MARYLAND'S EDUCATION HISTORY AND ARCHITECTURE

A Context Study

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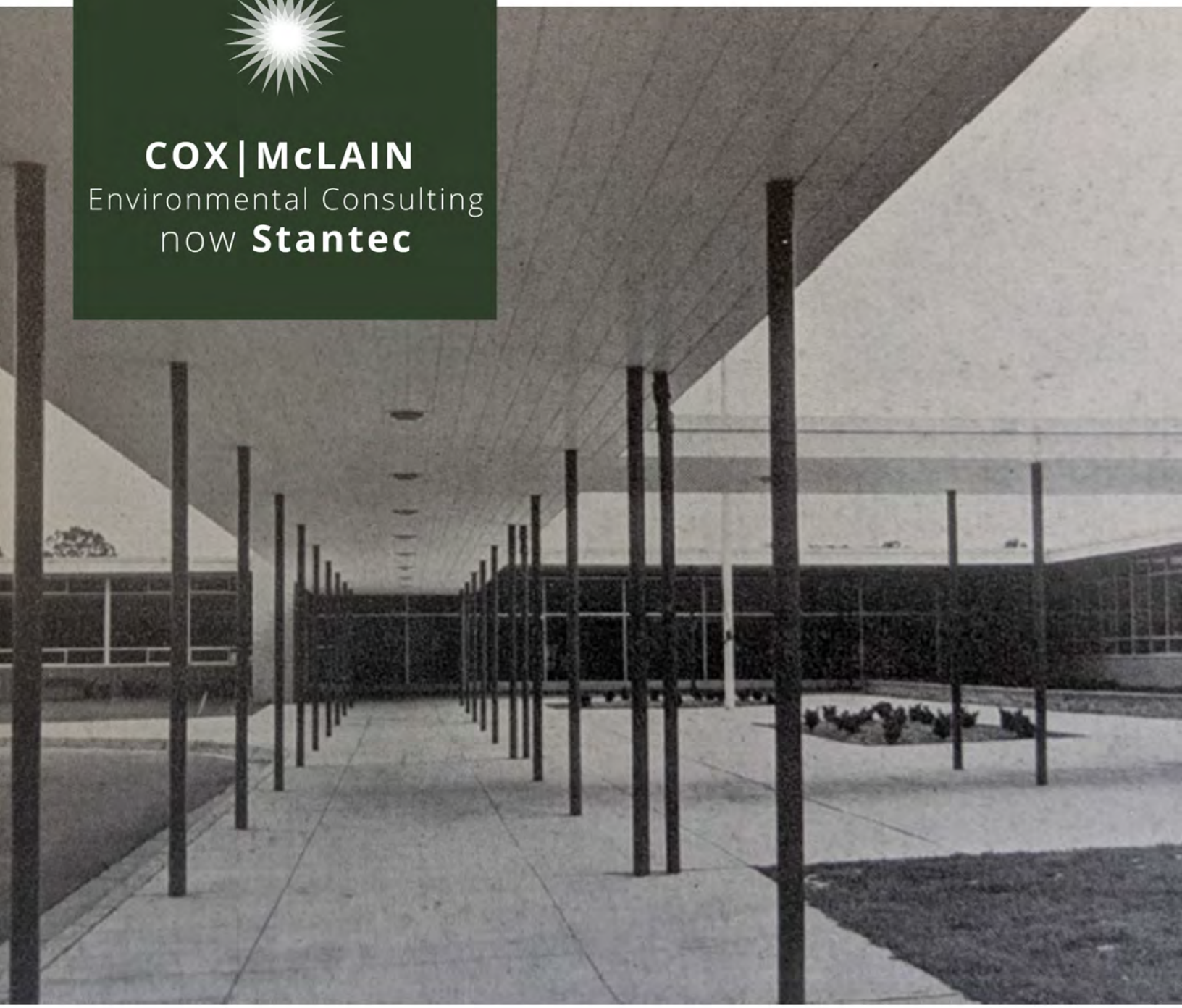

2022 | AUGUST

PREPARED FOR PRESERVATION MARYLAND

The Maryland Historical Trust's Historic Preservation Non-Capital Grant Program funded, and Preservation Maryland administered this project.

This Project has been financed in part with State Funds from the Maryland Historical Trust, an instrumentality of the State of Maryland. However, Project contents or opinions do not necessarily reflect the views or policies of the Maryland Historical Trust.

Maryland's Education History and Architecture, A Context Study

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August 2022

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1. INTRODUCTION

Governor Thomas Johnson High School, Frederick County
ca. 1966 postcard

A. PROJECT SUMMARY

The State of Maryland is home to more than 1,300 active public schools, with campuses spanning 12,000 square miles across 24 school districts. Equally impressive, Maryland's public school system embodies nearly two centuries of sociocultural, architectural, and community history. In addition to this rich and varied context, Maryland retains an unknown number of decommissioned, but extant, campuses reflecting the key design ideals of their eras.

To better understand and assess this rich heritage of educational architecture, Preservation Maryland, with funding from the Maryland Historical Trust's Historic Preservation Non-Capital Grant Program, commissioned this statewide study on the history of Maryland's public school architecture to inform future planning activities related to historic preservation. Project objectives included:

- Presenting a broad understanding of historic trends and patterns in the history and design of schools in Maryland and how they evolved;
- Documenting the major architectural styles, trends, and defining features of Maryland's schools and campuses;
- Presenting a broad history of the desegregation of Maryland schools and identifying histories and schools related to this context that have been previously underrepresented;

- Developing a consistent, comparative framework for evaluating schools and campuses significant for their architecture and/or campus design or for their associations with significant patterns of development or sociocultural history; and
- Identifying schools and campuses that may warrant future documentation, recordation, or preservation based on significance related to the themes identified in this context study.

This historic context documents Maryland's public school history from 1825 to 1979, spanning the state's earliest public schooling efforts to just past the National Park Service's (NPS) 50-year rule that suggests properties must be at least 50 years old to be listed in the National Register of Historic Places (NRHP). Schools constructed after 1945 are a particular focus as most of the state's extant schools were built in the decades following World War II. Many have already been modernized or replaced, and this study comes at a critical moment in advance of upcoming school modernization upgrade projects throughout the state in the coming years. This evaluative framework will help preservation practitioners, architects, educators, administrators, and the public develop an understanding of the significant themes in architecture and the history of education in Maryland so they can help inform conversations and decisions about future preservation, rehabilitation, expansion, and demolition efforts.

B. PROJECT TEAM

Preservation Maryland retained Cox|McLain Environmental Consulting, Inc. (CMEC), and teaming partners Debi Howell-Ardila and Elemental Text, LLC, to develop this study. CMEC historian Amy E. Dase and architectural historians Adrienne Vaughan Campbell, Mitch Ford, Emily Reed, and Sandy Shannon conducted research and co-authored the document. Ms. Reed was the project's principal investigator, and Ms. Shannon was the project manager. Architectural historian and school history expert Ms. Howell-Ardila served in an advisory capacity. Dr. Heather Stettler of Elemental Text provided technical editing. Jessica Feldt and Allison Luthern managed the project for Preservation Maryland and the Maryland Historical Trust, respectively.

Members of the project's peer review panel were:

- Amanda Apple, Technical Preservation Services (TSP), National Park Service
- Isabelle Gournay, Emerita, University of Maryland
- Christina Martinkosky, Historic Preservation Planner, The City of Frederick
- Jillian Storms, AIA, School Facilities Architect, Maryland State Department of Education

The project team would like to extend special thanks to Jillian Storms with the Maryland State Department of Education for making available a collection of school photographs that proved an invaluable source on Maryland's schools. Many of the images in this report are from this collection.

C. METHODOLOGY

HISTORIC CONTEXT

CMEC's approach to the historic context leveraged an existing study by team member Debi Howell-Ardila, *Los Angeles Unified School District: Historic Context Statement, 1870 to 1969.* Following the example of this previous study, the project team identified national trends in school architecture and the relationship between major educational

philosophical movements and school architectural design, many of which were summarized in Ms. Howell-Ardila's study. CMEC then researched and documented the history of public education and school architecture in Maryland and evaluated how education in the state paralleled or departed from national trends. History of education topics, such as major trends in educational philosophy, the development of the state's public school system, and social histories, are intertwined with information about how and where schools were built. Because of the study's emphasis on previously underrepresented histories and schools constructed after World War II, these topics are addressed more thoroughly than others in this document; we have, however, endeavored to present a balanced, comparative portrait of Maryland's schools and their histories in all geographies.

CMEC personnel conducted research for the project at state archival repositories, including the Maryland Department of the Enoch Pratt Free Library, Maryland State Archives, Maryland Historical Trust Library, and University of Maryland at College Park libraries. Books and digitized collections of historical photographs, newspapers, reports, journals, and documents were utilized. Project limitations precluded extensive research, visits to regional or local repositories that may reveal additional information or expand on known significant trends, or site visits to schools for architectural observation. This document is a starting point for more focused research.

The most useful sources for understanding the appearance and character of the state's schools historically were the Baltimore Department of Education's 1952 and ca. 1964 *School Plant Directory* reports and the Maryland State Department of Education's school photograph collection. The school plant directories, housed at the Enoch Pratt Free Library in Baltimore City, contain an inventory of schools with photographs, site plans, and descriptions for each school. The Maryland Department of Education's photograph collection has images of exteriors taken during various years, including a large selection of post–World War II schools photographed from the 1950s through the 1970s and a smaller assortment of prewar schools documented with site plans and other information. A limitation of the state's collection is that the school photographs, though labeled with school names, often did not identify their locations. The department intends to donate the collection to the Maryland State Archives where it will be publicly accessible. Though these collections did not comprehensively cover all the state's schools, they were sufficiently thorough and geographically varied to document broad, statewide patterns and to compare urban, suburban, and rural educational design trends.

POTENTIAL SCHOOLS FOR FUTURE PROJECTS

The study did not include historic resources survey work, site visits, or campus- or district-specific resource assessments. As a result of research and crowdsourcing, however, a list of schools that may warrant future documentation, recordation, or preservation was compiled. While researching content for this study, the CMEC project team noted schools that:

- Exhibited strong architectural design, as shown in historical drawings or photographs;
- Were described in source materials in a way that suggested that they may have embodied a significant educational or architectural trend;
- Received design awards from local American Institute of Architects (AIA) chapters or other organizations when they were built;
- Have a potential association with important individuals and/or themes of significance related to sociocultural history and Civil Rights;

- Are NRHP–listed for architecture, education, or another area of significance, but could also be eligible for an association with underrepresented histories; or
- Have a demonstrated or potential historic significance and are threatened by neglect, change in use, alterations, or demolition.

For the crowdsourcing content, CMEC collaborated with Preservation Maryland and the Maryland Historical Trust to identify potential stakeholders and electronically mail an online questionnaire to them. The questionnaire explained the project and asked participants to identify historically significant public schools, especially those built between the end of World War II through the 1970s, and schools associated with underrepresented histories. In total, 173 people were contacted, including representatives from Maryland historical societies, historic preservation organizations, ethnic organizations, history museums, and the State Department of Education; historic preservation officers, planning directors, and historic and planning commission chairs at local municipalities; and academics specializing in Maryland architecture, and general, women's, and Black history. Preservation Maryland also distributed the questionnaire to their membership list and on social media. The questionnaire was live from October 18, 2021, to November 23, 2021.

The questionnaire prompted respondents to share the current or former name of a public school that has architectural or historical value; describe the perceived value of the school; indicate whether the school is threatened and if so, describe the threat; and provide an address or location point in a Geographic Information System (GIS) map embedded in the questionnaire. Respondents could disclose information about multiple schools. In total, 96 respondents completed the questionnaire and provided information about 123 Maryland schools.

CMEC personnel reviewed the responses and added locational points where missing, if possible. CMEC then refined the list of schools to exclude those outside the scope of this study and to exclude NRHP–listed or –eligible schools not known to be threatened. Schools that appear to have potential for historical significance based upon the themes identified in this context were added to the list of potential schools for future projects, and the compiled list is in Section 3 and mapped in GIS. Raw data from the crowdsourcing questionnaire was provided to Preservation Maryland under separate cover.

D. NOTES

USING THE CONTEXT AND SCHOOL LIST

The state's rich and varied education and school architecture history of nearly 200 years could be the subject of a comprehensive and nuanced study. Because historic context statements like this document are a tool to evaluate resources and make preservation-related decisions, they are intentionally not exhaustive; instead, they are concise presentations of key historical trends that relate to the built environment. Many sources in the list of references cited may be explored for more in-depth content or additional information about a particular topic or geography.

Inclusion in the context or list of potential schools for future projects does not mean the school is or is not recommended eligible for the NRHP. Schools described in the context are used to illustrate historical trends, themes, and architectural features of Maryland schools that, upon further study, might be recommended as significant. Similarly, the potential schools for future projects list may include schools that, based on additional

research, do not warrant future documentation, recordation, or preservation. It may also exclude schools that are worthy of future preservation planning work.

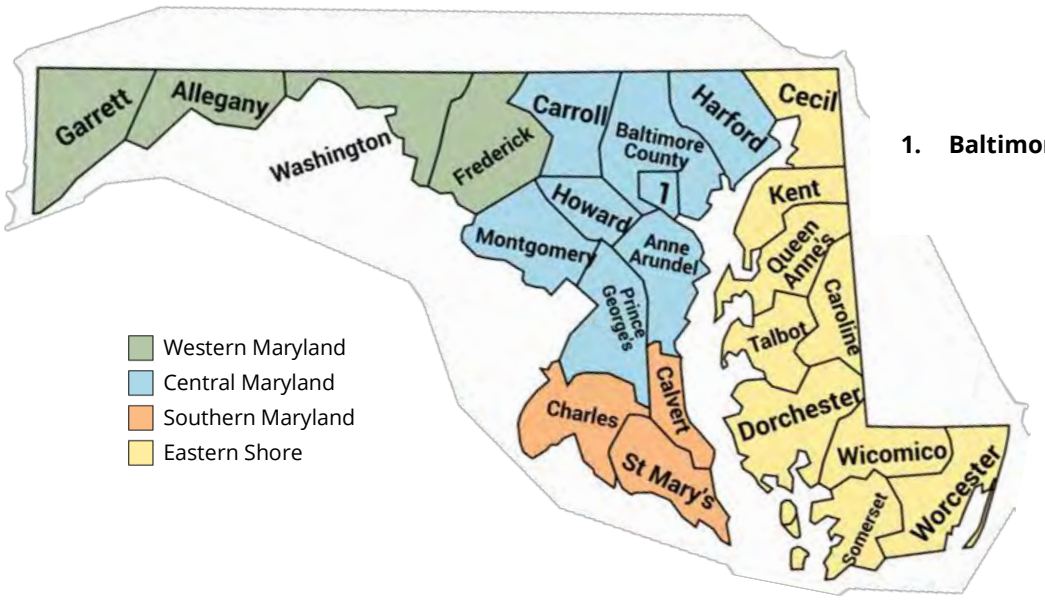
This study creates a framework for evaluating the NRHP eligibility of schools in Maryland; however, it may also be useful to evaluate a school for a local historic designation in one of Maryland's Certified Local Government communities. Because school buildings may be historically significant either individually or as part of a collection of resources, like a campus or planned neighborhood, the contextual information and guidance is intended to assist evaluators with individual and district NRHP eligibility assessments.

GEOGRAPHICAL TERMINOLOGY

Maryland comprises 23 counties and one independent city, Baltimore. School districts, as with other local services, are administered at the county or city level. To distinguish between the city of Baltimore and Baltimore County, the term "Baltimore City" is used in this document.

The state's counties and city form four geographic regions, each with a unique history, culture, and landscape. From west to east, the regions are Western Maryland, Central Maryland, Southern Maryland, and the Eastern Shore. These regions are referenced throughout this document to contextualize broad historic trends that occurred in these geographies.

- **Western Maryland** corresponds to the state's mountainous western panhandle. Western Maryland has a strong mining history with some instances of agriculture depending on the landscape. From the West Virginia state line eastward, Western Maryland jurisdictions include Garrett County, Allegany County, Washington County, and Frederick County.
- **Central Maryland** is used to describe the Baltimore and Washington, D.C. metropolitan areas. The Baltimore metropolitan area includes Baltimore City, Baltimore County, Anne Arundel County, Carroll County, Harford County, and Howard County. The Maryland areas of the Washington, D.C. metropolitan region include Montgomery County and Prince George's County. Central Maryland is urban and suburban in character and includes most of the state's population.
- **Southern Maryland** comprises the western shore of the Chesapeake Bay extending southward towards the Calvert and Saint Mary's Peninsulas. Like the Eastern Shore, Southern Maryland is rural in character with a strong fishing industry and is the home to the colonial beginnings of the state. Although Anne Arundel and Prince George's counties are sometimes included in this region, for the purposes of this study, Southern Maryland will reflect the southernmost rural counties: Calvert County, Charles County, and Saint Mary's County.
- **The Eastern Shore of Maryland** is the portion of the state that occupies the Delmarva Peninsula and associated islands, from the eastern coast of the Chesapeake Bay to the beaches along the Atlantic Ocean. The Eastern Shore has an agricultural landscape with scattered towns and seaports. For the purposes of this study, the Eastern Shore includes the following jurisdictions from north to south: Cecil County, Kent County, Queen Anne's County, Caroline County, Talbot County, Dorchester County, Somerset County, Wicomico County, and Worcester County.



1. **Baltimore City**

EXISTING DOCUMENTATION

The Maryland Historic Trust maintains an online, searchable, GIS-based database of documented historical resources and designated properties at https://mht.maryland.gov/secure/medusa. Called Medusa, the database includes records of the Maryland Inventory of Historic Properties, NRHP properties, and properties with official NRHP Determinations of Eligibility (DOE), among other records. Some schools described in this context have a Medusa record with photographs and detailed information about the architecture and/or history of the property.

Approximately 900 current and former schools in all 23 counties and Baltimore City have been documented in the Maryland Inventory of Historic Properties. These schools are mapped in the Appendix (**Map 2**).[1] Another map (**Appendix, Map 3**) charts schools listed in or determined eligible for the NRHP and a table (**Appendix, Table 2**) summarizes the NRHP criteria, areas, and reasons for which each school is significant.[2]

E. DESCRIPTION OF CONTENTS

Following this introduction, this study has five chapters. Chapter 2, the historical narrative, is divided into seven sections. Chapters 2A through 2E are chronological presentations of major trends in school architecture and the history of education. Each section represents a major era in school building history and is organized with national movements examined first, followed by school development in Maryland during the era, pertinent social history, and descriptions of contemporaneous school architecture. The early and late post–World War II sections (Chapters 2D and 2E) each end with a series of photographs and images illustrating major school building trends in Maryland.

[1] Properties mapped include those with "school" in the name from the Maryland Historic Trust's Maryland Inventory of Historic Properties shapefile layer, last shared publicly July 25, 2020 (n=879). The map includes both public and private schools and excludes schools documented or designated after July 25, 2020. The intent of the map is to illustrate the prevalence and general geographic distribution of schools based on readily available data rather than to present an accurate accounting of public schools documented to date.

[2] The map and table were compiled by searching Medusa for "school" in the property name field and filtering by those properties recorded as listed in or determined eligible or the NRHP. Information was extracted from Medusa records to the extent possible; not all records had complete data.

Chapter 2F describes the most common architectural styles for school buildings in Maryland, with illustrative images. Chapter 2G is a brief overview of Maryland's school architects, focusing on those that represent diverse identities and those working in the post–World War II years. Chapter 3 describes the list of potential schools for future projects. Chapter 4 contains quick reference evaluation guides that preservation professionals can use to evaluate school buildings within the framework of the NRHP. The guides are arranged topically with major themes and subthemes under which a Maryland school is expected to be eligible for the NRHP, individually or as part of a historic district. The report concludes with recommendations for future work in Chapter 5, followed by references cited and an appendix.

2. HISTORIC CONTEXT

Fort Hill High School, Cumberland, Allegany County
Western Maryland Historical Library, n.d.

A. EARLY PUBLIC SCHOOL BUILDINGS, PRE-1915

SUMMARY OF NATIONAL TRENDS

PRE–CIVIL WAR

Before the nineteenth century, education in the United States, as in Europe, was usually private. Most children were educated in their homes, and formal schooling was reserved for the wealthy or institutionalized populations. The evolution of philosophical ideas around education that developed during the Age of Enlightenment, particularly associated with the introduction of democratic societies in America and France, became the foundation for the earliest public education system in the United States.

Nineteenth-century schools were organized by townships or, in rural areas, established by county or local governments. Education, as a result, was highly decentralized, and local decision-makers determined details about the curriculum, teachers, and resources. "Common schools" were typical in rural areas and were frequently characterized by a wood-frame, one-room schoolhouse where children from ages 6 to 15 would share a single teacher for basic reading, writing, and arithmetic lessons.[3]

School was not compulsory in the United States before the late nineteenth century because children played an active role in the labor force in both rural and urban areas. However, education was important to Americans;

[3] Hille, *Modern Schools: A Century of Design for Education*.

primary school enrollment was among the highest in the world's wealthiest nations, and literacy was common among free Americans. Unlike in Europe, nineteenth-century American primary schools were publicly funded and open to children regardless of age, sex, or economic status.

Yet the system failed one population—that of Black men, women, and children, enslaved and free. This was particularly severe in many southern states, which passed mid-nineteenth-century laws prohibiting teaching enslaved persons to read.[4] In the northern colonies and states, the free Black African Methodist Episcopal Church and white-led abolitionist groups, missionary societies, and some religions supported educational opportunities for Black pupils and held Sunday schools and other meetings where a limited number of children and adults gathered for instruction.[5] An 1849 U.S. Supreme Court decision prohibited Black students from attending schools that were serving only white students and fomented the separate-but-equal jurisprudence that epitomized institutional racism for more than 100 years. At best, access to education for impoverished and marginalized free Black children remained extremely limited. Their families could not afford the associated costs, and hostile actions by white people imperiled the operation of schools for Black pupils during the antebellum era.[6]

A few nineteenth century schools focused on unique student populations: the blind and the deaf. Two New England states, Massachusetts and Connecticut were early pioneers of education for these students. The American Asylum for the Deaf was opened in Hartford in 1817, with Thomas Hopkins Gallaudet as its first superintendent, with a combination of private and state funding. The Massachusetts legislature voted to fund the first American school for the blind in 1829; the school became known as the Perkins Institute for the Blind and its first superintendent, Samuel Gridley Howe, was a social reformer that championed the cause of education for the blind as well as reform in many other aspects of society.[7]

As the population of the United States grew in the early nineteenth century, new teaching methods and larger spaces were needed to accommodate increasingly large groups of students, particularly in urban schools. British school models with large, rectangular, massed plans, such as those developed by innovators Joseph Lancaster, Andrew Bell, Samuel Wilderspin, and David Stow, were replicated in the United States.[8] In Lancaster's system, disseminated in 1811 in his *Hints and Directions for Building, Fitting Up, and Arranging School Rooms on the British System of Education*, primary students were seated along benches with parallel long desks facing the teacher in large classrooms (Figure 1). More-advanced students acted as secondary instructors or monitors.[9] Samuel Wilderspin advocated for the "infant school system," which provided schools for children ages 4 to 7; introduced the idea of the "classroom," a smaller, separate space off a main room for individual class levels that separated younger and older students; and promoted the concept of playgrounds.[10] One of the earliest American schools with classrooms was Boston's 1848 Quincy Grammar School, which served the city's immigrant Chinese population (Figure 1). It was 4 stories tall with 12 classrooms; each classroom was designed for 56 students. Students at the Quincy Grammar School were separated by grade based on age and followed a graduated curriculum. School furniture was the same

[4] Goldin, "A Brief History of Education in the United States."
[5] Gregory, "The Education of Blacks in Maryland: An Historical Survey," i–ii.
[6] Gregory, 102.
[7] Nordstrom, "The History of the Education of the Blind and Deaf."
[8] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[9] Hammad, "The Impact of Philosophical and Educational Theories on School Architecture: The British and American Experience 1820–1970."
[10] Hammad.

for the one-room schoolhouse and the larger massed plan urban school building, and consisted of individual desks in rows, typically bolted to the floor.[11]

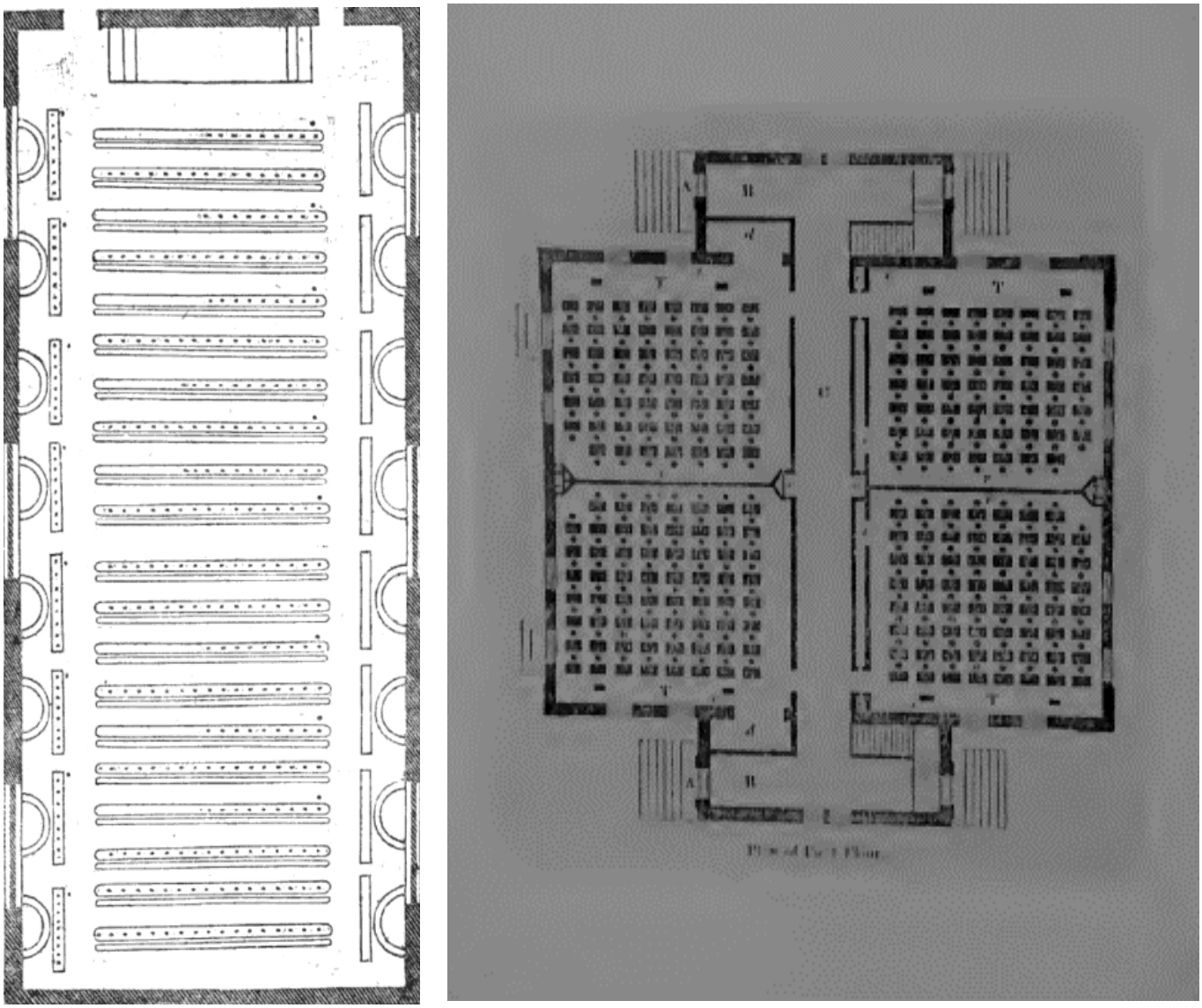


Figure 1. The Lancasterian classroom plan at left and the 1848 Quincy School floor plan at right.[12]

While primary school education—the present-day equivalent of 1st to 8th grade—was widely available and publicly funded in the early nineteenth century in the United States, secondary schools were less common and remained mostly private and, therefore, were primarily accessible only by upper-middle-class and upper-class children. The architecture of secondary schools reflected the higher social status of their pupils, and stylistic choices for these buildings were usually contemporaneously popular styles.

[11] Hille, *Modern Schools: A Century of Design for Education*, 14.

[12] Lancaster, *The Lancasterian System of Education, with Improvements*, 30; Barnard, *School Architecture; or Contributions to the Improvements of School-Houses in the United States*, 214.

POST–CIVIL WAR

Changes to education in the latter part of the nineteenth century paralleled colossal societal shifts. One immediate concern of some educators in the aftermath of the Civil War was the education of Black children. Various organizations that advocated for freedmen established schools for Black children.[13] The newly established Bureau of Refugees, Freedmen and Abandoned Lands, widely known as the Freedmen's Bureau, concentrated on education and civil rights in the more-northern slave states, like Maryland, where postwar conditions were less catastrophic than those in the Deep South. The bureau coordinated with civic and philanthropic organizations to rent churches, auditoriums, or suitable houses; to buy buildings; or to construct new school buildings.[14] When Congress abruptly abandoned the bureau in 1872, furthering education for Black children became the unwritten responsibility of local and state jurisdictions. The first public school systems for Black children launched in urban centers where Black business and religious leaders supported expanded educational opportunities.[15] A few Deep South states had integrated or "mixed" schools in the postbellum era, but these were unusual and disbanded before Reconstruction ended.[16] Schools for Black pupils, even those achieving high rates of attendance, were treated as inferior to their white counterparts and received less funding for all operational components. Their buildings, often rented instead of owned by a school system, were seldom improved and were often meagerly furnished. Their teachers had few, and sometimes no, books or supplies for instruction.[17]

Post–Civil War America was also characterized by a rise in industrialism, which spurred new immigration and the rapid urbanization of American cities.[18] Many nineteenth-century welfare reforms were reactions to perceived societal ills accompanying industrialization, urbanization, and immigration. Reforms that addressed the well-being of children criticized child labor, increased emphasis on their health and hygiene, and focused on the importance of public education. Near the end of the nineteenth century, when the Progressive Movement tackled education, the emphasis turned to experiential learning rather than memorization, with John Dewey as its champion in the United States. Educator Horace Mann introduced the "8-4 system" of education, based on the German method, which consisted of 8 years of primary school and 4 years of high school.[19]

One result of welfare reforms affected American children: the enaction of compulsory education laws. When the welfare reforms were established, most Americans were already sending their children to primary school and common schools were everywhere in the nation; compulsory education laws were enacted particularly for the children of immigrants. One goal of education was assimilation—encouraging new citizens to learn the English language and American values.[20] Most compulsory education laws derived from federal and state jurisdictions after the federal Bureau of Education was formed in 1867 and states established their own boards or offices of education. However, decisions about school governance and curricula remained local and highly decentralized.[21]

[13] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 140–42.
[14] Gregory, 148–49.
[15] Gregory, 208.
[16] Gregory, 173.
[17] Gregory, 207–13.
[18] Gyure, "The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880–1920."
[19] Hille, *Modern Schools: A Century of Design for Education*.
[20] Hille.
[21] Goldin, "A Brief History of Education in the United States."

