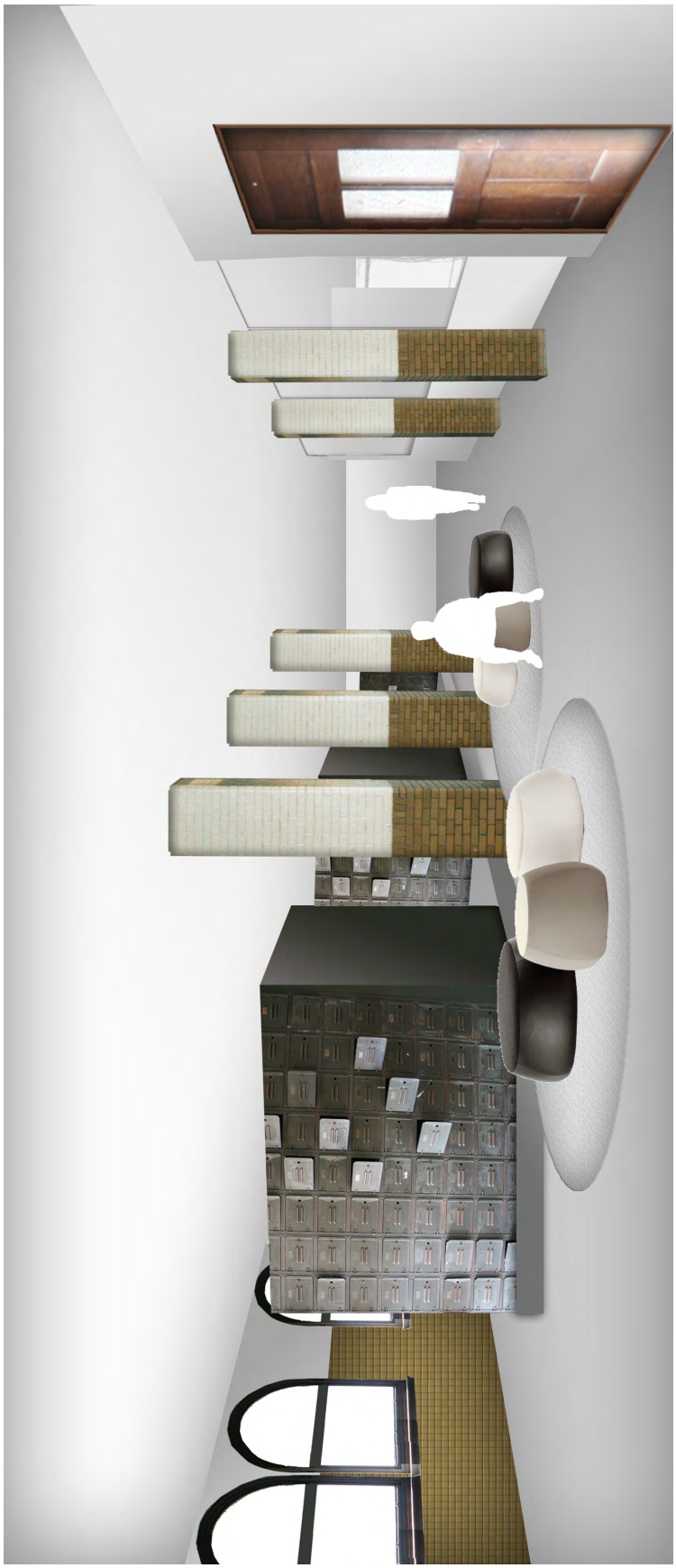
Conference Room Options

Main Entrance

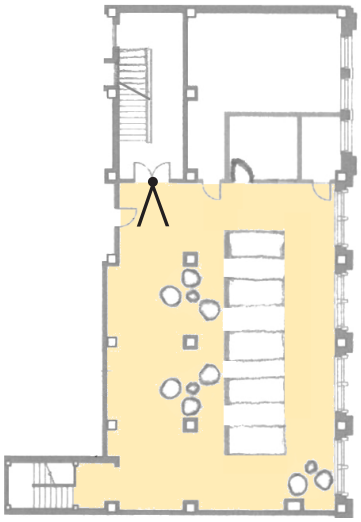




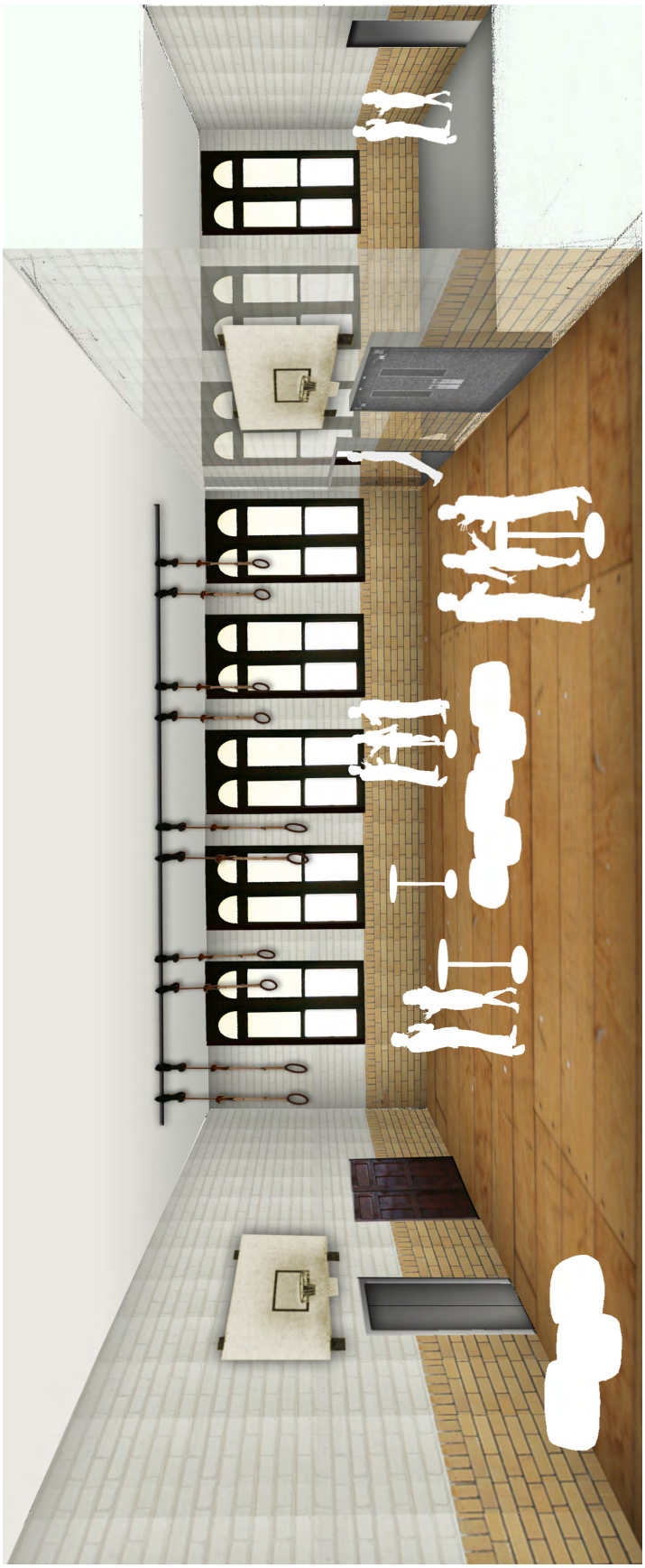
Ground Floor



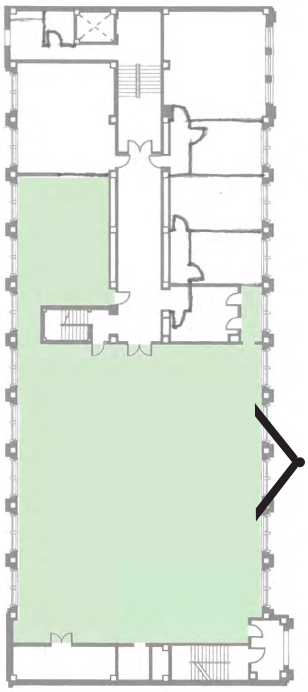
5th Floor Lounge



Fifth Floor



Event Space



Fourth Floor

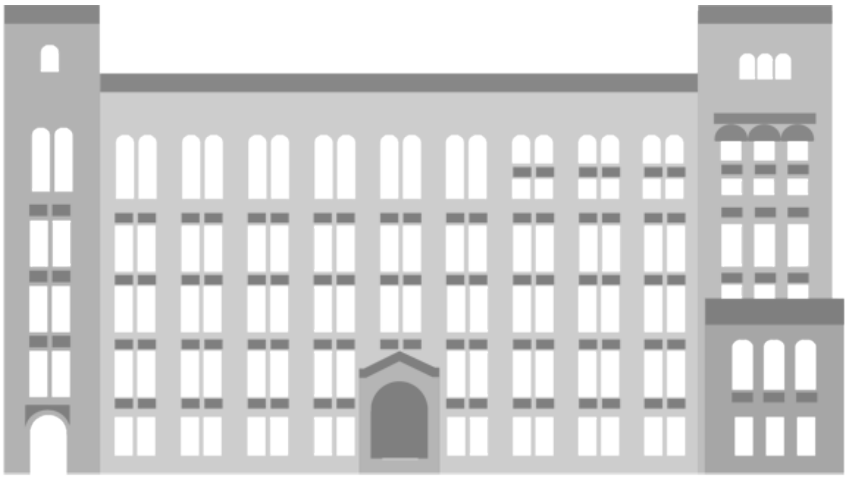
Image by the author, October 2011.

Conclusion

The superposition of the new use and the character defining features' diagram shows how the impact of the new use in the physical fabric is minimal. The elements that give sense to the place, such as the corridors and the gym, can be preserved keeping their original materials and finishes.

The most aggressive intervention necessary in order to fit the new use and give continuity to the space is the partial removal of the main entrance stair. In doing so the everyday use of the space is granted providing an accessible entrance while showcasing the footprint of the original stair.

The Thaddeus Stevens School building is in excellent condition. It offers many appealing features that can be enhanced with simple interventions resulting in very unique spaces. The adaptation of the building to office use is not only compatible with the original fabric of the building but also with the intangible atmosphere of the place.



LEED Feasibility Study

As cities become more dense and space becomes scarce, reusing existing buildings is a great way to conserve environmental and cultural resources. The LEED rating system is the most widely used green building certification system. Though it does not specifically account for historic buildings, it can be used when major renovations take place.

The Thaddeus Stevens School has many inherently green features that contribute to the points available for LEED certification. The following pages assess every point to determine what will be necessary to achieve LEED Certification. By following best practices for building, the renovation will easily reach Certified level. With a little more effort, the project can reach Silver certification, and if the budget can support it, Gold certification is possible.

The benefits of a sustainable renovation will produce a marketable building that provides a healthy environment for living or working. With increased energy efficiency and reduced water consumption, operations costs will decrease, and the building will be less dependant on natural resources. Even if actual LEED certification is cost-prohibitive, the building should strive to meet the requirements of as many credits as possible.

List of LEED Points available for New Construction & Major Renovations

Sustainable Sites (SS)

Prerequisite 1 Construction Activity Pollution Prevention
Credit 1 Site Selection
Credit 2 Development Density and Community Connectivity
Credit 3 Brownfield Redevelopment
Credit 4.1 Alternative Transportation—Public Transportation Access
Credit 4.2 Alternative Transportation—Bicycle Storage and Changing Rooms
Credit 4.3 Alternative Transportation—Low-Emitting and Fuel-Efficient Vehicles
Credit 4.4 Alternative Transportation—Parking Capacity
Credit 5.1 Site Development—Protect or Restore Habitat
Credit 5.2 Site Development—Maximize Open Space
Credit 6.1 Stormwater Design—Quantity Control
Credit 6.2 Stormwater Design—Quality Control
Credit 7.1 H eat Island Effect—Nonroof
Credit 7.2 H eat Island Effect—Roof
Credit 8 Light Pollution Reduction

Water Efficiency (WE)

Prerequisite 1 Water Use Reduction
Credit 1 Water Efficient Landscaping
Credit 2 Innovative Wastewater Technologies
Credit 3 Water Use Reduction

Energy and Atmosphere (EA)

Prerequisite 1 Fundamental Commissioning of Building Energy Systems
Prerequisite 2 Minimum Energy Performance
Prerequisite 3 Fundamental Refrigerant Management
Credit 1 Optimize Energy Performance
Credit 2 On-site Renewable Energy
Credit 3 Enhanced Commissioning

Credit 4 Enhanced Refrigerant Management
Credit 5 Measurement and Verification
Credit 6 Green Power

Materials and Resources (MR)

Prerequisite 1 Storage and Collection of Recyclables
Credit 1.1 Building Reuse—Maintain Existing Walls, Floors and Roof
Credit 1.2 Building Reuse—Maintain Existing Interior Nonstructural Elements
Credit 2 Construction Waste Management
Credit 3 Materials Reuse
Credit 4 Recycled Content
Credit 5 Regional Materials
Credit 6 Rapidly Renewable Materials
Credit 7 Certified Wood

Indoor Environmental Quality (IEQ)

Prerequisite 1 Minimum Indoor Air Quality Performance
Prerequisite 2 Environmental Tobacco Smoke (ETS) Control
Credit 1 Outdoor Air Delivery Monitoring
Credit 2 Increased Ventilation
Credit 3.1 Construction Indoor Air Quality Management Plan—During Construction
Credit 3.2 Construction Indoor Air Quality Management Plan—Before Occupancy
Credit 4.1 Low-Emitting Materials—Adhesives and Sealants
Credit 4.2 Low-Emitting Materials—Paints and Coatings
Credit 4.3 Low-Emitting Materials—Flooring Systems
Credit 4.4 Low-Emitting Materials—Composite Wood and Agrifiber Products
Credit 5 Indoor Chemical and Pollutant Source Control
Credit 6.1 Controllability of Systems—Lighting

Credit 6.2 Controllability of Systems—Thermal Comfort
Credit 7.1 Thermal Comfort—Design
Credit 7.2 Thermal Comfort—Verification
Credit 8.1 Daylight and Views—Daylight
Credit 8.2 Daylight and Views—Views

Innovation in Design (ID)

Credit 1 Innovation in Design
Credit 2 LEED Accredited Professional

Regional Priority (RP)

Credit 1 Regional Priority

Total Points

100 base points
6 possible Innovation in Design Points
4 Regional Priority Points

Certified	40–49 points
Silver	50–59 points
Gold	60–79 points
Platinum	80 points and above

The LEED 2009 for New Construction and Major Renovations Reference Guide can be found on the United States Green Building Council's website here: http://www.usgbc.org/ShowFile.aspx?DocumentID=8868

LEED 2009 for New Construction and Major Renovations

Project Checklist

Thaddeus Stevens School of Observation and Practice
December 2011

Sustainable Sites — Possible Points: 26

Y	?	N			
Y			Prereq 1	Construction Activity Pollution Prevention	
1			Credit 1	Site Selection	1
5			Credit 2	Development Density and Community Connectivity	5
		1	Credit 3	Brownfield Redevelopment	1
6			Credit 4.1	Alternative Transportation—Public Transportation Access	6
	1		Credit 4.2	Alternative Transportation—Bicycle Storage and Changing Rooms	1
3			Credit 4.3	Alternative Transportation—Low-Emitting and Fuel-Efficient Vehicles	3
2			Credit 4.4	Alternative Transportation—Parking Capacity	2
	1		Credit 5.1	Site Development—Protect or Restore Habitat	1
	1		Credit 5.2	Site Development—Maximize Open Space	1
	1		Credit 6.1	Stormwater Design—Quantity Control	1
	1		Credit 6.2	Stormwater Design—Quality Control	1
	1		Credit 7.1	Heat Island Effect—Non-roof	1
	1		Credit 7.2	Heat Island Effect—Roof	1
1			Credit 8	Light Pollution Reduction	1

Water Efficiency — Possible Points: 10

Y			Prereq 1	Water Use Reduction—20% Reduction	
2			Credit 1	Water Efficient Landscaping	2 to 4
	2		Credit 2	Innovative Wastewater Technologies	2
	2		Credit 3	Water Use Reduction	2 to 4

Energy and Atmosphere — Possible Points: 35

Y			Prereq 1	Fundamental Commissioning of Building Energy Systems	
Y			Prereq 2	Minimum Energy Performance	
Y			Prereq 3	Fundamental Refrigerant Management	
7			Credit 1	Optimize Energy Performance	1 to 19
	3		Credit 2	On-Site Renewable Energy	1 to 7
2			Credit 3	Enhanced Commissioning	2
2			Credit 4	Enhanced Refrigerant Management	2
3			Credit 5	Measurement and Verification	3
	2		Credit 6	Green Power	2

Materials and Resources — Possible Points: 14

Y			Prereq 1	Storage and Collection of Recyclables	0
2			Credit 1.1	Building Reuse—Maintain Existing Walls, Floors, and Roof	1 to 3
	1		Credit 1.2	Building Reuse—Maintain 50% of Interior Non-Structural Elements	1
1			Credit 2	Construction Waste Management	1 to 2
1			Credit 3	Materials Reuse	1 to 2

Materials and Resources, Continued

Y	?	N			
2			Credit 4	Recycled Content	1 to 2
1			Credit 5	Regional Materials	1 to 2
1			Credit 6	Rapidly Renewable Materials	1
	1		Credit 7	Certified Wood	1

Indoor Environmental Quality — Possible Points: 15

Y			Prereq 1	Minimum Indoor Air Quality Performance	
Y			Prereq 2	Environmental Tobacco Smoke (ETS) Control	
	1		Credit 1	Outdoor Air Delivery Monitoring	1
1			Credit 2	Increased Ventilation	1
1			Credit 3.1	Construction IAQ Management Plan—During Construction	1
1			Credit 3.2	Construction IAQ Management Plan—Before Occupancy	1
1			Credit 4.1	Low-Emitting Materials—Adhesives and Sealants	1
1			Credit 4.2	Low-Emitting Materials—Paints and Coatings	1
1			Credit 4.3	Low-Emitting Materials—Flooring Systems	1
1			Credit 4.4	Low-Emitting Materials—Composite Wood and Agrifiber Products	1
1			Credit 5	Indoor Chemical and Pollutant Source Control	1
	1		Credit 6.1	Controllability of Systems—Lighting	1
	1		Credit 6.2	Controllability of Systems—Thermal Comfort	1
1			Credit 7.1	Thermal Comfort—Design	1
1			Credit 7.2	Thermal Comfort—Verification	1
1			Credit 8.1	Daylight and Views—Daylight	1
1			Credit 8.2	Daylight and Views—Views	1