From the last quarter of the nineteenth through the first decades of the twentieth century, the leaders of churches that primarily served Black people, Black-sponsored newspapers, and national organizations focused on issues Black people faced sought school reforms. Lobbying encouraged incorporating more-diverse curricula, like music and physical education; adding primary grades to the limited grammar levels; introducing a partially or fully Black faculty, instead of all-white staff; and physical improvements to school buildings that "…were not fit for human habitation."[22] The National Education Agency espoused and promoted a pedagogy of manual industrial and technical training for Black students, which the organization considered more practical than the common classical curriculum.[23]

The development of secondary schools, or high schools, was a major trend in education in the late nineteenth century. Schools experienced increased enrollment and offered broader curricula, since child labor laws, compulsory education laws, and urban population increases drove demand. High schools often shared a building with the primary school. As the population grew, separate secondary schools became more common in urban areas, and between 1890 and 1920, the number of public high schools nationwide climbed from approximately 2,500 to more than 14,000.[24]

Because decisions related to design and construction of schools were still made at the local level at the end of the nineteenth century, there was little standardization and consistency in school design. Architectural styles varied from vernacular interpretations to those reminiscent of popular domestic styles. Organizational approaches to space ranged from the common one-room schoolhouse to the classroom system. In the latter half of the nineteenth century, most school buildings including new secondary schools, were larger to accommodate growing student populations but did not have innovative designs.[25] Urban schools were typically brick boxes with classrooms of equal sizes arranged on both sides of double-loaded corridors, organized in multiple blocks on one or two floors, with minimal architectural treatment.[26] Since windows were the only or main sources of light and air circulation, classrooms had exaggerated-height exterior rooflines and lofty interior ceilings to accommodate tall bands of fenestration. Exterior walls sometimes had large blank expanses of windowless wall to avoid cross lighting in classrooms.[27]

Toward the end of the nineteenth century, a focus on optimal school design began to emerge. Architects specializing in school design became common in larger cities. Architectural styles were often Classical Revival designs that represented civic pride associated with education. The influence of education reformers resulted in programmed spaces designed for specialized instruction. New designs improved mechanical systems for lighting, ventilation, and fire safety. Fireproof materials, like stone, brick, and (later) concrete began to be commonly used in school construction. An early example of an innovative school is the 1877 Boston Latin and English High School. It was constructed under the tenure of John Philbrick, previously the principal of the Quincy Grammar School and then the superintendent of Boston schools. Influenced by the Quincy Plan and Austrian and German schools, the school had classrooms surrounding an open court, a top-floor auditorium, and programmed spaces for specific activities,

[22] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 213–19.
[23] Gregory, 240.
[24] Gyure, "The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880–1920."
[25] Gyure.
[26] Hille, *Modern Schools: A Century of Design for Education*.
[27] Hille.

including science laboratories and a gymnasium.[28] Another inventive design was the 1869 Newton Primary School in Philadelphia, which had a large schoolroom or assembly hall with partitions that could be divided into six individual classrooms (Figure 2). More schools designed with specialized programming, such as outdoor playgrounds, libraries, gymnasiums (frequently in the basement), and assembly halls on upper floors, mimicked the Quincy Grammar School, the Boston Latin and English High School, and the Newton Primary School. Others were based on patterns in books such as *School Architecture: Being Practical Remarks on the Planning, Designing, Building, and Furnishing of School Houses* by Edward Robert Robson in 1874. These school designs would become influential in the following decades, and by the first decade of the twentieth century, schoolhouse architecture was transformed into a style that began to resemble the more-familiar school plant.

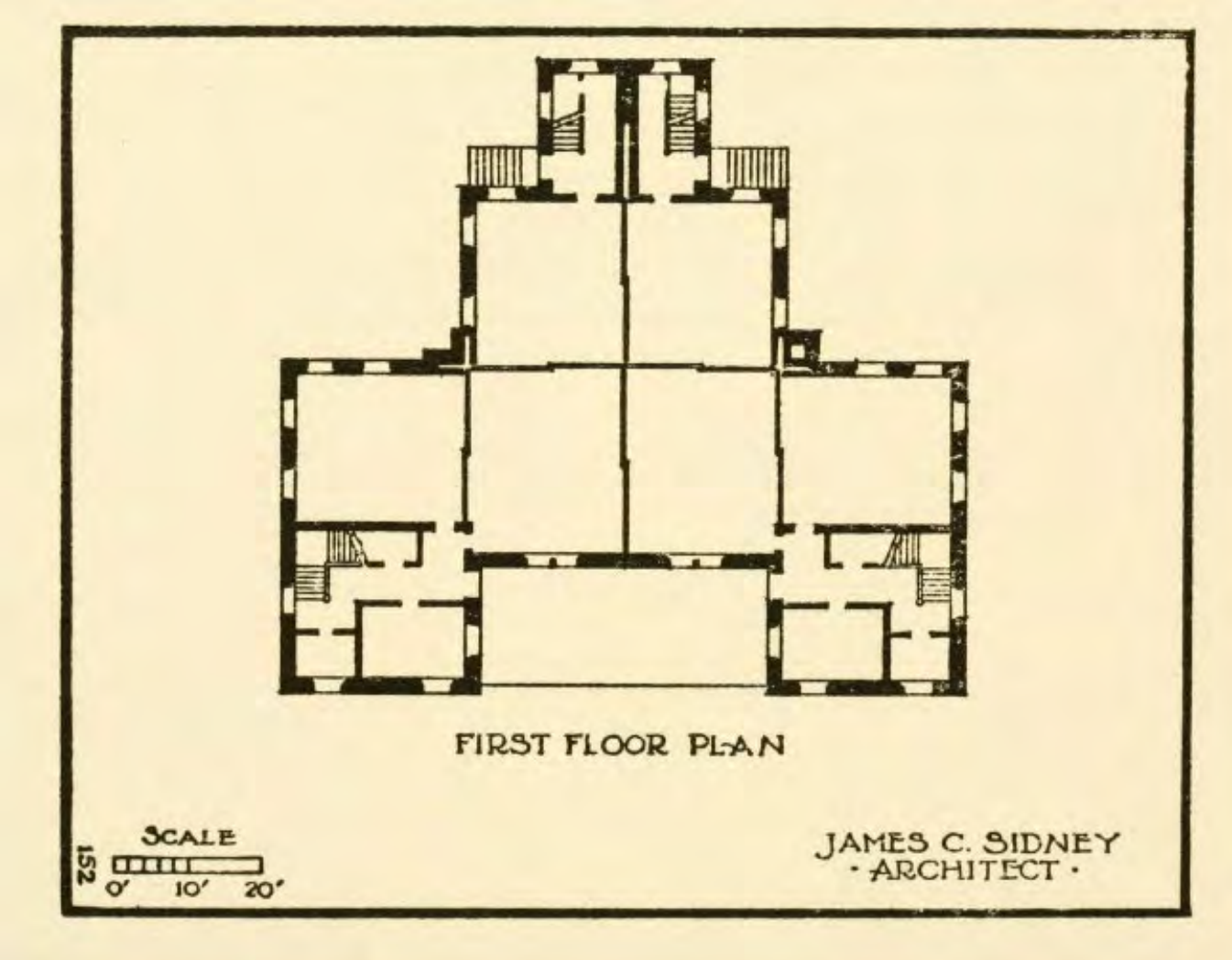


Figure 2. Floor plan of 1869 Newton Primary School in Philadelphia.[29]

[28] Gyure, "The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880–1920."

[29] Edmunds, *The Public School Buildings of the City of Philadelphia from 1853 to 1867*, 152.

MARYLAND

ESTABLISHMENT OF THE PUBLIC SCHOOL SYSTEM

The State of Maryland was slow to develop a free public education system, and there were many failed attempts to create and fund a system before one was fully realized. Maryland's earliest schools were private and parochial academies for primarily wealthy, white, male students.[30] In 1825, in response to public pressure, the General Assembly passed legislation establishing a state public school system with a state superintendent overseeing locally administered educational standards. The law went into effect where voters approved it and, though 13 counties and Baltimore City elected to participate, the system failed in part because of insufficient funds.[31] The exception was in Baltimore City, where local leaders established a public school system.

Three public schools opened in Baltimore City in 1826 in rented facilities, and in 1830 the city's first purpose-built public school building, Male School No. 3, was constructed. Local architect William F. Small designed the one-story building in the Greek Revival style. Reflecting Lancasterian principles of economical and efficient teaching, the building had a single large classroom with seating for many students of different ages.[32] Additional schools were constructed, including buildings with separate spaces for girls and high schools. Classroom design shifted from the Lancasterian system toward smaller classes led by individual teachers.[33] Because Baltimore City's early public schools proved too far away for many students to attend, in 1838 the city began to construct smaller, more widely distributed school buildings. By the mid-1860s, the city had 88 schools, 40 of which were in new buildings and the rest in rented facilities. More than 18,000 students were enrolled; however, Black children were excluded from attending.[34]

Unlike many states, Maryland had no laws that prevented enslaved or free Black children from public school admittance in the post-Revolutionary and antebellum periods; instead, entrenched cultural conventions prohibited these thousands of youngsters from annual school attendance.[35] By 1850, free Black people comprised 13 percent and enslaved people comprised 16 percent of Maryland's total population.[36] That year, of several thousand free Black school-age children in Maryland, only a small proportion attended church-sponsored schools compared with the substantial number of white children enrolled in public schools.[37] As abolition and proslavery entities fought throughout the prologue to and during the Civil War, enrollment for white children continued to climb, but that of free Black children fell.[38]

Elsewhere in Maryland, the public education system was poorly developed and, in some cases, non-existent through the late nineteenth century. Initial attempts to broadly advance education came after the 1864 state constitution established a free public school system funded through taxation.[39] The following year the legislature created the

[30] Crewe, *No Backward Step Was Taken: Highlights in the History of the Public Elementary Schools of Baltimore County*, 1.
[31] Crewe, 2.
[32] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 1–5.
[33] Kurtze and Miller, 6.
[34] Kurtze and Miller, 17.
[35] U.S. Census Bureau Administration and Customer Services Division, "U.S. Census Bureau Publications, Census of Population and Housing."
[36] U.S. Census Bureau Administration and Customer Services Division.
[37] U.S. Census Bureau Administration and Customer Services Division.
[38] U.S. Census Bureau Administration and Customer Services Division.
[39] Maryland Manual On-Line, "State Department of Education: Origin."

State Board of Education, and the governor appointed county school commissioners who were tasked with creating at least one primary school in each election district and at least one secondary school in each county.[40] In 1872, a new state law mandated that each election district have at least one school for Black children. The first purpose-built school for Black pupils opened in Baltimore City in 1874, Colored Grammar School No. 1.[41] The state's financial aid to schools was limited to expenses like staffing, books, and other costs of instruction, and not construction costs, so despite state requirements, schools developed unevenly and inequitably, but especially those for Black pupils. County school systems lagged far behind Baltimore City for at least two reasons. County leaders were not convinced that setting up school systems in farming communities was beneficial. Second, local development of schools for Black children trailed the development of schools for white children.[42] Despite these remarkably limited efforts, in 1870 the number of Black children in Maryland attending school had increased by 466 percent from the previous prewar decennial, accounting for almost 14 percent of this population. Even this increase, however, left the remaining 48,545 Black children (86 percent of Black children), unschooled.[43]

Blatant disparities were obvious. For instance, Baltimore City had high schools for white students in the early 1800s and a high school for Black students in 1888, whereas in Montgomery County, rural at the time, the first high school for white students opened in 1892 and the first high school for Black students opened in 1927. Rural facilities were much more modest than urban schools. Schools for Black children were often established in structures that had previously served as schools for white students but had subsequently been deemed insufficient for white students and abandoned.[44] Lobbying encouraged incorporating more-diverse curricula into schools for Black pupils, like music and physical education; adding primary grades to the limited grammar levels; introducing a partially or fully Black faculty, instead of all-white staff; and physical improvements to dilapidated school buildings.[45] Without mandatory schooling, enrollment figures were dismal statewide, particularly for Black children; in 1880, 63 percent of white school-age children in Maryland attended school and, although it marked an overall increase, only 46 percent of Black children were enrolled.[46] By 1890, about 41 percent more children of both races were attending school in Maryland and were taught by 4,848 white and 513 Black teachers. That year, most of the state's counties had at least 1,000 Black students each; anomalies were in the late-founded Garrett County in Western Maryland, which had only 32 Black pupils, and the heavily populated Baltimore City, which had 9,298 Black pupils.[47]

Specialized schools for blind and deaf children were introduced in Maryland in the mid-nineteenth century. The Maryland School for the Blind was established in 1853 and funded by the Maryland General Assembly (Figure 3). Superintendent Frederick Douglas Morrison also founded the Maryland School for the Colored Blind and Deaf in 1872.[48] Maryland's first public school for deaf children was founded as the Maryland School for the Deaf in Frederick

[40] Darsie and Bird, "Hampstead School," 8:2.
[41] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 213; Kelly, Places from the Past: The Tradition of Gardez Bien in Montgomery County, Maryland, 24.
[42] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 259–62; Maryland Task Force to Examine the School Construction Program, "1985 Report of the Task Force to Examine the School Construction Program," 3.
[43] U.S. Census Bureau Administration and Customer Services Division, "U.S. Census Bureau Publications, Census of Population and Housing."
[44] Buglass, "Teaching Yet Today: A Century of One- and Two-Room Schools," 3, 6; Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 32.
[45] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 213–19.
[46] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission," 83.
[47] U.S. Census Bureau Administration and Customer Services Division, "U.S. Census Bureau Publications, Census of Population and Housing."
[48] Runnings, "Maryland School for the Blind."

in 1868 (Figure 4). The school initially repurposed Revolutionary War–era stone buildings that had served as a prison for German mercenary soldiers who fought for the British, known as the "Hessian Barracks" (Figure 5). Later, one of the buildings was torn down and its materials used to erect a second school building and other buildings were added to the campus.[49] These specialized schools expanded their programs and facilities through the late nineteenth and early twentieth centuries.

Figure 3. Early twentieth century Newcomer Hall at Maryland School for the Blind (Baltimore County), designed by architect Joseph Evans Sperry.[50]

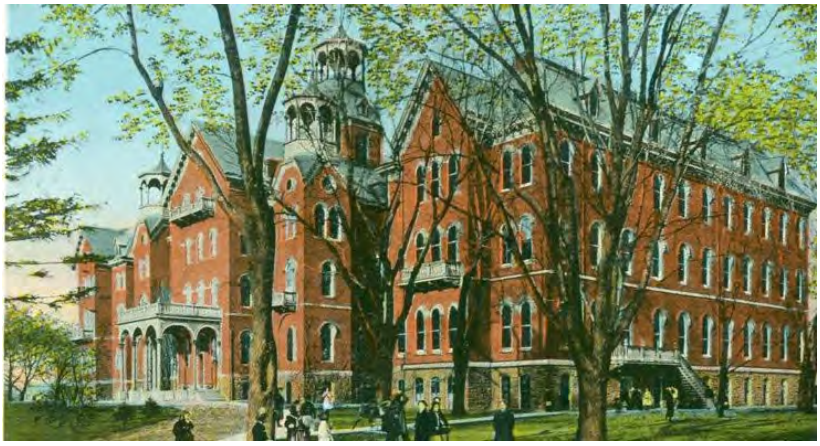


Figure 4. Maryland School for the Deaf (Frederick County).[51]

Figure 5. The extant Hessian Barracks building at the Maryland School for the Deaf (Frederick County).[52]

[49] Gannon, *Deaf Heritage: A Narrative History of Deaf America*.
[50] Evergreene Architectural Arts, "Newcomer Hall: Maryland School for the Blind, Baltimore."
[51] Dellinger and Dodd, "Maryland School for the Deaf —'A Sanctuary for Language'—Celebrates 150 Years of Progressive Education."
[52] Acroterion, "Hessian Barracks, Maryland."

In the last quarter of the nineteenth century, industrialization led to rapid population growth, rising school enrollment, severely crowded classrooms, and hastily built schools in Baltimore City.[53] Many were constructed in dense areas on small lots with limited ventilation, light, and play space.[54] To expedite construction, except for high-profile buildings like two high schools for girls—the first public high school buildings for girls in the country—most new schools up until 1895 were designed by the Office of the Building Inspector, rather than professional architects (Figure 6). These schools had plans and interiors based on an 1868 design by architect John J. Husband.[55] Specialized schools opened for the city's large immigrant populations, and manual training schools were created to develop the local workforce.[56] Rented facilities in basements, warehouses, commercial buildings, and houses continued to be necessary as supplemental education facilities failed to alleviate overcrowding in urban schools.

Figure 6. Noted architect Colonel R. Snowden Andrews designed the 1870 Eastern Female High School in Baltimore City. In 1850, Baltimore became the first city in the country to establish public high schools for girls: Eastern Female High School and Western Female High School. Permanent facilities that prominent architects designed were constructed in 1870.[57]

Radical changes in Baltimore City took place under the leadership of James H. Van Sickle. During his 1900 to 1911 tenure as school superintendent, he endeavored to overhaul and improve the city's disordered school system by applying modern educational philosophies. Van Sickle elevated professional standards for teachers and principals,

[53] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 19.
[54] Kurtze and Miller, 36.
[55] Kurtze and Miller, 20–22.
[56] Kurtze and Miller, 18.
[57] Sibley, Eastern Female High School.

introduced a progressive curriculum, and initiated a building campaign to eliminate substandard and rented school facilities. The city's preeminent architects designed new schools as monuments to learning with more-complex interiors in response to enhanced programming and greater consideration for health and safety concerns, like lighting and ventilation.[58] After politicians who opposed his progressive ideals ousted Van Sickle, Baltimore City returned to standardized school designs, particularly for elementary schools; schools were economically built without architect oversight (Figure 7). Nevertheless, Van Sickle laid the foundation for the state's progressive education movement, which would be more widely adopted in the early twentieth century.[59]

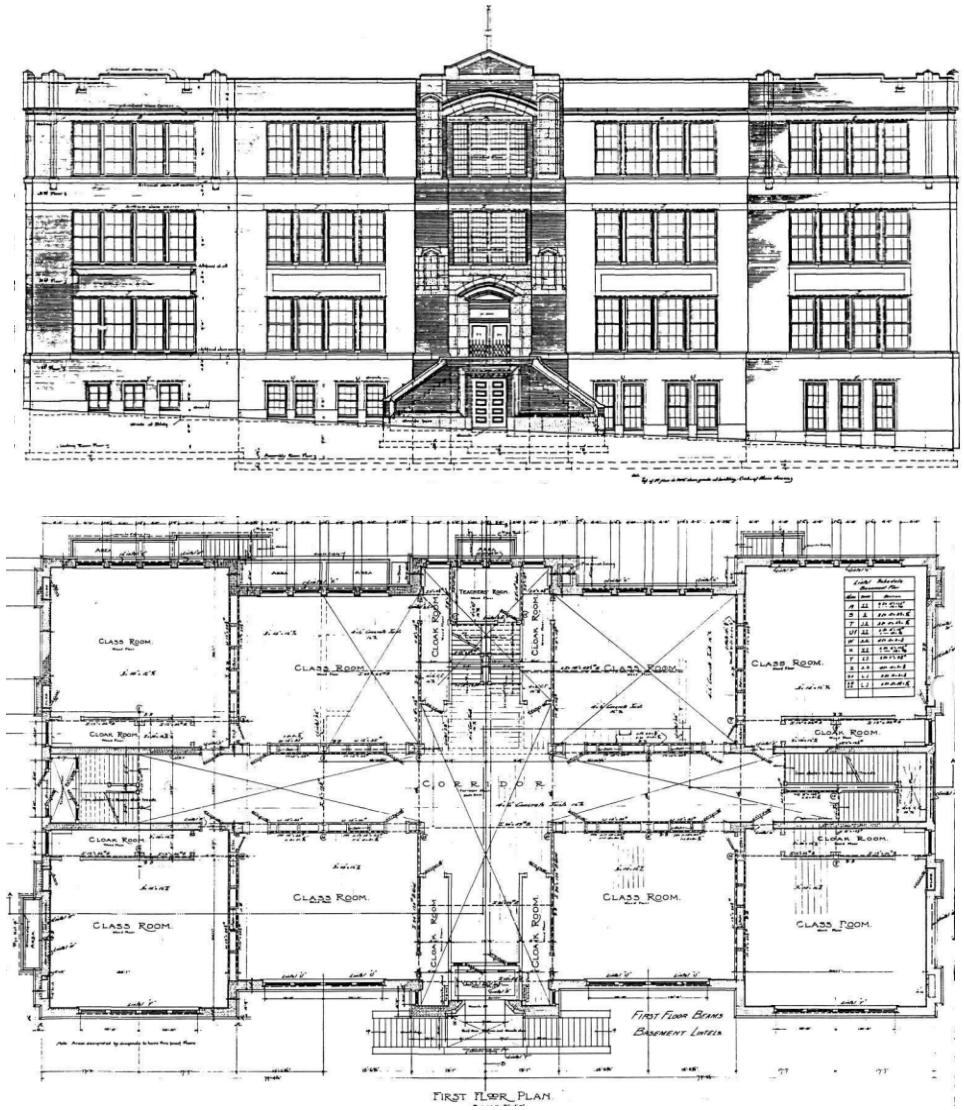


Figure 7. The front façade (top) and first floor plan (bottom) for Commodore John Rodgers Elementary School, built according to a standard plan that the City of Baltimore's Inspector of Buildings designed. To save money on architect's fees, when this school was built in 1913, the City reused and adapted plans from earlier architect-designed schools and built them without architect oversight, a trend that troubled professional architects.[60]

[58] Russell, "School No. 27, Commodore John Rodgers Elementary School," 8:5.
[59] Board of School Commissioners, "James H. Van Sickle."
[60] Stubbs, School No. 27, Commodore John Rodgers Elementary School.

It was well into the twentieth century before a thorough education system developed statewide, but inequities persisted in the availability of curricula and the quality of school buildings, particularly for Black children and rural white children. The 1910 census ranked Maryland 31st among the union's 46 states for literacy, highlighting its educational failures.[61] Though enrollments steadily increased for white and Black children, only 73 percent of the state's school-age children were enrolled in 1914.[62]

A 1913 survey of schools in Montgomery County illustrated conditions outside Baltimore City. Of the county's schools that served white students, 52 were one-room, one-teacher schoolhouses; 17 were two-room schoolhouses (Figure 8); and 7 were high schools. Most, 70 in total, were of wood-frame construction and the remainder were brick or stone.[64] The county had 30 schools for Black children, all of which were elementary schools with six or fewer grades. Ninety-three percent of schools for Black pupils were one-room, one-teacher schoolhouses; in comparison, 68 percent of schools for white pupils were one-room, one-teacher schoolhouses. Five schools for Black pupils were in rented facilities. Schools for Black students were of wood-frame construction, and most had been schools for white students before better facilities were constructed for the white children. Most schools for Black children were in dilapidated condition and had inadequate supplies, such as the 16 schools where pupils outnumbered seats.[65] As educational leaders increasingly understood the impact of school conditions on the ability to learn, the survey authors criticized the county's schools, stating, "They appear to have been built with one idea in mind, that of providing seating accommodations for a given number of pupils. Little attention was paid to the questions of proper lighting, heating, and ventilation, three considerations of prime importance."[66] These ideas, the reform trends Superintendent Van Sickle introduced in Baltimore City, and increased awareness of the dismal state of education across the state, set the stage for the progressive education movement to succeed in Maryland in the late 1910s and 1920s.

Figure 8. The 1882 Yarrowsburg School in Washington County is a typical two-room, wood-frame schoolhouse. The building had capacity for 60 students in grades one to six, outdoor toilets, and a coal stove for heat.[63]

[61] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission," xi.
[62] Flexner and Bachman, 82.
[63] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."
[64] Morse, Eastman, and Monahan, "An Educational Survey of a Suburban and Rural County: Montgomery County, Maryland," 24–26.
[65] Morse, Eastman, and Monahan, 40–41.
[66] Kelly, *Places from the Past: The Tradition of Gardez Bien in Montgomery County, Maryland*, 24; Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 21; Morse, Eastman, and Monahan, "An Educational Survey of a Suburban and Rural County: Montgomery County, Maryland," 27; Splain, "Howard Park, Public School No. 218," 8–2.

CHARACTERISTICS OF SCHOOLS

Schools built before 1915 in Maryland ranged from styled buildings designed by esteemed Baltimore City architects to modest vernacular one- or two-room schoolhouses. Some were built according to standard plans with little or no modifications, and some had the same interior arrangement, but the façade treatment varied. Rural schools were usually small, simple buildings. One- and two-room schoolhouses built before 1915 in rural locations reflected national trends. Most were wood-frame buildings that had a diminutive domestic-like scale (Figure 9). Masonry—brick, but especially stone exteriors—was less common (Figure 10). High schools or combined elementary and high school buildings could be two stories tall, some of which modestly referenced architectural trends of the era, but they were rarely designed by an architect (Figure 11).

In Baltimore City, pre-1915 school buildings were often clad in brick and reflective of broader architectural trends, such as Greek Revival, Romanesque, Queen Anne, Colonial Revival, Italian Renaissance Revival, Georgian, Italianate, and Gothic Revival styles (Figure 12 and Figure 13). Buildings based on model school plans had less-sophisticated compositions that referenced these styles. High schools were larger, more architecturally elaborate buildings than elementary schools and were more often designed by an architect. Elementary schools evolved from one-story buildings with basements to two-story buildings after the Civil War, and by the turn of the century, most were three stories tall. Primary and grammar schools for boys or girls were grouped in the city during this era, but floor levels or wings, each with its own exterior entrance, separated male and female students. When it opened in 1888, Colored High and Grammar School was the only Baltimore City school that did not divide genders. It was also one of the largest school buildings in the city with 24 classrooms and a 1,000-student capacity.

A set of building standards created for Baltimore City schools in 1903, revised in 1908 and again in 1913, established homogenous classroom dimensions and layouts. These criteria called for a principal's office, teachers' rooms, janitorial and cooking facilities, and a library, play space, and assembly hall. Wide and fireproof stairs, heating, ventilation, and indoor lavatories were included in the health and safety standards.[67] Plans for schools in outlying areas of the city where large lots could be purchased incorporated playgrounds and room for expansion, and attractive landscapes became important to the design; in contrast, school buildings in densely developed older areas had only rooftop playgrounds.[68] Reflecting national trends, schools were designed as multiple-purpose buildings that could be used as community centers after school hours, with features like assembly halls and lavatories with showers that could have limited exterior access.

[67] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 56–59.
[68] Kurtze and Miller, 61–62.

Figure 9. This two-room, wood-frame school was built for Black children in an unknown location in Maryland. In use in the 1910s, the school and its bare grounds stand as a stark contrast to the sturdy, landscaped 1909 Greensburg School in Figure 10.[69]

Figure 10. The 1909 Greensburg School in Washington County, a Colonial Revival–style brick building with a slate roof, had three classrooms for 90 students in grades one to six and a kitchen. Washington County reused and adapted this plan and exterior treatment for several schools built there from the 1910s through the 1930s.[70]

Figure 11. Clarksville High School in Howard County was built in 1914 to consolidate smaller rural schools. Though it was a new and spacious improvement to one- and two-room schoolhouses, this building, and others like it in Maryland, were not built according to national standards for school buildings and lacked qualities like sufficient lighting, ventilation, or sanitation.[71]

[69] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission."
[70] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."
[71] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission."

Figure 12. The 1877 Henry Highland Garnet Elementary School, a Colonial Revival–style building, was sited within a dense, urban setting in the Upton neighborhood of Baltimore City.[72]

Figure 13. The 1911 Waverly School was an imposing four-story Renaissance Revival–style building sited with ample play space in the Waverly neighborhood of Baltimore City.[73]

[72] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.
[73] City of Baltimore, Department of Education, Bureau of Research.

B. PROGRESSIVE EDUCATION MOVEMENT, 1915–1929

SUMMARY OF NATIONAL TRENDS

THE PROGRESSIVE EDUCATION MOVEMENT

The progressive education movement, with late-nineteenth-century urban roots, began its greatest period of influence around 1915. The movement was based on the work of advocates John Dewey, Francis Parker, and William Kilpatrick.[74] Dewey actively disseminated ideas about education, especially in his book *Democracy and Education* and his articles and lectures. Dewey, Kilpatrick, and others established experimental schools in the late nineteenth and early twentieth centuries and in 1919, with strong ties to Maryland, the Progressive Education Association was founded. Conceived as part of the larger Progressive Movement, its basic principle was the democratization of education. This child-centered movement promoted participatory, rather than passive, learning, and supported individual student abilities in place of factory-like rote learning. It fostered public investment in secondary education and expanded the role of schools to include serving adult learners and providing special services for people who were deaf and blind, among other marginalized groups.[75]

REFORMS IN THE 1910s

Several Progressive Era reforms took place in the 1910s that changed the landscape of education in the United States. At the federal and state level, reformatory laws allowed for the funding and growth of vocational programs, made school compulsory for teenagers, and resulted in greater enrollment of working class, rural, and nonwhite students. States contributed to the high school movement by passing free tuition laws requiring districts without high schools to pay tuition for students who traveled to other districts to attend secondary classes, removing the financial burden from families. Junior high schools also developed in the early twentieth century. The 8-4 system that divided schools into eight years of elementary school and four years of high school was converted to a "6-3-3 system," which consisted of six years of elementary school, three years of junior high school, and three years of senior high school. High school enrollment increased from the late nineteenth to the early twentieth century by more than 900 percent.[76] As a result, existing school buildings and facilities were insufficient to support the rising enrollment.

STANDARDIZED AND IMPROVED SCHOOL BUILDINGS AND CAMPUSES

CA. 1915–EARLY 1920S

Realization of the progressive education movement's philosophical ideas took decades to be actualized in design and construction of schools. From about 1915 through the early 1920s, standardization finally took hold as new schools were constructed under the purview of professional organizations. Building designs incorporated sanitation, comfort, safety, and health. Window size and placement were important considerations for optimal lighting and cross ventilation for fresh air. Classrooms were larger, some spaces were segregated by sex, and more

[74] Hille, *Modern Schools: A Century of Design for Education*.
[75] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[76] Gyure, "The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880–1920."

spaces were added for physical education, because progressive educators believed exercise and sport would uplift students' health and values.[77] Athletics programs for youth in the United States date to the late nineteenth century, but they were not part of standard school curriculum until around 1900, when physical education was incorporated more commonly as part of the developing progressive education movement. As the use of the school facilities extended to the larger community, auditoriums were relocated to the first level, improving public access, and outdoor spaces were designed with communal use in mind. With little emphasis on site or campus design, school grounds generally did not have sports fields during this period. Moveable furniture became more common in classrooms.[78] The ideal school building was only one-story tall, particularly elementary schools, but could be two to three stories in height to accommodate larger student populations. Urban schools were of monumental scale with a symmetrical design and massed floor plans that organized classrooms around a central space. Popular classically inspired architectural styles of the era were used for school designs and represented an investment in the expression of community pride.[79] The most prominent attribute of school buildings was the fenestration pattern. Despite these broad changes in school architecture, rural schools during this period were often one-room schoolhouses, and some urban schools similarly followed older patterns and styles.

1920S–GREAT DEPRESSION

Architectural programming for schools in the first quarter of the twentieth century culminated in 1921 with John J. Donovan's seminal *School Architecture: Principles and Practices*, which became a standard reference for architects from the date of publication through the mid-twentieth century. This book prompted a shift away from classically inspired designs and replaced them with Colonial Revival and other period-revival and eclectic styles, with some regional variations. Buildings were smaller than the massed designs common to previous decades. Generally designed for potential expansion and optimal lighting and ventilation, floor plans commonly formed L, T, H, and U shapes and incorporated courtyards and other outdoor areas to take advantage of open spaces.[80] Emphasis was placed on the overall campus, site planning, and landscape design, and setbacks from roadways were used to safely buffer students from vehicular traffic. Campuses from this period more commonly had architectural entrances, formal driveways, playing fields, and other designed site improvements.[81] With the more-spacious plans and programming for future expansion, these schools required greater area and were frequently sited on large, previously unimproved lots in newly developed neighborhoods. In urban areas, these schools were on the outskirts of cities. The neighborhood unit concept that Clarence Perry pioneered during this period situated schools centrally within neighborhoods so that students' homes were within walking distance. Schools constructed in the 1920s had tall ceilings and windows (the latter typically occupied 40 to 50 percent of exterior classroom walls) and had characteristic repetitive bays of windows. High schools were frequently larger and were built on large lots or consisted of multiple-story buildings.

Continued segregation practices stemmed from the 1896 U.S. Supreme Court decision *Plessy v. Ferguson*, which legalized racial separation in all facets of American life without adequate attention to the "but equal" provision that the judiciary emphasized in its ruling. Systemic racism, repeatedly upheld and hardened by *de jure* decrees on

[77] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014; Pruter, *The Rise of American High School Sports and the Search for Control: 1880–1930*, 45.
[78] Gyure, "The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880–1920."
[79] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[80] Sapphos Environmental, Inc.
[81] Sapphos Environmental, Inc., 9.

segregated housing and public accommodations, created barriers that impeded efforts to improve conditions for Black school children; as a result, conditions for children of different races were deeply unequal. However, educational opportunities began to improve for some Black students during World War I and continued to improve through the 1920s when millionaire businessman and philanthropist Julius Rosenwald (1862–1932), inspired by Booker T. Washington's encouragement and devotion to racial uplift, created his eponymous foundation to build schools for Black students. During the 15-year period that began in 1917, the Rosenwald Fund contributed more than $4 million toward construction of 5,000 new schools, shop buildings, and teacherages that local Black communities built and for Black students in 15 southern states. The fund donated seed money that required both matching local tax income and cash or in-kind contributions from the Black community.[82] The Great Migration of Black Americans from the rural south to industrial cities during this period resulted in increased enrollment of Black pupils in urban primary and secondary schools after 1920.

MARYLAND

SETTING THE STAGE FOR REFORM

In the mid-1910s, Maryland school leaders continued to attempt development of a thorough, efficient, and equitable system of education. Around the state, small schools closed to consolidate into larger, better-equipped schools, and more high schools were constructed.[83] The county school systems developed slowly, and widely varying differences in school opportunities and building quality existed between Baltimore City and the counties' schools, and between schools for white and Black children.[84]

Studies that sharply criticized Maryland's school system conditions became the impetus for major reforms that transformed the nature and appearance of schools. A 1913 study of the American school system ranked Maryland's schools as 36th in "general efficiency," 46th in school attendance, and 47th out of the 48 states in tax money spent per pupil.[85] In 1916, Abraham Flexner and Frank P. Bachman completed a comprehensive study of public education in Maryland that excluded Baltimore City.[86] The scathing report described how the state's ineffective educational laws, poorly organized state and county leadership, understaffed and unqualified county superintendent offices, political interference, and apathy toward education for rural and Black children contributed to haphazard and deficient schools that lagged behind national trends (Figure 14). The authors were especially critical of school buildings and education for Black students and reported that 40 percent of teachers serving Black students still worked in one-room schoolhouses. They considered only 8 percent of the 2,485 county school buildings to be in satisfactory condition. They noted that "schoolhouses of obsolete type are still constructed, just as though standard types, soundly planned in respect to light, hygiene, drainage, etc., had not been evolved and were not elsewhere in use."[87] Standards for enrollments, funding, and conditions for schools for Black pupils were below the standards for schools for white pupils, and Flexner and Bachman pointedly noted that none of the counties had a high school for Black students. Conditions varied regionally and by county, with the worst circumstances occurring in the

[82] Pearl, "The Rosenwald Schools of Maryland," E1.
[83] Crewe, *No Backward Step Was Taken: Highlights in the History of the Public Elementary Schools of Baltimore County*, 97; Darsie and Bird, "Hampstead School," 8:3; Marsh, "First Avenue School," 8:6.
[84] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 278.
[85] Callcott, *Maryland and America, 1940 to 1980*, 238.
[86] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission."
[87] Flexner and Bachman, 39.

Eastern Shore and Western and Southern Maryland. Worcester County on the Eastern Shore and Garrett County in Western Maryland, for example, both had 40% daily attendance rates for Black students, compared to 68% in Montgomery County.[88]

The last major study, completed in 1921 by George Drayton Strayer, examined Baltimore City's public school system, including the curriculum, administration, school building program, and physical condition of schools.[89] Strayer found no highly satisfactory school buildings in the city and only 25 percent that were satisfactory.[90] Major concerns were a lack of proper school planning and analysis that had resulted in poorly located schools, quickly overcrowded classrooms, and schools sited on parcels with little room for expansion; a lack of fire safety measures, lighting provisions, classroom size, and sanitary standards; barren, forbidding appearances and grounds; and inadequate play spaces. Strayer determined that elementary schools, especially for Black students, were the most inferior of Baltimore City's schools, and the city's high schools the best; however, they compared unfavorably with high schools in other American cities.

Figure 14. A crowded classroom in the 1920 Lincoln School (left) and a basement cafeteria in the 1898 Howard Street School (right), both in Washington County.[91] Overcrowded schools, dated equipment, subpar facilities, and unsafe and unsanitary conditions led to major building reforms during the progressive education movement.

REFORMS AND RESPONSES TO SCHOOL STUDIES

The multiple reports documenting Maryland's inadequate education system led to greater public awareness of the situation and immediate responses from legislators and educational leaders. In 1916, a new state law made school attendance compulsory for ages 7 to 12, strengthened attendance requirements, raised professional standards for administrators and teachers, created state administrative positions for oversight of schools for Black pupils, and implemented a still-inequitable seven-month term for schools for Black pupils (schools for white pupils had a nine-month term), among other requirements.[92] In the same year, the State Department of Education adopted standards for Maryland school buildings.[93] Baltimore City began to replace its 8-4 system with the 6-3-3 system, a change that

[88] Flexner and Bachman, 95.
[89] Strayer, "Report of the Survey of the Public School System of Baltimore, Maryland."
[90] Strayer, 26–27.
[91] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program," 72, 82.
[92] *Baltimore Sun*, "The New Plan for General Education in Maryland"; Gregory, "The Education of Blacks in Maryland: An Historical Survey," 283.
[93] Maryland Department of Education, "Planning Maryland School Plants," sec. Foreword.

necessitated additional school buildings and modifications to existing schools.[94] Maryland's county school districts, meanwhile, continued to use the 8-4 system.

In 1920, progressive educator and administrator Albert Samuel Cook, previously the Baltimore County Superintendent of Schools, was named state superintendent of schools and began a 20-year campaign to modernize the Maryland public school system.[95] The Equalization Act of 1922, one of Cook's key initiatives, created a general education fund to aid poorer counties and address disparities in education quality.[96] In 1926, Montgomery County became the first county in the state to adopt a 12-grade school system.[97] Two years later, completion of primary school became required for all Maryland children.[98] These laws, important steps forward, went unenforced, resulting in slow and uneven progress, especially in county school districts and schools for Black pupils.

Baltimore City adopted the recommendations and standards for school buildings that Strayer laid out.[99] School sites that were selected had enough area for future additions without sacrificing functional outdoor space like playgrounds. Some schools were intentionally designed to be built in phases, with future enlargements planned in advance. New buildings were large but not forbidding, fireproof, and oriented to maximize natural light in classrooms. Plans standardized classroom sizes and layouts according to national principles. All schools had special rooms for broad curricula of science, art, music, and home economic studies. Designs commonly had gymnasiums, auditoriums, and lunchrooms, and libraries were required for new secondary schools.

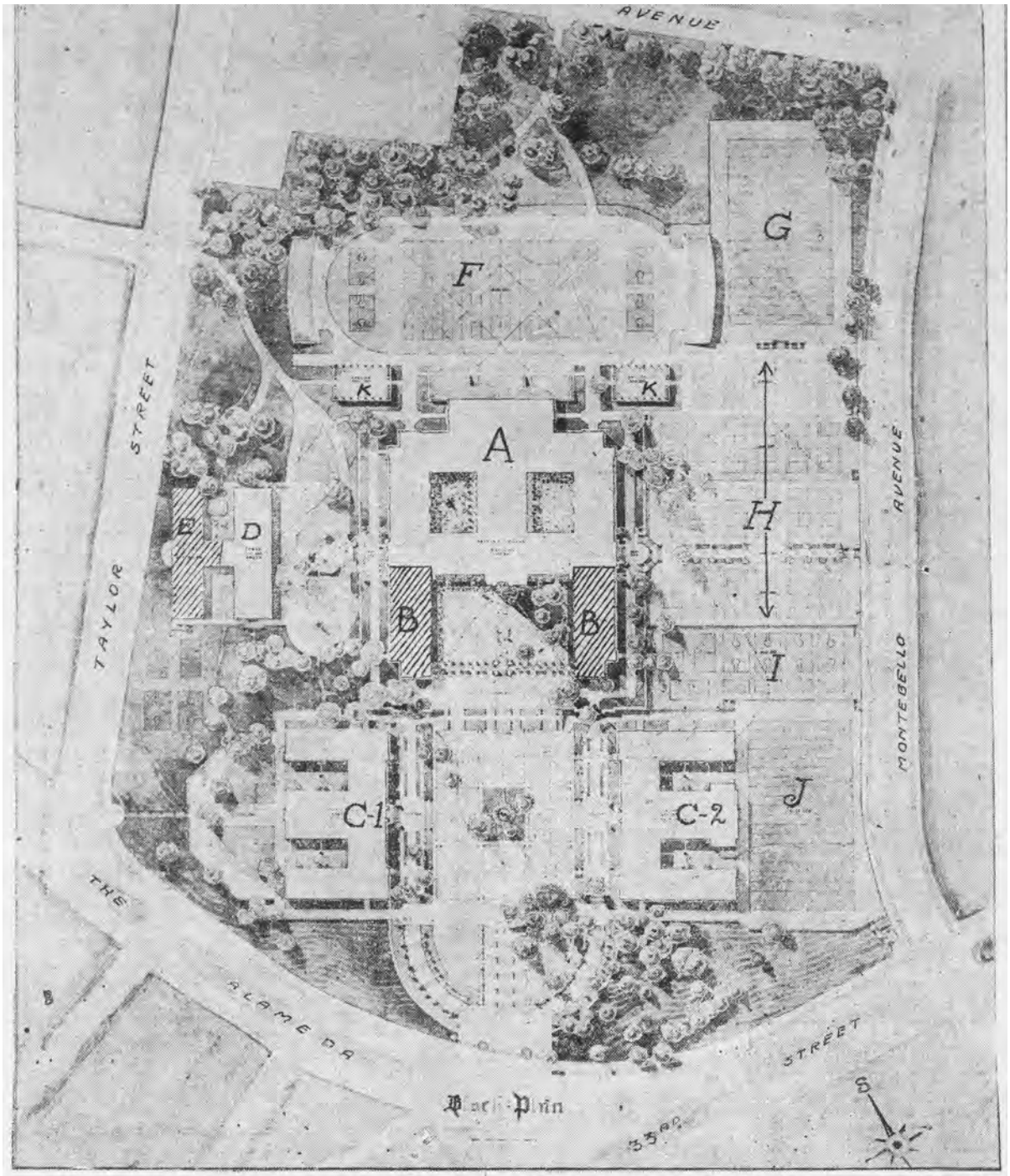
Two high schools, a new Frederick Douglass Senior-Junior High School for Black students, and a new Baltimore City College for white students, which despite its name was a secondary school, were among the major financial investments Baltimore City made during this era to bring its schools up to par with those in other major cities. When Frederick Douglass Senior-Junior High School opened in 1924, it was the city's first public high school specifically built for Black students (Figure 15).[100] Designed by architects Owens and Sisco, it represented a vast improvement to earlier repurposed facilities and cost more per cubic foot than the new City College building, but it was less equipped than the city's white high schools.[101] Nevertheless, it was the only high school for Black students in Baltimore City throughout the 1930s. It was designed in the popular Gothic Revival style and had a library, two gymnasiums, science laboratories, and manual training facilities.[102]

[94] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 80.
[95] Ohles, *Biographical Dictionary of American Educators*, 298.
[96] Maryland Manual On-Line, "State Department of Education: Origin."
[97] Kelly, *Places from the Past: The Tradition of Gardez Bien in Montgomery County, Maryland*, 25.
[98] Brugger and Maryland Historical Society, *Maryland, A Middle Temperament, 1634–1980*, 493.
[99] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 76–85.
[100] Power, "Apartheid Baltimore Style: The Residential Segregation Ordinances of 1910–1913," 297.
[101] Taylor, "Baltimore Has a New City College."
[102] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.

Figure 15. Built in 1924, the third rendition of the Frederick Douglass Junior-Senior High School in the Sandtown-Winchester neighborhood of Baltimore City was the first public high school built specifically for Black students in Maryland. It was constructed as part of the city's efforts to improve school facilities deemed inadequate by the 1921 Strayer report.[103]

Baltimore City's nearly $3 million 1928 City College for white secondary students was the city's most expensive school to date. Typical of the era for important public buildings, a design competition was held with entries from Baltimore's best architects.[104] Design parameters called for outstanding athletic and non-athletic recreational facilities, a 2,000-person auditorium, specialty classrooms, future expansion provisions, and stone or brick cladding. The building would be prominently sited at the top of a hill on a large, 37-acre tract. It was to "present an architectural character and quality expressive of its position as the culminating feature of the city's school system, establishing a keynote to which later buildings may be related."[105] The winning entry by Riggin Butler and G. Corner Fenhagen was a three-story, stone, Collegiate Gothic–style building with a tower set at the center of a campus complex with designed landscaping, athletic fields and courts, and space for an addition and future elementary and junior high schools (Figure 16).[106] The high school building had a rectangular plan arranged around two interior courtyards and an auditorium that could be used by the public without accessing other areas of the school. Classrooms, lecture rooms, and specialty spaces were on the perimeter off wide central hallways running the width and depth of the building (Figure 17).[107]

[103] City of Baltimore, Department of Education, Bureau of Research.
[104] *Baltimore Sun*, "City College to Be Nucleus for New Group."
[105] *Baltimore Sun*, "City College to Be Nucleus for New Group."
[106] *Baltimore Sun*, "Plan Showing New City College, Grounds and Future Buildings."
[107] *Baltimore Sun*, "First Floor of City College Showing Auditorium and Other Divisions."



Baltimore City College, shown in the center of the new school group, will be the first of the buildings to be erected. The property is bounded by Thirty-third Street Boulevard, the Alameda, Taylor street and Gorsuch and Montebello avenues. Key to buildings and other features follow:

A—Baltimore City College, showing location of two enclosed courtyards.
B—Extensions to the building which will be built in future years, if necessary.
C-1—Future location of an elementary school to accommodate 1,500 pupils.
C-2—Future location of a junior high school to accommodate 2,000 pupils.
D—Power house.
E—Future extension to power house.
F—Stadium, with main football field, baseball diamond and running track.
G—Practice football field.
H—Tennis and volleyball courts.
I—Basketball courts.
J—Subsidiary athletic field.
K—Athletic shelters.

Figure 16. Butler and Fenhagen's site plan for the 1928 Baltimore City College for white high school students, a nearly $3 million school built in response to the 1921 Strayer report criticizing the city's school facilities. The spacious grounds, ample recreational facilities, and planned expansion areas were in line with Strayer's recommendations for new schools and reflected common Progressive ideologies of the era.[108]

[108] *Baltimore Sun*, "Plan Showing New City College, Grounds and Future Buildings."

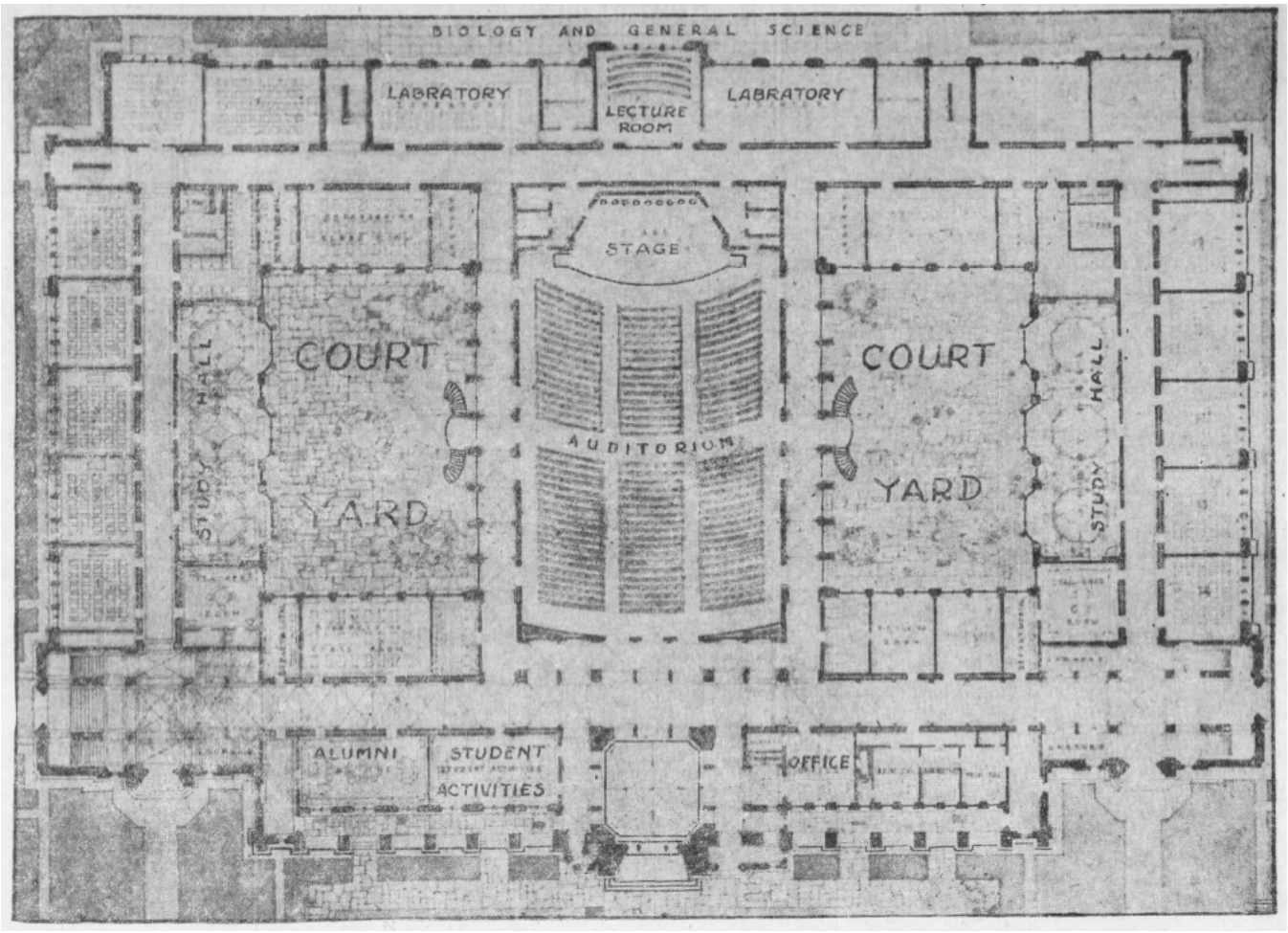


Figure 17. The first floor plan for the 1928 Baltimore City College building. Typical features of the era were the building's rectangular plan; central interior hallways; classroom and specialty spaces, like study halls, a student activities room, a lecture hall, and an alumni room; and a publically accessible auditorium.[109]

County administrators took additional action to improve educational opportunities and facilities for Black children during this period.[110] Counties were required to establish a school for Black students in each election district for ages six and older. The closure and consolidation of inadequate one- and two-room schools was a primary concern, and many counties utilized the Rosenwald Fund to increase the number of schools for Black pupils that had acceptable facilities. The grade structure for Black children expanded to include eighth, ninth, and tenth grades, and the number of county high schools for Black students increased from none in 1916, to four in 1918, and 16 by 1926.[111] Still, these schools were inferior to high schools for white students in the counties and, not surprisingly, were also inferior to Baltimore City's sole high school for Black students.

[109] *Baltimore Sun*, "First Floor of City College Showing Auditorium and Other Divisions."
[110] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 286–92.
[111] Superintendent's Committee on Desegregation of the Public Schools of Maryland, "Report to the State Board of Education and the Attorney General of Maryland," B6.

ROSENWALD SCHOOLS

Outside forces championed aid to Black school children between 1918 and 1932. During this time, the Rosenwald Fund provided financial support to 156 schools in 20 Maryland counties, 2 teacherages, and 3 shop buildings.[112] Rosenwald-funded schools were most often, but not exclusively, built in rural communities.[113] They were typically one-story wood-frame buildings, and most were either one-teacher one-room front-gable buildings (Figure 18) or two-teacher two-room side-gable or hipped-roof buildings. A few larger schools for three teachers were one-story buildings with three or four rooms; those for five or more teachers were usually two-story buildings.[114] School designs followed common plans to optimize natural light through site positioning, bands of tall windows, and interior wall colors and materials.[115]

Figure 18. Natural light streamed through bands of tall windows along these one-teacher one-room Rosenwald schools. Of wood-frame construction with gable roofs, each had a chimney, water pump, and outhouse. Clockwise, from upper left, are the Bishop School in Worcester County, Jonestown School in Caroline County, Swan Creek School in Harford County, and Island Creek Neck School in Talbot County.[116]

Maryland's Rosenwald schools encompassed each of these building types; only 9 were built between 1918 and 1919, the majority (n=114) were built between 1920 and 1928, and the remainder were built between 1929 and 1932.[117] In most cases, local taxes provided at least half, sometimes more, of the funding to build Rosenwald schools.[118] The Rosenwald school building program was not without drawbacks. In some Maryland counties where

[112] Pearl, "The Rosenwald Schools of Maryland," E2.
[113] Pearl, E2.
[114] Pearl, F1.
[115] Pearl, E6.
[116] Fisk University, "Rosenwald Database."
[117] Pearl, "The Rosenwald Schools of Maryland," E10–19.
[118] Fisk University, "Rosenwald Database"; Pearl, "The Rosenwald Schools of Maryland," E10–19.

the Rosenwald Fund provided aid, public contributions to educational facilities for Black students were abysmally low.[119]

CHARACTERISTICS OF SCHOOLS

Schools constructed in Maryland between about 1915 and 1929 reflect the critical change in school building philosophy and building activity that the Flexner-Bachman and Strayer studies' recommendations spurred, as well as national trends. Until 1920, most schools in Baltimore City were designed by the Office of the City Inspector and were repeats or adaptations of earlier designs or possessed understated architectural qualities. After 1920, when political leadership changed, and the influence of the progressive education movement resumed, architects designed schools with consideration for the physical and mental development of children.[120] City leadership sought harmonious, well-constructed buildings and "the best architectural design that is obtainable, consistent with a proper expenditure of public funds."[121] Schools constructed in the 1920s, after the Strayer report was available, had less imposing façades and siting, reflecting his recommendations. Some had entry courtyards, positioned in the negative spaces that L-, U-, H-, E-, and T-shape buildings offered, and designed landscapes (Figure 19). These shapes also allowed maximum natural light and ventilation into classrooms through large banks of double-hung windows. Junior and senior high schools tended to have complex plans to accommodate larger student populations and more-complex academic programming, and some had interior courtyards. They were typically two- to four-stories tall with flat roofs and designed in one or more of the prevalent revival styles. The Collegiate Gothic / Gothic Revival style was common for Baltimore City schools, but Renaissance Revival, Beaux Arts / Classical Revival, and other revival-style schools were also utilized (Figure 20). Architect-designed schools were impressive buildings with refined exterior details and quality finishes intended to convey the importance of the educational institution. Exterior walls were usually red brick with stone, cast stone, and/or terra cotta detailing; windows were typically wood-sash units. Arches, columns, materials, or other architectural elements and treatments accentuated front entrances. Some schools had independent entrances for the sexes and a separate entry to the auditorium. Schools in densely built neighborhoods on smaller lots were sometimes rectangular in plan. Buildings were typically sited at the front or corner of the property to allow for additions, and yards or recreational areas were at the side or rear of the property (Figure 21).

[119] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 289–90.
[120] Russell, "School No. 27, Commodore John Rodgers Elementary School," 8:5.
[121] *Baltimore Sun*, "Urges Cooperation on School Designer."

Figure 19. The 1926 Windsor Hills School in Baltimore City was designed in the Collegiate Gothic/Gothic Revival style commonly applied to Baltimore City school buildings. Following recommendations in the Strayer report, schools built in 1920s Baltimore City were less imposing in their architectural expressions and siting than their predecessors. This elementary school's L-shape plan not only improved natural lighting and ventilation but had a front courtyard that protected children from vehicular traffic.[122]

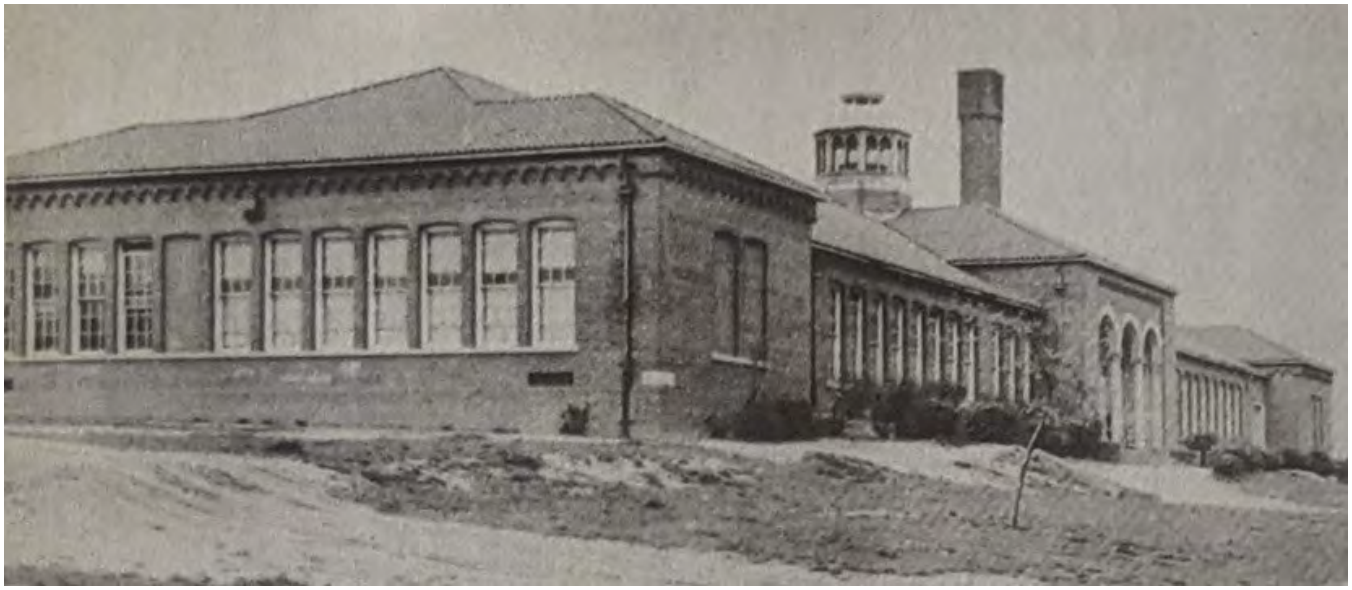


Figure 20. The 1926 Benjamin Franklin High School in Baltimore City was designed in the Renaissance Revival style with an arcaded entry, arched window openings, a ceramic tile roof, and stylized arched denticulation at the cornice.[123]

[122] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.
[123] City of Baltimore, Department of Education, Bureau of Research.