Innovation and Design Process — Possible Points: 6

	1		Credit 1.1	Innovation in Design: Specific Title	1
	1		Credit 1.2	Innovation in Design: Specific Title	1
	1		Credit 1.3	Innovation in Design: Specific Title	1
	1		Credit 1.4	Innovation in Design: Specific Title	1
	1		Credit 1.5	Innovation in Design: Specific Title	1
1			Credit 2	LEED Accredited Professional	1

Regional Priority Credits — Possible Points: 4

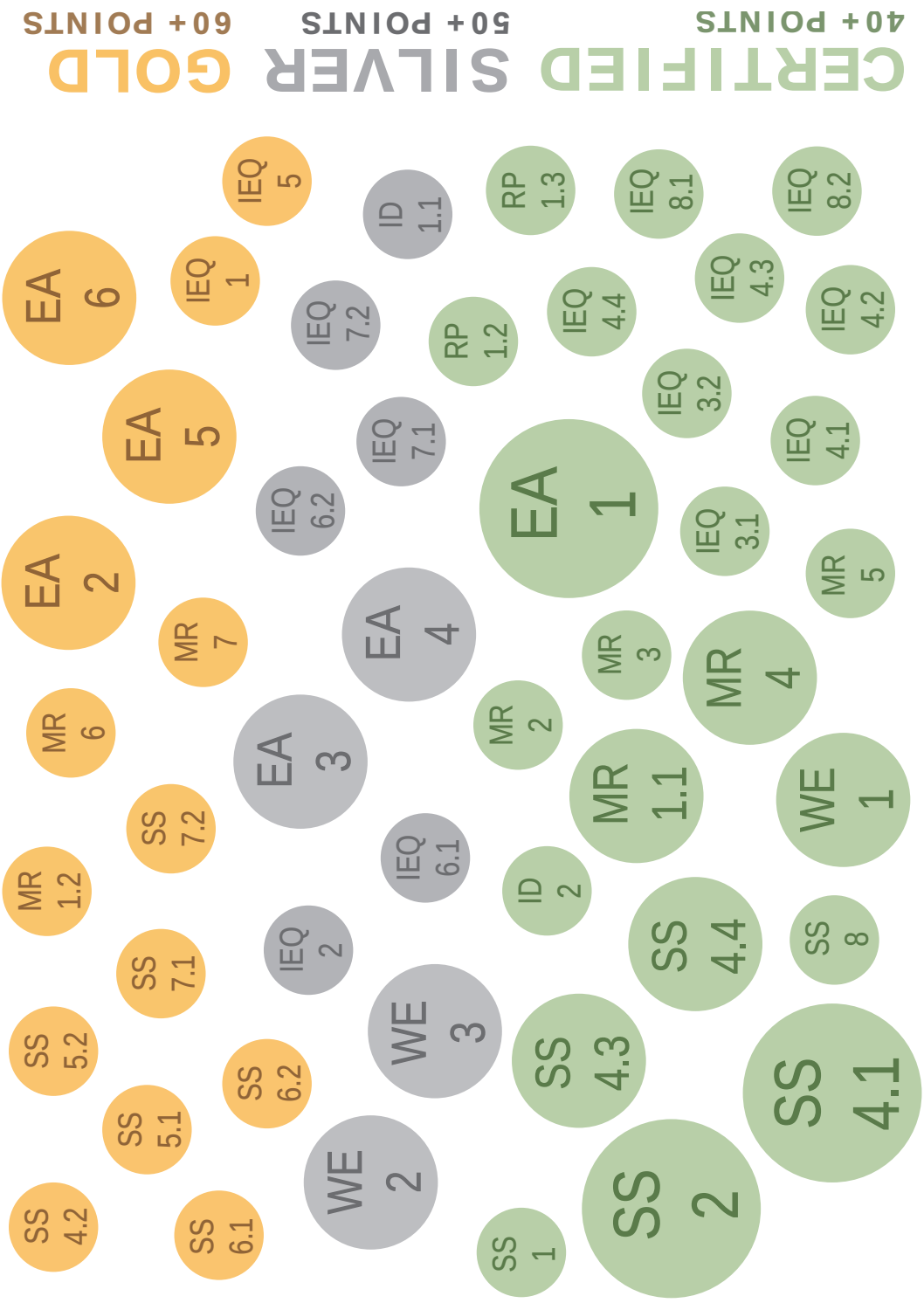
	1		Credit 1.1	Regional Priority: Specific Credit	1
1			Credit 1.2	Regional Priority: Specific Credit	1
1			Credit 1.3	Regional Priority: Specific Credit	1
	1		Credit 1.4	Regional Priority: Specific Credit	1

Total — Possible Points: 110

57	28	1

Certified 40 to 49 points Silver 50 to 59 points Gold 60 to 79 points Platinum 80 to 110

Summary of Points by Value & Ease of Achievement



SS PR1 Prerequisite 1: Construction Activity Pollution Prevention

The City of Philadelphia requires all building projects to comply with the Erosion and Sediment Control requirements of the Pennsylvania Department of Environmental Protection (PADEP) as specified in 25 Pa. Code § 102.4 (b). The Water Department is responsible for approving Erosion and Sediment Control Plans submitted by the project team.
For compliance with this prerequisite, an Erosion and Sediment Control Plan must include the following:

1. brief narrative describing the project, its site, adjacent properties and the types of soils in the project area
2. construction schedule
3. maintenance plan
4. vicinity map
5. site topographic map including soil survey information
6. site development plan
7. erosion and sedimentation control plan drawing
8. detail drawings and specifications
9. vegetative plan

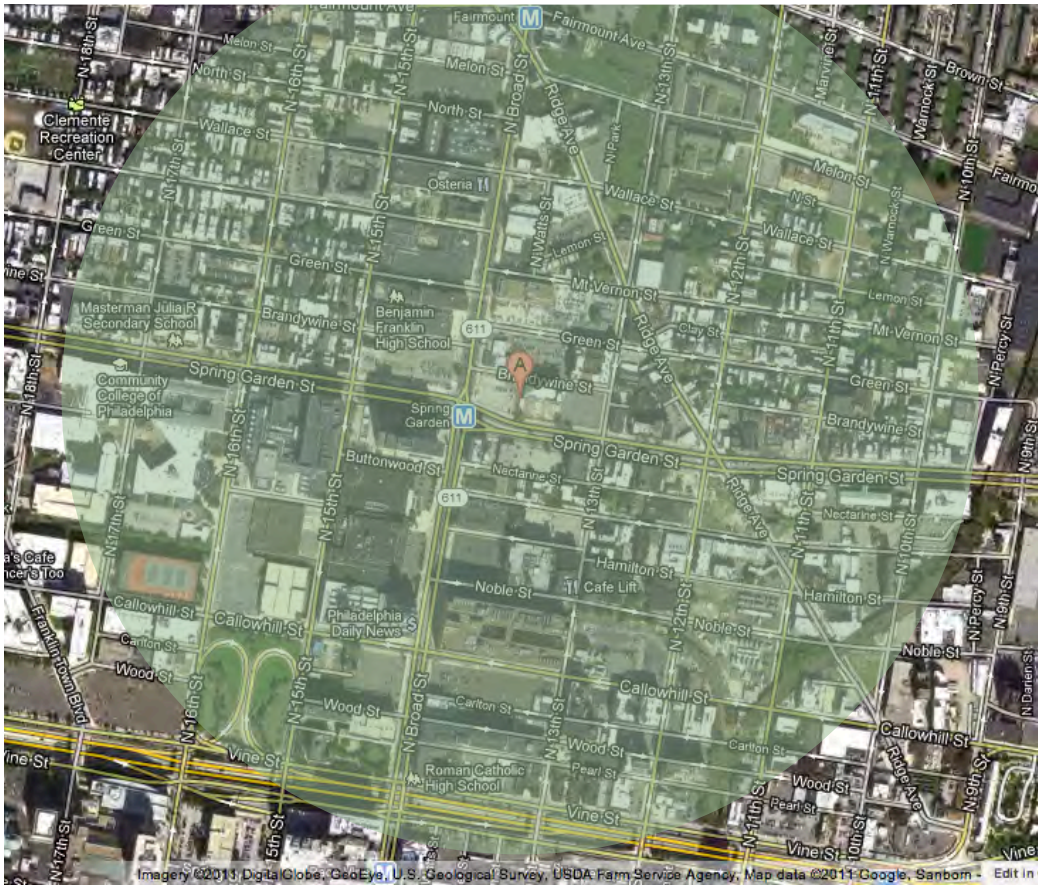
SS 1 Credit 1: Site Selection 1

As a previously developed site, this credit is easy to achieve. It is not farmland, a wildlife habitat, near a body of water, or parkland.

The site comprises two of the three lots on the 1300 block of Spring Garden Street. Existing structures include the Thaddeus Stevens School building, the street-facing fence, and the arched wall separating the school from the empty lot next door.

SS 2 Credit 2: Development Density & Community Connectivity 5

The site meets both compliance paths for this credit. It is a previously developed site in a dense community and it is within 1/2 mile of several residential areas and basic services.



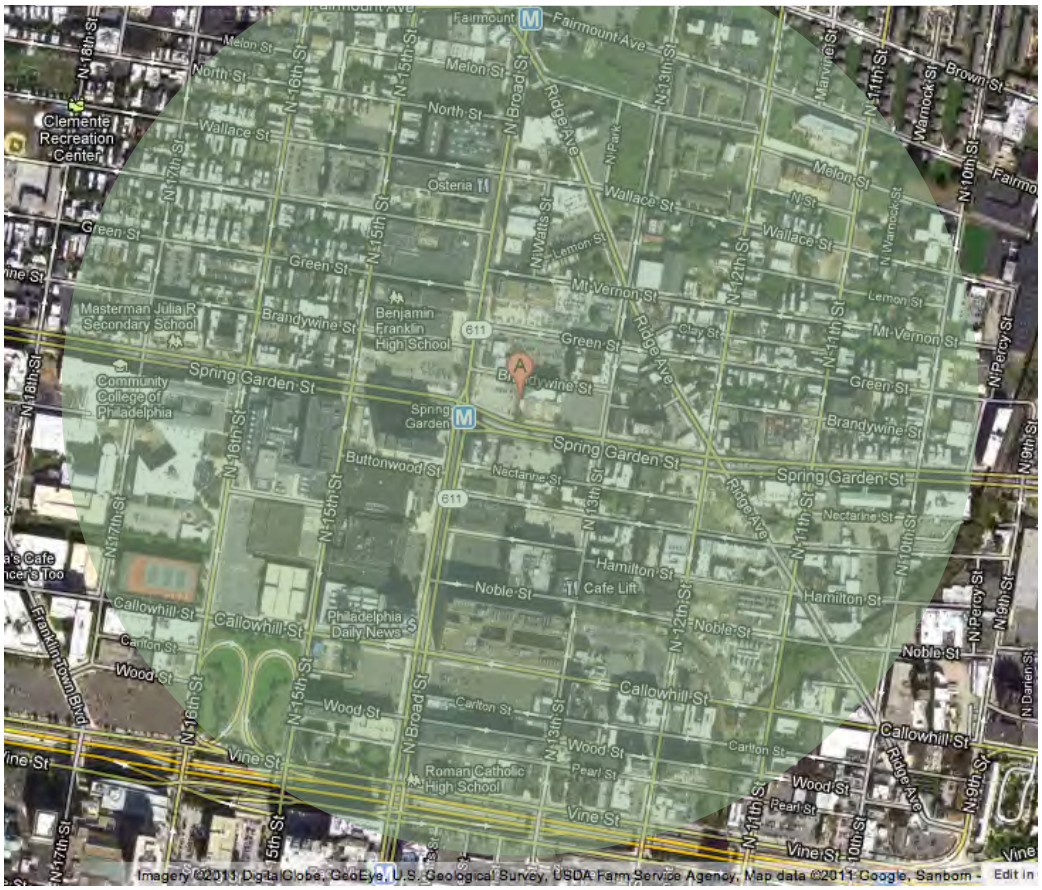
The map show a mix of commercial, residential and institutional buildings all within 1/2 mile of Thaddeus Stevens School.
Basic services, including places of worship, schools, restaurants, and numerous businesses fall within the radius.

SS 3 Credit 3: Brownfield Redevelopment

The site is not contaminated or considered a brownfield. No credit will be earned.

SS 4.1 Credit 4.1 - Alternative Transportation: Public Transportation Access 6

The site meets both compliance paths for this credit. It is within 1/2 mile walking distance of a subway station and within 1/4 mile of a bus stop.



The map shows two subway stations within the 1/2 mile radius and there are stops for at least four bus routes within 1/4 mile.

SS 4.2 Credit 4.2 - Alternative Transportation: Bicycle Storage & Changing Rooms 1

This is a good credit to pursue and can be achieved at a relatively low expense. If the site is developed as housing, a covered area with bike storage for 15% of the residents must be set aside. A commercial development would cost a little more because showers must be provided in addition to bike storage. However, it would be an attractive amenity for potential tenants.

SS 4.1 Credit 4.3 - Alternative Transportation: Low-Emitting & Fuel-Efficient Vehicles 3

An inexpensive way to earn this credit is to provide preferred parking for low-emission and fuel-efficient vehicles for 5% of the total parking provided. There is little parking on the site, so this may only be one spot. At 3 points, this credit is worth pursuing.

SS 4.4 Credit 4.4 - Alternative Transportation: Parking Capacity 2

This credit has multiple options for compliance. The Philadelphia Zoning Code requires a minimum number of parking spots to be provided in both residential and commercial zones. Since the site does not have much room for parking, compliance with Option 1 (meet but do not exceed minimum local zoning requirements) is the best path to follow. Garage parking in the new mid-rise building is the best solution to meet the zoning requirements and to make the most efficient use of the dense site.

SS 5.1 Credit 5.1 - Site Development: Protect or Restore Habitat 1

It is important to introduce vegetation to the site. To earn the credit, 50% of the non-developed portion of the site or 20% of the total site must be restored with native plants. This can include vegetated roof surfaces, which would most likely need to be considered to earn the point. The Fairmount Park system provides information about native plants in Philadelphia and is a great resource for determining which plants will work best on the site.

SS 5.2 Credit 5.2 - Site Development: Maximize Open Space 1

The Philadelphia Zoning Code requires a certain percentage of lots to be reserved for open space, which varies depending on the zoning designation. This may be a hard point to achieve because the open space must exceed the zoning requirement by 25%. To make the development financially feasible, the maximum amount space must be developed. However, a vegetated roof contributes to the overall calculation because the project is eligible for Credit 2 - Development Density & Community Connectivity.

SS 6.1 Credit 6.1 - Stormwater Design: Quantity Control 1

The site falls into Case 2. Sites with Existing Imperviousness Greater than 50%. A stormwater management plan that results in a 25% decrease in the volume of stormwater runoff must be implemented to achieve this point. Pervious paving and stormwater recapturing systems would help reduce the amount of runoff. Installation of green roofs on the school and any new buildings will greatly reduce the amount of stormwater leaving the site, but the cost may be prohibitive.

SS 6.2 Credit 6.2 - Stormwater Design: Quality Control 1

This credit works in conjunction with Credit 6.1 - Stormwater Design: Quantity Control. To reduce the amount of pollutants that leave the site in stormwater runoff, the stormwater management plan must include best management practices that remove 80% of the annual total suspended solids load. The schoolyard between Spring Garden Street and the school is a good place to incorporate pervious materials and vegetation that will help reduce the quantity of stormwater runoff and increase filtration.

SS 7.1 Credit 7.1 - Heat Island Effect: Nonroof 1

Since the site will have to provide a minimal amount of parking regardless, Option 2 is the best way to achieve this point. It requires 50% of the parking to be under cover, which it will be if it is in a garage. The roof on that building must have a solar reflectance index (SRI) of at least 29 or be vegetated. Any paving on the site should be an open-grid system.

SS 7.2 Credit 7.2 - Heat Island Effect: Roof 1

The three options for this point all target the reduction of heat absorption by the roof. The current roof on Thaddeus Stevens School may already meet the SRI requirement since it is a light color. New buildings on the site should have a coating with the appropriate SRI or be vegetated. Though costly, a vegetated roof would meet the requirement for this point and provide an attractive amenity to users of the building.

SS 8 Credit 8 - Light Pollution Reduction 1

This credit requires compliance with interior and exterior lighting requirements. For interior lighting, Option 1, which stipulates a 50% reduction of the input power of all nonemergency lighting with a direct line of site to openings in the building envelope between 11 pm and 5 am. For exterior lighting, the site is in a medium-high lighting zone since it is in a commercial district. Lighting must be designed in such a way that the light remains on the site and does not fall outside its boundaries. Reducing the amount of after-hours lighting will also result in an energy cost savings.

WE PR1 Prerequisite 1 - Water Use Reduction

To earn any of the points in the Water Efficiency category, the project must reduce its baseline water consumption by 20%. Fixtures that factor into the calculation include toilets, urinals, faucets, and showers. Installation of high-efficiency fixtures should meet this requirement.

WE 1 Credit 1 - Water Efficient Landscaping 2

The project should easily meet Option 1 in which water used in landscaping must be reduced by 50%. Using native plant species and efficient irrigation practices should meet the requirement. It is possible for the project to earn 4 points by following Option 2 and using no potable water for irrigation. A rainwater harvesting system or landscaping that does not require permanent irrigation would satisfy this requirement.

WE 2 Credit 2 - Innovative Wastewater Technologies 2

The best way to achieve this credit is to use nonpotable water and water-conserving fixtures for sewage conveyance. The implementation of rainwater capture systems or recycled graywater systems would reduce the use of potable water. However, with a 50% reduction in potable water use needed to get the point, it might be a tough one to earn.

WE 3 Credit 3 - Water Use Reduction 2

If the project can reduce water consumption by 30% instead of the required 20%, it will be eligible for this credit. A combination of graywater or rainwater harvesting systems plus low-flow fixtures should achieve the desired reduction. Dry fixtures, such as waterless urinals, are also an option, provided they are maintained correctly.

EA PR1 Prerequisite 1 - Fundamental Commissioning of Building Energy Systems

To ensure that a building's systems are properly installed and calibrated, the project must designate an independent commissioning authority to oversee the commissioning process. The owner and the design team are responsible for documenting the project requirements and for creating the commissioning plan. The following are systems that should be part of the commissioning process:

HVAC systems and associated controls
Lighting and daylighting controls
Domestic hot water systems
Renewable energy systems

EA PR2 Prerequisite 2 - Minimum Energy Performance

This prerequisite requires an energy simulation for the whole building. The project, since it will be a major renovation, must demonstrate a 5% improvement in energy performance. Any new buildings on the site must demonstrate a 10% improvement compared to the baseline building rating. Basic upgrades to energy-efficient systems and appliances will most likely achieve the necessary improvement to meet this prerequisite.

EA PR3 Prerequisite 3 - Fundamental Refrigerant Management

The simple requirement for this prerequisite is to eliminate CFC-based refrigerants from the building. Any new systems must not contain them. Because of regulations on CFCs, most manufacturers no longer use them in their products.

EA 1 Credit 1 - Optimize Energy Performance 7

Projects can earn up to 19 points with this credit, depending on much the building can reduce its energy consumption. A conservative goal would be to reduce energy consumption by 20% to earn 7 points. More ambitious goals would help push the project from a Silver rating to a Gold rating. Points are based on energy cost savings according to a whole building simulation. In lieu of a simulation, projects can also choose to follow prescriptive requirements established by ASHRAE (American Society of Heating, Refrigeration and Air-conditioning Engineers) but they can only earn 1 point. An energy simulation is the better option.

EA 2 Credit 2 - On-site Renewable Energy 3

Up to 7 points can be earned for this credit, which requires the installation of on-site renewable energy. Given the urban setting and the confines of the site, the best choice would be to install solar panels on the roof. The return on investment for solar is still quite long so this credit would be costly. However, it is probable that about 5% of the energy costs could be offset by renewable energy, which would result in a 3 point gain.

EA 3 Credit 3 - Enhanced Commissioning 2

This is an important credit because so much of the energy wasted in buildings comes from improper maintenance and operations. Hiring an external commissioning authority to review design drawings, to develop a systems manual, and to conduct training for building personnel and occupants has the potential for significant payback in the form of cost savings from efficient operation of the building's systems.

EA 4 Credit 4 - Enhanced Refrigerant Management 2

The easiest way to achieve this point is to not use any refrigerants. This may result in more expensive equipment but it will also comply with the Montreal Protocol, which calls for the elimination of all CFCs and HCFCs by 2030. It makes sense to invest in refrigerant-free equipment when development happens since its service life may extend beyond the target phase out date.

EA 5 Credit 5 - Measurement & Verification 3

Another important set of points for the ongoing efficiency of the building, this credit requires the development and implementation of a measurement and verification plan. The period of measurement must cover at least 1 year of post-construction occupancy. There would be a cost associated with hiring someone to implement the M&V plan, but the positive trade-off would be that systems will constantly be monitored to ensure that they are working at peak performance levels.

EA 6 Credit 6 - Green Power 2

This credit may be difficult to achieve because of the cost and availability of green power in the Philadelphia area. However, there are green energy providers and if there was significant interest, green power could be purchased for the building.

MR PR1 Prerequisite 1 - Storage & Collection of Recyclables

The prerequisite for this category requires dedicated areas for the collection and storage of recyclable materials, including paper, cardboard, glass, plastics and metals. Recycling should be standard practice in any building, so this prerequisite is easy to meet.

MR 1.1 Credit 1.1 - Building Reuse: Maintain Existing Walls, Floors & Roof 2

This credit is inherent to the project since it requires reuse of a building's structure and envelope. 1-3 points can be earned depending on the amount of the building that is reused. A conservative estimate for Thaddeus Stevens School would be that 75% of the structure will be reused, for a 2 point gain. It is also very possible that 95% of the structure will be reused, which would increase the points earned to 3. This credit is also one of the Regional Priorirty credits so it will earn that bonus point.

MR 1.2 Credit 1.2 - Building Reuse: Maintain Interior Nonstructural Elements 1

This credit may be harder to achieve, depending on the chosen use. It requires reuse of at least 50% of the interior walls, doors, floor coverings and ceiling systems of the existing building. Many of the interior partitions that were built when the building was being used for school administration are not well-located, do not go to the ceiling and are poor quality. All of the carpet needs to be replaced, though it may count to reuse the wood floors underneath the carpet. The scored concrete hallways would help contribute to the point. The ceiling systems are in bad shape and would have to be replaced.

MR 2 Credit 2 - Construction Waste Management 1

1-2 points may be earned for this credit. If 50% of the construction waste is recycled or salvaged, the project earns 1 point. If 75% of the waste is recycled or salvaged, the project will earn 2 points. A conservative estimate is to assume that 50% of all waste will be recycled.

MR 3 Credit 3 - Materials Reuse 1

This credit give points for reusing materials in the building. 5% earns one point and 10% earns two points. Since most of the interior millwork will be retained, the project should at least earn 1 point.

MR 4 Credit 4 - Recycled Content 2

Projects can earn up to two points for using products with recycled content. 10% earns 1 point and 20% earns 2 points. Market demand for products with recycled content makes it easy and affordable to choose finishes and furniture with recycled materials. It should not be too difficult to earn the full 2 points for this credit.

MR 5 Credit 5 - Regional Materials 1

This credit earns 1-2 points for sourcing a percentage of the new materials in the building from within 500 miles of the project site. 1 point is earned for using 10% regional materials. 2 points are earned for 20% regional materials. Despite having an ocean for half of the region that falls within a 500-mile radius of the city, Philadelphia is well located for sourcing regional materials because there is still a fair amount of industry in Pennsylvania, New York and Ohio.

MR 6 Credit 6 - Rapidly Renewable Materials 1

Like the credit for recycled content, this credit has become easier to earn because market demand has increased the types of products available that are made with rapidly renewable materials. To earn the point, the project must use rapidly renewable materials for 2.5% of the total value of building materials. This should be easy to achieve.

MR 7 Credit 7 - Certified Wood 1

This credit earns a point for using FSC-certified (Forest Stewardship Council) wood for 50% of the project. While readily available, this comes at an added cost because of the work involved in following the paper trail of certification for the wood. However, if the budget allows, this point should be earned.

IEQ PR1 Prerequisite 1 - Minimum Indoor Air Quality Performance

This prerequisite establishes a baseline indoor air quality performance for the project by requiring the building to meet the minimum requirements of Sections 4-7 of ASHRAE 62.1-2007. The ASHRAE standard outlines requirements for outdoor air delivery, air intakes and the rate of ventilation for given spaces.

IEQ PR2 Prerequisite 2 - Environmental Tobacco Smoke (ETS) Control

The purpose of this prerequisite is to prohibit tobacco smoke from entering the building. The easiest way to fulfill this requirement is to prohibit smoking in the building and with 25 feet of entries, outdoor air intakes and operable windows.
If smoking is allowed, designated smoking areas must be provided and properly ventilated.

IEQ 1 Credit 1 - Air Delivery Monitoring 1

This credit requires the building to have permanent air monitoring systems that generate an alarm when airflow levels and carbon dioxide levels vary by at least 10% from the design. To earn the point, CO_2 monitors and an airflow intake monitor must be installed in the building. This is a low-cost and simple way to keep occupants healthy in the building. It is optional but recommended.

IEQ 2 Credit 2 - Increased Ventilation 1

The project earns a point with this credit if it increases the breathing zone outdoor air ventilation rates to 30% above the minimum rates required by ASHRAE 62.1-2007. It may cost more to operate the building if this point is achieved but the mechanisms for providing clean air are already in place because of Prerequisite 1 so it makes sense to try to earn this point as well.

IEQ 3.1 Credit 3.1 - Construction Indoor Air Quality Management Plan: During Construction 1

This credit seeks to reduce indoor air pollutants during construction by developing an indoor air quality (IAQ) management plan that prevents air handling units from being contaminated and sequences the installation of finishes to avoid contamination of absorptive materials. Earning this point requires coordination during the construction process but should not incur any additional costs.

IEQ 3.2 Credit 3.2 - Construction Indoor Air Quality Management Plan: Before Occupancy 1

This credit can be earned in one of two ways. A whole building flush-out may be conducted after all of the finishes have been installed and before occupancy. The other option is to conduct air quality testing after construction ends and prior to occupancy. The choice depends on the necessary move-in date of the building's occupants. If there is time, a flush-out is usually less expensive, but if immediate occupancy is desired, air quality testing is a better option. Either way, the point should be achieved.

IEQ 4.1 Credit 4.1 - Low-Emitting Materials: Adhesives & Sealants 1

This credit limits the amount of volatile organic compounds (VOCs) that can be used in adhesives and sealants in the building. Due to market demand, many low-VOC products are available at similar costs to regular products. All adhesive and sealant documentation must be verified to ensure compliance.

IEQ 4.2 Credit 4.2 - Low-Emitting Materials: Paints & Coatings 1

This credit limits the amount of volatile organic compounds (VOCs) that can be used in paints and coatings in the building. Due to market demand, many low-VOC products are available at similar costs to regular products. All paint and coating documentation must be verified to ensure compliance.

IEQ 4.3 Credit 4.3 - Low-Emitting Materials: Flooring Systems 1

To meet the requirements of this credit, all carpet and carpet cushion must be certified by the Carpet and Rug Institute's Green Label Plus program. Carpet adhesive must be low-VOC. Hard surface flooring must meet the FloorScore standard. Any flooring stains or coatings must meet the South Coast Air Quality Management District's requirements for architectural coatings. All of the major flooring manufacturers offer products that comply with the requirements in this credit, which should make it relatively easy to achieve.

IEQ 4.4 Credit 4.4 - Low-Emitting Materials - Composite Wood & Agrifiber Products 1

Like the other credits for low-emitting materials, this one should not be hard to achieve. The requirement for this credit dictates that all composite wood and agrifiber products be formaldehyde-free. Many products are now available that meet that demand.

IEQ 5 Credit 5 - Indoor Chemical & Pollutant Source Control 1

This credit may be somewhat intrusive on the historic fabric of the building. To reduce the amount of pollutants that enter the building, permanent architectural entryway systems must be installed. Facility cleaning areas must be isolated and exhausted separately from the building. This point is achievable but the entryway systems may damage the historic floors.

IEQ 6.1 Credit 6.1 - Controllability of Systems: Lighting 1

The best way to achieve this credit is to provide task lighting and occupant-controlled window coverings for at least 90% of the occupants in the building. This results in an additional cost but it is a good point to get because it is not damaging to the existing architecture.

IEQ 6.2 Credit 6.2 - Controllability of Systems: Thermal Comfort 1

To achieve this point, 50% of the occupants must have individual comfort controls. This can be an expensive design addition but Thaddeus Stevens School may be able to achieve it if ensures that the windows are operable, which is another way to achieve the point.

IEQ 7.1 Credit 7.1 - Thermal Comfort: Design 1

This credit requires the project design team to ensure that the HVAC systems and the building envelope meet the requirements of ASHRAE 55-2004, Thermal Comfort Conditions for Human Occupancy. Since the building envelope is existing, engineers would have to determine if it meets the ASHRAE requirements.

IEQ 7.2 Credit 7.2 - Thermal Comfort: Verification 1

This credit works in conjunction with IEQ Credit 7.1. It requires the building owner to provide a permanent monitoring system to ensure that building HVAC performance meets occupant thermal comfort needs. It can only be achieved if Credit 7.1 is earned.

IEQ 8.1 Credit 8.1 - Daylight & Views: Daylight 1

The building's large windows provide ample amounts of daylight for occupants. To earn the credit, spaces must achieve a minimum of 10 footcandles (fc) and a maximum of 500 fc in clear sky conditions for 75% of the regularly occupied spaces in the building. This can be proven by simulation, prescriptive compliance, or through measurement. It is expected that the project will achieve this point and also earn the Regional Priority point for it.

IEQ 8.2 Credit 8.2 - Daylight & Views: Views 1

The building's central, double-loaded corridor layout maximizes views for future occupants by pushing the regularly occupied areas to the exterior of the building and bringing the circulation to the center. Large windows on the north and south sides of the building offer views for 90% of the occupants.

ID 1 Credit 1 - Innovation in Design 1

Projects can earn up to five credits for using a strategy that is not addressed in the 2009 LEED-NC rating system, for achieving exemplary performance in a given category, or for achieving a pilot credit that the USGBC would like to test. It is not expected that this project will go after any of these points.

ID 2 Credit 2 - LEED Accredited Professional 1

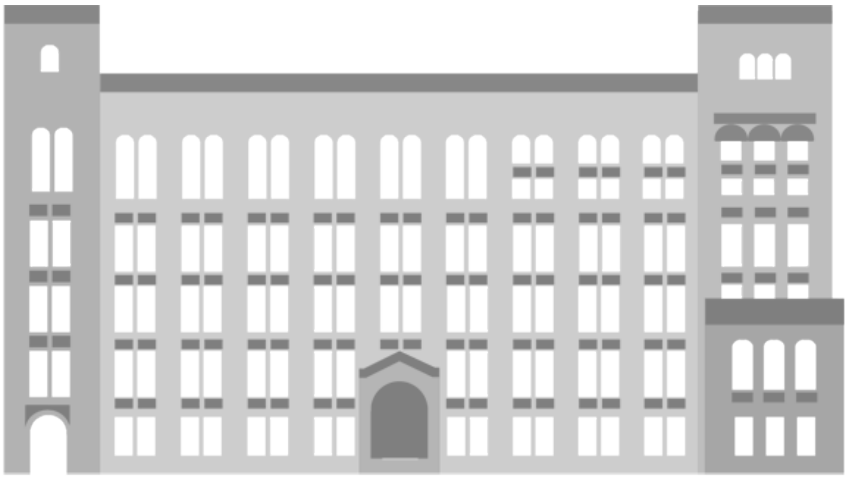
The project will earn a credit for having at least one participant on the project team who is a LEED Accredited Professional. These days it is rare for architecture and engineering firms *not* to have at least one LEED AP on staff, so this credit is easy to earn. That team member is responsible for supporting the design integration process.

RP 1 Credit 1 - Regional Priority 2

A new addition to the LEED 2009 rating system allows regional chapters of the USGBC to select six credits that they consider to be important to the region. Bonus points may be awarded for up to four of those credits. The project will earn at least two of the regional priority credits that the Delaware Valley Green Building Council has specified. The six credits are as follows:

Sustainable Sites	Credit 4.2
Sustainable Sites	Credit 5.1
Water Efficiency	Credit 3
Energy & Atmosphere	Credit 2
Materials & Resources	Credit 1.1
Indoor Environmental Quality	Credit 8.1

The project will earn at least MR 1.1 - Building Reuse and IEQ 8.1 - Daylight.



Financial Feasibility Study

Introduction and Background

A proposed preservation plan for the Thaddeus Stevens School (TSS) site on the NEC of Broad and Spring Garden Streets was developed in the fall of 2011 by members of the HSPV-701 Studio class at the University of Pennsylvania's Historic Preservation program. An important aspect to the success of any preservation plan lies in its financial feasibility. This financial feasibility study (FFS) is undertaken with the express purpose of determining the feasibility of each of the three proposed uses (office, residential, and charter school) within the context of the proposed project program.

The FFS includes the following components: 1) the project program; 2) a phasing plan; 3) a potential development schedule; 4) a narrative that presents the assumptions, limitations, findings and recommendations; and 5) three pro forma budgets (based on differing use options) with a breakdown for each phase of development.

Proposed Project Program

The preservation plan proposes the following project program for the TSS site (see Appendix A1):

7,884 s.f. of ground floor retail in a low-rise commercial building at the SWC of the site.

Rehabilitation of the existing 74,245 s.f. TSS building (per the Secretary of Interior's Standards for Rehabilitation) for reuse as one of the follow uses: 1) flexible office, 2) apartments, or 3) a charter school.

Rehabilitation of the existing TSS forecourt.

Construction of a new 57,358 s.f. tower building (office or residential) and parking structure on the north portion of the west parcel.

Construction of a new 2,064 s.f. pedestrian plaza at the corner of Broad & Spring Garden Streets.

Phasing Plan & Development Schedule

The proposed project program can be broken down into three distinct phases: Phase I- Construction of the low-rise commercial building and pedestrian plaza on the SWC of the west parcel; Phase II- Rehabilitation of the TSS Building and forecourt; and Phase III-Construction of the new tower building and parking structure on the west parcel (see Appendix A1). Each phase could be undertaken individually or it could be constructed in tandem with another phase. There is no requirement that they be done in any particular sequence (i.e. Phase III could precede Phase I). For the purposes of this FFS, a continuous development schedule covering a three-year period is assumed (see Appendix A2). The development schedule approximates reasonable design, entitlement, and construction periods for each phase.

Pro Forma Budgets

Separate pro forma budgets, based on the proposed project program, were prepared for each of the three potential uses recommended in the preservation plan (see Appendices A3-A5). The construction budget for each phase estimates reasonable development costs based on information gathered from RS Means construction cost estimating data.

Each pro forma operating budget also estimates revenues and expenses for the overall project as well as for each individual phase. Revenue and expense assumptions are based on market data provided by the client or other industry sources such as CBRE.

A series of sensitivity analyses were also conducted on various aspects of the residential pro forma budgets. The findings for these analyses are integrated into the Discussion and Findings section below.

Discussion and Findings:

<u>Residential Scenario</u>:

Under the Residential Scenario, both Phase II (the TSS building) and Phase III (the new tower building) are planned as market rate residential apartment buildings. The low-rise commercial building is planned for retail use under all three use scenarios considered in the preservation plan. Table 1 below presents a summary of the net development costs (including land at the current appraisal price),

estimated net operating income (NOI) and the resulting capitalization rate (Cap Rate) of the investment derived from the detailed pro forma budget in Appendix A3.

Table 1: Residential Scenario

	Overall Project based on Proposed Use	Phase I Low Rise Comm. Bldg.	Phase II TSS Rehab	Phase III New Tower Bldg.
Net Dev. Costs	$41,776,406	$2,490,357	$18,250,440	$21,035,609
N.O.I.	$2,170,680	$260,487	$1,058,924	$851,269
Cap Rate	**5.20%**	10.46%	5.80%	4.05%

The Residential Scenario as an overall project is financially challenged with an expected overall capitalization rate of 5.20%. As a result, the overall project would not likely appraise for or sell for a price high enough to cover the net development costs. However, the Phase I-Low-rise commercial building is quite feasible as a stand-alone project with its current 10.46% capitalization rate.

Flexible Office Scenario:

Under the Flexible Office Scenario, both Phase II (the TSS building) and Phase III (the new tower building) are planned as flexible office buildings. The low-rise commercial building remains a retail use. Table 2 below presents a summary of the net development costs (including land at the current appraisal price), estimated net operating income (NOI) and the expected capitalization rate (Cap Rate) of the investment derived from the detailed pro forma budget in Appendix A4.

Table 2: Flexible Office Scenario

	Overall Project based on Proposed Use	Phase I Low Rise Comm. Bldg.	Phase II TSS Rehab	Phase III New Tower Bldg.
Net Dev. Costs	$36,978,614	$2,490,118	$13,447,425	$21,041,070
N.O.I.	$2,413,404	$260,487	$1,048,765	$1,104,154
Cap Rate	**6.53%**	10.46%	7.80%	5.25%

The Flexible Office Scenario as an overall project is also somewhat financially challenged with an expected overall capitalization rate of 6.53%. However, the overall project could appraise for or sell for a price high enough to cover the net development costs at current market capitalization rates. Here again, the Phase I-Low-rise commercial building is quite feasible as a stand-alone project with its current 10.46% capitalization rate.