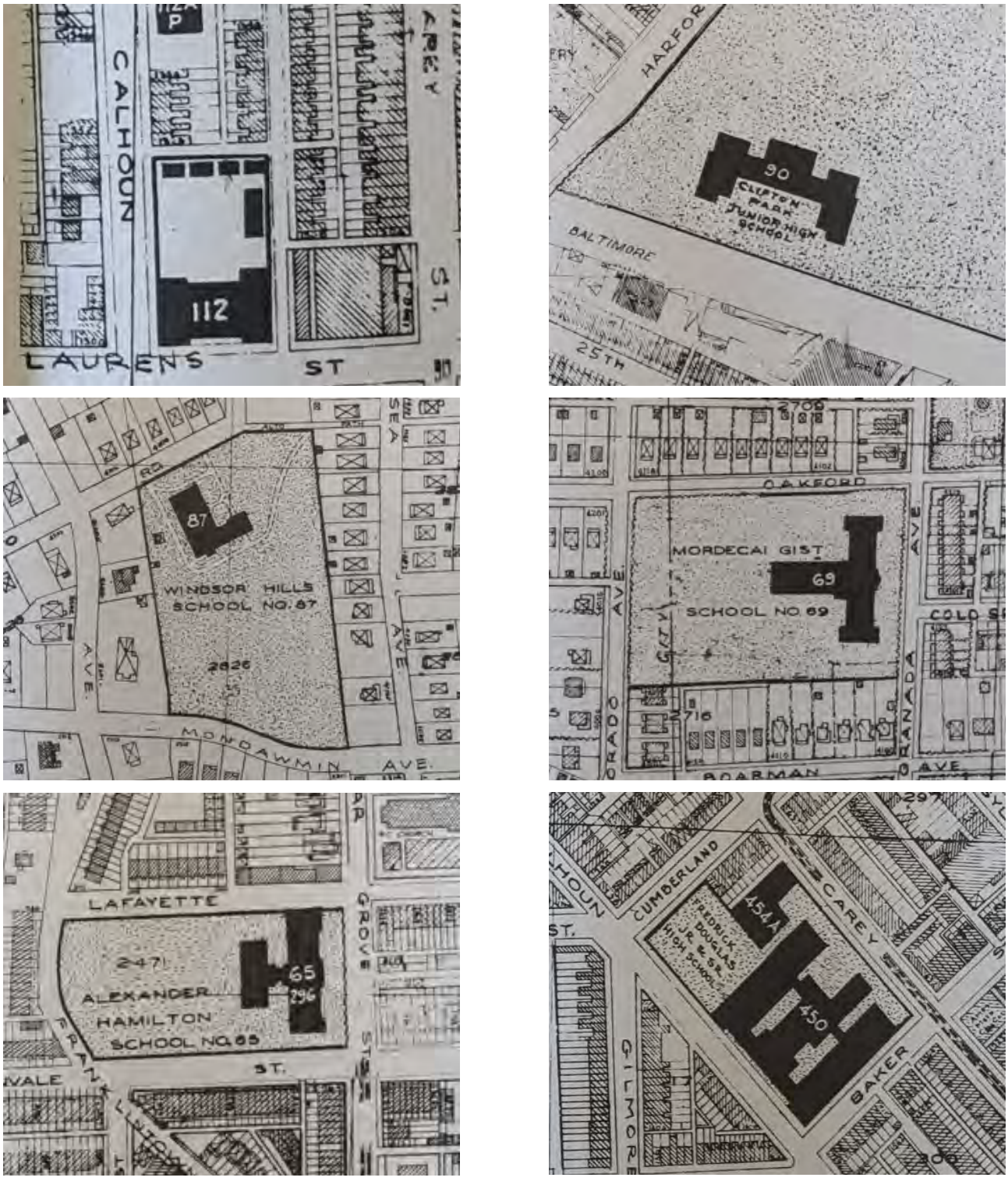


Figure 21. Baltimore City schools constructed between 1915 and 1929 (the solid black buildings in each image) followed a variety of plans. Some were rectangular and others were U, L, T, H, or E shapes that improved lighting and ventilation. Large lots with side and rear space for playgrounds and additions were common.[124]

[124] City of Baltimore, Department of Education, Bureau of Research.

Maryland's counties finally began to embrace progressive education ideals for curricula and buildings after release of the Flexner-Bachman study. One- and two-room wood-frame schoolhouses were consolidated in the late 1910s and 1920s into larger fireproof brick buildings. Most elementary schools had a small combination auditorium-gymnasium, principal's office, lunchroom, kitchen, and indoor bathrooms. High schools were larger, generally two or three stories high, with more classrooms and specialty spaces like laboratory, vocational, home economics, art, and music facilities. Forced heat replaced wood- or coal-burning stoves, and the buildings had large windows and artificial overhead lighting (Figure 22). In contrast to the architect-designed schools in Baltimore City, county schools were plainer examples of popular period styles. Many were constructed according to a standard plan or reproduced from a pattern book or catalog and built by a local contractor without the guidance of an architect. County schools were often sited on large lots in prominent locations with room for play space and future expansions. These changes reflected an increase in public appreciation for education, which was, in part, due to the state's new educational laws.

Despite criticisms of the Flexner-Bachman study and an improved understanding of the importance of the environment in learning, some new county schools, especially those for Black children, continued to be based on old models. In Washington County, for example, the Pinesburg School was built new in 1923 as a two-room wood-frame building with a coal-burning stove and outdoor toilets.[125]

Figure 22. Washington County's 1926 Boonsboro High School is a typical 1920s rural high school in Maryland. Its architectural treatment was minimized to the accentuated central entrance and symmetrically placed banks of windows that provided natural light and fresh air.[126]

[125] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program," 94.
[126] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."

C. THE GREAT DEPRESSION AND EARLY MODERNISM AND EXPERIMENTATION, 1929–1945

SUMMARY OF NATIONAL TRENDS

During the second quarter of the twentieth century, the progressive education movement's philosophical ideas about how schools should function continued to impact school design. A focused interest on health and hygiene related to access to natural light and fresh air resulted in a sustained drive to create outdoor spaces and connections between the indoors and outdoors. Fluorescent lighting was introduced and could be used to provide additional illumination in classrooms, hallways, and other indoor spaces. A more-diverse curriculum evolved, and community use of schools increased, requiring innovations in programming of space for new and multiple uses beyond standard classrooms.

The advent of the Great Depression in 1929 had a substantial impact on education and schools. As the number of unemployed Americans grew, fewer people were able to pay property taxes that funded public schools. With less opportunity for employment, more youths were able to stay in school, but those schools had less funding and scarcer resources. Budget cuts forced schools to remove sports programs. Some private recreational associations provided sports opportunities, but these activities seldom extended to disadvantaged youth.[127] Many Americans migrated to cities and other states to seek better job markets, and existing school systems were ill-equipped for the influx of new students. President Franklin Roosevelt's New Deal programs, although none focused specifically on education, created funding sources and built infrastructure for American schools.

The federal government established the Public Works Administration (PWA), part of Roosevelt's New Deal, which had a major impact on school construction and the architectural styles of school buildings. Federal funding through this program cost-shared public works projects with local governments. The PWA was responsible for more than 70 percent of schools constructed between 1933 and 1939 (Figure 23).[128] They also constructed improvements to existing schools, like new stadiums and sports fields. This period of active school construction spurred consolidation of rural schools and increased access to education. Local jurisdictions, rather than the federal government, were responsible for architectural plans. Schools were constructed within strict time constraints, a process facilitated by the continuing use of standardized school programming and reuse of local plans. The Streamline Moderne style, often referred to as "PWA Moderne," was particularly popular for PWA projects.[129]

Several other New Deal programs benefited children and schools. The New Deal Emergency Education Program funded adult education, and the National Youth Administration (NYA) provided jobs for older teenagers and young adults, ages 16 to 25, often in schools. The mission of the Works Progress Administration (WPA) and the types of projects it supported were similar to those of the PWA; both organizations constructed public buildings and facilities, including schools, between 1935 and 1943. In 1933, the Civil Works Administration (CWA) sponsored the Public Works of Art program and employed local artists to create paintings, murals, and sculptures for public buildings, including schools. The Resettlement Administration (RA) resettled poor rural families in new rural or

[127] Bowen and Hitt, "History and Evidence Show School Sports Help Students Win."
[128] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[129] Sapphos Environmental, Inc.

suburban housing areas where jobs were abundant. One experimental program of the RA was the construction of three "green towns," which were planned communities with residential buildings, commercial centers, and public buildings and spaces, including schools.

Figure 23. PWA–funded modern-style schools across the United States. Clockwise from top left are the 1938 Daniel Webster High School, Tulsa, Oklahoma; the 1937 Columbia High School, Columbia, Mississippi; the 1937 Northville Grade School, Northville, Michigan; and the 1937 George Washington High School, San Francisco, California.[130]

During the Great Depression, newly constructed schools continued the trend away from monumental design and massing toward a more-domestic scale. Period- and eclectic-revival schools from the first quarter of the century became less common as Early Modern architectural styles such as Art Deco and Art Moderne, particularly under the influence of the PWA and WPA, became more popular for public and commercial buildings beginning in the 1920s.

[130] Stanley-Brown and Short, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939*.

The functionalistic design of the International Style, introduced by the Bauhaus school of Germany, also lent itself to schools. School architects designing in the International Style beginning in the 1930s put little effort into exterior ornament and used open structural framing, steel-frame plate glass windows, flat roofs, and exterior walls of concrete, stucco, or brick. They focused on interiors, particularly on greater incorporation of natural light, fresh air, and access to the outdoors for play and exercise, known as the "open air school."[131] Architects like Richard Neutra, William Lescaze, Eliel Saarinen (and later, his son, Eero Saarinen), and the firm Franklin & Kump introduced designs with modular construction, wings, outdoor corridors, and seamless indoor–outdoor connections. Schools evolved into ahistorical, decentralized, nonhierarchical campuses with one-story buildings and away from monumental buildings with massed plans.[132] Though influences varied regionally, two widely published and imitated designs were Franklin & Kump's 1940 Acalanes Union High School in northern California with its "finger plan" composed of modular wings interspersed with courtyards and connected by exterior walkways and the Saarinens' 1940 Crow Island Elementary School in Illinois with a pinwheel plan (Figure 24 and Figure 25). These Early Modern–style designs became more popular during and after World War II as the lack of historicist decorative embellishments was perceived as practical and affordable.[133]

Function and flexibility characterized campus planning associated with school construction during this period. Now that outdoor spaces were considered essential to education, designers had to devise physical connections between classrooms and the exterior setting. Community needs became part of the function equation, and since schools might serve a dual purpose as a community center, planners incorporated spaces for local organizations to utilize. Innovative schools, such as those designed in the International Style, had buildings and outdoor spaces arranged by function and connected by sheltered corridors. School campus design diverged from a hierarchical organization of space, yet an administration building or wing was often still the focal point of newly constructed schools.

The construction of new schools all but halted during World War II, despite a continuing need for school construction. In the years when the United States was preparing for war and during the war itself, new employment opportunities related to the defense industry brought millions of workers from rural areas to industrial centers. Boom towns grew up around industrial centers, but housing was harder to come by than employment. The War Production Board put an end to non-essential construction in 1942, so housing constructed during the war was at the mercy of the federal government and was specifically targeted in areas near defense industries.[134] Although few schools were constructed during this period, they still functioned as important childhood learning centers and their importance as community centers grew. During the war, the NYA developed defense- and supply-focused vocational training programs for secondary schools, which were offered to both male and female students. Other federally funded wartime vocational training programs included the National Defense Training Program and the Rural War Production Training Program. Primary school programs included materials drives and Victory Gardens.

Concurrent with the Great Depression, Maryland proved to be a testing ground for school board and court cases that prodded initial advances toward desegregation. In Baltimore County, two decades before federal actions would work to remedy disparities in education, a youthful National Association for the Advancement of Colored People (NAACP) lawyer, Thurgood Marshall, represented plaintiff Margaret Williams, who hoped to attend Catonsville High

[131] Hille, *Modern Schools: A Century of Design for Education*.
[132] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[133] Sapphos Environmental, Inc.
[134] California Department of Transportation, *Tract Housing in California, 1945–1973: A Context for National Register Evaluation*.

School, which served only white students. Amid a stream of stunning wins for advancing access to education—especially *Murray v. Pearson*, which forced the University of Maryland Law School to admit a Black student in 1936, and various teachers' salary cases—this case was a notable early loss in the local circuit and the state appeals courts for Marshall. But *Williams v. Zimmerman* helped hone subsequent legal strategy to force the collapse of the prevailing separate-but-equal model under its overly arduous and cost-prohibitive weight. The setback was significant, and ambiguity about whether NAACP legal strategy should pursue inclusion or equalization remained unresolved, but the case was important for contending that education segregation was unconstitutional.[135]

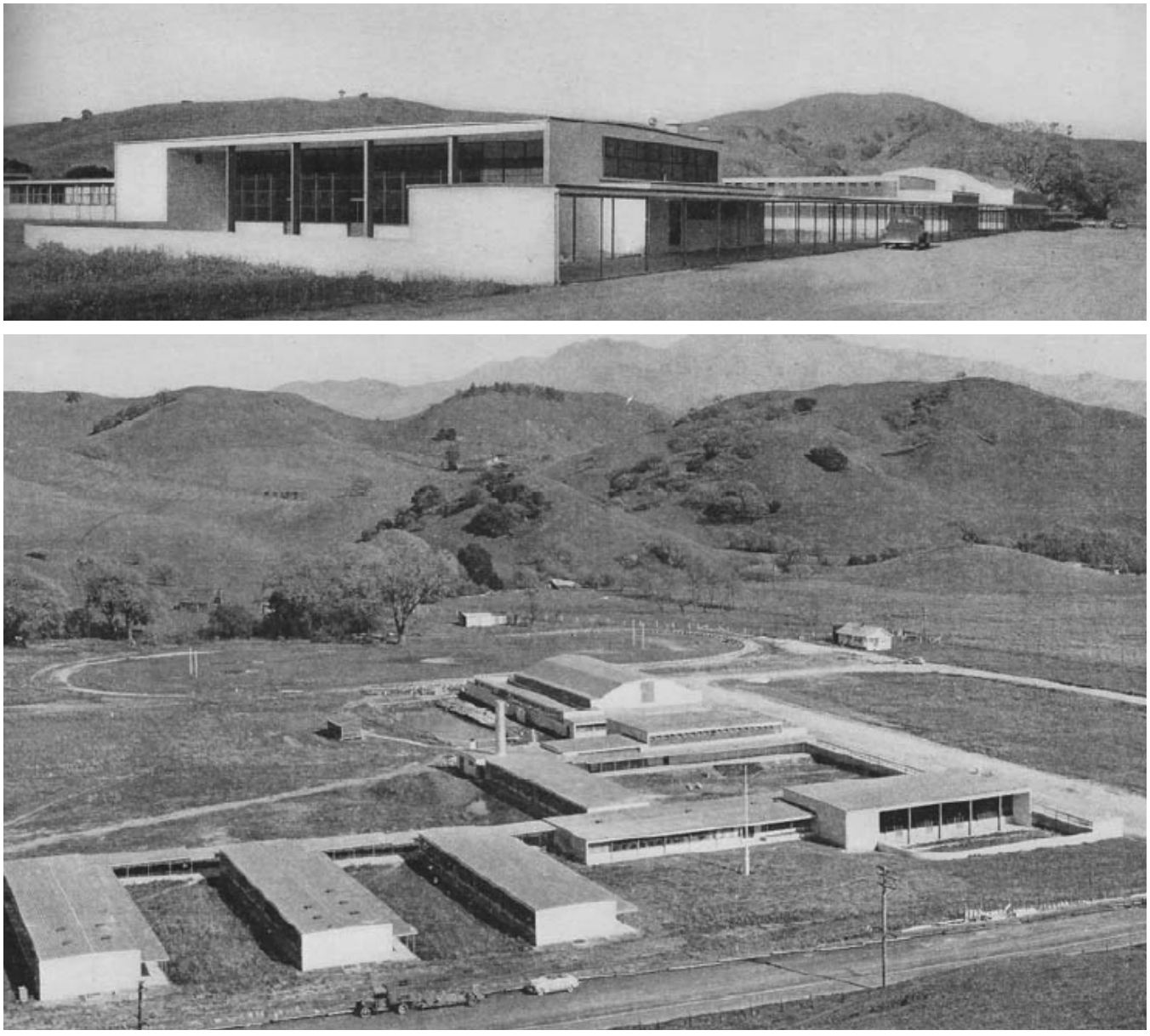


Figure 24. The influential Alcalanes Union High School, Lafayette, California, 1940.[136]

[135] Orser, "Neither Separate nor Equal: Foreshadowing Brown in Baltimore County, 1935–1937."
[136] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.

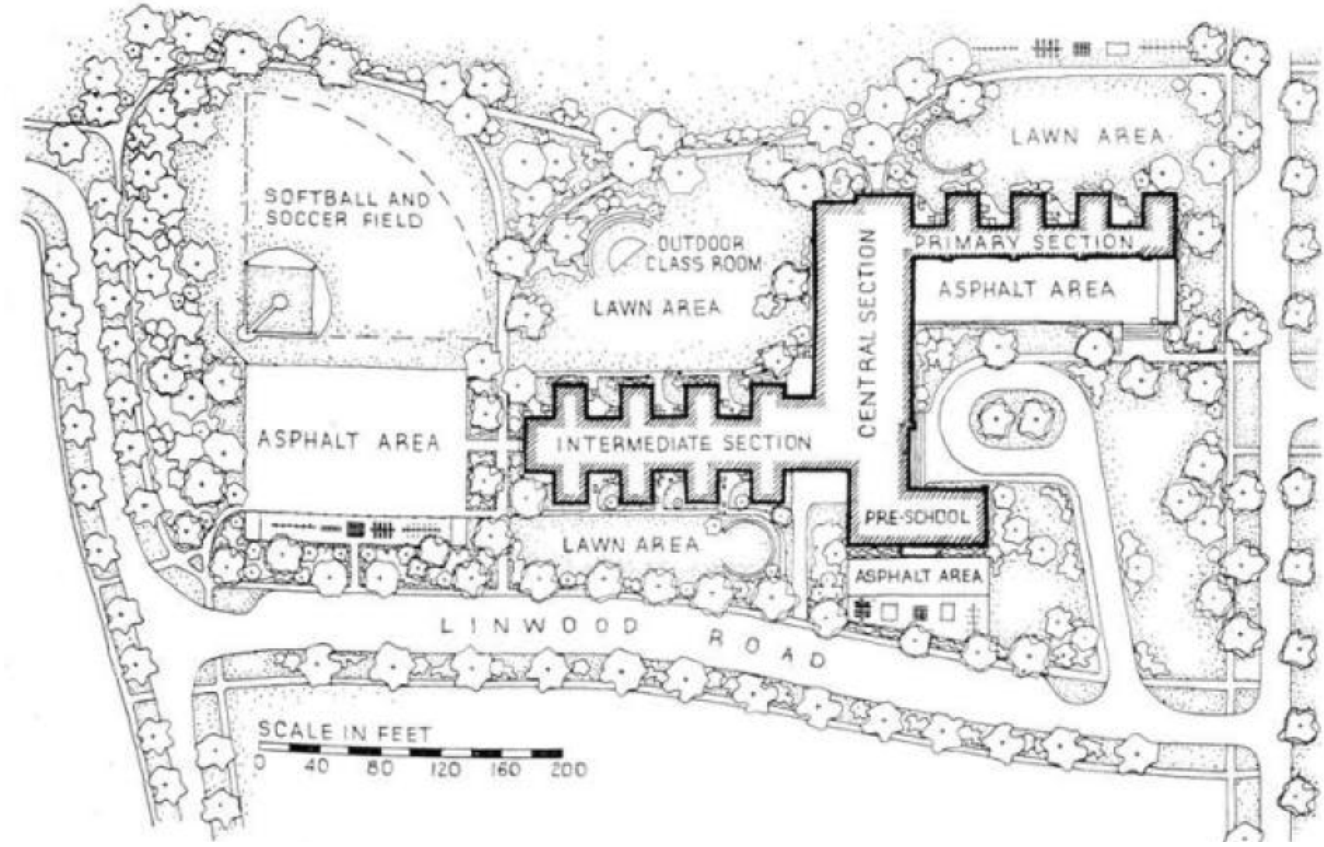


Figure 25. The widely published and imitated 1940 Crow Island Elementary School, Winnetka, Illinois.[137]

[137] Sapphos Environmental, Inc.

MARYLAND

The effects of the Great Depression caused population and school enrollment changes in Maryland that paralleled those across the country. Rural families, particularly Black families, migrated to Baltimore City in search of jobs, resulting in increased enrollments in the city's schools and reduced enrollments in county schools.[138] High school enrollments rose because jobs were no longer available for teenagers, and graduation rates increased since the teenagers tended to stay in school until graduation.[139] White families with financial means moved to new communities in Maryland's four suburban counties, Baltimore City, Anne Arundel, Montgomery, and Prince George's, increasing the populations of those counties by 38 percent in the 1930s, which compounded the need for more schools.[140] Outside of new communities, school construction stalled during the Great Depression and World War II years, but Maryland slowly and steadily made progress toward addressing educational inadequacies. Closure and consolidation of one- and two-room schools continued, though conditions at schools for white students were improved at a faster rate than conditions at schools for Black students (Chart 1). In 1933, new schools for disabled children, William S. Baer School and Francis M. Wood School, opened in Baltimore City.[141] By 1938, all of Maryland's counties finally offered a high school curriculum to Black students, though Baltimore County bussed its students into Baltimore City until 1940 when it opened its own high school for Black students.[142] Also in the late 1930s, Baltimore City relieved overcrowding in its high school for Black students by opening a second high school for Black students with the addition of grades 10 through 12 at Paul Laurence Dunbar Junior High School, which then became Dunbar Junior and Senior High School.[143]

By the early 1940s, a structure for progressive education was firmly established in Maryland. When State Superintendent Albert S. Cook, who had championed the movement, retired, another progressive educator, Thomas G. Pullen, served in the position from 1942 to 1964.[144] During World War II, Maryland's significant employment-based population changes furthered progressive trends. War-related factory jobs drove population growth in Baltimore City, Annapolis, and their suburbs. Federal government jobs stimulated tremendous population gains in the Washington, D.C., suburbs of Montgomery and Prince George's Counties. These shifts further strained already bulging and antiquated schools and exacerbated the need for new schools. Though wartime challenges taxed Maryland's resources, the only state service expanded during the war was education. Under State Superintendent Pullen, who effectively argued that education was a tool of war, the education budget increased from $9 million in 1938 to $15.1 million in 1945.[145] That year, the General Assembly approved the addition of a twelfth grade statewide, which required a reorganization of elementary and high schools into a three-tiered system of elementary, junior high, and senior high schools.[146]

[138] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 312.
[139] Brugger and Maryland Historical Society, *Maryland, A Middle Temperament, 1634–1980*, 792.
[140] Callcott, *Maryland and America, 1940 to 1980*, 20.
[141] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 88–89.
[142] Gregory, "The Education of Blacks in Maryland: An Historical Survey," 294.
[143] Gregory, 312.
[144] Callcott, *Maryland and America, 1940 to 1980*, 239.
[145] Callcott, 55.
[146] Callcott, 242.

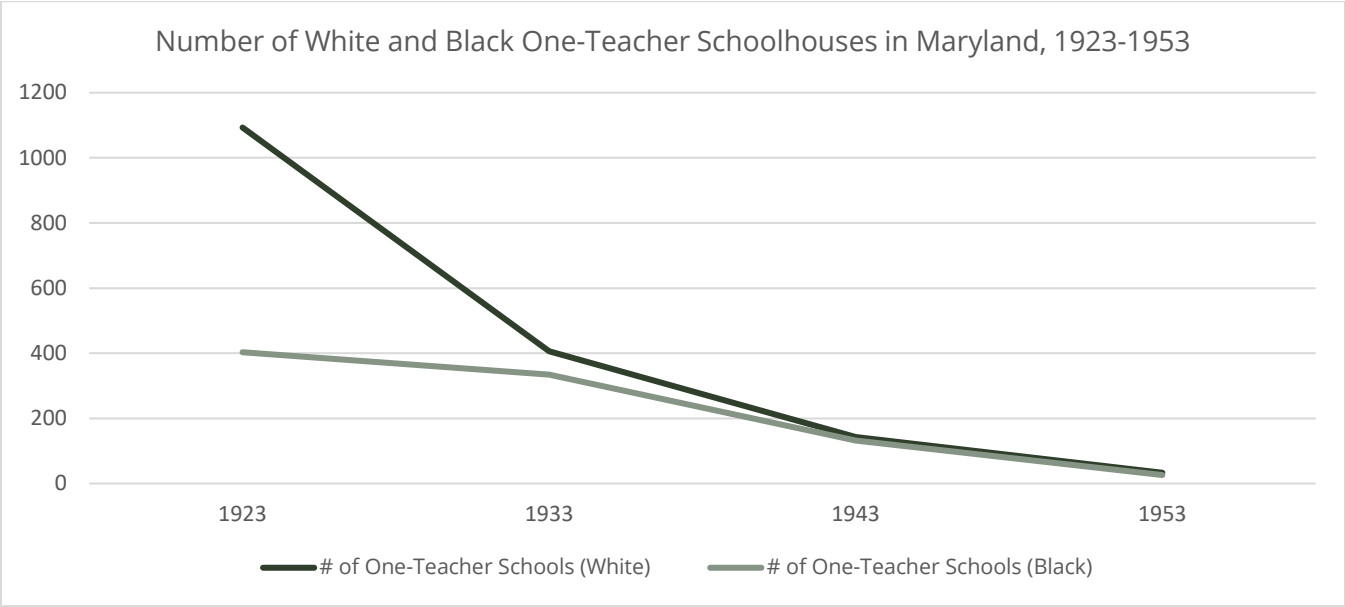


Chart 1. During the Great Depression and World War II, Maryland's educational leaders continued to close and consolidate one- and two-room schools; however, progress was slower for schools for Black pupils.[147]

THE NEW DEAL

Maryland Governor Albert Ritchie, who served from 1920 to 1936, had small-government, anti-Federalist beliefs that narrowed Maryland's receipt of New Deal aid to the lowest amount among states in the region and a limited number of federally funded school improvement projects.[148] Where PWA funding was obtained, it stimulated much-needed school construction and modernization. Within the first two years of the PWA program's 1933 launch, 22 PWA–financed schools or school additions were under construction or completed in Maryland, including 4 schools in Baltimore City, 12 in Prince George's County, 3 in Montgomery County, 2 in Baltimore County, and 1 in Allegany County.[149] By the end of 1935, an additional 34 school projects were planned in Baltimore City and 10 of 23 counties. Between 1936 and 1939, when the PWA program was discontinued, an additional 30 schools were planned in Baltimore City.[150]

Reflecting PWA consolidation and modernization goals, many of Maryland's PWA–funded schools were larger, centralized buildings designed to eliminate multiple smaller schools. They had modern facilities that were now considered essential to the curriculum (such as separate spaces for music or home economics) and health and safety. In 1939, the PWA published the survey results of buildings constructed with their financial assistance. Approximately 100 schools were selected as the best representations of PWA–financed school buildings in the country, including four in Maryland (Figure 26).[151] Knoebel School in Baltimore County was highlighted for replacing six schoolhouses, its fire-resistant construction, and use of local stone material. It had 10 classrooms, an auditorium, home economics and industrial arts rooms, and administrative offices. Montgomery Blair High School in Silver

[147] Superintendent's Committee on Desegregation of the Public Schools of Maryland, "Report to the State Board of Education and the Attorney General of Maryland."
[148] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 14.
[149] *Baltimore Sun*, "PWA School Jobs Total $6,300,000."
[150] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 89.
[151] Stanley-Brown and Short, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939*.

Spring and Bethesda-Chevy Chase High School in Bethesda, both in Montgomery County, were of steel-frame and concrete construction with brick cladding. They were nearly identical in plan with 13 classrooms, including an English classroom with a stage, science laboratories, rooms for music and domestic studies, offices, a library, a conference room, and a cafeteria. The fireproof Eastern High School for Girls in Baltimore City was of concrete and steel construction and clad in brick. With a student population of more than 2,500 girls, it had 75 classrooms (of which 25 were equipped for special instruction), a cafeteria, an auditorium with seating for 2,200, and a gymnasium, built at a cost of more than $1.5 million. All four schools were described as having ample grounds for additions and either had outdoor recreation spaces or were located next to existing parks. These schools stood in sharp contrast to more-modest PWA-funded endeavors that were only a slight improvement over previous conditions (Figure 27).

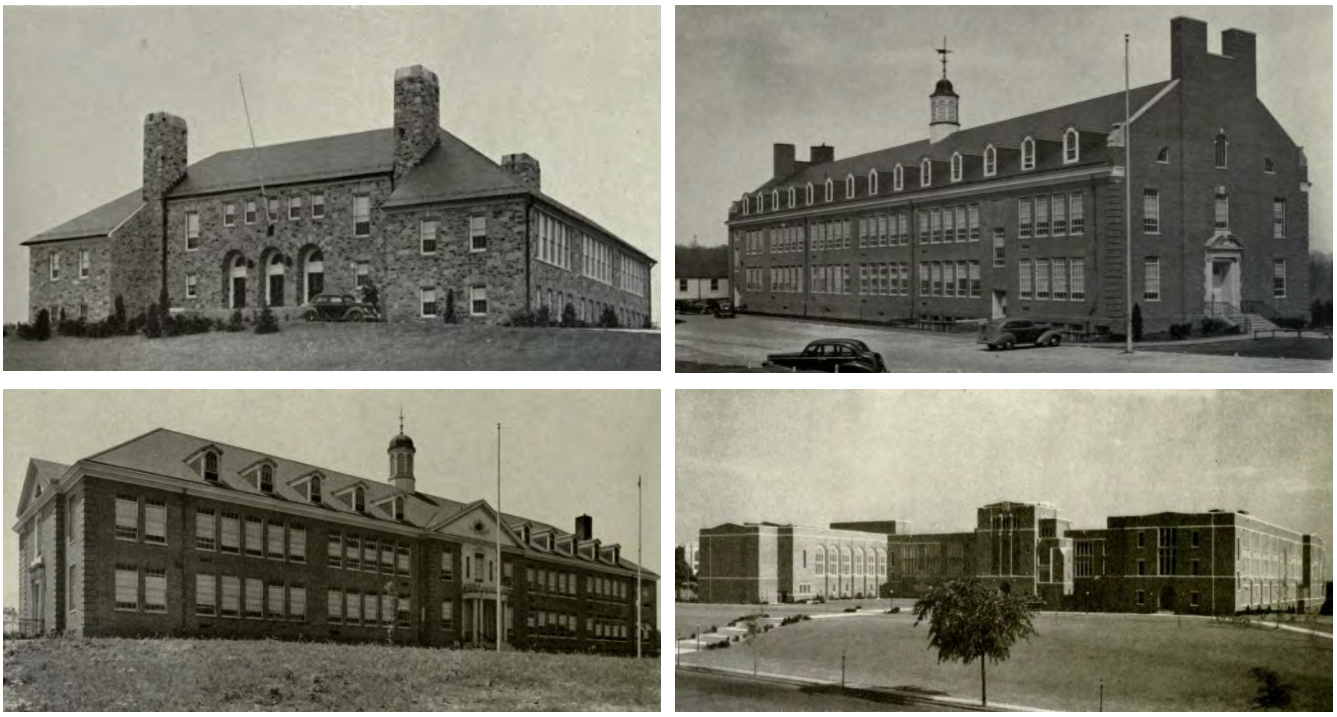


Figure 26. The PWA selected these four Maryland buildings as robust examples of schools built with PWA funds. Clockwise from top left are the 1935 Knoebel School in Baltimore County; the 1935 Montgomery Blair High School and the 1935 Bethesda-Chevy Chase High School, in Montgomery County; and the 1938 Eastern High School for Girls in Baltimore City.[152]

[152] Stanley-Brown and Short.