School Scenario:

Under the School Scenario, Phase II (the TSS building) is leased out as a charter school and Phase III (the new tower building) is constructed as a market-rate apartment building. The low-rise commercial building remains a retail use. Table 3 below presents a summary of the net development costs (including land at the current appraisal price), estimated net operating income (NOI) and the expected capitalization rate (Cap Rate) of the investment derived from the detailed pro forma budget in Appendix A5.

Table 3: School Scenario

	Overall Project based on Proposed Use	Phase I Low Rise Comm. Bldg.	Phase II TSS Rehab	Phase III New Tower Bldg.
Net Dev. Costs	$38,853,184	$2,485,370	$15,167,884	$21,199,930
N.O.I.	$1,801,781	$260,487	$695,154	$848,159
Cap Rate	**4.64%**	10.48%	4.57%	4.00%

The School Scenario as an overall project is the most financially challenging scenario with an expected overall capitalization rate of 4.64%. The overall project would not appraise for or sell for a price high enough to cover the net development costs as a result of relative expected rent rates. However, the Phase I-Low-rise commercial building remains quite feasible as a stand-alone project with its current 10.48% capitalization rate.

Sensitivity Analyses:

Three sensitivity analyses were conducted on the Residential Scenario pro forma budget to determine the individual impact of changes in density, rental rates and development costs on the project's capitalization rates. The results of each of these analyses are presented below.

Density Increase: Under the density sensitivity analysis, the assumed density of the new tower building was increased by approximately 200,000 square feet. However, this significant increase in space resulted

in relatively minor financial gains. The overall project capitalization rate moved from 5.20% to 5.26% and the Phase III rates moved from 4.05% to 5.51% based on this density change. These revised capitalization rates remain below current market residential capitalization rates.

Rental Rates Increase: Under the rental rate analysis the assumed rental rate for Phase II and III were increase from $22.20 annual per square foot rent to $30.00 annual per square foot rent. As a result, the overall project capitalization rate moved from 5.20% to 5.68%; the Phase II rates moved from 5.80% to 7.97%; and the Phase III rates moved from 4.05% to 6.97%. These changes in capitalization rates were significant. However, they remain below current market residential capitalization rates.

Development Cost Reduction: Under the development cost reduction analysis the development costs for the overall project were reduced by $1,000,000. As a result, the overall project capitalization rate moved a modest .13% from 5.20% to 5.33%.

Observations and Recommendations:

The following recommendations are provided for consideration by Synterra based on the information provided above:

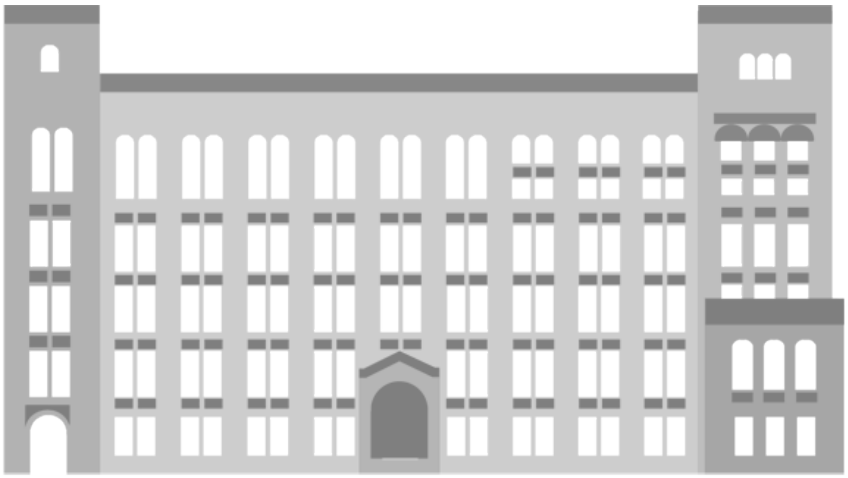
The Phase I-Low-rise commercial building appears to be feasible under the current market conditions provided a qualified tenant can be secured.

The rehabilitation of the TSS building may be feasible for an office or residential use if modest amounts of rental rate increases, additional cost savings or governmental assistance can be secured.

The new tower building on the west parcel is the least feasible portion of the project under current market conditions and assumed costs. A more significant amount of rental rate increases, cost savings or governmental assistance will be necessary to bring about this phase of the overall project.

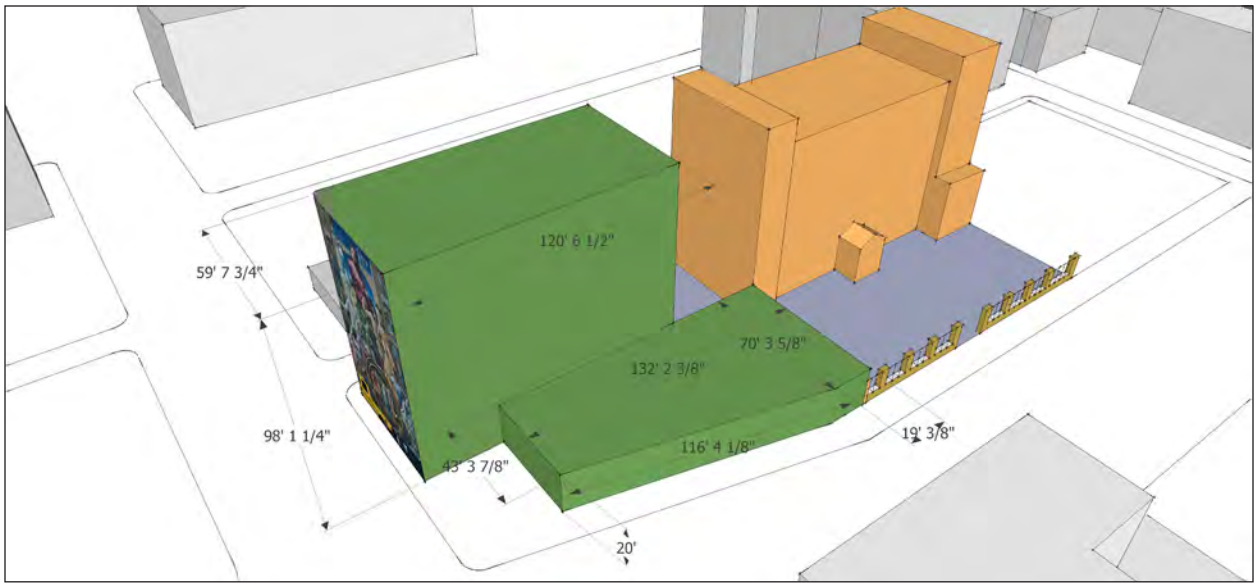
A significant increase in density alone in the new Phase III tower building will not provide a sufficient enough boost to the project pro forma to justify moving forward.

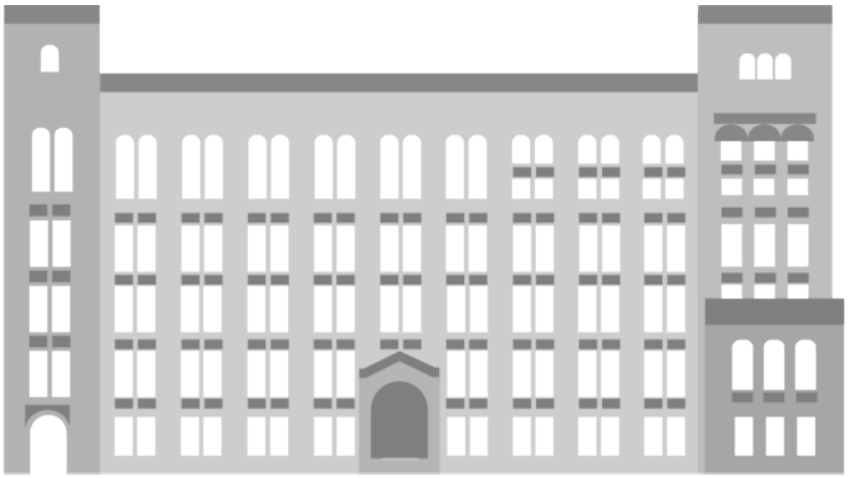
A combination of additional positive pro forma factors is needed to enable all phases of the TSS project to be feasible.



Appendix A1

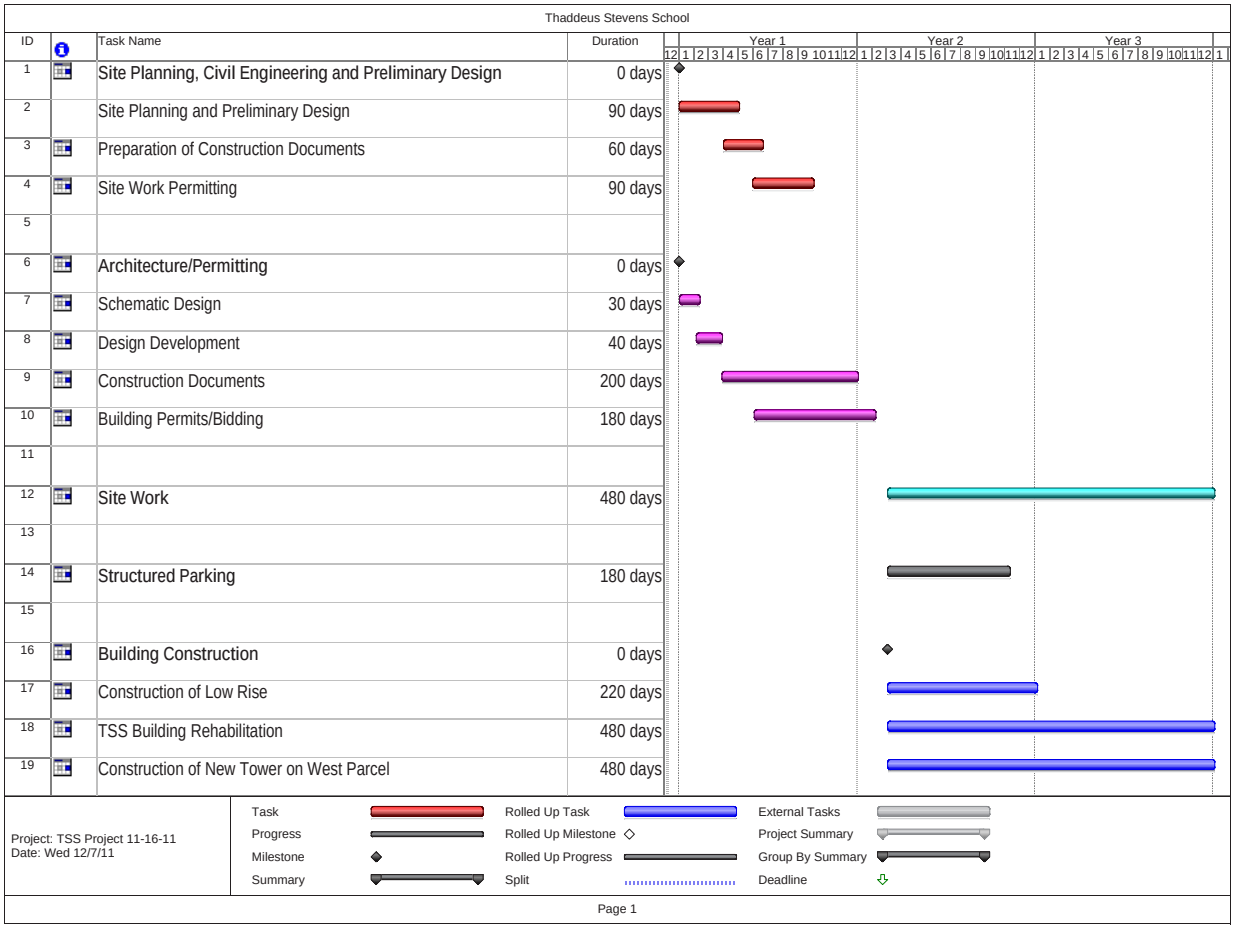
Site Massing

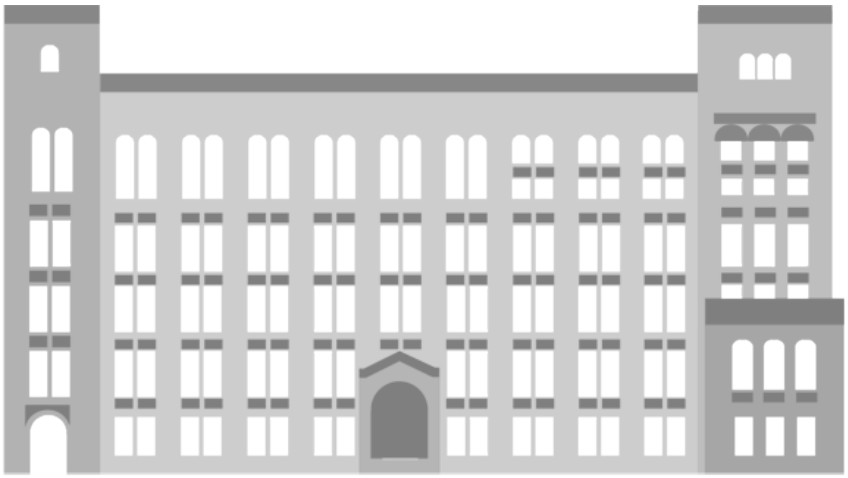

120' 6 1/2"
59' 7 3/4"
70' 3 5/8"
132' 2 3/8"
98' 1 1/4"
116' 4 1/8"
19' 3/8"
43' 3 7/8"
20'



Appendix A2

Development Schedule


Thaddeus Stevens School
ID
Task Name
Duration
Year 1
Year 2
Year 3
1 Site Planning, Civil Engineering and Preliminary Design 0 days
2 Site Planning and Preliminary Design 90 days
3 Preparation of Construction Documents 60 days
4 Site Work Permitting 90 days
5
6 Architecture/Permitting 0 days
7 Schematic Design 30 days
8 Design Development 40 days
9 Construction Documents 200 days
10 Building Permits/Bidding 180 days
11
12 Site Work 480 days
13
14 Structured Parking 180 days
15
16 Building Construction 0 days
17 Construction of Low Rise 220 days
18 TSS Building Rehabilitation 480 days
19 Construction of New Tower on West Parcel 480 days
Project: TSS Project 11-16-11
Date: Wed 12/7/11
Task
Progress
Milestone
Summary
Rolled Up Task
Rolled Up Milestone
Rolled Up Progress
Split
External Tasks
Project Summary
Group By Summary
Deadline
Page 1



Appendix A3

Residential Proforma Budget

TS Holdings

Pro Forma: Thaddeus Stevens School — Site Plan Date: 11/16/2011
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PROJECT SUMMARY

Project Program		All Phases	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Gross Building Area	139,517	Square Feet	7,884	74,275	57,358
Leasable Building Space	118,926	Square Feet	7,884	59,420	51,622
Parking Garage	42,946	Square Feet			42,946
TSS Forecourt	14,122	Square Feet		14,122	
Public Plaza	2,064	Square Feet	2,064	-	
Development Costs:	Per Building Square Foot	Total			
Land Acquisition	$ 32.25	$ 4,500,000	$ 634,998	$ 2,600,000	$ 1,265,002
Soft Costs	$ 65.20	$ 9,096,219	$ 676,787	$ 4,071,912	$ 4,347,521
Site Work	$ 4.60	$ 641,342	$ 58,500	$ 207,842	$ 375,000
New Building Construction Costs	$ 115.32	$ 16,089,318	$ 1,041,232	$ -	$ 11,305,606
Rehabilitation Costs	$ 109.17	$ 15,231,336		$ 15,231,336	
Tenant Improvement Allowances	$ 0.57	$ 78,840	$ 78,840	$ -	$ -
Parking Garage					$ 3,742,480
Total Development Costs	**$ 327.11**	**$45,637,055**	**$2,490,357**	**$22,111,090**	**$ 21,035,609**
Less Historic Tax Credit	$ -	0	0	(3,860,650)	0
Less Pad & Out Parcel Sales	$ -	0	0	0	0
Net Development Costs	**$ 351.28**	**$41,776,406**	**$2,490,357**	**$18,250,440**	**$ 21,035,609**
Gross Rents		4,088,685	378,432	1,794,484	1,915,769
less Vacancy Factor		(408,869)	(37,843)	(179,448)	(191,577)
less CAM		(1,294,974)	(63,072)	(475,360)	(412,978)
less Mgt Fee		(141,177)	(13,876)	(56,984)	(70,318)
less Reserves		(72,985)	(5,154)	(23,768)	(46,063)
Net Operating Income		$ 2,170,680	260,487	1,058,924	851,269
Ground Rent (included in NOI)		$ -	$ -	$ -	$ -
Return on Net Development Costs:					
Capitalization Rate (Unleveraged Return)		**5.20%**	10.46%	5.80%	4.05%

Financing:		
Construction Loan Amount	$	41,137,055
Equity Contribution Required		4,500,000
Total Development Costs	$	45,637,055
Design/ Construction Period in Months		36
Permanent Loan Amount	$	37,276,406
Equity Contribution After Land Sales & Outlots		4,500,000
Net Development Costs	$	41,776,406
First Year Principal Payments	$	663,535
Interest Rate	6.00% per Annum	
Term	25 Years	

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LAND COST

Land: (per Integra Appraisal)	Acres	Square Feet	Cost / S.F.	Expiration Date	Cost		
TSS Building & Forecourt	0.59	25,882	$ 100.46		$ 2,600,000		
West Parcel	0.54	23,590	$ 80.54		$ 1,900,000		
	-	-	$ -		$ -		
Total Land & Existing Structures	1.14	49,472	$ 90.96		$ 4,500,000	$ 4,500,000	**Total Land Cost**
	0.00						
Brokerage Fee:			0.00%	Of Small Owners Price	$ -		
Title, Recording & Closing Costs:			0.00%	Of Total Purch. Price	$ -		
				Total Other Costs		-	**Total Other Costs**
						$ 4,500,000	**Total Land Acq. Costs**

Anchor Pad Land Sales: Purchaser	Acres	Square Feet	Sales Price PSF	Gross Sales Price	
	-	-	-	-	0 Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
			Total Gross Sales	-	- Total
Commissions & Closing Costs			0.00% Of Sales Price	-	
			Net Land Sales	-	

Pads / Outparcels:	SF	Acres	Square Feet Of Land	Sales Price PSF Land	Gross Sales Price
Outparcel 1	0	-	-	-	-
Outparcel 2	0	-	-	-	-
Outparcel 3	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	---	---	---	-
Total	0		-	Total Gross Sales	-
Commissions & Closing Costs			0.00%	Of Sales Price	-
				Net Outlot Sales	-

	-	**Land & Outlot Contrib.**
	$ 4,500,000	**Net Land Cost**
	$ 3,962,241	**Net Cost Per Acre**
	$ 90.96	**Net Cost Per S.F.**

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SOFT COSTS

Soft Costs			Per Sq. Ft.	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Planning Aerials, Topo & Survey		$	0.25	$35,000	$10,000	$10,000	$15,000
Appraisal		$	0.18	$25,000	$5,000	$10,000	$10,000
Soils & Geotechnical		$	0.09	$13,000	$5,000	$5,000	$3,000
Environmental & Wetlands Studies		$	0.14	$19,000	$2,000	$15,000	$2,000
Traffic Engineering		$	0.07	$10,000	$2,000	$3,000	$5,000
Architectural		$	20.27	$1,930,472	$72,886	$1,066,194	$791,392
Civil Engineering		$	0.72	$100,000	$10,000	$15,000	$75,000
Inspections & Testing		$	2.08	$290,000	$15,000	$75,000	$200,000
Bank Inspections		$	0.43	$60,000	$10,000	$25,000	$25,000
Property Taxes (Construction)		$	1.08	$150,000	$30,000	$75,000	$45,000
Loan Origination Fee	0.50% Of Loan	$	1.47	$205,685	$12,261	$89,856	$103,568
Title, Rec. & Legal (Construction Loan)		$	1.25	$175,000	$25,000	$75,000	$75,000
Loan Interest (Construction)		$	16.76	$2,338,163	$139,382	$1,021,450	$1,177,332
Development Fee		$	14.77	$2,061,089	$122,865	$900,407	$1,037,817
Legal Fees		$	3.23	$450,000	$50,000	$150,000	$250,000
Consultants		$	2.69	$375,000	$75,000	$150,000	$150,000
Building Permit Fees	1.00%	$	2.25	$313,995	$11,201	$152,313	$113,056
Other Govt Fees	Allowance	$	0.72	$100,000	$5,961	$43,686	$50,353
Brokerage Fees (Calculated on Bldg Cost Schedule)		$	0.34	$47,304	47,304	-	-
Soft Cost Contingency	5.00%	$	3.12	$434,935	$25,927	$190,006	$219,002
Total Soft Costs			$65.47	**$9,133,644**	$676,787	$4,071,912	$4,347,521

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SITE WORK COSTS

				Per Acre	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Utilities Relocations				52,830	$60,000	$10,000	$0	$50,000
Sanitary/Stormwater Sewer Construction				74,842	$85,000	$10,000	$25,000	$50,000
Off-Site Improvements				162,892	$185,000	$10,000	$25,000	$150,000
Off-Site Contingency			10.00%	16,289	$18,500	$1,000	$2,500	$15,000
					$0			
Forecourt Improvements	Allowance		$10.00		$141,220	$0	$141,220	$0
Forecourt Contingency			10.00%		$14,122	$0	$14,122	$0
Site Work (including Plaza)					$125,000	$25,000	$0	$100,000
Site Work Contingency		10.00%			$12,500	$2,500	$0	$10,000
SUBTOTAL				**564,700**	**$641,342**	**$58,500**	**$207,842**	**$375,000**
	Reimb.			---	-			
	Reimb.			---	-			
REIMB. SUBTOTAL					$0			
Total Sitework		$		564,700	**$ 641,342**			

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BUILDING COSTS

Anchor Construction Costs:

			Per Square Foot			Total			
Phase		Sq. Ft.	Bldg Costs	Broker Fees	Anchor TI	Bldg Costs	Broker Fees	Anchor TI	Total
I	Phase I Retail	7,884	132.07	6.00	10.00	1,041,232	47,304	78,840	1,167,376
		-	-	-	-	-	-	-	-
III	TSS Rehab	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
III	Phase III New Tower	57,358	197.11	-	-	11,305,606	-	-	11,305,606
		-	-	-	-	-	-	-	-
III	Parking Garage	42,946	$87.14	-	-	3,742,480	-	-	3,742,480
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
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		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
	Total Anchor Costs	108,188	$ 148.72	$ 0.44	$ 0.73	$16,089,318	$47,304	78,840	$ **16,215,462**

Shop Construction Costs:

		Per Square Foot			Total			
	Sq. Ft.	Bldg Costs	O/S Fees	Shop TI	Bldg Costs	O/S Fees	Shop TI	Total
Total Small Shops	-	$ -	$0.00	$0.00	$0	$0	$0	$ -

Other

Building Permits (see Soft Costs)	**$0**
Builder's Risk Insurance	$ -
Other	$ -

Construction Contingency

Total GLA	108,188 Sq. Ft.	Contingency:	- PSF	$ -
Total Building Costs	108,188 Sq. Ft.	Average: $	149.88 PSF	Total: $ **16,215,462**

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Version:	Preservation Plan- Residential Scenario
Site Plan Date:	11/16/2011
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Assumptions			
S.F. of Building	74,275		
S.F. of Forecourt	14,122		
	Quantity	**Unit**	**Amount**
Demolition & Removal	1.00	100000	$100,000
Environmental Remediation	1.00	75000	$75,000
Interior Rehabilitation			
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor			
		Per S.F.	
New Interior Partitions, Doors & Finishes	74,275	$56.40	$4,189,103
New HVAC	74,275	$28.54	$2,119,586
Electrical/ Telecom	74,275	$25.17	$1,869,241
Plumbing	74,275	$41.34	$3,070,896
Life Safety	74,275	$5.62	$417,241
Conveyance (Elevator)	2.00	$172,000	$344,000
Sub-Total			$12,185,069
General Conditions/Overhead/Profit		25.00%	$3,046,267
Total TSS Building Rehab Costs			**$15,231,336**
Per SF of Building Area			**$205.07**

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ANCHOR RENT

		Per Square Foot		Total				
Anchor:	Square Feet	Face Rate	CAM, Taxes, Ins. PSF	Base Rent	CAM,Tax,Ins Payments	Gross Rents	Turnover Date (mm/dd/yy)	Rent Commencemt. Date (mm/dd/yy)
			$ 8.00					
Phase I Retail	7,884	40.00	$ 8.00	315,360	63,072	378,432	3/1/2014	3/1/2014
	-	-	$ -	-	-	-		
TSS Rehab	59,420	22.20	$ 8.00	1,319,124	475,360	1,794,484	03/01/15	03/01/15
	-	-	$ -	-	-	-		
Phase III New Tower	51,622	22.20	$ 8.00	1,146,013	412,978	1,558,990	03/01/15	03/01/15
	-	-	$ -	-	-	-		
Parking Garage	42,946	$8.31	$ -	356,779	-	356,779	03/01/15	03/01/15
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
Shops	-	$0.00	$ 8.00	-	-	-		50% Shops
Total sold Pads/OP sf paying CAM	-		$ 8.00		-	-		75% Shops
								100% Shops
Total (incl. Pads and OP's)	161,872			$ 3,137,275	$ 951,410	$ 4,088,685		
Vacancy	16,187	10.00%		(313,728)	(951,410)	(408,869)		
Net Total	145,685			$ 2,823,548	$ (0)	**$ 3,679,817**		

SHOP RENT

		Per Square Foot			Total			Building Costs	
Shop Tenant:	Square Feet	Face Rate Rent	Outside Fees	Tenant Allowance	Base Rent	Outside Fees	Tenant Allowance	Building Cost PSF	Total
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
Unleased	-	-	-	-	-	-	-	-	-
Total Shop Space	-	**$0.00**	**$0.00**	**$0.00**	$ -	$ -	$ -	**$0.00**	$ -
		AVERAGES			TOTALS				
	Square Feet	Face Rate	Outside Fees	Tenant Allowance	Base Rent	Outside Fees	Tenant Allowance	Avg. Building Cost PSF	Total

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NET OPERATING INCOME

Net Total Gross Rents				$ 3,679,817
Projected Annual Operating Expenses:				
CAM, Taxes, Maintenance & Insurance	$ 8.00	Per Sq. Ft.	$ 1,294,974	
Management Fee	5.00%	Of Base Rent	141,177	
Structural Reserve	$0.25	Per Sq. Ft.	45,616	
Miscellaneous	$0.15	Per Sq. Ft.	27,369	
Total Projected Annual Operating Expenses				1,509,137
Projected Stabilized Net Operating Income				**$ 2,170,680**
Other				$ -
			TOTAL:	**$ 2,170,680**

DEBT SERVICE ANALYSIS

Construction Loan:

Amount Available per Month for Debt Service	$1	Coverage Ratio		$265,047
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 41,137,055	
Gross Development Costs			$ 45,637,055	
Equity Required - Construction Loan				$ 4,500,000

Permanent Loan:

Amount Available per Month for Debt Service	0.75	Coverage Ratio		$240,172
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 37,276,406	
Net Development Costs			$ 41,776,406	
Permanent Equity Required				$ 4,500,000

Equity Req'd for Gross Development:	Actual:	10%	Equity	$ 4,500,000
		25%	Equity	$ 11,409,264
		15%	Equity	$ 6,845,558
		10%	Equity	$ 4,563,706

PROJECT CASH FLOW SUMMARY

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	Draw Date	TOTAL	Land	Land and Outlot Contributions	Soft Costs (excluding interest expense)	Site Work	New Building Const.	Tenant Improvement	Rehabilitation	Constr. Loan Interest	Equity Loan Interest	Projected Carry Costs	Rental Income
0	3/20/2012	4,500,000	4,500,000	0	0	0	0	0	0	0	0	0	0
1	4/20/2012	0	0	0	0	0	0	0	0	0	0	0	0
2	5/20/2012	274,009	0	0	274,009	0	0	0	0	1,396	0	0	0
3	6/20/2012	275,406	0	0	274,009	0	0	0	0	2,709	0	0	0
4	7/20/2012	276,719	0	0	274,009	0	0	0	0	4,210	0	0	0
5	8/20/2012	278,219	0	0	274,009	0	0	0	0	5,628	0	0	0
6	9/20/2012	279,637	0	0	274,009	0	0	0	0	6,825	0	0	0
7	10/20/2012	280,834	0	0	274,009	0	0	0	0	8,484	0	0	0
8	11/20/2012	282,493	0	0	274,009	0	0	0	0	9,603	0	0	0
9	12/20/2012	283,613	0	0	274,009	0	0	0	0	11,369	0	0	0
10	1/20/2013	285,378	0	0	274,009	0	0	0	0	12,823	0	0	0
11	2/20/2013	286,832	0	0	274,009	0	0	0	0	12,902	0	0	0
12	3/20/2013	318,979	0	0	274,009	32,067	0	0	0	15,910	0	0	0
13	4/20/2013	321,986	0	0	274,009	32,067	0	0	0	16,985	0	0	0
14	5/20/2013	714,404	0	0	182,673	32,067	482,690	0	609,253	21,191	0	0	0
15	6/20/2013	1,327,864	0	0	182,673	32,067	482,690	0	609,253	27,056	0	0	0
16	7/20/2013	1,526,689	0	0	182,673	64,134	643,573	0	609,253	35,738	0	0	0
17	8/20/2013	1,503,304	0	0	182,673	32,067	643,573	0	609,253	43,398	0	0	0
18	9/20/2013	1,510,965	0	0	182,673	32,067	643,573	0	609,253	49,450	0	0	0
19	10/20/2013	1,616,236	0	0	274,009	32,067	643,573	7,884	609,253	59,334	0	0	0
20	11/20/2013	1,626,121	0	0	274,009	32,067	643,573	7,884	609,253	65,440	0	0	0
21	12/20/2013	1,632,226	0	0	274,009	32,067	643,573	7,884	609,253	75,939	0	0	0
22	1/20/2014	1,811,502	0	0	274,009	32,067	804,466	15,768	609,253	85,170	0	0	0
23	2/20/2014	1,820,733	0	0	274,009	32,067	804,466	15,768	609,253	85,308	0	0	0
24	3/20/2014	1,820,872	0	0	274,009	32,067	804,466	15,768	609,253	103,727	0	0	0
25	4/20/2014	1,831,407	0	0	274,009	32,067	804,466	7,884	609,253	109,413	0	0	0
26	5/20/2014	1,829,208	0	0	274,009	32,067	804,466	0	609,253	122,381	0	0	0
27	6/20/2014	1,842,177	0	0	274,009	32,067	804,466	0	609,253	127,618	0	0	0
28	7/20/2014	1,847,314	0	0	274,009	32,067	804,466	0	609,253	141,182	0	0	0
29	8/20/2014	1,860,978	0	0	274,009	32,067	804,466	0	609,253	150,666	0	0	0
30	9/20/2014	1,990,708	0	0	274,009	32,067	804,466	0	761,567	155,623	0	0	0
31	10/20/2014	1,995,665	0	0	274,009	0	804,466	0	761,567	170,980	0	0	0
32	11/20/2014	2,011,022	0	0	274,009	0	804,466	0	761,567	175,382	0	0	0
33	12/20/2014	2,015,424	0	0	274,009	0	804,466	0	761,567	191,498	0	0	0
34	1/20/2015	2,031,540	0	0	274,009	0	804,466	0	761,567	201,851	0	0	0
35	2/20/2015	2,041,893	0	0	274,009	0	804,466	0	761,567	31,077	0	0	135,844
36	3/20/2015	1,860,287	0	0	274,009	32,067	0	0	1,523,134	0	0	0	135,844
37	4/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
38	5/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
39	6/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
40	7/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
41	8/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
42	9/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
43	10/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
44	11/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
45	12/20/2015	0	0	0	0	0	0	0	0	0	0	0	135,844
46	1/20/2016	0	0	0	0	0	0	0	0	0	0	0	135,844
47	2/20/2016	0	0	0	0	0	0	0	0	0	0	0	135,844
48	3/20/2016	0	0	0	0	0	0	0	0	0	0	0	135,844
	TOTAL	48,012,643	4,500,000	0	9,133,644	641,342	16,089,318	78,840	15,231,336	2,338,163	0	0	135,844
	PRO FORMA	48,012,643	4,500,000	0	9,133,644	641,342	16,089,318	78,840	15,231,336	2,338,163	0	N/A	162,124
		0											

INTEREST CALCULATIONS

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Tot. Equity $ 4,500,000

0.00%

	Draw Date	Estimated Cash Flow	Loan Advances	LOAN BALANCE	Interest Rate	No. of Days	Constr. Loan Interest	Cumul. Interest	Equity Advances	EQUITY BALANCE	Equity Interest @ _ %	Cumul. Interest
0	3/20/2012	4,500,000	0	0					$ 4,500,000	4,500,000		
1	4/20/2012	0	0	0	6.00%	31	0	0	$ -	4,500,000	0	0
2	5/20/2012	274,009	274,009	274,009	6.00%	30	0	0	$ -	4,500,000	0	0
3	6/20/2012	275,406	275,406	549,415	6.00%	31	1,396	1,396	$ -	4,500,000	0	0
4	7/20/2012	276,719	276,719	826,134	6.00%	30	2,709	4,106	$ -	4,500,000	0	0
5	8/20/2012	278,219	278,219	1,104,353	6.00%	31	4,210	8,316	$ -	4,500,000	0	0
6	9/20/2012	279,637	279,637	1,383,990	6.00%	31	5,628	13,943	$ -	4,500,000	0	0
7	10/20/2012	280,834	280,834	1,664,824	6.00%	30	6,825	20,768	$ -	4,500,000	0	0
8	11/20/2012	282,493	282,493	1,947,317	6.00%	31	8,484	29,252	$ -	4,500,000	0	0
9	12/20/2012	283,613	283,613	2,230,930	6.00%	30	9,603	38,855	$ -	4,500,000	0	0
10	1/20/2013	285,378	285,378	2,516,308	6.00%	31	11,369	50,224	$ -	4,500,000	0	0
11	2/20/2013	286,832	286,832	2,803,140	6.00%	31	12,823	63,047	$ -	4,500,000	0	0
12	3/20/2013	318,979	318,979	3,122,119	6.00%	28	12,902	75,949	$ -	4,500,000	0	0
13	4/20/2013	321,986	321,986	3,444,105	6.00%	31	15,910	91,859	$ -	4,500,000	0	0
14	5/20/2013	714,404	714,404	4,158,509	6.00%	30	16,985	108,844	$ -	4,500,000	0	0
15	6/20/2013	1,327,864	1,327,864	5,486,373	6.00%	31	21,191	130,035	$ -	4,500,000	0	0
16	7/20/2013	1,526,689	1,526,689	7,013,063	6.00%	30	27,056	157,091	$ -	4,500,000	0	0
17	8/20/2013	1,503,304	1,503,304	8,516,367	6.00%	31	35,738	192,829	$ -	4,500,000	0	0
18	9/20/2013	1,510,965	1,510,965	10,027,331	6.00%	31	43,398	236,227	$ -	4,500,000	0	0
19	10/20/2013	1,616,236	1,616,236	11,643,568	6.00%	30	49,450	285,677	$ -	4,500,000	0	0
20	11/20/2013	1,626,121	1,626,121	13,269,689	6.00%	31	59,334	345,011	$ -	4,500,000	0	0
21	12/20/2013	1,632,226	1,632,226	14,901,915	6.00%	30	65,440	410,451	$ -	4,500,000	0	0
22	1/20/2014	1,811,502	1,811,502	16,713,417	6.00%	31	75,939	486,390	$ -	4,500,000	0	0
23	2/20/2014	1,820,733	1,820,733	18,534,150	6.00%	31	85,170	571,559	$ -	4,500,000	0	0
24	3/20/2014	1,820,872	1,820,872	20,355,022	6.00%	28	85,308	656,867	$ -	4,500,000	0	0
25	4/20/2014	1,831,407	1,831,407	22,186,429	6.00%	31	103,727	760,594	$ -	4,500,000	0	0
26	5/20/2014	1,829,208	1,829,208	24,015,637	6.00%	30	109,413	870,007	$ -	4,500,000	0	0
27	6/20/2014	1,842,177	1,842,177	25,857,814	6.00%	31	122,381	992,388	$ -	4,500,000	0	0
28	7/20/2014	1,847,314	1,847,314	27,705,128	6.00%	30	127,518	1,119,906	$ -	4,500,000	0	0
29	8/20/2014	1,860,978	1,860,978	29,566,106	6.00%	31	141,182	1,261,088	$ -	4,500,000	0	0
30	9/20/2014	1,990,708	1,990,708	31,556,813	6.00%	31	150,666	1,411,754	$ -	4,500,000	0	0
31	10/20/2014	1,995,665	1,995,665	33,552,478	6.00%	30	155,623	1,567,376	$ -	4,500,000	0	0
32	11/20/2014	2,011,022	2,011,022	35,563,500	6.00%	31	170,980	1,738,356	$ -	4,500,000	0	0
33	12/20/2014	2,015,424	2,015,424	37,578,923	6.00%	30	175,382	1,913,738	$ -	4,500,000	0	0
34	1/20/2015	2,031,540	2,031,540	39,610,464	6.00%	31	191,498	2,105,236	$ -	4,500,000	0	0
35	2/20/2015	2,041,893	2,041,893	41,652,356	6.00%	31	201,851	2,307,086	$ -	4,500,000	0	0
36	3/20/2015	1,860,287	1,860,287	43,512,643	6.00%	28	191,715	2,498,801	$ -	4,500,000	0	0
37	4/20/2015	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
38	5/20/2015	0	0	43,512,643	6.00%	30	0	2,498,801	$ -	4,500,000	0	0
39	6/20/2015	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
40	7/20/2015	0	0	43,512,643	6.00%	30	0	2,498,801	$ -	4,500,000	0	0
41	8/20/2015	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
42	9/20/2015	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
43	10/20/2015	0	0	43,512,643	6.00%	30	0	2,498,801	$ -	4,500,000	0	0
44	11/20/2015	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
45	12/20/2015	0	0	43,512,643	6.00%	30	0	2,498,801	$ -	4,500,000	0	0
46	1/20/2016	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
47	2/20/2016	0	0	43,512,643	6.00%	31	0	2,498,801	$ -	4,500,000	0	0
48	3/20/2016	0	0	43,512,643	6.00%	29	0	2,498,801	$ -	4,500,000	0	0