Figure 27. Frame schoolhouses continued to be built in Maryland in the 1930s. This WPA–funded building, Centreville Colored High School in Queen Anne's County, was completed in 1937. Though an improvement from previous conditions, the plain building sharply contrasted with period schools in other parts of the state and most schools for white children.[153]

The WPA and CWA enhanced Maryland schools with other project types as well. For example, the Fort Hill High School in Cumberland, Allegany County, was built using PWA, funds and WPA workers improved the grounds, tennis courts, and football stadium (Figure 39). Federal relief workers also made repairs to, painted, and refinished furniture and performed minor construction and landscaping tasks at Maryland schools.[154] Through the CWA's 1933 Public Works of Art program, Maryland funded commissions from 25 artists (Figure 28). Artists assigned to schools were instructed to collaborate with school administrators and to consider the appropriateness of traditional or modernist art for each building.[155] Murals were proposed for the Baltimore Polytechnic Institute, Paul Lawrence Dunbar Junior High School, Catonsville Elementary School, Catonsville High School, Forest Park High School, Western High School, Garrison Forest Junior High School, Hamilton Junior High, Patterson Park Junior High School, Francis Scott Key School, and the Montebello Demonstration School in Baltimore City and Baltimore County; for Easton High School in Talbot County; for Cumberland High School in Allegany County; and Elkridge High School in Howard County, among others.[156]

[153] Works Projects Administration, *WPA Project 125: Centreville Colored School Construction*.
[154] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 89–90; *Salisbury Daily Times*, "20 Schools Built by WPA on the Shore."
[155] *Baltimore Sun*, "6 Artists Get Jobs in State on CWA Rolls"; *Baltimore Sun*, "Nine CWA Commissions Given Maryland Artists"; *Baltimore Sun*, "R. McGill Mackall Given PWA Post"; *Baltimore Sun*, "Work-Relief Art on Exhibit Here and in Capital"; Pousson, "Public Art in Public Schools."
[156] *Baltimore Sun*, "6 Artists Get Jobs in State on CWA Rolls"; *Baltimore Sun*, "Nine CWA Commissions Given Maryland Artists"; *Baltimore Sun*, "R. McGill Mackall Given PWA Post"; *Baltimore Sun*, "Work-Relief Art on Exhibit Here and in Capital"; Pousson, "Public Art in Public Schools."

Figure 28. These CWA–funded murals show the work of artist Charles Schucker (1908–1998) at Garrison High School (left), which depicts medieval musicians, and Samuel Swerdloff (1910–1984), seen here painting at Patterson Park Junior High School (right), both in Baltimore City.[157]

SCHOOLS AND COMMUNITY PLANNING AND DEVELOPMENT

Progressive planning professionals and educational theorists promoted the idea that a school should be a central anchor and social core of a community. In Maryland, this concept was experimented with in master-planned communities beginning in the 1930s. Greenbelt, in Prince George's County outside of Washington, D.C., is a nationally significant master-planned community built under the RA, a New Deal program that designed and built model communities for low- to moderate-income families. Built from scratch with federal relief worker labor, these towns incorporated modernist "garden-city" planning principles and sought to address the country's economic and social problems through uplifting, cost-effective, and comprehensive urban planning and architecture. Greenbelt, constructed between 1935 and 1938, was the first and largest of three towns completed under the RA program, also known as the Greenbelt Town program, and was the only example in Maryland. In Greenbelt towns, houses were grouped in superblocks, and schools, which also served as community buildings, were at the literal and figurative heart of the communities along with centrally located shops, a park, and other amenities. The towns each had a network of pedestrian pathways and underpasses that connected all houses with schools, and children did not have to cross major roads to reach them (Figure 29).[158]

In addition to being the community focal point, Greenbelt's 1937 Center Elementary School was a model progressive school and one of the earliest examples of modernist school architecture in Maryland. It was designed by Reginald Wadsworth and Douglas Ellington, the Greenbelt project architects, in the International Style with Art Deco references and WPA–commissioned bas-relief panels by artist Lenore Thomas. The school is sited adjacent to a park and woodlands. Teachers used the outdoor area extensively for outdoor ecology lessons, reflecting the "hands-on" approach of the progressive curriculum. The use of the building as a community and social center after school hours reflected educational theorists' ideas about harnessing schools for social unity and drawing the community closer to its children. The dual purpose also reduced construction and maintenance costs. The L-shape of the building separates traditional school rooms from shared community spaces, and many rooms had multiple uses. For example, the home economics classroom was next to the auditorium and could be used for preparation

[157] *Baltimore Sun*, "Work-Relief Art on Exhibit Here and in Capital."
[158] Ryberg, Sies, and Gournay, "Greenbelt Center Elementary School."

and storage during community parties and social gatherings. The building and site were planned so that another wing could be added to the original volume. Though it was revolutionary in Maryland for its modernist design, the school was transitional in nature within the broader national context. For example, elsewhere in the United States, more-innovative modernist schools had classrooms that opened to the outside and were one story rather than multiple-story buildings, characteristics that Center Elementary School did not share.[159]

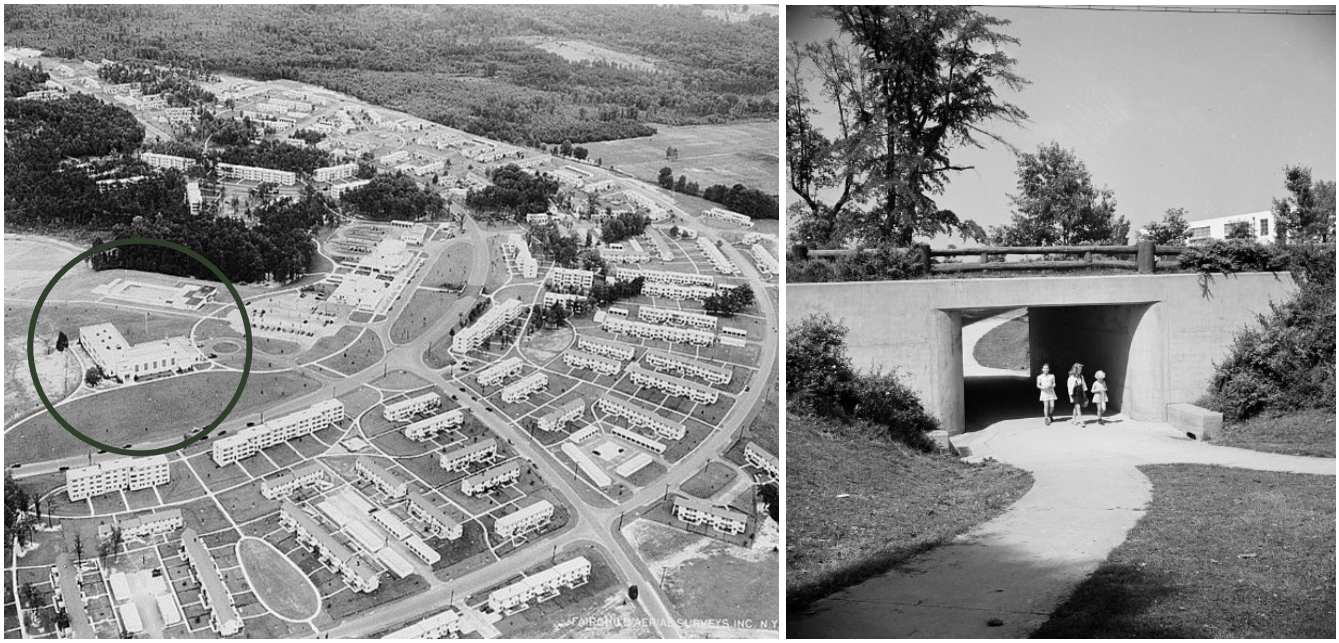


Figure 29. In Greenbelt, Prince George's County, an early and experimental master-planned community, the school (circled, left) was placed at the neighborhood's geographic and social core. The building, which was within walking distance from all homes and public spaces via a network of pedestrian paths with underpasses below busy roads so children could walk to school safely (right), was also adjacent to a park and woodlands that were used for recreation and hands-on learning in nature. With dual-purpose spaces, the school could be used for community functions outside of school hours.[160]

The surge in defense-related workers and military personnel and their families in metropolitan Washington, D.C., and other parts of the country during World War II created a serious housing shortage, particularly for working-class families. In 1940, Congress appropriated funds for defense-related housing, and Maryland, because of its proximity to the nation's capital and concentration of defense industries, received a generous allocation.[161] Some of the country's best architects, designers, and planners collaborated to address the wartime housing emergency through experimental construction methods and materials, though work in Maryland was less progressive than that in other parts of the country. In some cases, entire master-planned communities were created to address considerable housing needs. A Maryland example is Middle River in Baltimore County, where the number of employees at the local aircraft plant increased from 3,000 to 53,000 during the war years. The federal government collaborated with the factory owner to fund and build a master-planned town between 1939 and 1943 based on garden-city planning principles with superblocks, gently curving streets, pedestrian pathways separated from

[159] Ryberg, Sies, and Gournay.
[160] Anonymous, *Greenbelt, Maryland*; Collins, *Greenbelt, Maryland, Federal Housing Project, Children Returning Home from School through an Underpass*.
[161] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 32.

vehicular traffic, community buildings, parks, and other amenities.[162] Like Greenbelt, school sites were carefully selected and designed for efficient and safe pedestrian access.

CHARACTERISTICS OF SCHOOLS

Following national trends, schools built in Maryland between 1929 and 1945 had less monumental appearances and scales than schools built earlier. Builders continued to focus on fireproof construction and materials, natural lighting, and complete facilities to accommodate diverse programming. Early modernist architecture was not as prevalent in the state as it was elsewhere in the country.[163] Maryland's school architecture continued to be primarily traditional in character, with modernist trends more evident in plans, facilities, and interior finishes (Figure 30).[164] School architectural styles that referenced the state's colonial past remained common, though they had less elaborate ornamentation than earlier schools (Figure 31). Even WPA–funded schools, frequently built elsewhere in the country in the PWA Moderne or Art Deco styles, were more likely to follow traditional design schemes in Maryland.[165] Red-brick exterior walls remained the norm, with local stone used only occasionally. Elementary schools were typically one-story buildings in rural areas and two stories elsewhere. Two- to three-story buildings were common for junior and senior high schools in the state. Blocky, long, rectangular plans and the Progressive Era's T, H, L, and U shapes were frequently used, and some schools had interior courtyards (Figure 32 and Figure 33). Many existing schools were enlarged with additions, typically to the rear or side of the original volume, during this era. Some original plans made provisions for these additions, so they reflected a planned response to forthcoming growth.[166] Despite continued equalization efforts and a funding boost from the WPA, inadequacies persisted throughout the state, and rural school buildings, particularly schools for Black children, were still inferior to urban and suburban schools and schools for white children.

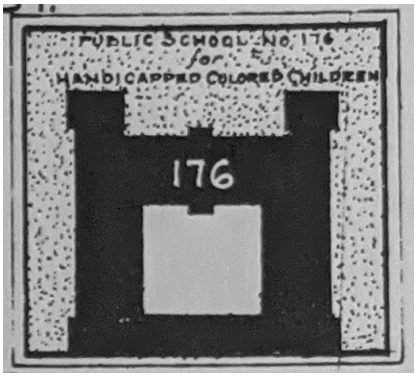


Figure 30. The front façade (left) and footprint (right) of the 1933 Francis M. Wood School in Baltimore City, a school for disabled Black children, combined traditional architectural stylistic influences with the more-modern courtyard plan. The courtyard reduced travel time between wings and safely separated play space from vehicular traffic. Other modern planning provisions were extra-wide doorways and hallways, facilities for physical therapy and other treatments, special lighting and furniture for the visually impaired, and rooms with specially designed floors that vibrated to help deaf children develop a sense of rhythm to improve their speech.[167]

[162] Gournay, 34–35.
[163] Gournay, 14–16.
[164] Gournay, 30.
[165] Stanley-Brown and Short, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939*.
[166] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 92–93.
[167] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.

Figure 31. These 1930s rural elementary schools were designed with Maryland's traditional aesthetic. The 1931 Big Pool Elementary School (left) in Washington County is based on the ubiquitous Colonial Revival–style that the county had employed since the 1910s. The 1939 Port Deposit Colored School in Cecil County was a stone building completed with WPA funds (right).[168]

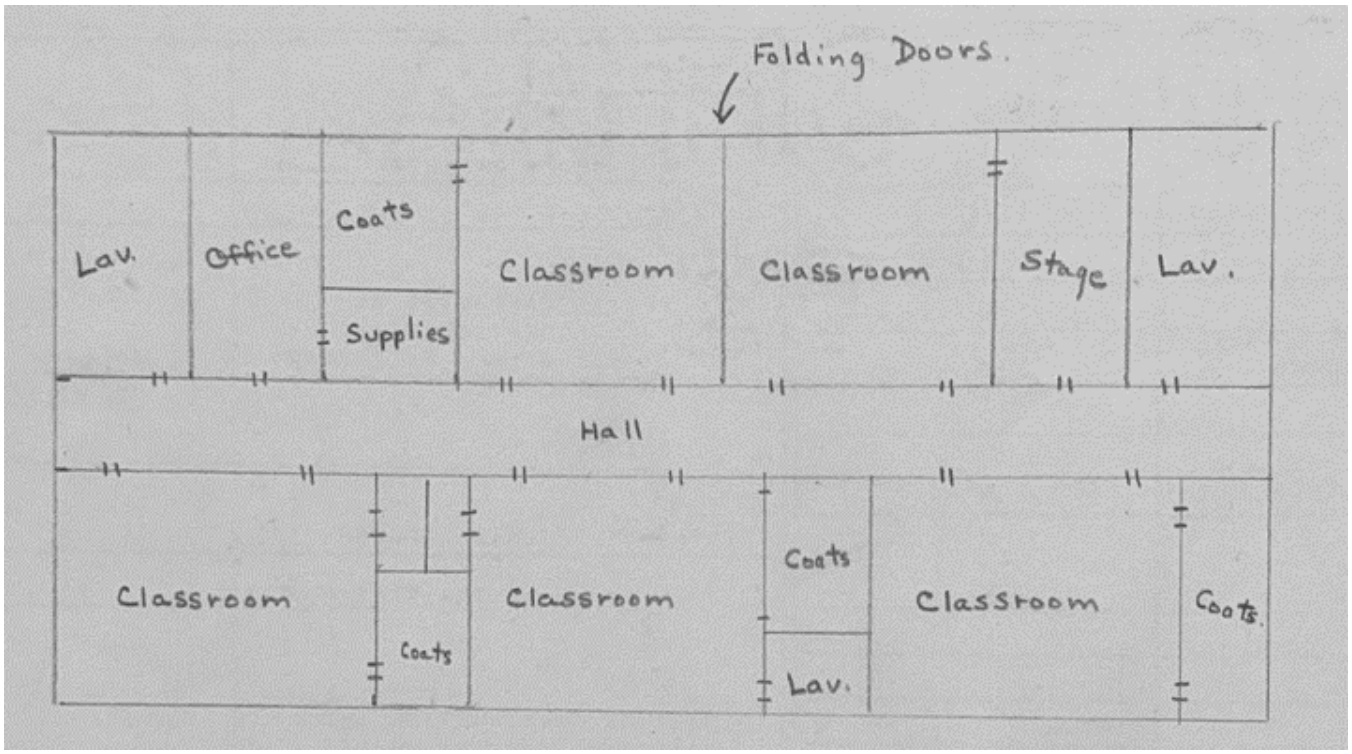


Figure 32. Floor plan for the 1939 West Annapolis Elementary School in Anne Arundel County. Typical of the era, this small school had a classroom-lined central hallway with firesafe doors at either end, a medium-sized 2-acre lot, and a multiple-purpose classroom/auditorium space. When retracted, the folding doors between two classrooms created an auditorium that faced the stage.[169]

[168] *Midland Journal*, "Cecil County School Board"; Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program"; Living New Deal, The, "Freeman Hall, Port Deposit, Maryland."
[169] Maryland State Department of Education, "School Photograph and Archival Document Collection."

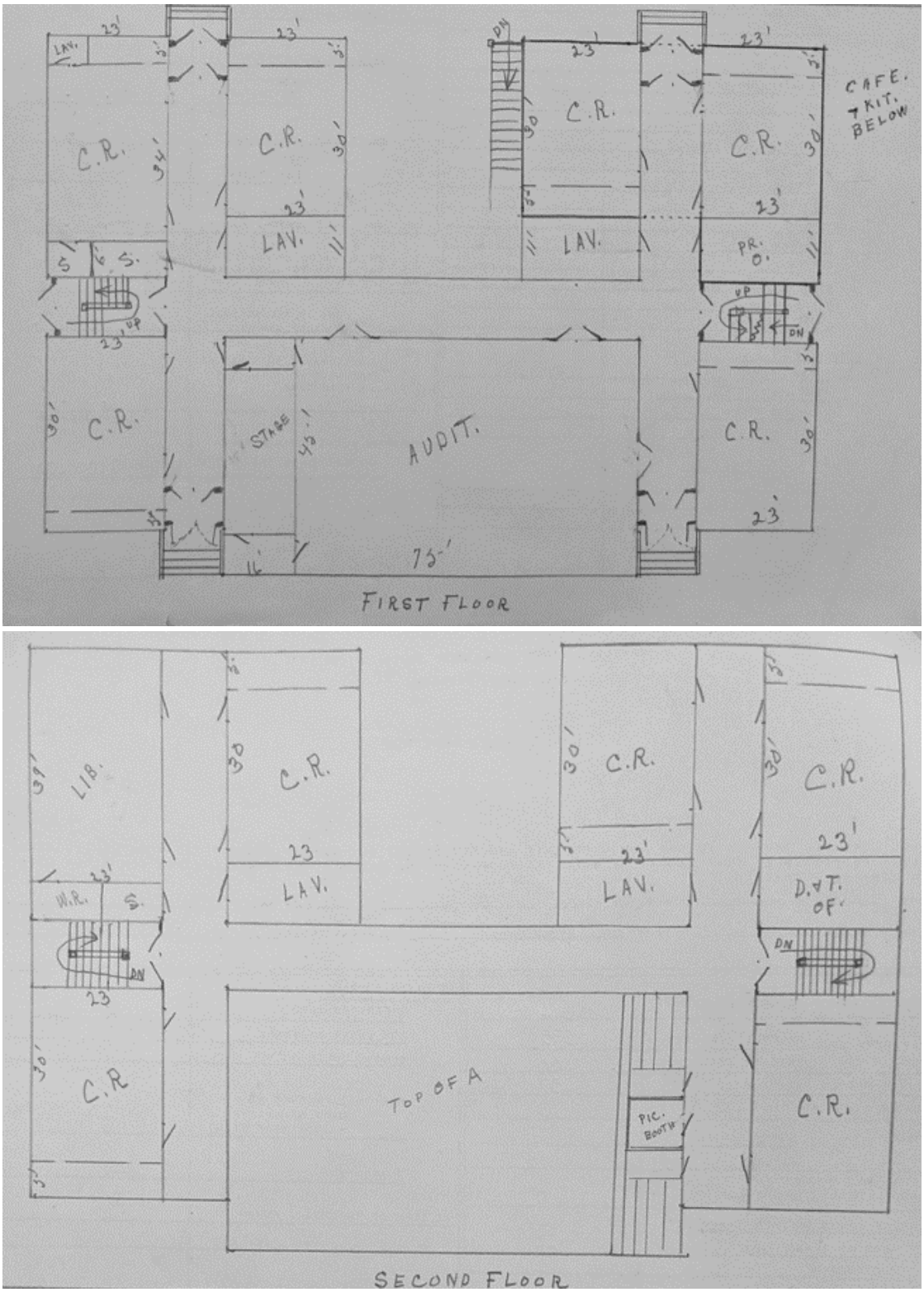


Figure 33. Floor plan for the 1937 Pinehurst School in Wicomico County for grades one through seven. U-shaped plans, along with rectangular, T, H, and L shapes were commonly used for Maryland schools between 1929 and 1945. In contrast to the smaller West Annapolis Elementary School (Figure 32), Pinehurst School had two stories plus a basement with a cafeteria, and was sited on nearly 9 acres. Typical of the era, its auditorium also functioned as the gymnasium.[170]

[170] Maryland State Department of Education.

Baltimore City's schools exhibited more-modern architectural qualities than county schools but were generally less daring than Early Modern–style schools in other parts of the country. For example, the 1933 Elementary School No. 144 had shape, massing, symmetry, and cladding typical of 1920s schools, but replaced historicized decoration with simple Art Deco–influenced motifs (Figure 34). A bolder example that dramatically breaks from eclectic revivalism, the 1934 Patterson Park Junior-Senior High School, designed by Wyatt and Nolting was a five-story building with a two-level basement.[171] This was the tallest public school in the city and likely the state. In a dense rowhouse neighborhood on a full city block, it had a blocky massing with a series of setbacks and a factory-like appearance with wide expanses of awning windows and alternating colored-brick banding (Figure 35). For this unusual design, less than one-quarter of the interior was traditional classrooms; most was devoted to spaces for activities like art, music, typewriting, or sewing, as well as machine, electrical, woodworking, and automobile shops (Figure 36).[172]

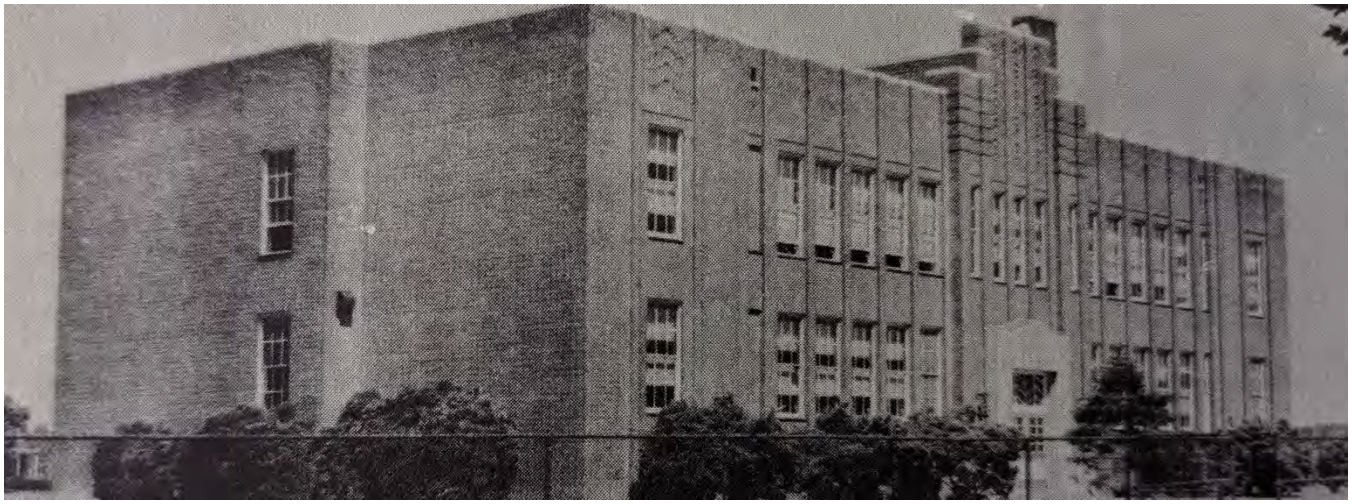


Figure 34. The 1933 Elementary School No. 144 in Baltimore City exhibits modest characteristics of Art Deco style with pilasters, a flat roof with a stepped central volume, and stylized decorative motifs.[173]

[171] *Baltimore Sun*, "Budget Is Studied by School Board"; Plant et al., "Patterson Park/Highlandtown Historic District," 7:8.
[172] *Baltimore Sun*, "Less Than Fourth of School's Space in Classrooms."
[173] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.

Figure 35. The 1934 Patterson Park Senior-Junior High School in Baltimore City was one of the most important examples of Early Modern–style school architecture in the state.[174]

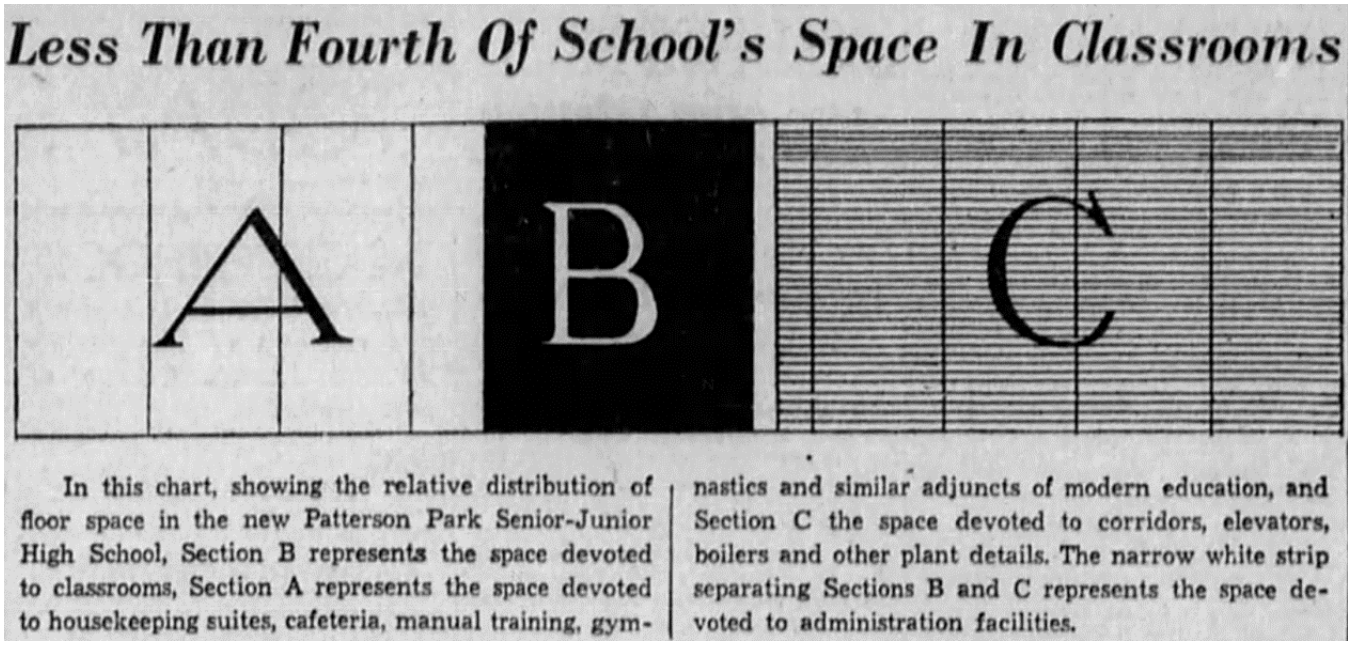


Figure 36. This basic chart explained Patterson Park Senior-Junior High School's distribution of space.[175]

[174] Anonymous, *Patterson Park Junior High School*.
[175] *Baltimore Sun*, "Less Than Fourth of School's Space in Classrooms."

Early Modern–style schools outside of Baltimore City range from modest examples to those that embodied the highly stylized Art Deco, Art Moderne, or International Style design. Many were the first examples of Early Modern–style design in their communities. The 1939 Downsville Elementary School in Washington County is an example of a rural school that employed only a hint of Modernism, which was achieved with a flat roof, unadorned exterior walls, and blocky massing; its front façade had single, multiple-lite double-hung windows that referenced traditional design (Figure 37). The interior had one modern feature: one of the four classrooms had a stage and a folding partition to separate or combine rooms depending on activities.[176] This building contrasts with the 1941 Beall High School in Frostburg, Allegany County, which is a remarkable example of Early Modernism in rural Maryland. Architect Robert Holt Hitchens designed the Art Deco– and Art Moderne–style concrete-and-steel building, eschewing ornament in favor of smooth walls, rounded volumes, factory-like windows, and a central entry tower (Figure 38).[177] Hitchens' 1936 Fort Hill School is another example of Art Deco style; this example combined the state's beloved red brick with concrete sections decorated with stylized motifs (Figure 39). Greenbelt's 1937 International Style school was perhaps the most groundbreaking example of Early Modernism outside of Baltimore City. Its wide window expanses, experimental glass blocks, flat roof, and unadorned exterior walls painted white were a clear departure from the conventional red-brick school and were a preview of forthcoming school designs (Figure 40).

Figure 37. Downsville Elementary School, built in 1939 in Washington County, reflected a decided shift from traditionalism with its a modest expression of Modernism relative to that exhibited in urban and suburban schools.[178]

[176] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program," 51–52.
[177] *Cumberland Evening Times*, "New Beall High School Opens with 974 Students."
[178] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."

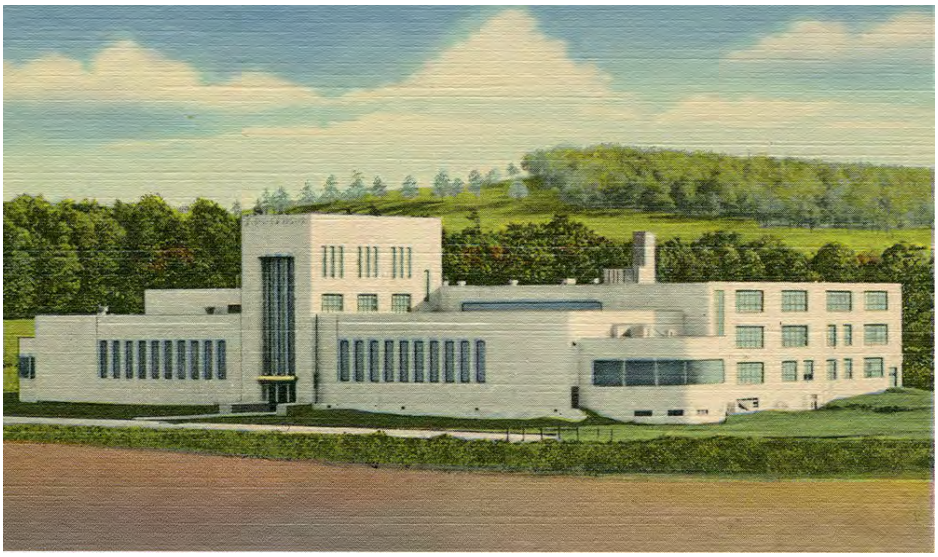


Figure 38. The 1941 Beall High School in Frostburg, Allegany County, a concrete-and-steel Art Deco–style building, was among the best examples of Early Modernism in rural Maryland.[179]

Figure 39. The Art Deco–style Fort Hill School in Allegany County, was completed in 1936 with PWA funding.[180]

Figure 40. Greenbelt's 1937 Center Elementary School was a groundbreaking example of Modernism in Maryland.[181]

[179] Anonymous, *Beall High School*.
[180] Anonymous, *Fort Hill High School, Main Entrance*.
[181] Wolcott, *Greenbelt School, Maryland*.