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Parking Assumptions				
Required Spaces	.5 spaces per residential unit			132
S.F. Per Space				325
Total S.F. of Parking Garage				42,946
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor				
	Quantity		**Unit**	**Amount**
Base Parking Garage (S.F.)		42,946	$60.53	$2,599,667
Elevator		1	$233,380	$233,380
Ticket Spitter		1	$8,379	$8,379
Collection Station		1	$144,210	$144,210
Barrier Gate		2	$4,174	$8,348
Sub-Total				$2,993,984
General Conditions/Overhead/Profit			25.00%	$748,496
Total TSS Building Rehab Costs				**$3,742,480**
Per SF of Building Area				$87.14
Parking Revenue	**Spaces**		**Annual Parking**	**Annual Revenue**
		132	$2,700.00	$356,779
Revenue Per S.F.				$8.31

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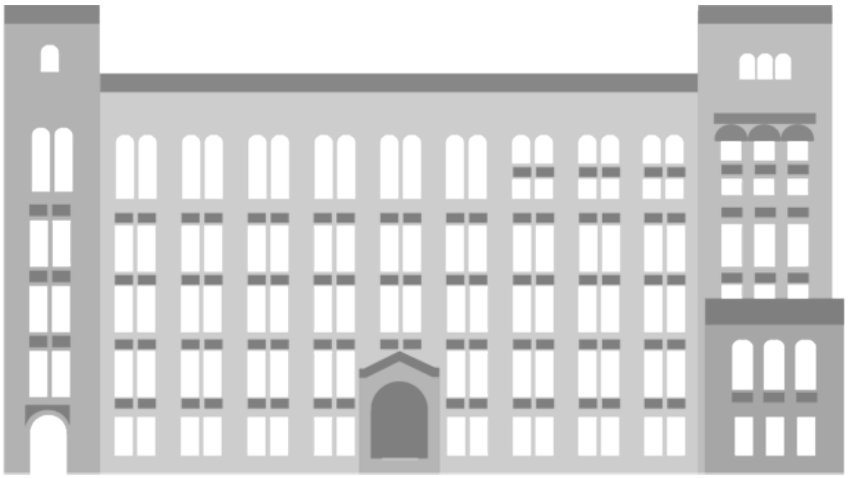
Phase I	**Gross Sq. Ft.**	**Efficiency Factor**	**Leasable Space (sq. ft.)**
Low Rise Building	7,884	100%	7,884
Plaza	2,064	0%	0
Phase II			
TSS Rehabilitation	74,275	80%	59,420
Forecourt Redevelopment	14,122	0%	0
Phase III			
New Tower on West Parcel	57,358	90%	51,622
Total			118,926



Appendix A4

Office Pro Forma Budget

TS Holdings

Pro Forma: Thaddeus Stevens School
Version: Preservation Plan- Office Scenario

Site Plan Date: 11/16/2011
Pro Forma Date 11/16/2011

PROJECT SUMMARY

Project Program		All Phases	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Gross Building Area	139,517	Square Feet	7,884	74,275	57,358
Leasable Building Space	118,926	Square Feet	7,884	59,420	51,622
Parking Garage	45,343	Square Feet			45,343
TSS Forecourt	14,122	Square Feet		14,122	
Public Plaza	2,064	Square Feet	2,064	-	
	Per Building Square Foot				
Development Costs:		Total			
Land Acquisition	$ 32.25	$ 4,500,000	$ 634,998	$ 2,600,000	$ 1,265,002
Soft Costs	$ 62.23	$ 8,682,013	$ 676,549	$ 3,409,098	$ 4,596,366
Site Work	$ 4.60	$ 641,342	$ 58,500	$ 207,842	$ 375,000
New Buiding Construction Costs	$ 107.41	$ 14,985,564	$ 1,041,232	$ -	$ 10,020,443
Rehabilitation Costs	$ 70.89	$ 9,890,381		$ 9,890,381	
Tenant Improvement Allowances	$ 6.73	$ 939,210	$ 78,840	$ -	$ 860,370
Parking Garage					$ 3,923,889
Total Development Costs	**$ 284.11**	**$39,638,510**	**$2,490,118**	**$16,107,321**	**$ 21,041,070**
Less Historic Tax Credit	$ -	0	0	(2,659,896)	0
Less Pad & Out Parcel Sales	$ -	0	0	0	0
Net Development Costs	**$ 310.94**	**$36,978,614**	**$2,490,118**	**$13,447,425**	**$ 21,041,070**
Gross Rents		4,396,127	378,432	1,782,600	2,235,095
less Vacancy Factor		(439,613)	(37,843)	(178,260)	(223,510)
less CAM		(1,314,154)	(63,072)	(475,360)	(412,978)
less Mgt Fee		(155,012)	(13,876)	(56,449)	(84,687)
less Reserves		(73,944)	(3,154)	(23,768)	(47,022)
Net Operating Income		$ 2,413,404	260,487	1,048,763	1,104,154
Ground Rent (included in NOI)		$ -	$ -	$ -	$ -
Return on Net Development Costs:					
Capitalization Rate (Unleveraged Return)		**6.53%**	10.46%	7.80%	5.25%

Financing:		
Construction Loan Amount	$	35,138,510
Equity Contribution Required		4,500,000
Total Development Costs	$	39,638,510
Design/ Construction Period in Months		36
Permanent Loan Amount	$	32,478,614
Equity Contribution After Land Sales & Outlots		4,500,000
Net Development Costs	$	36,978,614
First Year Principal Payments	$	578,132
Interest Rate	6.00% per Annum	
Term	25 Years	

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LAND COST

Land: (per Integra Appraisal)	Acres	Square Feet	Cost / S.F.	Expiration Date	Cost		
TSS Building & Forecourt	0.59	25,882	$ 100.46		$ 2,600,000		
West Parcel	0.54	23,590	$ 80.54		$ 1,900,000		
	-	-	$ -		$ -		
Total Land & Existing Structures	1.14	49,472	$ 90.96		$ 4,500,000	$ 4,500,000	**Total Land Cost**
	0.00						
Brokerage Fee:			0.00%	Of Small Owners Price	$ -		
Title, Recording & Closing Costs:			0.00%	Of Total Purch. Price	$ -		
				Total Other Costs		-	**Total Other Costs**
						$ 4,500,000	**Total Land Acq. Costs**

Anchor Pad Land Sales: Purchaser	Acres	Square Feet	Sales Price PSF	Gross Sales Price	
	-	-	-	-	0 Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
			Total Gross Sales	-	- Total
Commissions & Closing Costs			0.00% Of Sales Price	-	
			Net Land Sales	-	

Pads / Outparcels:	SF	Acres	Square Feet Of Land	Sales Price PSF Land	Gross Sales Price
Outparcel 1	0	-	-	-	-
Outparcel 2	0	-	-	-	-
Outparcel 3	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	---	---	---	-
Total	0		-	Total Gross Sales	-
Commissions & Closing Costs			0.00%	Of Sales Price	-
				Net Outlot Sales	-

	-	**Land & Outlot Contrib.**
	$ 4,500,000	**Net Land Cost**
	$ 3,962,241	**Net Cost Per Acre**
	$ 90.96	**Net Cost Per S.F.**

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SOFT COSTS

Soft Costs:

			Per Sq. Ft.	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Planning Aerials, Topo & Survey		$	0.25	$35,000	$10,000	$10,000	$15,000
Appraisal		$	0.18	$25,000	$5,000	$10,000	$10,000
Soils & Geotechnical		$	0.09	$13,000	$5,000	$5,000	$3,000
Environmental & Wetlands Studies		$	0.14	$19,000	$2,000	$15,000	$2,000
Traffic Engineering		$	0.07	$10,000	$2,000	$3,000	$5,000
Architectural		$	15.75	$1,466,644	$72,886	$692,327	$701,431
Civil Engineering		$	0.72	$100,000	$10,000	$15,000	$75,000
Inspections & Testing		$	2.08	$290,000	$15,000	$75,000	$200,000
Bank Inspections		$	0.43	$60,000	$10,000	$25,000	$25,000
Property Taxes (Construction)		$	1.08	$150,000	$30,000	$75,000	$45,000
Loan Origination Fee	0.50% Of Loan	$	1.26	$175,693	$11,831	$63,891	$99,970
Title, Rec. & Legal (Construction Loan)		$	1.25	$175,000	$25,000	$75,000	$75,000
Loan Interest (Construction)		$	14.76	$2,059,208	$138,666	$748,840	$1,171,703
Development Fee		$	12.88	$1,796,286	$120,961	$653,227	$1,022,098
Legal Fees		$	3.23	$450,000	$50,000	$150,000	$250,000
Consultants		$	2.69	$375,000	$75,000	$150,000	$150,000
Building Permit Fees	1.00%	$	1.85	$258,152	$11,201	$98,904	$108,808
Other Govt Fees	Allowance	$	0.72	$100,000	$6,734	$36,365	$56,901
Brokerage Fees (Calculated on Bldg Cost Schedule)		$	5.36	$747,972	47,304	356,520	344,148
Soft Cost Contingency	5.00%	$	2.98	$415,298	$27,966	$151,025	$236,307
Total Soft Costs			$62.51	**$8,721,252**	$676,549	$3,409,098	$4,596,366

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SITE WORK COSTS

			Per Acre	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Utilities Relocations			52,830	$60,000	$10,000	$0	$50,000
Sanitary/Stormwater Sewer Construction			74,842	$85,000	$10,000	$25,000	$50,000
Off-Site Improvements			162,892	$185,000	$10,000	$25,000	$150,000
Off-Site Contingency		10.00%	16,289	$18,500	$1,000	$2,500	$15,000
				$0			
Forecourt Improvements	Allowance	$10.00		$141,220	$0	$141,220	$0
Forecourt Contingency		10.00%		$14,122	$0	$14,122	$0
Site Work (including Plaza)				$125,000	$25,000	$0	$100,000
Site Work Contingency	10.00%			$12,500	$2,500	$0	$10,000
SUBTOTAL			**564,700**	**$641,342**	**$58,500**	**$207,842**	**$375,000**
	Reimb.		---	-			
	Reimb.		---	-			
REIMB. SUBTOTAL				$0			
Total Sitework	$		564,700	**$ 641,342**			

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BUILDING COSTS

Anchor Construction Costs:

			Per Square Foot			Total			
Phase		Sq. Ft.	Bldg Costs	Broker Fees	Anchor TI	Bldg Costs	Broker Fees	Anchor TI	Total
I	Phase I Retail	7,884	132.07	6.00	10.00	1,041,232	47,304	78,840	1,167,376
		-	-	-	-	-	-	-	-
III	TSS Rehab	-	-	6.00	-	-	356,520	-	356,520
		-	-	-	-	-	-	-	-
III	Phase III New Tower-Office	57,358	174.70	6.00	15.00	10,020,443	344,148	860,370	11,224,961
		-	-	-	-	-	-	-	-
III	Parking Garage	45,343	$86.54	-	-	3,923,889	-	-	3,923,889
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
	Total Anchor Costs	110,585	$ 135.51	$ 6.76	$ 8.49	$14,985,564	$747,972	939,210	$ **16,672,746**

Shop Construction Costs:

		Per Square Foot			Total			
	Sq. Ft.	Bldg Costs	O/S Fees	Shop TI	Bldg Costs	O/S Fees	Shop TI	Total
Total Small Shops	-	$ -	$0.00	$0.00	$0	$0	$0	$ -

Other

Building Permits (see Soft Costs)	$0
Builder's Risk Insurance	$ -
Other	$ -

Construction Contingency

Total GLA 110,585 Sq. Ft. Contingency: - PSF $ -

Total Building Costs 110,585 Sq. Ft. Average: $ 150.77 PSF Total: $ **16,672,746**

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Assumptions			
S.F. of Building	74,275		
S.F. of Forecourt	14,122		
	Quantity	**Unit**	**Amount**
Demolition & Removal	1.00	100000	$100,000
Environmental Remediation	1.00	75000	$75,000
Interior Rehabilitation			
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor			
		Per S.F.	
New Interior Partitions, Doors & Finishes	74,275	$46.40	$3,446,643
New HVAC	74,275	$18.41	$1,367,477
Electrical/ Telecom	74,275	$24.81	$1,842,495
Plumbing	74,275	$5.94	$441,179
Life Safety	74,275	$3.98	$295,511
Conveyance (Elevator)	2.00	$172,000	$344,000
Sub-Total			$7,912,305
General Conditions/Overhead/Profit		25.00%	$1,978,076
Total TSS Building Rehab Costs			**$9,890,381**
Per SF of Building Area			**$133.16**

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ANCHOR RENT

Anchor:	Square Feet	Per Square Foot: Face Rate	Per Square Foot: CAM, Taxes, Ins. PSF	Total: Base Rent	Total: CAM,Tax,Ins Payments	Gross Rents	Turnover Date (mm/dd/yy)	Rent Commencemt. Date (mm/dd/yy)
			$ 8.00					
Phase I Retail	7,884	40.00	$ 8.00	315,360	63,072	378,432	3/12014	3/12014
	-	-	$ -	-	-	-		
TSS Rehab	59,420	22.00	$ 8.00	1,307,240	475,360	1,782,600	03/01/15	03/01/15
	-	-	$ -	-	-	-		
Phase III New Tower-Office	51,622	28.00	$ 8.00	1,445,422	412,978	1,858,399	03/01/15	03/01/15
	-	-	$ -	-	-	-		
Parking Garage	45,343	$8.31	$ -	376,696	-	376,696	03/01/15	03/01/15
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
	-	-	$ -	-	-	-		
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	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
	-	-	-	-	-	-		
Shops	-	$0.00	$ 8.00	-	-	-		50% Shops
Total sold Pads/OP sf paying CAM	-		$ 8.00		-	-		75% Shops
								100% Shops
Total (incl. Pads and OP's)	164,269			$ 3,444,718	$ 951,410	$ 4,396,127		
Vacancy	16,427	10.00%		(344,472)	(951,410)	(439,613)		
Net Total	147,842			$ 3,100,246	$ (0)	$ **3,956,514**		

SHOP RENT

Shop Tenant:	Square Feet	Per Square Foot: Face Rate Rent	Per Square Foot: Outside Fees	Per Square Foot: Tenant Allowance	Total: Base Rent	Total: Outside Fees	Total: Tenant Allowance	Building Costs: Building Cost PSF	Building Costs: Total
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
Unleased	-	-	-	-	-	-	-	-	-
Total Shop Space	-	**$0.00**	**$0.00**	**$0.00**	$ -	$ -	$ -	**$0.00**	$ -
		AVERAGES			TOTALS				
	Square Feet	Face Rate	Outside Fees	Tenant Allowance	Base Rent	Outside Fees	Tenant Allowance	Avg. Building Cost PSF	Total

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NET OPERATING INCOME

Net Total Gross Rents				$ 3,956,514
Projected Annual Operating Expenses:				
CAM, Taxes, Maintenance & Insurance	$ 8.00	Per Sq. Ft.	$ 1,314,154	
Management Fee	5.00%	Of Base Rent	155,012	
Structural Reserve	$0.25	Per Sq. Ft.	46,215	
Miscellaneous	$0.15	Per Sq. Ft.	27,729	
Total Projected Annual Operating Expenses				1,543,110
Projected Stabilized Net Operating Income				**$ 2,413,404**
Other				$ -
			TOTAL:	**$ 2,413,404**

DEBT SERVICE ANALYSIS

Construction Loan:

Amount Available per Month for Debt Service	$1	Coverage Ratio		$226,398
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 35,138,510	
Gross Development Costs			$ 39,638,510	
Equity Required - Construction Loan				$ 4,500,000

Permanent Loan:

Amount Available per Month for Debt Service	0.96	Coverage Ratio		$209,260
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 32,478,614	
Net Development Costs			$ 36,978,614	
Permanent Equity Required				$ 4,500,000

Equity Req'd for Gross Development:	Actual:	11%	Equity	$ 4,500,000
		25%	Equity	$ 9,909,627
		15%	Equity	$ 5,945,776
		10%	Equity	$ 3,963,851