D. EARLY POST–WORLD WAR II GROWTH, MODERNISM, AND THE STRUGGLE FOR EQUAL ACCESS, 1945–1964

SUMMARY OF NATIONAL TRENDS

POST–WORLD WAR II GROWTH AND CHILD-CENTERED LEARNING

Building new schools and maintaining existing buildings and campuses were chief among the nation's domestic challenges throughout the 1950s and 1960s.[182] After World War II ended, there was a major increase in American birth rates, with a peak of 24 births per 1,000 individuals in 1947. Periods with higher rates of childbirths had occurred previously, notably after World War I, but this postwar surge introduced an unprecedented 18 years of elevated birth rates.[183] In addition, the population of rural areas was declining, as more than 10 million Americans relocated to urban and metropolitan areas. One unfortunate result of vigorous urban population growth was an immediate and prolonged shortage of housing, infrastructure, and schools for multitudes of families. Compounding these factors were the need to rehome returning GIs, increased economic prosperity, and the ascent of the automobile—all of which led to a postwar suburban housing boom. By 1970, American suburbanites outnumbered those living in cities. To address the housing shortage, new tract housing developments became ubiquitous, and their designs often incorporated schools to attract young families. In 1953, the AIA Committee on School Buildings, later known as the Educational Facilities Laboratories, was formed to address the issue of adequate school facilities.[184] During the postwar period, educators began to experiment with child-centered learning techniques, a revamped version of the progressive education philosophy of the previous decades. Child-centered learning focused on the abilities of individual students, with curricula characterized by hands-on learning, flexibility, and maximizing creative discovery by children.[185]

SCHOOL AND CAMPUS DESIGN TRENDS

The influence of Modernism on architectural styles for schools evolved from the International Style to Mid-Century Modern designs, first the clean, simple lines of the style's early years (Figure 41), and later, a more expressionistic version of the style (Figure 42). Prefabricated materials, such as plywood, glass, and steel, combined with modular design to facilitate economical and efficient building programs, and steel rationing during the Korean War propelled concrete-masonry-unit construction. Some holdovers of traditional stylistic influences in school design remained, such as Colonial Revival style, but Modernism became favored for schools by 1950.[186] Architects were major advocates for Modernistic schools. In the mid-1940s, the annual guide of the National Council on Schoolhouse Construction held up the 1930s innovative school designs of the Saarinens, Neutra, and others as models. In 1949, *The Architectural Forum* published a special edition on schools, declaring the older, traditionalist school design to be "an extravagant monument to a dead past."[187]

[182] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[183] Colby and Ortman, "The Baby Boom Cohort in the United States: 2012 to 2060."
[184] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[185] Sapphos Environmental, Inc.
[186] Sapphos Environmental, Inc.
[187] *The Architectural Forum*, "Today's Average School Is an Extravagant Monument to a Dead Past," 92.

To address changing curricula, postwar school design evolved to a more decentralized model, as opposed to the formal, massed plans of earlier periods. One-story buildings with a domestic scale were common for elementary school buildings, and one- to two-story buildings were common for middle and high schools, with additional levels added only when space was limited. Finger-plan schools (Figure 43), based on Franklin & Kump's Acalanes Union High School (see Figure 24) and the Saarinens' Crow Island Elementary School (see Figure 25), saw their greatest popularity in the postwar 1940s. Architects developed variations of the plan, but the core concept of elongated wings spreading across the site remained the same (Figure 43). By the 1950s, the finger plan was decreasing in popularity due to the large sites the form required and the prolonged time it took to walk across a school.[188] A new cluster plan model emerged that addressed these issues. Cluster-plan schools retained the low profile, informal feel, and indoor-outdoor relationship of the finger plan, but had groupings of smaller buildings or units organized around a shared exterior space (Figure 45).[189] Cluster-plan schools were more inward-looking than outward and each cluster had a communal environment.[190] Like the finger plan, the cluster-plan concept was applied in various configurations and designs were modified regionally to adjust to variable climates, site conditions, and local building materials and standards.[191]

School architects of the era designed for the integration of indoor and outdoor space and experimented with roof configuration and window orientation to maximize natural light and improve acoustics.[192] Nontraditional educational spaces—auditoriums, cafeterias, and foyers—that doubled in function for community use became more common during this period. The ideal school plant was expandable, allowing additions or construction of new buildings as needed for student population growth and curriculum expansion. The interiors had flexibility, with lightweight, moveable furniture and interchangeable storage units like cabinets and lockers (Figure 47).[193] Classrooms were scaled and organized to be like a domestic space for the comfort of children and enhancement of their learning environment.[194] School furnishings included adjustable furniture, or furniture scaled to be size-appropriate for the children engaged in learning (Figure 46).[195]

To keep pace with the population boom, accelerated construction of new schools required clear and efficient standards and guidelines for school designs, campus plans, and programming. State education agencies shifted from minimum standards to guidelines for school design, adopting building codes and requirements for state review of new buildings. School plan standardization, the use of prefabricated materials and components, and modular design and construction were essential. The 1949 National Council on Schoolhouse Construction *Guide for Planning School Plants* encouraged learning laboratories instead of mere classrooms; designed comprehensive buildings with special facilities and modern equipment; allocated appropriate funding for selecting and developing school sites in coordination with designing buildings; considered outdoor instruction, recreational facilities for all ages (including adults), preservation of natural sites, and the relationship of the school site to overall community planning and public use areas; and recommended adaptable, orderly, efficient, safe, and enjoyable buildings and

[188] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 87–88.
[189] Hille, *Modern Schools: A Century of Design for Education*.
[190] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 88.
[191] Hille, *Modern Schools: A Century of Design for Education*.
[192] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[193] National Council on Schoolhouse Construction, Plant Guide Committee, *Guide for Planning School Plants*.
[194] Hille, *Modern Schools: A Century of Design for Education*, 88.
[195] National Council on Schoolhouse Construction, Plant Guide Committee, *Guide for Planning School Plants*.

sites. The Educational Facilities Laboratories funded influential new school design concepts between 1958 and 1976 with the participation of educators, architects, and builders, and disseminated these innovative designs nationally.[196]

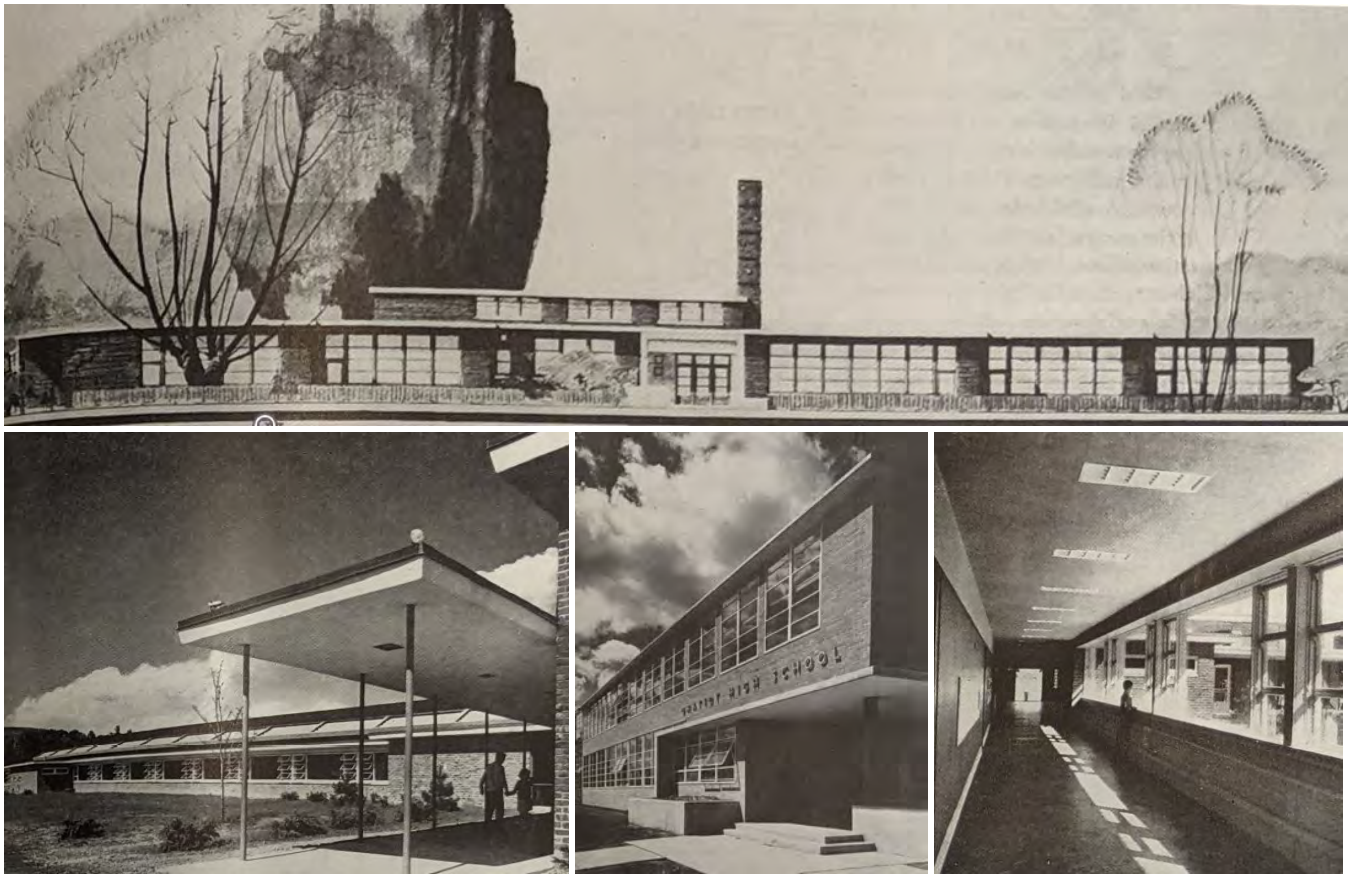


Figure 41. The Mid-Century Modern style was the favored architectural treatment for new schools in the early post–World War II years.[197]

[196] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[197] *The Architectural Forum*, "Case Studies: City High School, Gratiot, Michigan," 129; *The Architectural Forum*, "Case Studies: Zig-Zag School, Findlay, Ohio," 127; *The Architectural Forum*, "Case Studies: Rural School, Clarksville, New York," 115, 117.

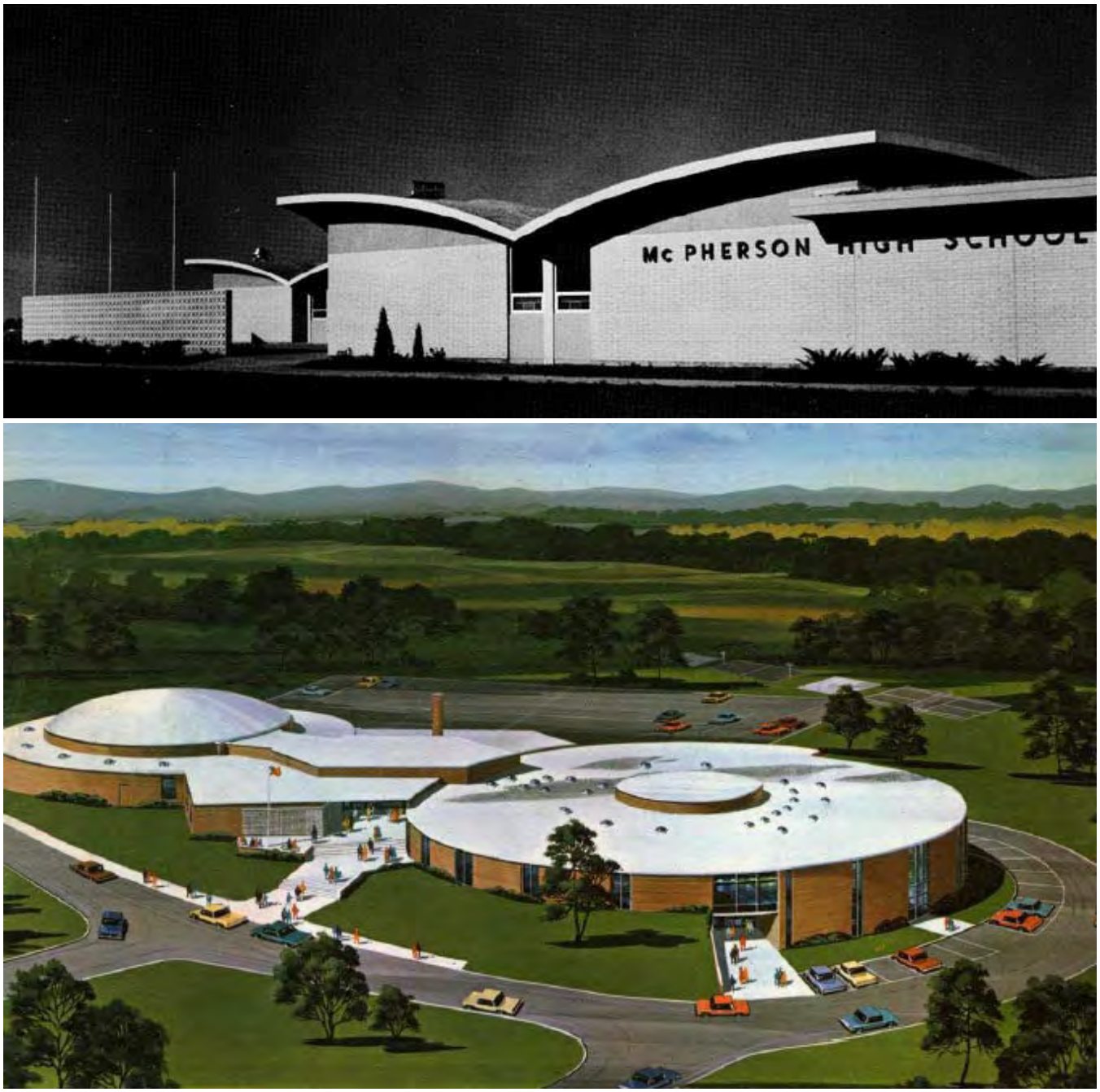


Figure 42. Mid-Century Modern–style schools evolved from the low, horizontal, flat-roof convention to more experimental and expressionistic designs.[198]

[198] Kohn, *Profiles of Significant Schools: Three High Schools Revisited: Andrews, McPherson, and Nova*, 17; School Planning Laboratory, University of Tennessee, *Profile of a Significant School: Greeneville Junior High School, Greeneville, Tennessee*, 1.

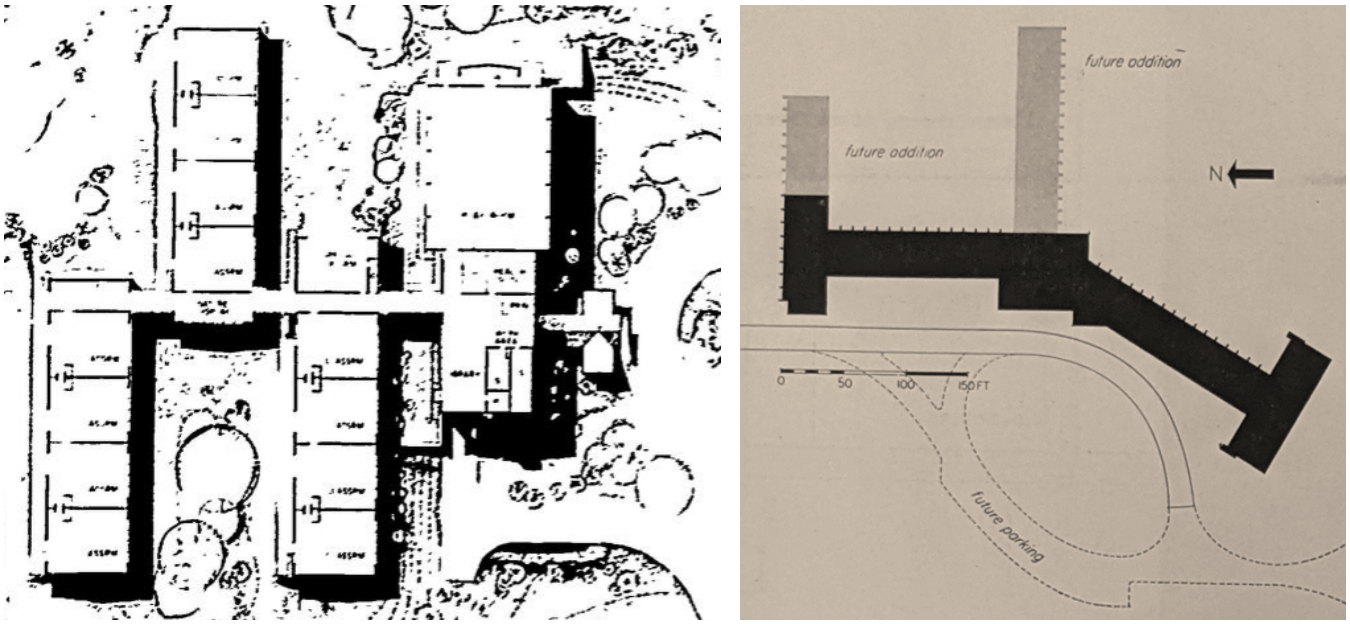


Figure 43. Diagram of the finger plan, a popular design for new schools built after World War II, with modular wings interspersed with courtyards and connected by walkways (left).[199] The finger-plan model was adapted into various configurations, such as this linear, if irregular, configuraton, with nodes where additions could easily be appended (right). Planning for future additions and site improvements was standard practice in the post–World War II years.[200]

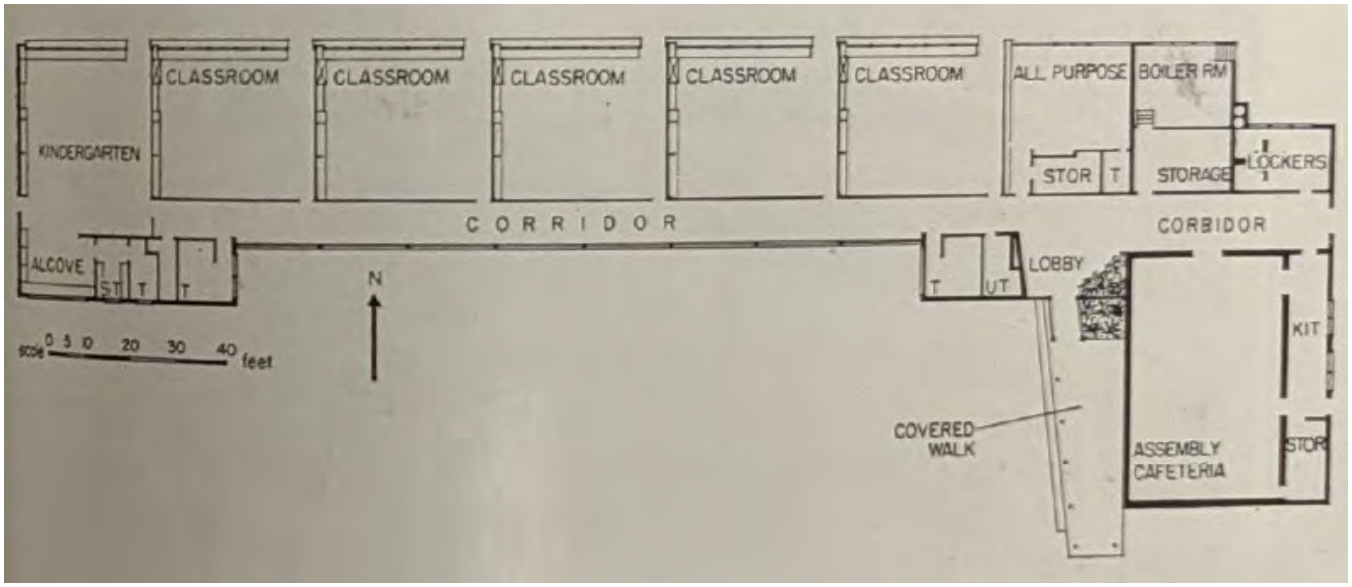


Figure 44. Example of a floor plan for a small, L-shaped school built in the early post–World War II years. Rooms are separated by function with classrooms comprising the long wing stem and the smaller end arm holding administrative and speciality rooms. The corridor has shifted from its typical central position to one side of the building and a covered walkway and entrance is prominent on the front façade.[201]

[199] U.S. Department of Health, Education, and Welfare, Office of Education, "New Trends in the Design, Cost, Construction of the Modern School Building."
[200] *The Architectural Forum*, "Case Studies: Suburban School, Glenview, Illinois," 118.
[201] *The Architectural Forum*, "Case Studies: Rural School, Clarksville, New York," 115.

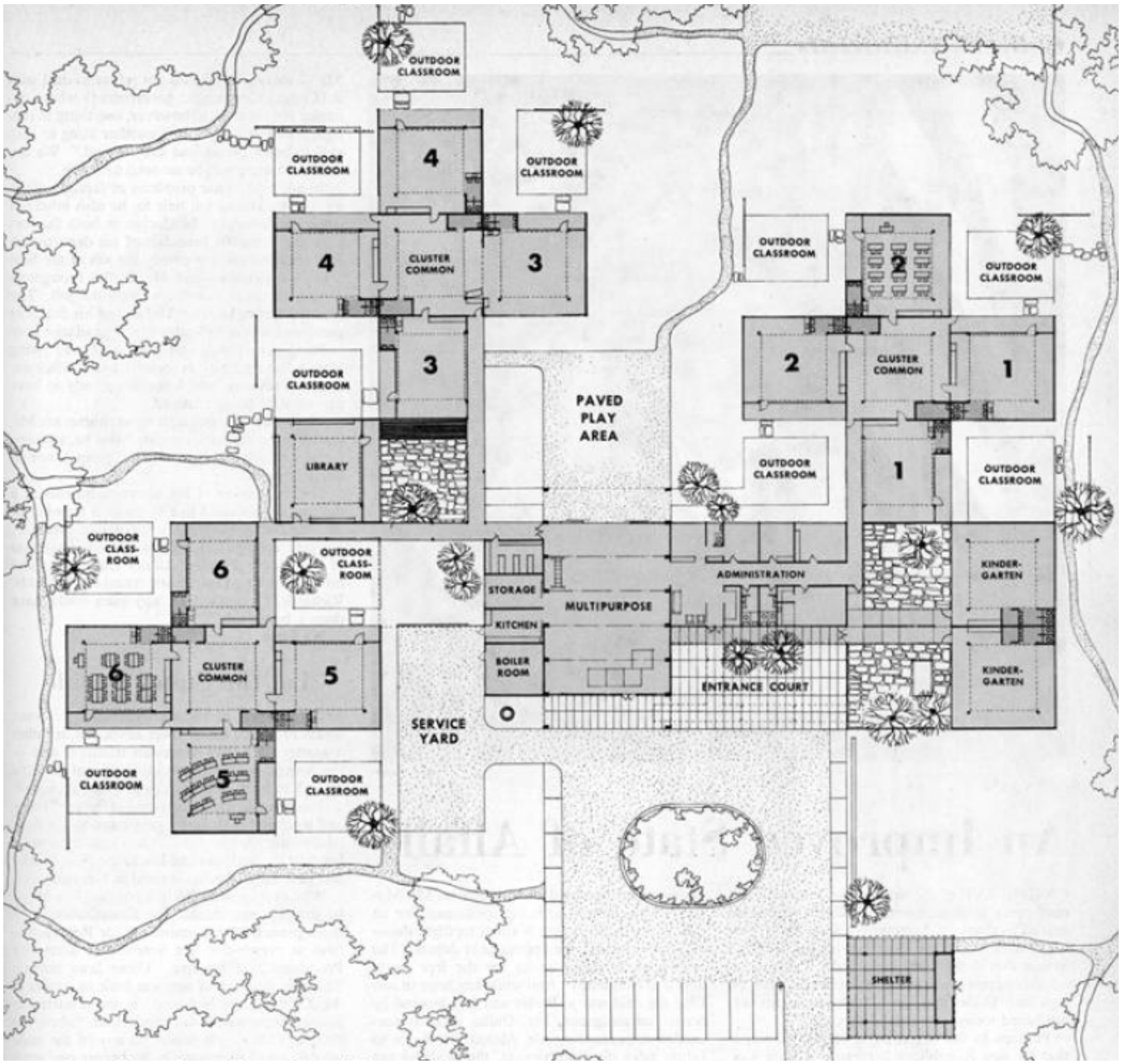


Figure 45. Site plan for a cluster-plan school by Walter Gropius.[202] In the 1950s, the cluster plan, with its groupings of smaller units, began to replace the finger plan and remained popular through the 1970s.

[202] Ogata, "Building for Learning in Postwar American Elementary Schools," 576.

Figure 46. Homelike, child-scaled interiors with moveable furniture, built-in storage, and ample natural light were considered the industry standard for primary schools built after World War II.[203]

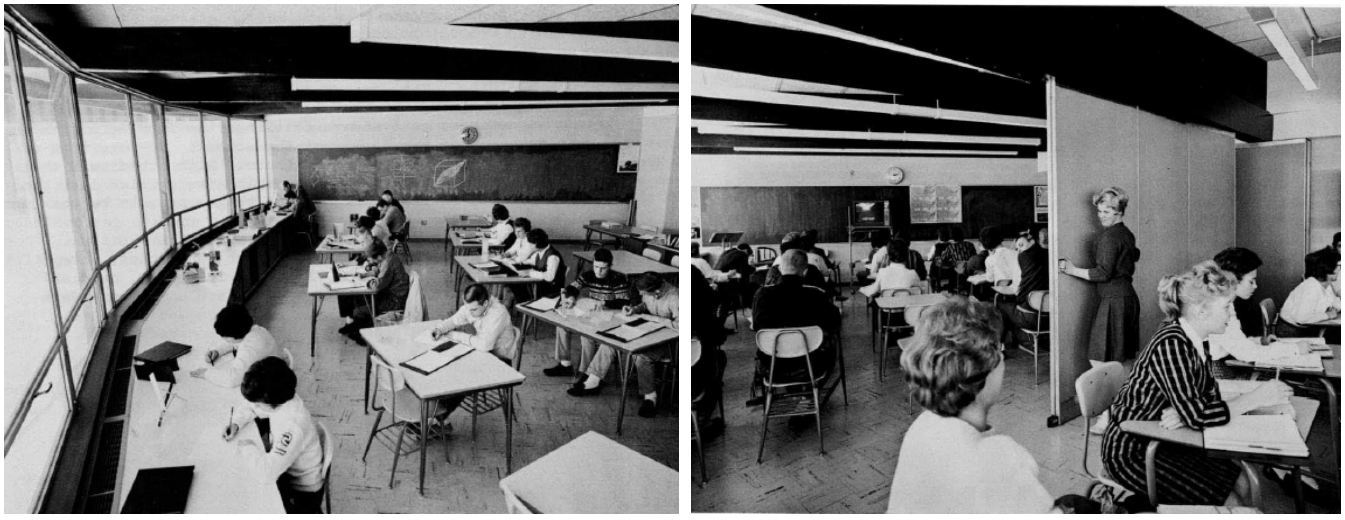


Figure 47. Functional and flexible interiors and furniture supported new teaching methodologies in the postwar years, seen with group and individual work stations (top) and with adjustable walls to change classroom size (bottom).[204]

[203] Ogata, 566.
[204] Leu and Featherstone, *Profiles of Significant Schools: Holland High School, Holland, Michigan*, 10–11.

Postwar school sites were characterized by informal design, the connection of outdoor and indoor spaces, and larger properties. Schools with a finger plan design required more real estate area for these sprawling sites and were often constructed in new residential neighborhoods where large areas of land were set aside for school construction.[205] The cluster plan maintained the low massing and outdoor access and viewshed of the finger plan but allowed for a denser site plan for more restricted campus sizes.[206] Designs often implemented landscape patios and lawns and trees invoking a park-like setting.[207] Middle schools and high schools in the postwar years began to take on a campus-like appearance. Some implemented a pavilion-like site plan, a decentralized arrangement with freestanding, function-driven buildings or units connected by sheltered walkways. Buildings were oriented inward to the courtyards and non-primary outdoor spaces. High school sports programs, funded again through the schools, were a source of community pride and campus and school designs from this period included large gymnasiums and playing fields, even in rural areas.[208] These playing fields, as well as outdoor patios, courtyards, and playgrounds, were important elements of postwar school design.[209] The outdoor spaces were generally organized informally, without hierarchically divided spaces.[210]

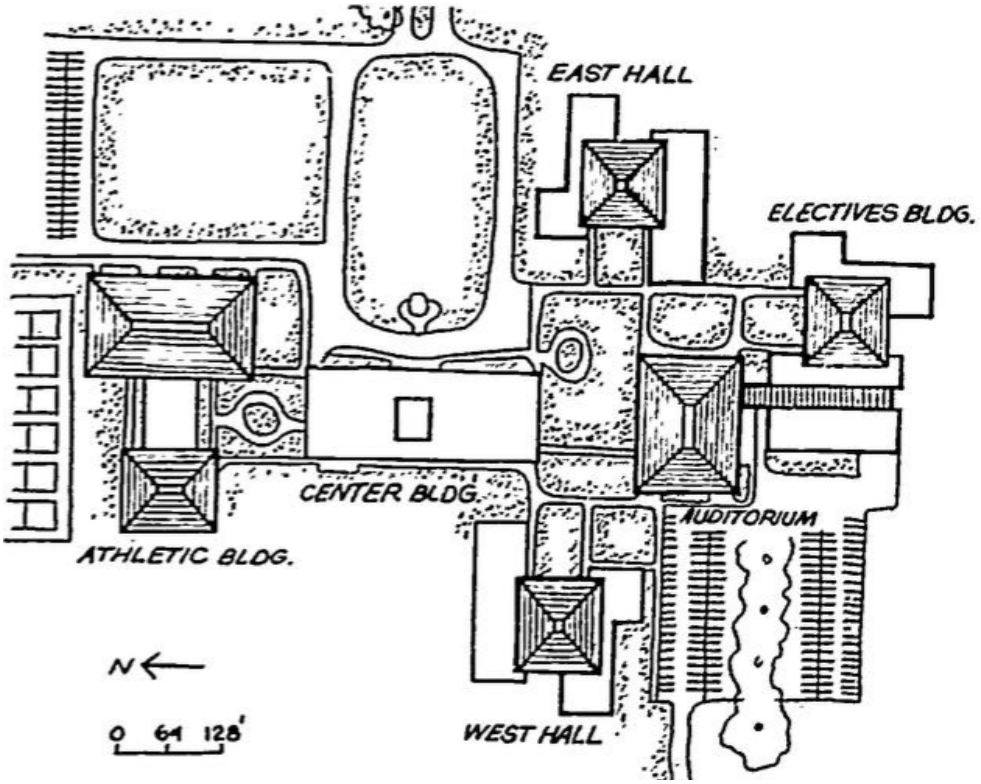


Figure 48. Example of a pavilion-like high school campus plan with separate, smaller buildings organized informally and by function, and connected by outdoor spaces or covered passageways. Characteristic of the era, the campus was designed for the number of building units to increase to meet future needs.[211]

[205] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 87.
[206] Sapphos Environmental, Inc., 142.
[207] Sapphos Environmental, Inc., 91.
[208] Bowen and Hitt, "History and Evidence Show School Sports Help Students Win."
[209] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 81.
[210] Sapphos Environmental, Inc., 89.
[211] U.S. Department of Health, Education, and Welfare, Office of Education, "New Trends in the Design, Cost, Construction of the Modern School Building."

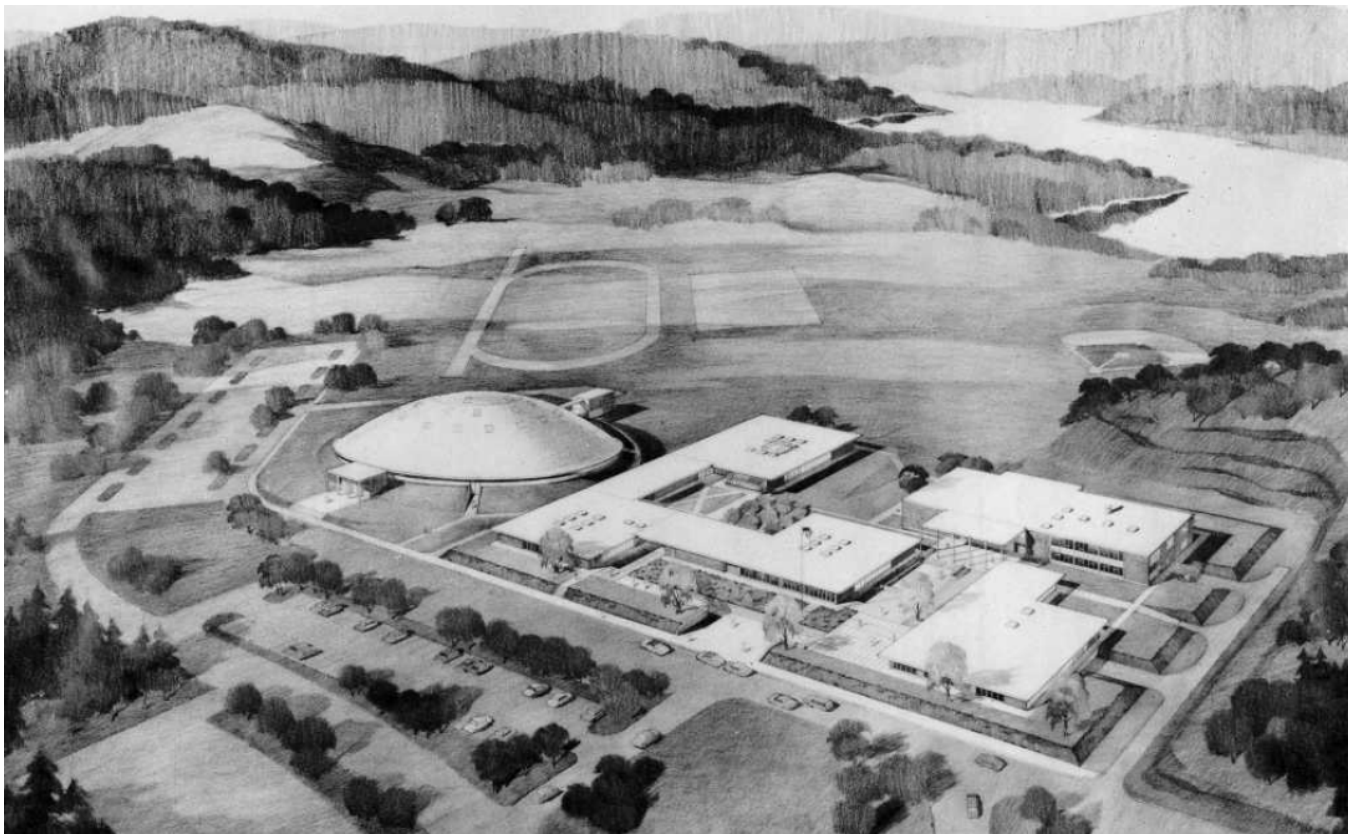


Figure 49. High schools and some junior highs, particularly schools in suburban locations, became full-fledged campuses after World War II with enormous grounds, multiple buildings, and sports stadiums and fields.[212]

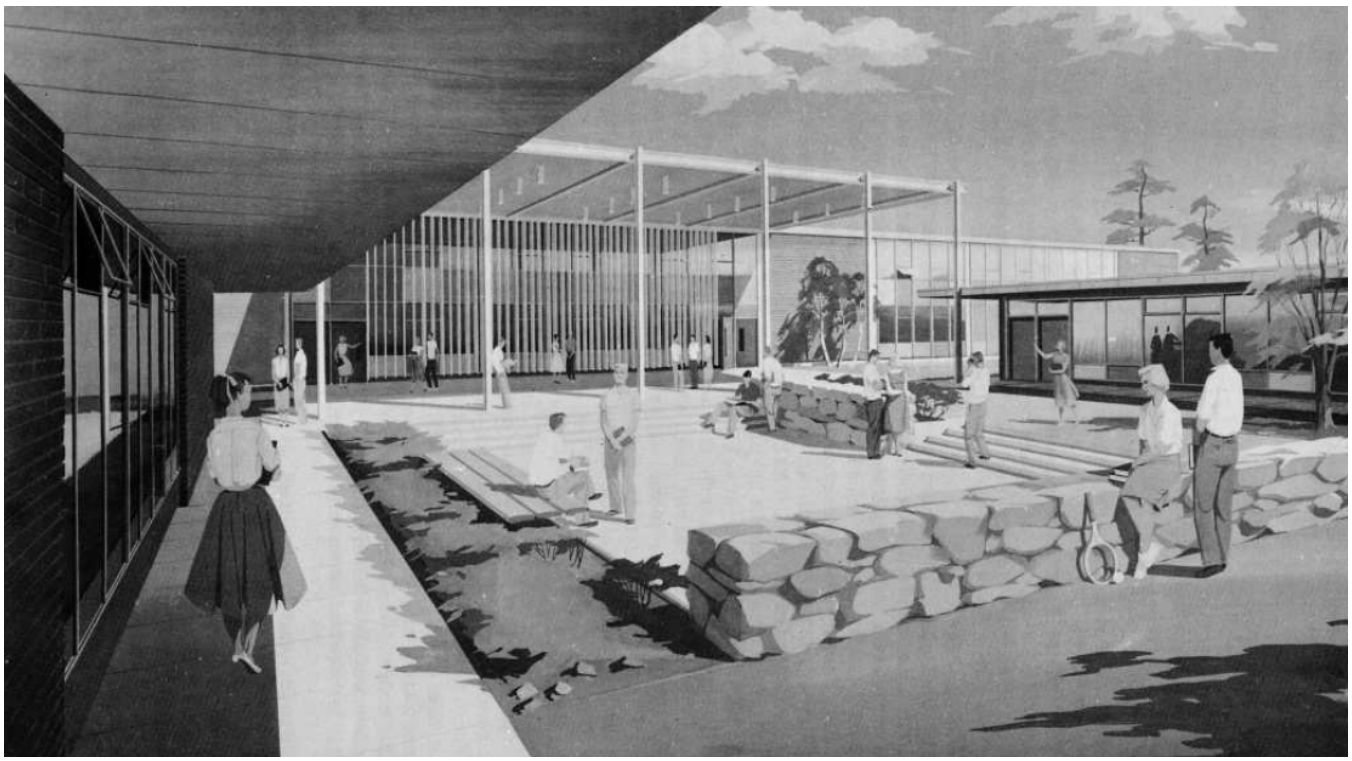


Figure 50. Courtyards were common site features of school campuses in the postwar years, particularly schools with cluster or pavilion plans.[213]

SEGREGATION TO DESEGREGATION

The American legacy of segregation continued during the postwar period and created radically different housing and school experiences for people of different races or ethnicities. Structural inequality was tacitly supported at the federal level, in government agencies and the armed forces, during and immediately following World War II took place under presidents Roosevelt and Truman. This was particularly true in the Jim Crow–bound southeastern United States. Racial inequity was exacerbated as new suburban neighborhoods developed at a rapid pace and disinvestment in urban residential neighborhoods snowballed during the postwar housing boom. From its inception, the Federal Housing Administration (FHA) and the Home Owners' Loan Corporation made residential security maps that graded city neighborhoods, with first or A-grade neighborhoods considered preferable for their ethnic homogeneity and their potential for more development. These lenders established national standards to define "hazardous" neighborhoods based on housing demand, homeownership rate, age and type of housing, social status of residents, adequacy of public utilities, access to amenities like transportation and schools, and the presence of race-restrictive covenants. Realtors and appraisers guided their clients using these boundaries, perpetuating low homeownership rates in areas with older housing stock and maintaining homogeneity in areas with a preponderance of Jewish and/or Black occupants. When they offered mortgages for houses in hazardous zones, lenders charged slightly higher interest rates than for other areas.[214] Although racially restrictive covenants were ruled unenforceable in *Shelley v. Kramer* in 1949, they were still included in deeds until the Federal Fair Housing Act outlawed the practice in 1968.

Public schools were the very heart of desegregation efforts. Challenges to laws that discriminated against African Americans and other marginalized groups were finding success, particularly with tour-de-force attorney Thurgood Marshall and other lawyers working for the NAACP. One of their most noteworthy wins was the U.S. Supreme Court's landmark decision in *Oliver Brown, et al. v. Board of Education of Topeka, et al. 1954 (Brown),* in which the court found that racial segregation in schools was unconstitutional. This 1954 ruling launched a defining period in the struggle for equal access and racial equality and initiated a break in the long-established roots of school segregation. Unsurprisingly, the *Brown* decision triggered a counterrevolution. President Dwight Eisenhower's consistent pattern of passive deferment and delay encouraged and exacerbated opposition to *Brown*. Most southern congressmen, who were still entrenched in Confederate State beliefs, endorsed resistance to the *Brown* ruling; the small number of congressmen who rejected the ruling completely included Maryland's entire congressional delegation. In the subsequent *Brown v. Board of Education 1955 (Brown II),* the justices upended desegregation in southern locations where bigoted and violent whites interpreted the decision's phrase "with all deliberate speed" as permission to resist. *Brown* aided the cause of school desegregation, but in its wake, *Brown II* permitted integration to take years, even decades in some locales; these delays overshadowed the symbolic victory of both lawsuits.[215]

[212] Clinchy, *Profiles of Significant Schools: Wayland Senior High School, Wayland, Massachusetts*, 23.
[213] Clinchy, 23.
[214] Hillier, "Redlining in Philadelphia."
[215] Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*.

MARYLAND

ENROLLMENT CRISIS AND STATE RESPONSE

Maryland experienced massive population changes following World War II because of the availability of good paying jobs, the increased birth rate, and ample farmland ripe for suburban development. During the 1950s, the state's population increased by nearly one-third to more than 3 million people in 1960, with suburban counties experiencing the most drastic growth.[216] School enrollments soared. Montgomery County, which was one of the fastest-growing counties in the country, led the way with a massive 547 percent student population increase between 1945 and 1965.[217] Suburban Prince George's, Anne Arundel, Baltimore City, St. Mary's, Harford, and Howard Counties also had substantial enrollment gains (Chart 2). Baltimore City's school population grew, but at a much slower, steadier pace than the counties (Chart 3).

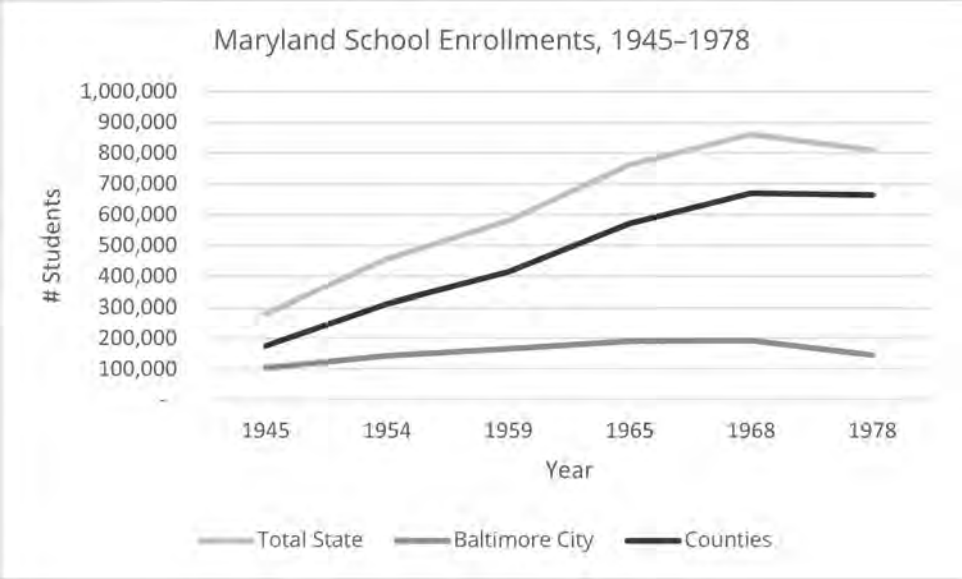


Chart 2. School enrollments rose precipitously in the state's counties in the postwar years, whereas Baltimore City experienced slow, steady growth. Enrollments peaked in 1968 before declining through the 1970s.[218]

[216] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 37–38.
[217] Maryland Department of Education, "89th Annual Report of the State Board of Education"; Maryland Department of Education, "94th Annual Report of the State Board of Education"; Maryland Department of Education, "100th Annual Report."
[218] Maryland Department of Education, "89th Annual Report of the State Board of Education"; Maryland Department of Education, "94th Annual Report of the State Board of Education"; Maryland Department of Education, "100th Annual Report"; Maryland Department of Education, "103rd Annual Report"; Maryland Department of Education, "113th Annual Report."

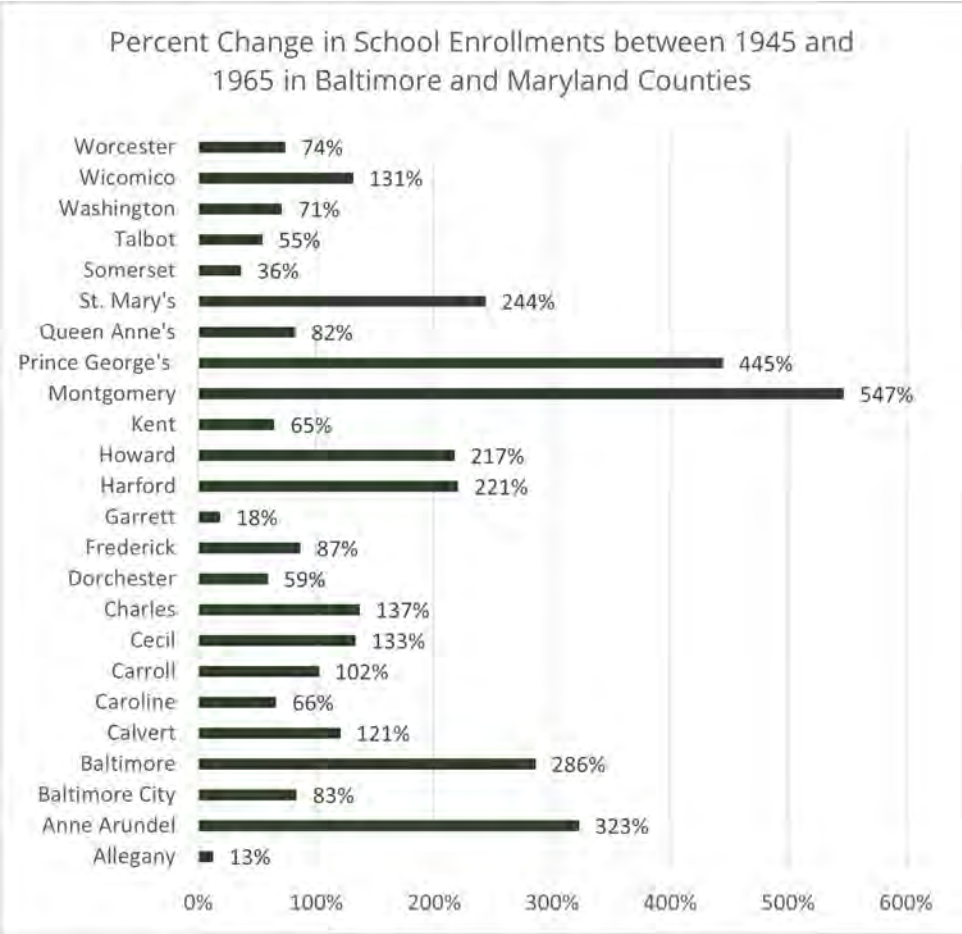


Chart 3. Most Maryland counties experienced major increases in school enrollments between 1945 and 1965, but the Baltimore City, Annapolis, and Washington D.C. suburbs drove the most growth.[219]

Worsening the situation was the state's new 12-year program of education, the existing backlog of school building needs in the aftermath of the Great Depression and World War II, the lack of state aid for building new schools, material shortages, and high construction costs.[220] Enrollments dramatically outpaced school construction. As a result, 13,000 pupils attended school part time; 4,600 were in rented buildings, and 26,000 were in makeshift quarters in school buildings, such as gymnasiums turned into classrooms.[221] Maryland's schools were in a state of emergency.

State and local government officials responded to the enrollment crisis by making public school development their single highest priority in the post–World War II years.[222] State leaders at last understood that Maryland's lack of contributions to school construction had resulted in highly variable school building quality and many substandard school buildings, and they finally acknowledged that school building costs were a necessary expense to fulfill the

[219] Maryland Department of Education, "89th Annual Report of the State Board of Education"; Maryland Department of Education, "94th Annual Report of the State Board of Education"; Maryland Department of Education, "100th Annual Report"; Maryland Department of Education, "103rd Annual Report"; Maryland Department of Education, "113th Annual Report."
[220] Hamon, Cooper, and Hyson, "Report of the Institute on the Planning of School Buildings," sec. Forward; Maryland Task Force to Examine the School Construction Program, "1985 Report of the Task Force to Examine the School Construction Program," 3.
[221] Maryland Task Force to Examine the School Construction Program, "1985 Report of the Task Force to Examine the School Construction Program," 3–4.
[222] Callcott, *Maryland and America, 1940 to 1980*, 240.

state's obligation to provide a free and equitable public education system.[223] A series of funding changes were made to supplement local capital, starting with the 1947 Incentive Aid for School Construction law, which offered grants to subdivisions of the state; the 1948 General Public School Assistance Loan, a five-year program to fund school construction in areas with abnormal increases in student populations; and the 1949 General Public School Construction Loan, which authorized $50 million in bonds for land acquisition and school construction.[224] Construction began at a feverish pace, and between January 1947 and June 1951, 178 new schools or additions were built and 208 were in the works.[225] By the mid-1950s, Maryland had added 30 new classrooms each week.[226] Between 1958 and 1965, the state distributed an additional $84.8 million for school construction.[227]

During this time, Maryland's elected officials; state and local educational leaders; leading educational consultants like N. L. Engelhardt; architects like Richard W. Ayers, Paul Gaudreau, and Charles M. Nes Jr.; builders; planners; and engineers collaborated to establish goals and guiding principles for the school building process.[228] In 1950, after a series of stakeholder meetings, the Maryland State Department of Education published *Planning Maryland School Plants*. In doing so, and following national trends, the state replaced prescriptive building standards with guiding principles and objectives that allowed for flexibility for local needs.[229] The document recommended collaborative planning among the school board, county superintendent, school administrators and teachers, custodians, pupils, parents, and the architect. It outlined the roles and responsibilities of state and local officials and gave local districts the authority to retain qualified architects, identify sites, and develop draft and final architectural drawings that the state superintendent would review to ensure that plans met size, arrangement, and basic construction standards. The document also adopted the guiding principles from the National Council on Schoolhouse Construction's 1949 *Guide for Planning School Plants*.[230] The Maryland Department of Education noted that earlier school building standards had created too much similarity of appearance among school buildings. Accordingly, the agency provided little, if any, direction regarding the appearance of buildings; instead, they gave architects, with input from local stakeholders, freedom to choose the design and materials that would achieve the state's desirable goals.[231]

[223] Maryland Task Force to Examine the School Construction Program, "1985 Report of the Task Force to Examine the School Construction Program," 3.
[224] Maryland Task Force to Examine the School Construction Program, 3–4.
[225] Maryland Department of Education, "School Building Program."
[226] Callcott, *Maryland and America, 1940 to 1980*, 248.
[227] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 42.
[228] Gournay, 56; Hamon, Cooper, and Hyson, "Report of the Institute on the Planning of School Buildings"; Maryland Department of Education, "Planning Maryland School Plants."
[229] Copies of the 1916 *Standards for Maryland School Buildings* (revised in 1930 and 1941) were unavailable; Wilson, "State School Plant Standards and Requirements."
[230] National Council on Schoolhouse Construction, Plant Guide Committee, *Guide for Planning School Plants*.
[231] Maryland Department of Education, "Planning Maryland School Plants."

National Guidelines for Well-Planned School Buildings Adopted by Maryland in 1950

- Orientation for instructional rooms to achieve optimum easily controlled daylighting
- Reduction of vertical and horizontal student and materials traffic to a minimum
- Functional variation of clear span, shape, and size of rooms to accommodate different instructional and activity needs of the educational program
- Maximum conservation of school site area, consistent with pupil safety, for outdoor educational and recreational purposes
- Maximum expansibility to provide for enrollment increases and expanded educational services
- Maximum flexibility to permit reorganization of space to combat educational obsolescence of the building
- Association of subject matter and service facilities to enhance coordination of functions and to minimize student traffic
- Shielding work areas such as library and classrooms from noisy activities such as music, gymnasium, shop, and playground
- Protection of class, study, and assembly groups from disturbing odors from laboratories and kitchens
- Provisions for orderly pupil traffic flow with a minimum of congestion
- Building entrances located in recognized points where students, and visitors who come in automobiles, approach the campus
- Pupil safety in approaching and leaving the building
- Limiting basement areas to those actually needed for building service. Basement areas should be entirely eliminated in all except exceptional cases
- Maximum natural ventilation, especially in warm climates
- Building materials chosen in consideration of the financial ability of the district, the estimated permanency of residences served, reasonable maintenance costs, beauty, and pupil safety
- Interiors designed for the delight, comfort, and health of occupants

Source: National Council on Schoolhouse Construction, "Guide for Planning School Plants," 1949.

Other major educational goals in the immediate post–World War II years involved planning for future building and community needs with flexible interiors, buildings, and sites that allowed for expansion and dual-program buildings; developing programming for gifted and disabled children and technology-based curricula; equalizing schools statewide by replacing outdated buildings with new, modern facilities; and the continued closure of small rural and neighborhood schools and consolidation into bigger schools with broader curricula.[232] The state made great strides in this effort; by 1955, Maryland had about 1,000 schools, down from approximately 2,000 in 1930.[233] Given the state's emergency expansion needs, the creation of an efficient building planning and design process and fast and economical construction methods using familiar materials were additional priorities. For instance, by 1955, Baltimore City was able to reduce the average school planning and building process from 4.6 years to about 3 years.[234]

[232] Callcott, *Maryland and America, 1940 to 1980*, 242; 248–49; Gournay, "Context Essay: Modern Movement in Maryland, Year One," 42.
[233] Callcott, *Maryland and America, 1940 to 1980*, 240.
[234] Commission on Governmental Efficiency and Economy, Inc., "A Study of Baltimore's Public School Building Program," 6–9.

Tension existed between architectural and design freedom versus building for economy and speed. A study by the Commission on Governmental Efficiency and Economy to evaluate Baltimore City's public school building program recommended limited standardization and reuse of satisfactory plans to reduce overall project timelines and costs and less "indulgent" architectural treatments and provisions for creating distinctive neighborhood monuments and environments to exemplify the best of modern American schools.[235] Because the district had retained 34 architects or firms since 1946, 31 of which were only used once or twice, the study suggested that the city retain fewer architects and have them reuse plans, adjusting only for the new project and site to achieve time and cost savings.[236] Architects lobbied against the use of standardized plans, but it was a battle they sometimes lost.[237] Northern and Southern Garrett County High Schools were identical buildings, for instance, and Anne Arundel County repeated four building designs between the 1950s and 1970s in at least 12 schools (Figure 51).[238]

Figure 51. These two school designs, repeated by Anne Arundel County in the post–World War II years, saved time and costs on building construction. The design used for the 1965 Maryland City Elementary School (top) was also used for Jacobsville, George Cromwell, Quaterfield, Parole, Rolling Knolls, and Waugh Chapel Elementary Schools. The 1962 Tyler Heights Elementary School's design (bottom) was repeated for construction of the North Glen and Mayo Elementary Schools.[239]

[235] Commission on Governmental Efficiency and Economy, Inc., 12.
[236] Commission on Governmental Efficiency and Economy, Inc., 24–25.
[237] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 57.
[238] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[239] Maryland State Department of Education.

DESEGREGATION AND MARYLAND SCHOOL BUILDINGS

In post–World War II Maryland, Jim Crow–era racial segregation was the *de facto* rule for education, housing, employment, and public accommodations.[240] Student demographics mirrored those of the communities they were situated in, and daunting economic disparities were evident where the highest proportion of the Black population lived. These deep inequalities between Maryland's schools for white pupils and schools for Black pupils were obvious in both urban and rural settings. Across the state, schools for white students received more funds for their physical plants, curricula, transportation, and teacher salaries than schools for Black students received.[241] All members of the state and county education boards were white people, and they eliminated any opportunity for Black adults to participate in governing and administering the very schools their children attended, despite regular requests from Black members of the community for representation on the Baltimore City school commissioners' board since the early 1920s.[242] As systemic racism became increasingly obvious in postwar America, education epitomized the resulting social inequality. The judiciary, eventually, was the main instrument of change in attempting to correct inequities.

In the 1950s, Maryland's urban schools experienced disinvestment when the FHA graded urban neighborhoods as "hazardous." Baltimore City's inner city, for example, was in decline or hazardous; only outlying areas offered "residential security" (Figure 52). As a result, inner-city schools had a high proportion of Black students. By 1954, 37 percent of Baltimore City public school students were Black, and these pupils represented 58 percent of the state's Black student population with the remaining 42 percent residing outstate—areas outside of the largest population center—in Maryland's case, Baltimore City.[243] School authorities held that prevailing housing circumstances were responsible for the distribution of elementary and secondary school buildings.[244] Many considered school desegregation impossible with racially restricted housing areas and *de jure* and *de facto* discrimination the norm at commercial and governmental establishments.[245]

[240] Fleming, "Racial Integration in Education in Maryland," 276.
[241] Bradley, "The Education of Negroes in Maryland."
[242] Bradley.
[243] Maryland Department of Education, "89th Annual Report of the State Board of Education," 70–71.
[244] Fleming, "Racial Integration in Education in Maryland."
[245] Fleming, 273.

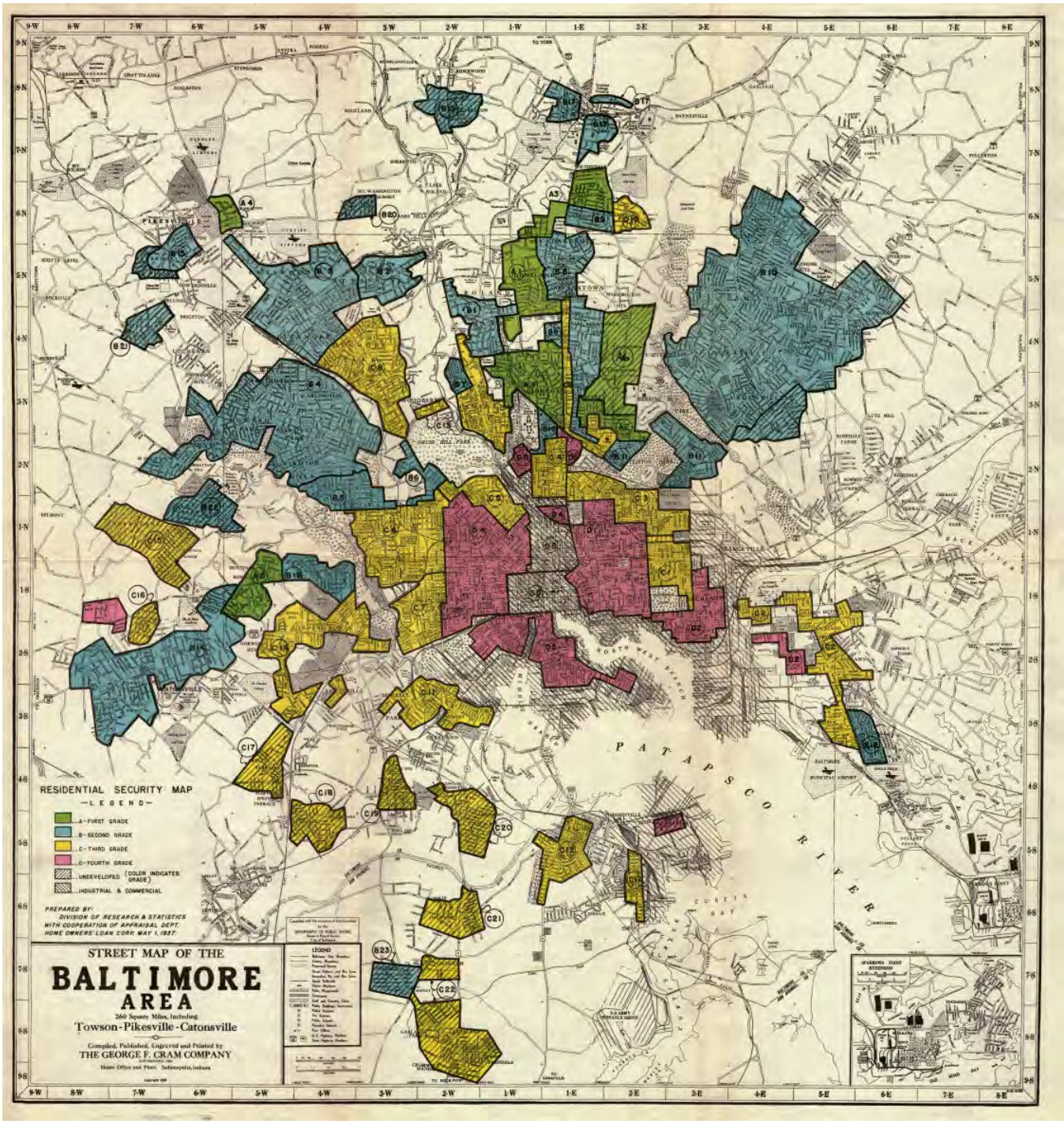


Figure 52. The result of branding neighborhoods as hazardous, as depicted in this 1937 residential security map, was that inner-city schools tended to have high enrollments of Black pupils who attended classes in dilapidated buildings. Green areas were preferable neighborhoods, blue areas were the next best—they were more developed but were still desirable neighborhoods, yellow areas were in decline and "infiltrated" with lower-class residents, and red areas were considered hazardous.[246]

[246] Home Owners' Loan Corporation, Division of Research and Statistics, "Residential Security Map, Baltimore, Maryland."