PROJECT CASH FLOW SUMMARY

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	Draw Date	TOTAL	Land	Land and Outlot Contributions	Soft Costs (excluding interest expense)	Site Work	New Building Const.	Tenant Improvement	Rehabilitation	Constr. Loan Interest	Equity Loan Interest	Projected Carry Costs	Rental Income
0	3/20/2012	4,500,000	4,500,000	0	0	0	0	0	0				0
1	4/20/2012	0	0	0	0	0	0	0	0	0	0	0	0
2	5/20/2012	261,638	0	0	261,638	0	0	0	0	0	0	0	0
3	6/20/2012	262,971	0	0	261,638	0	0	0	0	1,333	0	0	0
4	7/20/2012	264,225	0	0	261,638	0	0	0	0	2,587	0	0	0
5	8/20/2012	265,657	0	0	261,638	0	0	0	0	4,020	0	0	0
6	9/20/2012	267,011	0	0	261,638	0	0	0	0	5,374	0	0	0
7	10/20/2012	268,155	0	0	261,638	0	0	0	0	6,517	0	0	0
8	11/20/2012	269,738	0	0	261,638	0	0	0	0	8,101	0	0	0
9	12/20/2012	270,807	0	0	261,638	0	0	0	0	9,170	0	0	0
10	1/20/2013	272,493	0	0	261,638	0	0	0	0	10,855	0	0	0
11	2/20/2013	273,881	0	0	261,638	0	0	0	0	12,244	0	0	0
12	3/20/2013	306,024	0	0	261,638	32,067	0	0	0	12,320	0	0	0
13	4/20/2013	308,904	0	0	261,638	32,067	0	0	0	15,199	0	0	0
14	5/20/2013	672,291	0	0	174,425	32,067	449,567	0	0	16,232	0	0	0
15	6/20/2013	1,071,873	0	0	174,425	32,067	449,567	0	395,615	20,199	0	0	0
16	7/20/2013	1,258,430	0	0	174,425	64,134	599,423	0	395,615	24,833	0	0	0
17	8/20/2013	1,233,604	0	0	174,425	32,067	599,423	0	395,615	32,074	0	0	0
18	9/20/2013	1,239,890	0	0	174,426	32,067	599,423	0	395,615	38,360	0	0	0
19	10/20/2013	1,425,901	0	0	261,638	32,067	599,423	93,921	395,615	43,237	0	0	0
20	11/20/2013	1,434,608	0	0	261,638	32,067	599,423	93,921	395,615	51,945	0	0	0
21	12/20/2013	1,440,008	0	0	261,638	32,067	599,423	93,921	395,615	57,344	0	0	0
22	1/20/2014	1,693,034	0	0	261,638	32,067	749,278	187,842	395,615	66,594	0	0	0
23	2/20/2014	1,701,651	0	0	261,638	32,067	749,278	187,842	395,615	75,221	0	0	0
24	3/20/2014	1,702,214	0	0	261,638	32,067	749,278	187,842	395,615	75,774	0	0	0
25	4/20/2014	1,625,086	0	0	261,638	32,067	749,278	93,921	395,615	92,567	0	0	0
26	5/20/2014	1,536,193	0	0	261,638	32,067	749,278	0	395,615	97,595	0	0	0
27	6/20/2014	1,547,275	0	0	261,638	32,067	749,278	0	395,615	108,676	0	0	0
28	7/20/2014	1,551,399	0	0	261,638	32,067	749,278	0	395,615	112,801	0	0	0
29	8/20/2014	1,563,065	0	0	261,638	32,067	749,278	0	395,615	124,467	0	0	0
30	9/20/2014	1,637,867	0	0	261,638	0	749,278	0	494,519	132,432	0	0	0
31	10/20/2014	1,641,672	0	0	261,638	0	749,278	0	494,519	136,237	0	0	0
32	11/20/2014	1,654,579	0	0	261,638	0	749,278	0	494,519	149,144	0	0	0
33	12/20/2014	1,657,928	0	0	261,638	0	749,278	0	494,519	152,493	0	0	0
34	1/20/2015	1,671,459	0	0	261,638	0	749,278	0	494,519	166,025	0	0	0
35	2/20/2015	1,679,977	0	0	261,638	0	749,278	0	494,519	174,542	0	0	0
36	3/20/2015	1,305,438	0	0	261,638	32,067	0	0	989,038	22,695	0	0	165,227
37	4/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
38	5/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
39	6/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
40	7/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
41	8/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
42	9/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
43	10/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
44	11/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
45	12/20/2015	0	0	0	0	0	0	0	0	0	0	0	165,227
46	1/20/2016	0	0	0	0	0	0	0	0	0	0	0	165,227
47	2/20/2016	0	0	0	0	0	0	0	0	0	0	0	165,227
48	3/20/2016	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL	41,736,957	4,500,000	0	8,721,252	641,342	14,985,564	939,210	9,890,381	2,059,208	0	0	165,227
	PRO FORMA	41,736,957	4,500,000	0	8,721,252	641,342	14,985,564	939,210	9,890,381	2,059,208	0	N/A	191,507
		0											

INTEREST CALCULATIONS

Pro Forma: **Thaddeus Stevens School**
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Tot. Equity $ 4,500,000

0.00%

	Draw Date	Estimated Cash Flow	Loan Advances	LOAN BALANCE	Interest Rate	No. of Days	Constr. Loan Interest	Cumul. Interest	Equity Advances	EQUITY BALANCE	Equity Interest @ _%	Cumul. Interest
									$ 4,500,000	4,500,000		
0	3/20/2012	4,500,000	0	0								
1	4/20/2012	0	0	0	6.00%	31	0	0	$ -	4,500,000	0	0
2	5/20/2012	261,638	261,638	261,638	6.00%	30	0	0	$ -	4,500,000	0	0
3	6/20/2012	262,971	262,971	524,608	6.00%	31	1,333	1,333	$ -	4,500,000	0	0
4	7/20/2012	264,225	264,225	788,833	6.00%	30	2,587	3,920	$ -	4,500,000	0	0
5	8/20/2012	265,657	265,657	1,054,490	6.00%	31	4,020	7,940	$ -	4,500,000	0	0
6	9/20/2012	267,011	267,011	1,321,502	6.00%	31	5,374	13,314	$ -	4,500,000	0	0
7	10/20/2012	268,155	268,155	1,589,656	6.00%	30	6,517	19,831	$ -	4,500,000	0	0
8	11/20/2012	269,738	269,738	1,859,394	6.00%	31	8,101	27,931	$ -	4,500,000	0	0
9	12/20/2012	270,807	270,807	2,130,202	6.00%	30	9,170	37,101	$ -	4,500,000	0	0
10	1/20/2013	272,493	272,493	2,402,694	6.00%	31	10,855	47,956	$ -	4,500,000	0	0
11	2/20/2013	273,881	273,881	2,676,576	6.00%	31	12,244	60,200	$ -	4,500,000	0	0
12	3/20/2013	306,024	306,024	2,982,600	6.00%	28	12,320	72,520	$ -	4,500,000	0	0
13	4/20/2013	308,904	308,904	3,291,504	6.00%	31	15,199	87,719	$ -	4,500,000	0	0
14	5/20/2013	672,291	672,291	3,963,795	6.00%	30	16,232	103,951	$ -	4,500,000	0	0
15	6/20/2013	1,071,873	1,071,873	5,035,668	6.00%	31	20,199	124,150	$ -	4,500,000	0	0
16	7/20/2013	1,258,430	1,258,430	6,294,099	6.00%	30	24,833	148,983	$ -	4,500,000	0	0
17	8/20/2013	1,233,604	1,233,604	7,527,703	6.00%	31	32,074	181,057	$ -	4,500,000	0	0
18	9/20/2013	1,239,890	1,239,890	8,767,593	6.00%	31	38,360	219,418	$ -	4,500,000	0	0
19	10/20/2013	1,425,901	1,425,901	10,193,494	6.00%	30	43,237	262,655	$ -	4,500,000	0	0
20	11/20/2013	1,434,608	1,434,608	11,628,102	6.00%	31	51,945	314,600	$ -	4,500,000	0	0
21	12/20/2013	1,440,008	1,440,008	13,068,110	6.00%	30	57,344	371,944	$ -	4,500,000	0	0
22	1/20/2014	1,693,034	1,693,034	14,761,143	6.00%	31	66,594	438,538	$ -	4,500,000	0	0
23	2/20/2014	1,701,661	1,701,661	16,462,805	6.00%	31	75,221	513,759	$ -	4,500,000	0	0
24	3/20/2014	1,702,214	1,702,214	18,165,019	6.00%	28	75,774	589,533	$ -	4,500,000	0	0
25	4/20/2014	1,625,086	1,625,086	19,790,105	6.00%	31	92,567	682,100	$ -	4,500,000	0	0
26	5/20/2014	1,536,193	1,536,193	21,326,298	6.00%	30	97,595	779,695	$ -	4,500,000	0	0
27	6/20/2014	1,547,275	1,547,275	22,873,573	6.00%	31	108,676	888,371	$ -	4,500,000	0	0
28	7/20/2014	1,551,399	1,551,399	24,424,972	6.00%	30	112,801	1,001,173	$ -	4,500,000	0	0
29	8/20/2014	1,563,065	1,563,065	25,988,037	6.00%	31	124,467	1,125,640	$ -	4,500,000	0	0
30	9/20/2014	1,637,867	1,637,867	27,625,904	6.00%	31	132,432	1,258,072	$ -	4,500,000	0	0
31	10/20/2014	1,641,672	1,641,672	29,267,576	6.00%	30	136,237	1,394,309	$ -	4,500,000	0	0
32	11/20/2014	1,654,579	1,654,579	30,922,155	6.00%	31	149,144	1,543,454	$ -	4,500,000	0	0
33	12/20/2014	1,657,928	1,657,928	32,580,083	6.00%	30	152,493	1,695,946	$ -	4,500,000	0	0
34	1/20/2015	1,671,459	1,671,459	34,251,542	6.00%	31	166,025	1,861,971	$ -	4,500,000	0	0
35	2/20/2015	1,679,977	1,679,977	35,931,519	6.00%	31	174,542	2,036,513	$ -	4,500,000	0	0
36	3/20/2015	1,305,438	1,305,438	37,236,957	6.00%	28	165,383	2,201,896	$ -	4,500,000	0	0
37	4/20/2015	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
38	5/20/2015	0	0	37,236,957	6.00%	30	0	2,201,896	$ -	4,500,000	0	0
39	6/20/2015	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
40	7/20/2015	0	0	37,236,957	6.00%	30	0	2,201,896	$ -	4,500,000	0	0
41	8/20/2015	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
42	9/20/2015	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
43	10/20/2015	0	0	37,236,957	6.00%	30	0	2,201,896	$ -	4,500,000	0	0
44	11/20/2015	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
45	12/20/2015	0	0	37,236,957	6.00%	30	0	2,201,896	$ -	4,500,000	0	0
46	1/20/2016	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
47	2/20/2016	0	0	37,236,957	6.00%	31	0	2,201,896	$ -	4,500,000	0	0
48	3/20/2016	0	0	37,236,957	6.00%	29	0	2,201,896	$ -	4,500,000	0	0

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Parking Assumptions				
Required Spaces	1 space per 1,000 s.f. of commercial space			140
S.F. Per Space				325
Total S.F. of Parking Garage				45,343
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor				
	Quantity		**Unit**	**Amount**
Base Parking Garage (S.F.)		45,343	$60.53	$2,744,795
Elevator		1	$233,380	$233,380
Ticket Spitter		1	$8,379	$8,379
Collection Station		1	$144,210	$144,210
Barrier Gate		2	$4,174	$8,348
Sub-Total				$3,139,111
General Conditions/Overhead/Profit			25.00%	$784,778
Total TSS Building Rehab Costs				**$3,923,889**
Per SF of Building Area				$86.54
Parking Revenue	**Spaces**		**Annual Parking**	**Annual Revenue**
		140	$2,700.00	$376,696
Revenue Per S.F.				$8.31

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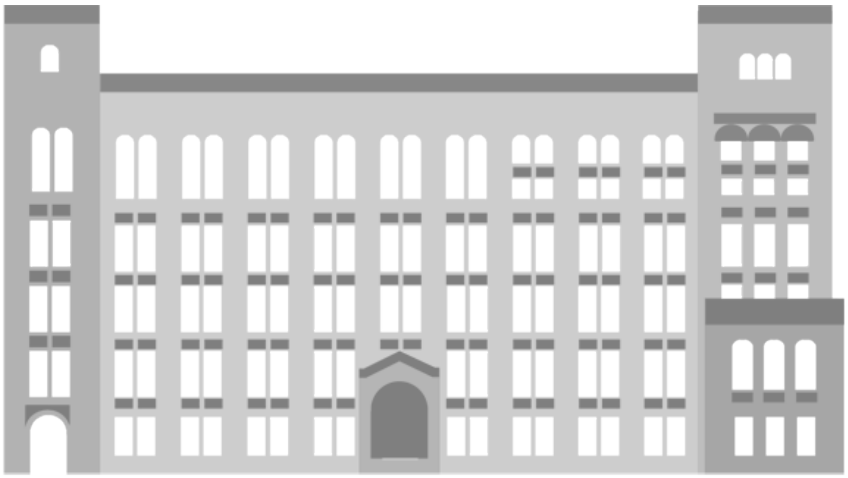
Phase I	**Gross Sq. Ft.**	**Efficiency Factor**	**Leasable Space (sq. ft.)**
Low Rise Building	7,884	100%	7,884
Plaza	2,064	0%	0
Phase II			
TSS Rehabilitation	74,275	80%	59,420
Forecourt Redevelopment	14,122	0%	0
Phase III			
New Tower on West Parcel	57,358	90%	51,622
Total			118,926



Appendix A5

School Pro Forma Budget

TS Holdings

Pro Forma: Thaddeus Stevens School — Site Plan Date: 11/16/2011
Version: Preservation Plan- School/Residential Scenario — Pro Forma Date 11/16/2011

PROJECT SUMMARY

Project Program	All Phases	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Gross Building Area	139,517 Square Feet	7,884	74,275	57,358
Leasable Building Space	118,926 Square Feet	7,884	59,420	51,622
Parking Garage	45,343 Square Feet			45,343
TSS Forecourt	14,122 Square Feet		14,122	
Public Plaza	2,064 Square Feet	2,064	-	

Development Costs:	Per Building Square Foot	Total	Commercial	School	Residential
Land Acquisition	$ 32.25	$ 4,500,000	$ 634,998	$ 2,600,000	$ 1,265,002
Soft Costs	$ 60.30	$ 8,412,846	$ 671,800	$ 3,410,614	$ 4,330,433
Site Work	$ 4.60	$ 641,342	$ 58,500	$ 207,842	$ 375,000
New Buiding Construction Costs	$ 116.62	$ 16,270,727	$ 1,041,232	$ -	$ 11,305,606
Rehabilitation Costs	$ 86.29	$ 12,039,439		$ 12,039,439	
Tenant Improvement Allowances	$ 0.57	$ 78,840	$ 78,840	$ -	$ -
Parking Garage					$ 3,923,889
Total Development Costs	**$ 300.63**	**$41,943,195**	**$2,485,370**	**$18,257,895**	**$ 21,199,930**
Less Historic Tax Credit	$ -	0	0	(3,090,011)	0
Less Pad & Out Parcel Sales	$ -	0	0	0	0
Net Development Costs	**$ 326.70**	**$38,853,184**	**$2,485,370**	**$15,167,884**	**$ 21,199,930**
Gross Rents		3,680,778	378,432	1,366,660	1,935,686
less Vacancy Factor		(368,078)	(37,843)	(136,666)	(193,569)
less CAM		(1,314,154)	(63,072)	(475,360)	(412,978)
less Mgt Fee		(122,822)	(13,876)	(37,732)	(71,214)
less Reserves		(73,944)	(3,154)	(23,768)	(47,022)
Net Operating Income		$ 1,801,781	260,487	693,134	848,159
Ground Rent (included in NOI)		$ -	$ -	$ -	$ -

Return on Net Development Costs:				
Capitalization Rate (Unleveraged Return)	4.64%	10.48%	4.57%	4.00%

Financing:		
Construction Loan Amount	$	37,443,195
Equity Contribution Required		4,500,000
Total Development Costs	$	41,943,195
Design/ Construction Period in Months		36
Permanent Loan Amount	$	34,353,184
Equity Contribution After Land Sales & Outlots		4,500,000
Net Development Costs	$	38,853,184
First Year Principal Payments	$	611,500
Interest Rate	6.00% per Annum	
Term	25 Years	

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LAND COST

Land: (per Integra Appraisal)	Acres	Square Feet	Cost / S.F.	Expiration Date	Cost		
TSS Building & Forecourt	0.59	25,882	$ 100.46		$ 2,600,000		
West Parcel	0.54	23,590	$ 80.54		$ 1,900,000		
	-	-	$ -		$ -		
Total Land & Existing Structures	1.14	49,472	$ 90.96		$ 4,500,000	$ 4,500,000	**Total Land Cost**
	0.00						
Brokerage Fee:			0.00%	Of Small Owners Price	$ -		
Title, Recording & Closing Costs:			0.00%	Of Total Purch. Price	$ -		
				Total Other Costs		-	**Total Other Costs**
						$ 4,500,000	**Total Land Acq. Costs**

Anchor Pad Land Sales: Purchaser	Acres	Square Feet	Sales Price PSF	Gross Sales Price	
	-	-	-	-	0 Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
	-	-	-	-	Bldg. Sq. Ft.
			Total Gross Sales	-	- Total
Commissions & Closing Costs			0.00% Of Sales Price	-	
			Net Land Sales	-	

Pads / Outparcels:	SF	Acres	Square Feet Of Land	Sales Price PSF Land	Gross Sales Price
Outparcel 1	0	-	-	-	-
Outparcel 2	0	-	-	-	-
Outparcel 3	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	-	-	-	-
	0	---	---	---	-
Total	0		-	Total Gross Sales	-
Commissions & Closing Costs			0.00%	Of Sales Price	-
				Net Outlot Sales	-

	-	**Land & Outlot Contrib.**
	$ 4,500,000	**Net Land Cost**
	$ 3,962,241	**Net Cost Per Acre**
	$ 90.96	**Net Cost Per S.F.**

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SOFT COSTS

Soft Costs

			Per Sq. Ft.	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Planning Aerials, Topo & Survey		$	0.25	$35,000	$10,000	$10,000	$15,000
Appraisal		$	0.18	$25,000	$5,000	$10,000	$10,000
Soils & Geotechnical		$	0.09	$13,000	$5,000	$5,000	$3,000
Environmental & Wetlands Studies		$	0.14	$19,000	$2,000	$15,000	$2,000
Traffic Engineering		$	0.07	$10,000	$2,000	$3,000	$5,000
Architectural		$	17.92	$1,707,039	$72,886	$842,761	$791,392
Civil Engineering		$	0.72	$100,000	$10,000	$15,000	$75,000
Inspections & Testing		$	2.08	$290,000	$15,000	$75,000	$200,000
Bank Inspections		$	0.43	$60,000	$10,000	$25,000	$25,000
Property Taxes (Construction)		$	1.08	$150,000	$30,000	$75,000	$45,000
Loan Origination Fee	0.50% Of Loan	$	1.34	$187,216	$11,976	$73,087	$102,153
Title, Rec. & Legal (Construction Loan)		$	1.25	$175,000	$25,000	$75,000	$75,000
Loan Interest (Construction)		$	15.38	$2,145,668	$137,255	$837,647	$1,170,767
Development Fee		$	13.45	$1,876,487	$120,036	$732,561	$1,023,890
Legal Fees		$	3.23	$450,000	$50,000	$150,000	$250,000
Consultants		$	2.69	$375,000	$75,000	$150,000	$150,000
Building Permit Fees	1.00%	$	2.03	$283,890	$11,201	$120,394	$113,056
Other Govt Fees	Allowance	$	0.72	$100,000	$6,397	$39,039	$54,564
Brokerage Fees (Calculated on Bldg Cost Schedule)		$	0.34	$47,304	47,304	-	-
Soft Cost Contingency	5.00%	$	2.88	$402,480	$25,746	$157,124	$219,610
Total Soft Costs			$60.58	**$8,452,085**	$671,800	$3,410,614	$4,330,433

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SITE WORK COSTS

				Per Acre	Total	Phase I West Parcel -Low Rise	Phase II TSS Renovation	Phase III West Parcel-New Tower
Utilities Relocations				52,830	$60,000	$10,000	$0	$50,000
Sanitary/Stormwater Sewer Construction				74,842	$85,000	$10,000	$25,000	$50,000
Off-Site Improvements				162,892	$185,000	$10,000	$25,000	$150,000
Off-Site Contingency			10.00%	16,289	$18,500	$1,000	$2,500	$15,000
					$0			
Forecourt Improvements	Allowance		$10.00		$141,220	$0	$141,220	$0
Forecourt Contingency			10.00%		$14,122	$0	$14,122	$0
Site Work (including Plaza)					$125,000	$25,000	$0	$100,000
Site Work Contingency		10.00%			$12,500	$2,500	$0	$10,000
SUBTOTAL				**564,700**	**$641,342**	**$58,500**	**$207,842**	**$375,000**
	Reimb.			---	-			
	Reimb.			---	-			
REIMB. SUBTOTAL					$0			
Total Sitework		$		564,700	$ **641,342**			

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BUILDING COSTS

Anchor Construction Costs:

			Per Square Foot			Total			
Phase		Sq. Ft.	Bldg Costs	Broker Fees	Anchor TI	Bldg Costs	Broker Fees	Anchor TI	Total
I	Phase I Retail	7,884	132.07	6.00	10.00	1,041,232	47,304	78,840	1,167,376
		-	-	-	-	-	-	-	-
III	TSS Rehab	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
III	Phase III New Tower	57,358	197.11	-	-	11,305,606	-	-	11,305,606
		-	-	-	-	-	-	-	-
III	Parking Garage	45,343	$86.54	-	-	3,923,889	-	-	3,923,889
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
	Total Anchor Costs	110,585	$ 147.13	$ 0.43	$ 0.71	$16,270,727	$47,304	78,840	$ **16,396,871**

Shop Construction Costs:

		Per Square Foot			Total			
	Sq. Ft.	Bldg Costs	O/S Fees	Shop TI	Bldg Costs	O/S Fees	Shop TI	Total
Total Small Shops	-	$ -	$0.00	$0.00	$0	$0	$0	$ -

Other

Building Permits (see Soft Costs)	**$0**
Builder's Risk Insurance	$ -
Other	$ -

Construction Contingency

Total GLA 110,585 Sq. Ft. Contingency: - PSF $ -

Total Building Costs 110,585 Sq. Ft. Average: $ 148.27 PSF Total: $ **16,396,871**

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Assumptions			
S.F. of Building	74,275		
S.F. of Forecourt	14,122		
	Quantity	**Unit**	**Amount**
Demolition & Removal	1.00	100000	$100,000
Environmental Remediation	1.00	75000	$75,000
Interior Rehabilitation			
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor			
		Per S.F.	
New Interior Partitions, Doors & Finishes	74,275	$56.40	$4,189,103
New HVAC	74,275	$27.86	$2,069,517
Electrical/ Telecom	74,275	$25.17	$1,869,241
Plumbing	74,275	$7.64	$567,448
Life Safety	74,275	$5.62	$417,241
Conveyance (Elevator)	2.00	$172,000	$344,000
Sub-Total			$9,631,552
General Conditions/Overhead/Profit		25.00%	$2,407,888
Total TSS Building Rehab Costs			**$12,039,439**
Per SF of Building Area			**$162.09**

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ANCHOR RENT

Anchor:	Square Feet	Per Square Foot: Face Rate	Per Square Foot: CAM, Taxes, Ins. PSF	Total: Base Rent	Total: CAM,Tax,Ins Payments	Gross Rents	Turnover Date (mm/dd/yy)	Rent Commencemt. Date (mm/dd/yy)	
			$ 8.00						
Phase I Retail	7,884	40.00	$ 8.00	315,360	63,072	378,432	3/12014	3/12014	
	-	-	$ -	-	-	-			
TSS Rehab	59,420	15.00	$ 8.00	891,300	475,360	1,366,660	03/01/15	03/01/15	
	-	-	$ -	-	-	-			
Phase III New Tower	51,622	22.20	$ 8.00	1,146,013	412,978	1,558,990	03/01/15	03/01/15	
	-	-	$ -	-	-	-			
Parking Garage	45,343	$8.31	$ -	376,696	-	376,696	03/01/15	03/01/15	
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	$ -	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
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	-	-	-	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
	-	-	-	-	-	-			
Shops	-	$0.00	$ 8.00	-	-	-			50% Shops
Total sold Pads/OP sf paving CAM	-		$ 8.00		-	-			75% Shops
									100% Shops
Total (incl. Pads and OP's)	164,269			$ 2,729,369	$ 951,410	$ 3,680,778			
Vacancy	16,427	10.00%		(272,937)	(951,410)	(368,078)			
Net Total	147,842			$ 2,456,432	$ (0)	$ **3,312,701**			

SHOP RENT

Shop Tenant:	Square Feet	Per Square Foot: Face Rate Rent	Per Square Foot: Outside Fees	Per Square Foot: Tenant Allowance	Total: Base Rent	Total: Outside Fees	Total: Tenant Allowance	Building Costs: Building Cost PSF	Building Costs: Total
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
Unleased	-	-	-	-	-	-	-	-	-
Total Shop Space	-	**$0.00**	**$0.00**	**$0.00**	$ -	$ -	$ -	**$0.00**	$ -
		AVERAGES				TOTALS			
	Square Feet	Face Rate	Outside Fees	Tenant Allowance	Base Rent	Outside Fees	Tenant Allowance	Avg. Building Cost PSF	Total

Pro Forma:	**Thaddeus Stevens School**
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NET OPERATING INCOME

Net Total Gross Rents				$ 3,312,701
Projected Annual Operating Expenses:				
CAM, Taxes, Maintenance & Insurance	$ 8.00	Per Sq. Ft.	$ 1,314,154	
Management Fee	5.00%	Of Base Rent	122,822	
Structural Reserve	$0.25	Per Sq. Ft.	46,215	
Miscellaneous	$0.15	Per Sq. Ft.	27,729	
Total Projected Annual Operating Expenses				1,510,919
Projected Stabilized Net Operating Income				**$ 1,801,781**
Other				$ -
			TOTAL:	**$ 1,801,781**

DEBT SERVICE ANALYSIS

Construction Loan:

Amount Available per Month for Debt Service	$1	Coverage Ratio		$241,247
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 37,443,195	
Gross Development Costs			$ 41,943,195	
Equity Required - Construction Loan				$ 4,500,000

Permanent Loan:

Amount Available per Month for Debt Service	0.68	Coverage Ratio		$221,338
Interest Rate	6.00%	Annual		
Amortization Term	300	Months		
Maximum Mortgage Amount			$ 34,353,184	
Net Development Costs			$ 38,853,184	
Permanent Equity Required				$ 4,500,000

Equity Req'd for Gross Development:	Actual:	11%	Equity	$ 4,500,000
		25%	Equity	$ 10,485,799
		15%	Equity	$ 6,291,479
		10%	Equity	$ 4,194,319

PROJECT CASH FLOW SUMMARY

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	Draw Date	TOTAL	Land	Land and Outlot Contributions	Soft Costs (excluding interest expense)	Site Work	New Building Const	Tenant Improvement	Rehabilitation	Constr. Loan Interest	Equity Loan Interest	Projected Carry Costs	Rental Income
0	3/20/2012	4,500,000	4,500,000	0	0	0	0	0	0				0
1	4/20/2012	0	0	0	0	0	0	0	0	0	0	0	0
2	5/20/2012	253,563	0	0	253,563	0	0	0	0	0	0	0	0
3	6/20/2012	254,855	0	0	253,563	0	0	0	0	1,292	0	0	0
4	7/20/2012	256,070	0	0	253,563	0	0	0	0	2,507	0	0	0
5	8/20/2012	257,458	0	0	253,563	0	0	0	0	3,896	0	0	0
6	9/20/2012	258,770	0	0	253,563	0	0	0	0	5,208	0	0	0
7	10/20/2012	259,878	0	0	253,563	0	0	0	0	6,316	0	0	0
8	11/20/2012	261,413	0	0	253,563	0	0	0	0	7,851	0	0	0
9	12/20/2012	262,449	0	0	253,563	0	0	0	0	8,887	0	0	0
10	1/20/2013	264,083	0	0	253,563	0	0	0	0	10,520	0	0	0
11	2/20/2013	265,429	0	0	253,563	0	0	0	0	11,866	0	0	0
12	3/20/2013	297,569	0	0	253,563	32,067	0	0	0	11,939	0	0	0
13	4/20/2013	300,365	0	0	253,563	32,067	0	0	0	14,735	0	0	0
14	5/20/2013	704,971	0	0	169,042	32,067	488,122	0	0	15,741	0	0	0
15	6/20/2013	1,190,866	0	0	169,042	32,067	488,122	0	481,578	19,858	0	0	0
16	7/20/2013	1,390,672	0	0	169,042	64,134	650,829	0	481,578	25,089	0	0	0
17	8/20/2013	1,366,528	0	0	169,042	32,067	650,829	0	481,578	33,012	0	0	0
18	9/20/2013	1,373,491	0	0	169,042	32,067	650,829	0	481,578	39,976	0	0	0
19	10/20/2013	1,471,380	0	0	253,563	32,067	650,829	7,884	481,578	45,460	0	0	0
20	11/20/2013	1,480,393	0	0	253,563	32,067	650,829	7,884	481,578	54,473	0	0	0
21	12/20/2013	1,485,937	0	0	253,563	32,067	650,829	7,884	481,578	60,016	0	0	0
22	1/20/2014	1,666,101	0	0	253,563	32,067	813,536	15,768	481,578	69,589	0	0	0
23	2/20/2014	1,674,591	0	0	253,563	32,067	813,536	15,768	481,578	78,079	0	0	0
24	3/20/2014	1,674,743	0	0	253,563	32,067	813,536	15,768	481,578	78,231	0	0	0
25	4/20/2014	1,683,775	0	0	253,563	32,067	813,536	7,884	481,578	95,147	0	0	0
26	5/20/2014	1,681,125	0	0	253,563	32,067	813,536	0	481,578	100,382	0	0	0
27	6/20/2014	1,693,038	0	0	253,563	32,067	813,536	0	481,578	112,294	0	0	0
28	7/20/2014	1,697,765	0	0	253,563	32,067	813,536	0	481,578	117,021	0	0	0
29	8/20/2014	1,710,317	0	0	253,563	32,067	813,536	0	481,578	129,574	0	0	0
30	9/20/2014	1,807,360	0	0	253,563	0	813,536	0	601,972	138,289	0	0	0
31	10/20/2014	1,811,812	0	0	253,563	0	813,536	0	601,972	142,741	0	0	0
32	11/20/2014	1,825,803	0	0	253,563	0	813,536	0	601,972	156,732	0	0	0
33	12/20/2014	1,829,751	0	0	253,563	0	813,536	0	601,972	160,680	0	0	0
34	1/20/2015	1,844,431	0	0	253,563	0	813,536	0	601,972	175,360	0	0	0
35	2/20/2015	1,853,830	0	0	253,563	0	813,536	0	601,972	184,759	0	0	0
36	3/20/2015	1,517,719	0	0	253,563	32,067	0	0	1,203,944	28,146	0	0	137,504
37	4/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
38	5/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
39	6/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
40	7/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
41	8/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
42	9/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
43	10/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
44	11/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
45	12/20/2015	0	0	0	0	0	0	0	0	0	0	0	137,504
46	1/20/2016	0	0	0	0	0	0	0	0	0	0	0	137,504
47	2/20/2016	0	0	0	0	0	0	0	0	0	0	0	137,504
48	3/20/2016	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL	44,128,102	4,500,000	0	8,452,085	641,342	16,270,727	78,840	12,039,439	2,145,668	0	0	137,504
	PRO FORMA	44,128,102	4,500,000	0	8,452,085	641,342	16,270,727	78,840	12,039,439	2,145,668	0	N/A	163,784
		0											

INTEREST CALCULATIONS

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									Tot. Equity $ 4,500,000		0.00%	
	Draw Date	Estimated Cash Flow	Loan Advances	LOAN BALANCE	Interest Rate	No. of Days	Constr. Loan Interest	Cumul. Interest	Equity Advances	EQUITY BALANCE	Equity Interest @ _%	Cumul. Interest
0	3/20/2012	4,500,000	0	0					$ 4,500,000	4,500,000		
1	4/20/2012	0	0	0	6.00%	31	0	0	$ -	4,500,000	0	0
2	5/20/2012	253,563	253,563	253,563	6.00%	30	0	0	$ -	4,500,000	0	0
3	6/20/2012	254,855	254,855	508,417	6.00%	31	1,292	1,292	$ -	4,500,000	0	0
4	7/20/2012	256,070	256,070	764,487	6.00%	30	2,507	3,799	$ -	4,500,000	0	0
5	8/20/2012	257,458	257,458	1,021,945	6.00%	31	3,896	7,695	$ -	4,500,000	0	0
6	9/20/2012	258,770	258,770	1,280,716	6.00%	31	5,208	12,903	$ -	4,500,000	0	0
7	10/20/2012	259,878	259,878	1,540,594	6.00%	30	6,316	19,219	$ -	4,500,000	0	0
8	11/20/2012	261,413	261,413	1,802,007	6.00%	31	7,851	27,069	$ -	4,500,000	0	0
9	12/20/2012	262,449	262,449	2,064,456	6.00%	30	8,887	35,956	$ -	4,500,000	0	0
10	1/20/2013	264,083	264,083	2,328,539	6.00%	31	10,520	46,476	$ -	4,500,000	0	0
11	2/20/2013	265,429	265,429	2,593,968	6.00%	31	11,866	58,342	$ -	4,500,000	0	0
12	3/20/2013	297,569	297,569	2,891,537	6.00%	28	11,939	70,282	$ -	4,500,000	0	0
13	4/20/2013	300,365	300,365	3,191,901	6.00%	31	14,735	85,017	$ -	4,500,000	0	0
14	5/20/2013	704,971	704,971	3,896,873	6.00%	30	15,741	100,757	$ -	4,500,000	0	0
15	6/20/2013	1,190,666	1,190,666	5,087,539	6.00%	31	19,858	120,615	$ -	4,500,000	0	0
16	7/20/2013	1,390,672	1,390,672	6,478,211	6.00%	30	25,089	145,705	$ -	4,500,000	0	0
17	8/20/2013	1,366,528	1,366,528	7,844,739	6.00%	31	33,012	178,717	$ -	4,500,000	0	0
18	9/20/2013	1,373,491	1,373,491	9,218,230	6.00%	31	39,976	218,693	$ -	4,500,000	0	0
19	10/20/2013	1,471,380	1,471,380	10,689,610	6.00%	30	45,460	264,153	$ -	4,500,000	0	0
20	11/20/2013	1,480,393	1,480,393	12,170,003	6.00%	31	54,473	318,626	$ -	4,500,000	0	0
21	12/20/2013	1,485,937	1,485,937	13,655,940	6.00%	30	60,016	378,642	$ -	4,500,000	0	0
22	1/20/2014	1,666,101	1,666,101	15,322,041	6.00%	31	69,589	448,231	$ -	4,500,000	0	0
23	2/20/2014	1,674,591	1,674,591	16,996,632	6.00%	31	78,079	526,311	$ -	4,500,000	0	0
24	3/20/2014	1,674,743	1,674,743	18,671,375	6.00%	28	78,231	604,542	$ -	4,500,000	0	0
25	4/20/2014	1,683,775	1,683,775	20,355,150	6.00%	31	95,147	699,689	$ -	4,500,000	0	0
26	5/20/2014	1,681,125	1,681,125	22,036,275	6.00%	30	100,382	800,071	$ -	4,500,000	0	0
27	6/20/2014	1,693,038	1,693,038	23,729,313	6.00%	31	112,294	912,365	$ -	4,500,000	0	0
28	7/20/2014	1,697,765	1,697,765	25,427,078	6.00%	30	117,021	1,029,386	$ -	4,500,000	0	0
29	8/20/2014	1,710,317	1,710,317	27,137,395	6.00%	31	129,574	1,158,960	$ -	4,500,000	0	0
30	9/20/2014	1,807,360	1,807,360	28,944,755	6.00%	31	138,289	1,297,249	$ -	4,500,000	0	0
31	10/20/2014	1,811,812	1,811,812	30,756,567	6.00%	30	142,741	1,439,990	$ -	4,500,000	0	0
32	11/20/2014	1,825,803	1,825,803	32,582,370	6.00%	31	156,732	1,596,723	$ -	4,500,000	0	0
33	12/20/2014	1,829,751	1,829,751	34,412,121	6.00%	30	160,680	1,757,403	$ -	4,500,000	0	0
34	1/20/2015	1,844,431	1,844,431	36,256,552	6.00%	31	175,360	1,932,763	$ -	4,500,000	0	0
35	2/20/2015	1,853,830	1,853,830	38,110,383	6.00%	31	184,759	2,117,523	$ -	4,500,000	0	0
36	3/20/2015	1,517,719	1,517,719	39,628,102	6.00%	28	175,412	2,292,935	$ -	4,500,000	0	0
37	4/20/2015	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
38	5/20/2015	0	0	39,628,102	6.00%	30	0	2,292,935	$ -	4,500,000	0	0
39	6/20/2015	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
40	7/20/2015	0	0	39,628,102	6.00%	30	0	2,292,935	$ -	4,500,000	0	0
41	8/20/2015	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
42	9/20/2015	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
43	10/20/2015	0	0	39,628,102	6.00%	30	0	2,292,935	$ -	4,500,000	0	0
44	11/20/2015	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
45	12/20/2015	0	0	39,628,102	6.00%	30	0	2,292,935	$ -	4,500,000	0	0
46	1/20/2016	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
47	2/20/2016	0	0	39,628,102	6.00%	31	0	2,292,935	$ -	4,500,000	0	0
48	3/20/2016	0	0	39,628,102	6.00%	29	0	2,292,935	$ -	4,500,000	0	0

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Parking Assumptions				
Required Spaces	1 space per 1,000 S.F.			140
S.F. Per Space				325
Total S.F. of Parking Garage				45,343
Based on 2010 Means (New Const) adjusted by 1.14 Philadelphia Mkt Factor				
	Quantity		**Unit**	**Amount**
Base Parking Garage (S.F.)		45,343	$60.53	$2,744,795
Elevator		1	$233,380	$233,380
Ticket Spitter		1	$8,379	$8,379
Collection Station		1	$144,210	$144,210
Barrier Gate		2	$4,174	$8,348
Sub-Total				$3,139,111
General Conditions/Overhead/Profit			25.00%	$784,778
Total TSS Building Rehab Costs				**$3,923,889**
Per SF of Building Area				$86.54
Parking Revenue	**Spaces**		**Annual Parking**	**Annual Revenue**
		140	$2,700.00	$376,696
Revenue Per S.F.				$8.31

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Phase I	**Gross Sq. Ft.**	**Efficiency Factor**	**Leasable Space (sq. ft.)**
Low Rise Building	7,884	100%	7,884
Plaza	2,064	0%	0
Phase II School			
TSS Rehabilitation	74,275	80%	59,420
Forecourt Redevelopment	14,122	0%	0
Phase III Residential			
New Tower on West Parcel	57,358	90%	51,622
Total			118,926