In rural Maryland, especially the Eastern Shore and Southern regions, economic and demographic patterns had strong ties to the Deep South, and the disparity between schools for white pupils and schools for Black pupils was even more striking.[247] Rural schools for Black pupils received even less funding for their physical plants, curricula, transportation, and teacher salaries than did their urban counterparts.[248] Many rural primary school buildings for Black students were substandard or had insufficient space for full-time attendance, and few counties offered any secondary education for Black pupils.[249] In at least one county with a small Black population, the expense of maintaining a separate school was considered cost prohibitive. Outside of the urban areas of Central Maryland, disparity varied. Apparently, when the sole school for Black students in Garrett County in Western Maryland closed, a school for white students absorbed these pupils "with a minimum of objections from either group." [250] Some outstate school districts acknowledged the need to accommodate their growing Black student populations and handled improvements in less-than-equitable ways. The Anne Arundel County Board of Education noted the need for more than one high school for Black students in 1949 but considered the wide distribution of the rural Black population reason enough to avoid a new campus. Instead, the board chose to make $1.7 million in additions to Bates High School in Annapolis for the 1,500 Black pupils anticipated to enroll there in 1949. The county also built a $175,000 new consolidated school to take the place of four unsatisfactory elementary schools shuttered because they were in disrepair or overly crowded.[251] These improvement efforts attempted to equalize existing schools in Maryland in ways like those prominently practiced in the Deep South.[252]

The road to desegregation in Maryland was replete with impediments but proved an early testing ground for school board and court cases that prodded initial advances during and just after World War II. In 1952, a dramatic Baltimore City school board decision foreshadowed the national course of education desegregation. That year, the school board voted 5–3 that the four-year pre-engineering course proposed for Frederick Douglass High School, which served only Black students, was not equivalent to the same advanced course taught at Baltimore Polytechnic Institute, which served only white male students. This decision allowed 15 Black male students admission to the school for white students. Furman L. Templeton, executive director of the Baltimore Urban League, developed the initial legal strategy and garnered support from the Americans for Democratic Action, the Council for Human Rights, the Citizens committee on Education, the Civil Liberties Union, the NAACP, and other heavy hitters like Thurgood Marshall, general counsel for the NAACP and eventual U.S. Supreme Court Justice, and William C. Rogers, chairman of the State Commission on Interracial Problems and Relations.[253] A crucial outcome was the school board's acknowledgment "that physical equality alone does not guarantee equal facilities….equality is more complex than and not definable in physical terms alone." Admitting these Black students into a school for white students rejected the legitimacy of segregation but did not prevent upholding it locally in comparable situations for male vocational students who pursued admittance to the Mergenthaler Vocational High School, which served only white boys, or female students who sought admission to the Western High School, which served only white girls.[254] The boys' case

[247] Bradley, "The Education of Negroes in Maryland"; Henry, "A Descriptive Study of the Human Relations Activities and the Process of Desegregation in the Prince George's County, Maryland Public Schools, 1965–1973," 81–82.
[248] Bradley, "The Education of Negroes in Maryland."
[249] Bradley.
[250] Bradley.
[251] Anne Arundel County Board of Education, "The $7,000,000 Bond Issue and the Need for Additional Funds."
[252] Dobrasko, "Equalization of Schools in South Carolina, 1951–1960."
[253] Pancoast, "The Report of a Study on Desegregation in the Baltimore City Schools," 18–22; Sandler, "At First It Was Poly"; Templeton, "The Admission of Negro Boys to the Baltimore Polytechnic Institute 'A' Course."
[254] Templeton, "The Admission of Negro Boys to the Baltimore Polytechnic Institute 'A' Course."

was deferred; in the girls' case, the school board's 6–1 decision, in direct contradiction with their Baltimore Polytechnic Institute vote, directed that advanced courses for the girls could be replicated in a school that served only Black students, despite the arguments of NAACP counsel represented by Marshall, Jack Greenberg, Juanita Mitchell, and former *Murray v. Pearson* plaintiff-turned-attorney Donald G. Murray.[255]

In the mid-1950s and later, jurisprudence finally propelled local desegregation issues into the national spotlight. In 1954, the U.S. Supreme Court's landmark decision, *Oliver Brown, et al. v. Board of Education of Topeka, et al. 1954* (*Brown*), considered not one school segregation case, but five: *Brown* in Topeka, Kansas; *Briggs v. Elliott* in Clarendon County, South Carolina; *Davis v. County School Board* in Prince Edward County, Virginia; *Gebhardt v. Belton* in New Castle County, Delaware; and *Bolling v. Sharpe* in Washington, D.C. It was not lost on state and local boards of education in Maryland that three of these cases were in locations that surrounded Maryland. The decision divided the country, with particular opposition from former Confederate States, and even after the subsequent *Brown II* case, resistance to integration continued for years.

The Maryland Board of Education adopted a wait-and-see policy.[256] On November 8, 1954, Thomas G. Pullen, state superintendent of schools, submitted a report to the state board of education and the attorney general stating no objection to the ruling that forbade racial segregation in schools and noting that segregation could continue until a final Supreme Court decree. The report pointed to some level of integration already incorporated in Maryland schools, including appointees to the state and local boards of education, some schools and districts with integrated faculty and administrators, and the state teachers' association removal of its regulation that prohibited Black teachers from becoming members. The state also had limited experience with mandates for federal agency–affiliated schools, such as those on Department of Defense facilities at Fort Meade in Anne Arundel County and the Bainbridge Naval Training Base in Cecil County, which operated under national education policy.[257] Still, the state board of education urged a period of gradual adjustment and local adaptation to integration, generally interpreted as permission to do nothing. The board added some potential strings to this, noting that future funding may be withheld in cases of noncompliance.[258] In 1955, Maryland Attorney General C. Ferdinand Sybert served notice that the public schools were bound to *Brown* and the Maryland State Board of Education advised voluntary compliance with deliberate speed and without additional jurisprudence.[259]

Baltimore City, on the other hand, began desegregation promptly in September 1954, even before *Brown II*, by offering immediate "open enrollment." The city school system allowed the student population to modify on its own based on parental choice.[260] The city school board immediately eliminated the separate division for schools serving only Black pupils and appointed a committee to decide desegregation policy that was prepared and unanimously approved posthaste with minimal initial public reaction.[261] In September 1954, Black students, who comprised 39 percent of the city's student body, were attending 12 of the 35 junior and senior high schools and 39 of the 130

[255] Sandler, "At First It Was Poly."
[256] Pancoast, "The Report of a Study on Desegregation in the Baltimore City Schools," 29.
[257] Fleming, "Racial Integration in Education in Maryland," 279.
[258] Superintendent's Committee on Desegregation of the Public Schools of Maryland, "Report to the State Board of Education and the Attorney General of Maryland."
[259] Fleming, "Racial Integration in Education in Maryland," 278.
[260] Fleming, 279.
[261] Henry, "A Descriptive Study of the Human Relations Activities and the Process of Desegregation in the Prince George's County, Maryland Public Schools, 1965–1973," 82; Pancoast, "The Report of a Study on Desegregation in the Baltimore City Schools," 27–28, 30–31.

elementary schools.[262] However, only 1,576, or 3 percent, of the city's enrolled Black students were attending schools that had formerly served only white students. The following academic year, 4,601 Black students attended schools that had formerly served only white students—23 junior and senior high schools and 48 elementary schools. That year, the city still had 6 junior and senior high schools that served only white pupils, 22 elementary schools that served only white pupils, and 55 elementary schools that served only Black pupils.[263] That same year, 81 Black teachers were placed in secondary schools that either formerly or currently served only white students, and 26 Black teachers were transferred to elementary schools that had formerly served only white students. No white secondary students were moved to secondary schools that had served only Black students; about 20 white children now attended an elementary school that had formerly served only Black students. One white teacher and one white substitute teacher were placed in a single secondary school that served only Black students, but no such move occurred at the elementary level.[264]

Public reaction was minimal, but notable. The Baltimore City Board of School Commissioners credited this to their decision to neither seek outside opinions from the public and politicians nor consider a gradual approach to integration.[265] In October 1954, outside agitators picketed city schools during a four-day period, but otherwise desegregation plans went unthwarted. Negative public reaction was limited to South Baltimore City where dissenters rotated among nine elementary schools, of which eight had an integrated Black student population of 2.6 percent or less; the picketers disrupted classes with demonstrations against desegregation. These schools were in mostly white owner-occupied neighborhoods in or near blighted or "hazardous" areas. At School Number 34, which 12 Black kindergarteners had begun attending, picketers from the neighborhood shooed white children away from the school, thereby depleting attendance to 20 percent of normal (Figure 53). In contrast, five integrated elementary schools with Black student populations between 13 and 50 percent experienced no overt opposition despite concerns that they would be picketed. These schools, however, were in neighborhoods with more nonwhite, educated, and white-collar occupants than those in South Baltimore City.[266]

[262] Grant, "Desegregation in Maryland Since the Supreme Court Decision," 280.
[263] Fleming, "Racial Integration in Education in Maryland."
[264] Fleming, 275.
[265] Henry, "A Descriptive Study of the Human Relations Activities and the Process of Desegregation in the Prince George's County, Maryland Public Schools, 1965–1973," 82; Pancoast, "The Report of a Study on Desegregation in the Baltimore City Schools," 27–28, 30–31.
[266] Pancoast, "The Report of a Study on Desegregation in the Baltimore City Schools," 43–44, 46.

Figure 53. Some 70 neighborhood white women picketed Charles Carroll Elementary School, an elementary school in Baltimore City that previously served only white students, in October 1954. A few outside agitators joined the women, who vowed to march "until the school closes, or until we can't walk anymore."[267]

Maryland's outstate boards of education, which managed districts with smaller populations of Black students, also confronted desegregation with little pause and chose to comply instead of challenging the "deliberate speed" clause. These counties were more suburban than rural and had to introduce only modest numbers and proportions of Black students into schools serving only white students. By September 1955, seven outstate counties had admitted Black students to schools that had formerly served only white students.

In the counties surrounding Baltimore, 28 of 90 Baltimore County schools were integrated in September 1955, but Black children accounted for less than 7 percent of the total school-age population. Numeric representation put only 205 Black students in these 28 schools; schools that served only Black students supported another 2,235 segregated students.[268] In Anne Arundel County, where Black students accounted for more than 19 percent of the school-age population, the two facilities that initially accepted Black pupils were specialized schools: one for children with cerebral palsy and the other for those with learning disabilities. Then-rural Howard County to the west of

[267] *Baltimore Evening Sun*, "Women Picket School No. 34; Classes Small."
[268] Fleming, "Racial Integration in Education in Maryland"; McHugh, "Integration to Get Underway in Eight of Maryland's Counties."

Baltimore began "voluntary integration" of schools in the 1956–1957 academic year, which required an appearance before the school board to initiate the transfer.[269] It would not be until 1965 when the Harriet Tubman High School, a school built for Black students, was closed and integration was completed.[270]

In the Washington, D.C. suburbs, where Black students comprised 13.5 percent of Prince George's County's school-age population, 34 Black students were admitted to 7 schools that had previously served only white students, but another 52 applications were deferred, and 2 requests were denied; deferral and denial may have been based on overcrowding or transportation limitations. In Montgomery County, where Black residents accounted for less than 6 percent of the population, 22 schools admitted 496 Black pupils into a white student population of nearly 53,000.

In Western Maryland's Washington County, with a 2 percent Black student population, 73 Black students—27 elementary and 46 high school students—entered schools that previously served only white students. At the county seat in Hagerstown, integration was limited because of overcrowding. Plans for Carroll and Cecil Counties were based on parents' choice applications.[271] No teachers in these counties lost their position because of shifting students from schools that served only Black pupils, and faculty meetings and other professional functions were fully integrated.[272]

By September 1956, 66 percent of the state's school board districts were technically considered desegregated to some extent.[273] However, districts in the Eastern Shore and Southern Maryland lagged behind the urban areas of Central Maryland. Those outstate counties with large populations of Black school-age children—Southern Maryland's Calvert (50 percent), Charles (45 percent), and St. Mary's (30 percent) counties, and the Eastern Shore's Caroline (22.5 percent), Dorchester (32 percent), Kent (29 percent), Queen Anne's (28 percent), Somerset (40 percent), Talbot (33 percent), Wicomico (25 percent), and Worcester (37 percent) counties—did not pursue desegregation immediately.[274] Wicomico County, which did not begin to pursue integration until 1964, integrated the local bus drivers' association, board of education, extension courses, teacher and curriculum committees, principals, and counselors more rapidly than it did the student population.[275] A Black student from Calvert County recalled that local officials held secretive, closed meetings to discuss integration. "Teachers were threatened with being fired if they did not go along with racist conditions. [Calvert] County fought desegregation" until 1966.[276] Both urban and rural boards of education continued attempting to resolve desegregation with interracial committees of teachers and parents.

The NAACP and American Civil Liberties Union continued their beneficial support for local litigation efforts in Maryland. The NAACP dropped its 1956 case on behalf of 20 Harford County Black parents who sought desegregation when the board of education voted to integrate the following school year.[277] Other cases focused on extremes. In St. Mary's County, the NAACP filed suit in 1956 on behalf of 66 children who were transported at least

[269] *Washington Post*, "Integrating Howard County Schools."
[270] Carson, "A Struggle for Equality Amid a Legacy of Racism."
[271] McHugh, "Integration to Get Underway in Eight of Maryland's Counties."
[272] Fleming, "Racial Integration in Education in Maryland," 273.
[273] Fleming, "Racial Integration in Education in Maryland."
[274] Fleming, 279; McHugh, "Integration to Get Underway in Eight of Maryland's Counties."
[275] McGrath, "'Deliberate Speed' of School Desegregation Varied Widely Across Maryland."
[276] Goddard, Sturrock, and Uunila, *Persistence, Perseverance and Progress: History of African American Schools in Calvert County, Maryland, 1865–1965*, 72–73; McGrath, "'Deliberate Speed' of School Desegregation Varied Widely Across Maryland."
[277] Fleming, "Racial Integration in Education in Maryland," 281.

4 and up to 8 miles to attend a school for Black students, although their families lived within a few blocks of a school that served only white students.[278] Two years later, after a lawsuit on behalf of Joan Elaine Gaines, the first Black child attended a school that had previously served only white children in St. Mary's County.[279] Montgomery County Black parents joined the local NAACP chapter to challenge the lack of implementation of desegregation practices, such as allowing Black students to attend local schools that previously served only white students and hiring educated Black teachers for integrated schools.[280] The NAACP won their suit, Montgomery County white parents appealed the decision to the Maryland State Board of Education to prevent 32 Black elementary school students from transferring to schools that were then serving only white students, but the board upheld the county court's ruling, and efforts to desegregate public schools in Montgomery County were successful.[281]

In summary, desegregation in Maryland had both early and notable successes and its share of encumbrances by the mid-1960s. Desegregation efforts in Maryland put the burden on Black parents, who were often frustrated with procedural stalling by school administrators. Administrators in some counties, Anne Arundel among them, claimed rapid population growth and lack of adequate school buildings as justification for slow progress. But the irrationality of empty schools that served only Black students, overcrowded white facilities, and long bus commutes—to keep students, regardless of color, in segregated schools—amounted to continued discrimination.[282] In urban settings, *de facto* residential segregation could not readily overcome *de jure* school desegregation. By the mid-1960s, when most Baltimore City students were Black children, 70 percent still attended segregated schools.[283] In 1964, only 30 percent (59 of 192) of City schools reported attendance of at least 10 percent from each race.[284] Thus, the Baltimore City school board may have promoted equity unambiguously, but it tacitly failed Black students since the board members would not act on the students' behalf to fulfill the principle of desegregation.[285] In the counties, very limited meaningful desegregation had transpired.[286] Through 1964, only nine counties—Allegany, Baltimore, Carroll, Dorchester, Frederick, Harford, Howard, Montgomery, and Talbot—had reached what was considered complete school desegregation.[287] Most Maryland school districts—18 of 24—were eventually required to submit desegregation plans since they had not substantively integrated.[288] More than any other societal pressure, desegregation changed the landscape of public education, but through the mid-1960s this played out gradually and passively with closure and consolidation of schools that served only Black pupils and additions of Black students to schools that formerly served only white students that had undergone at least limited desegregation.

[278] Fleming, 282.
[279] Unified Committee for Afro-American Contributions of St. Mary's County, Inc., *In Relentless Pursuit of an Education: African American Stories from a Century of Segregation, 1865–1967*.
[280] Fleming, "Racial Integration in Education in Maryland," 280.
[281] Fleming, 280.
[282] Joint Civil Rights and Citizens' Committee on Education, "Discrimination in Public Schools in Anne Arundel County," 1–4.
[283] Pousson and Diehlmann, "Civil Rights in Baltimore, Maryland 1931–1976," 110, 112.
[284] Vorce, "History of Education in Maryland."
[285] Baum, *"Brown" in Baltimore: School Desegregation and the Limits of Liberalism*, 155.
[286] Maryland Advisory Committee to the U.S. Commission on Civil Rights, "Report on School Desegregation in 14 Eastern Shore and Southern Maryland Counties," 56.
[287] Brown, *A Century of "Separate but Equal" Education in Anne Arundel County*, 139.
[288] Goddard, Sturrock, and Uunila, *Persistence, Perseverance and Progress: History of African American Schools in Calvert County, Maryland, 1865–1965*, 69.

SCHOOLS AND COMMUNITY PLANNING AND DEVELOPMENT

Drawing inspiration from earlier precedents, developers and architects continued to collaborate in the post–World War II years in Maryland to create master-planned communities that gave prominence to the neighborhood school. Edmund J. Bennett's Carderock Springs, a wooded subdivision with Mid-Century Modern–style tract houses, a school, and a recreation center, was a notable development in Montgomery County. The project was underway in the early 1960s, and the elementary school opened in 1966.[289] In Prince George's County, William J. Levitt, developer of the revolutionary Levittown community in New York, began work on Belair at Bowie in 1960, another high-profile project (Figure 54). To reduce costs and support residents' interests, Levitt set aside land for schools and community spaces that were then built by local agencies or private interests, rather than funding and building these facilities himself.[290] Another interesting project, Bannockburn in Bethesda, was the brainchild of a group that sought to create a collectively owned, affordable, and progressive community. Led by architect and urban planner Mary Goldwater, the group set aside space for a school planned in collaboration with the Montgomery County Board of Education so that neighborhood children could attend the same school.[291]

Figure 54. Post–World War II developers appealed to buyers by creating complete communities with schools and other amenities. In Belair, schools were constructed early in the project to entice families to purchase homes.[292]

[289] Gournay and Sies, "Subdivisions Built by Edmund Bennett and Designed by Keyes, Lethbridge & Condon in Montgomery County, Maryland, 1956–1973," E:6.
[290] Harris, "Belaire Development," 124.
[291] Cobern, *Bannockburn: The Story of a Cooperative Community*.
[292] Harris, "Belaire Development."

CHARACTERISTICS OF SCHOOLS

In the post–World War II years, the state's new school buildings were almost universally designed in the Mid-Century Modern style. These buildings followed national trends but tended to be more conservative in design and architectural style than schools in other parts of the country. Typical characteristics were low, broad horizontal profiles with a rambling, asymmetrical finger-like arrangement of one- or two-story wings and a taller blocky volume for the gymnasium and/or auditorium (Figure 56 and Figure 58). Roofs were typically flat or, less commonly, low-pitched and gable. Walls were unadorned and clad in red brick, and windows were arranged in long bands, sometimes below expanses of glass block, which deflected light and reduced glare, or with enamel panels (Figure 58). Entrances were informal with short or elongated entry canopies leading to the front doors and the name of the school in blocky letters, usually next to the entrance on an unadorned wall surface (Figure 59). Drawing inspiration from Crow Island Elementary School, Maryland's schools sometimes had a bulky brick tower with a clock next to the entrance (Figure 59). In Maryland, the elongated finger-like school, commonly in an L- or modified L-shape, was prevalent through the 1950s. The cluster plan, which had been introduced nationally in the mid-1950s, emerged in Maryland by the early to mid-1960s.

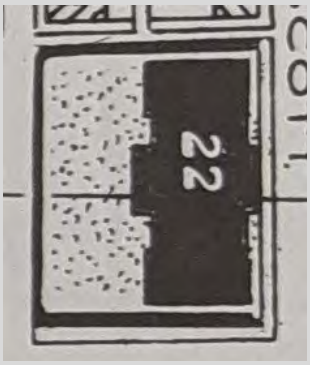
Whereas elementary schools typically combined all programs under one roof separated by attached wings, junior, and more often senior, high schools were designed as campuses on large sites and could have pavilion-like plans with multiple buildings connected via a series of outdoor covered walkways to separate noisy spaces like band rooms, shop classrooms, cafeterias, auditoriums, and gymnasiums from regular classrooms and offices (Figure 57). Landscape architects were sometimes retained to collaborate with architects by designing schools that embraced Maryland's natural landscape features, such as those set on gently rolling sites that responded to the topography and nestled into the ground, or schools sited within wooded lots (Figure 60). Buildings arranged around closed or open courtyards were common (Figure 61). Land was cleared and leveled to create parking lots, circular driveways, and playing fields.[293] Inside, schools had functional and flexible interiors that reflected "learning by doing" pedagogies, and elementary schools were child-centric with built-in child-scale cabinets and storage (Figure 62).[294] Some school spaces were designed to be shared with the community after school hours. Outdoor walkways and classrooms that opened to the exterior are characteristics of mid-century schools that appear to have been used less frequently in Maryland than other parts of the country. The state's cold weather seasons could have been a factor in the reduced indoor–outdoor relationship.

As in previous years, differences existed between Baltimore City and the county schools. Whereas in the past, Baltimore City's schools were the finest in the state, the playing field leveled in the postwar years and quality buildings were constructed statewide. If anything, the best schools were now in upwardly mobile wealthy suburbs where residents placed a special emphasis on education and schools that embodied modern educational philosophies and design.[295] Schools in Baltimore City's dense neighborhoods had more compact plans and massing and more levels than schools in suburban and rural locations where the availability of land allowed for one-story schools with sprawling plans. Setbacks were limited in urban locations, and a site adjacent to a park sometimes supplanted plans for school playgrounds or grassy spaces (Figure 63). Baltimore City's junior and senior high schools tended to share sports fields in central locations rather than having on-campus facilities of their own. Suburban and rural schools had a driveway at the front of the building and ample parking lots; these automobile-

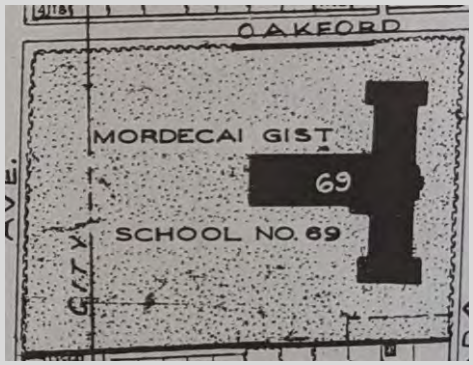
[293] Gournay, "Context Essay: Modern Movement in Maryland, Year One," 57.
[294] Gournay, 56.
[295] Gournay, 42.

related spaces were uncommon in urban areas of Baltimore City. Baltimore City, as well as Anne Arundel County, produced some schools with more-formal plans and designs than elsewhere in the state.[296] For example, multiple schools had a set of full-height columns at the front entrance that drew inspiration from classical precedent, combining Modernism with the familiar traditional architecture that dominated Maryland's landscape.

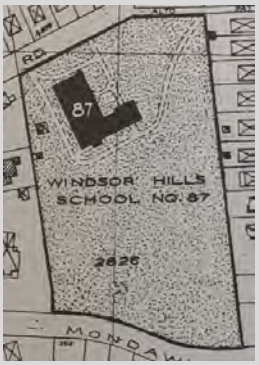
Pre–World War II



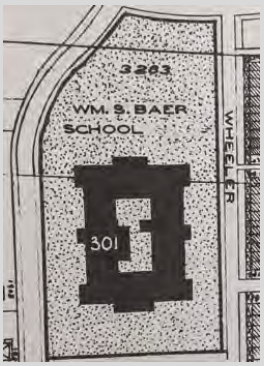
Year: 1912; Acres: 0.75



Year: 1924; Acres: 5.7



Year: 1926; Acres: 5.7

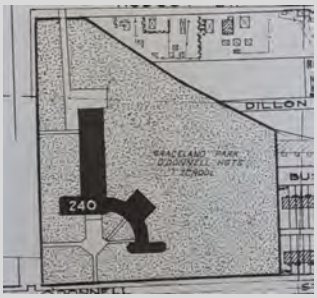


Year: 1933; Acres: 6.6

Form: Compact rectangular forms evolved into T, U, H, E, and L shapes or rectangular forms with interior courtyards

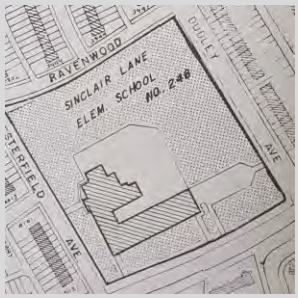
Site: Lot sizes increased after the mid-1920s and more consideration was given to landscaping, play space, and sports fields/courts.

Post–World War II

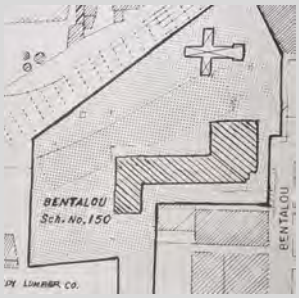


Year: 1950; Acres: 10.4

Year: 1951; Acres: 7.55



Year: 1956: Acres: 6.5



Year: 1961; Acres: 6.4

Form: Informal and irregular-shaped plans that stretched across a site like fingers. Variations of a modified L-shape were common in Maryland through the early 1960s.

Site: Lot sizes continue to increase from the pre–World War II era; informal, natural landscapes; continued consideration was given to outdoor recreation spaces

Figure 55. Evolution of primary school building forms and sites in Maryland.[297]

[296] Gournay, 57.

[297] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952; City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1964.

IMAGES ILLUSTRATING CHARACTERISTICS OF SCHOOL ARCHITECTURE AND DESIGN

Low-slung, broad, and rambling primary schools

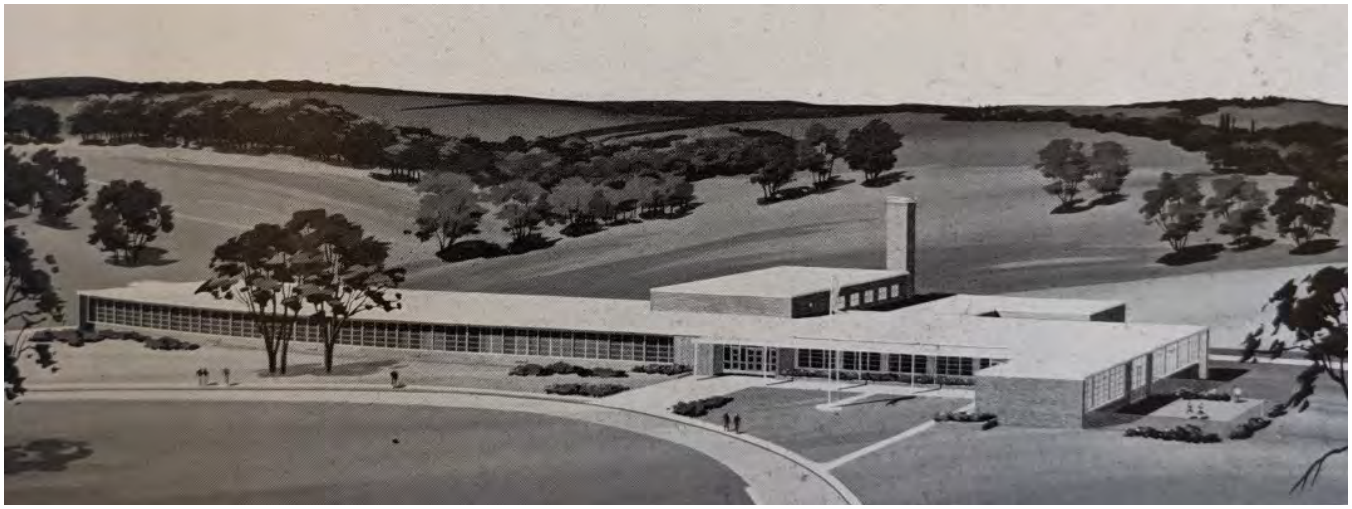


Figure 56. Yorkwood Elementary School in Baltimore City is characteristic of post–World War II elementary schools in Maryland with its broad, asymmetrical profile; low-slung classroom and administrative wings; a raised, blocky gymnasium/auditorium volume; flat roof; uninterrupted glassy expanses; and unadorned brick surfaces.[298]

Junior/senior high schools become campuses

Figure 57. Junior and senior high schools became campuses in the post–World War II years. Patterson High School in Baltimore City offers an example of these campus attributes. Campuses occupied massive sites, had detached function-driven buildings or building volumes separated by walkways or hallways, expansive playing fields and grassy areas, an accentuated driveway where vehicles dropped off and picked up students, and ample parking lots.[299]

[298] American Institute of Architects, Baltimore Chapter, *Work of Maryland Architects*, 1957.
[299] American Institute of Architects, Baltimore Chapter.

Glassy expanses of windows with operable units, sometimes arranged with glass blocks or colored panels

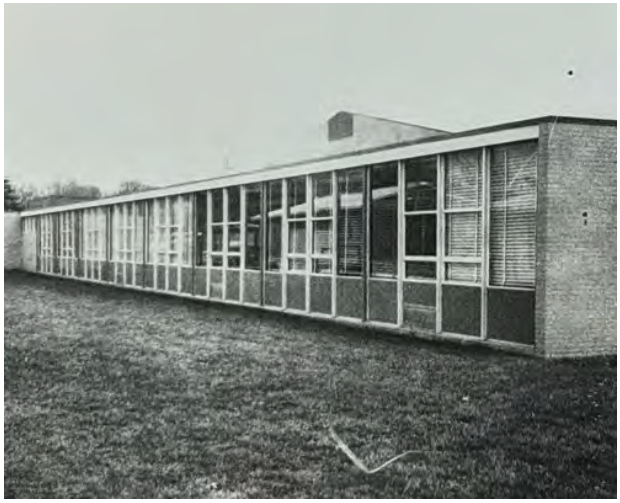


Figure 58. Clockwise from top: Ashburton Elementary School in Montgomery County, glass blocks over operable windows at Parkside Elementary School, windows paired with enameled panels at Bel Air Senior High School in Harford County.[300]

[300] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Informal entries with short or elongated canopies and school name on wall in blocky text, sometimes with a tower similar to the one at Crow Island School

Figure 59. Clockwise from top: Walter Johnson Senior High School in Montgomery County, Catonsville Senior High School in Baltimore County, Fallstaff Elementary School in Baltimore City.[301]

[301] Maryland State Department of Education; American Institute of Architects, Baltimore Chapter, *Work of Maryland Architects*, 1955; City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.

Response to natural topography and landscape

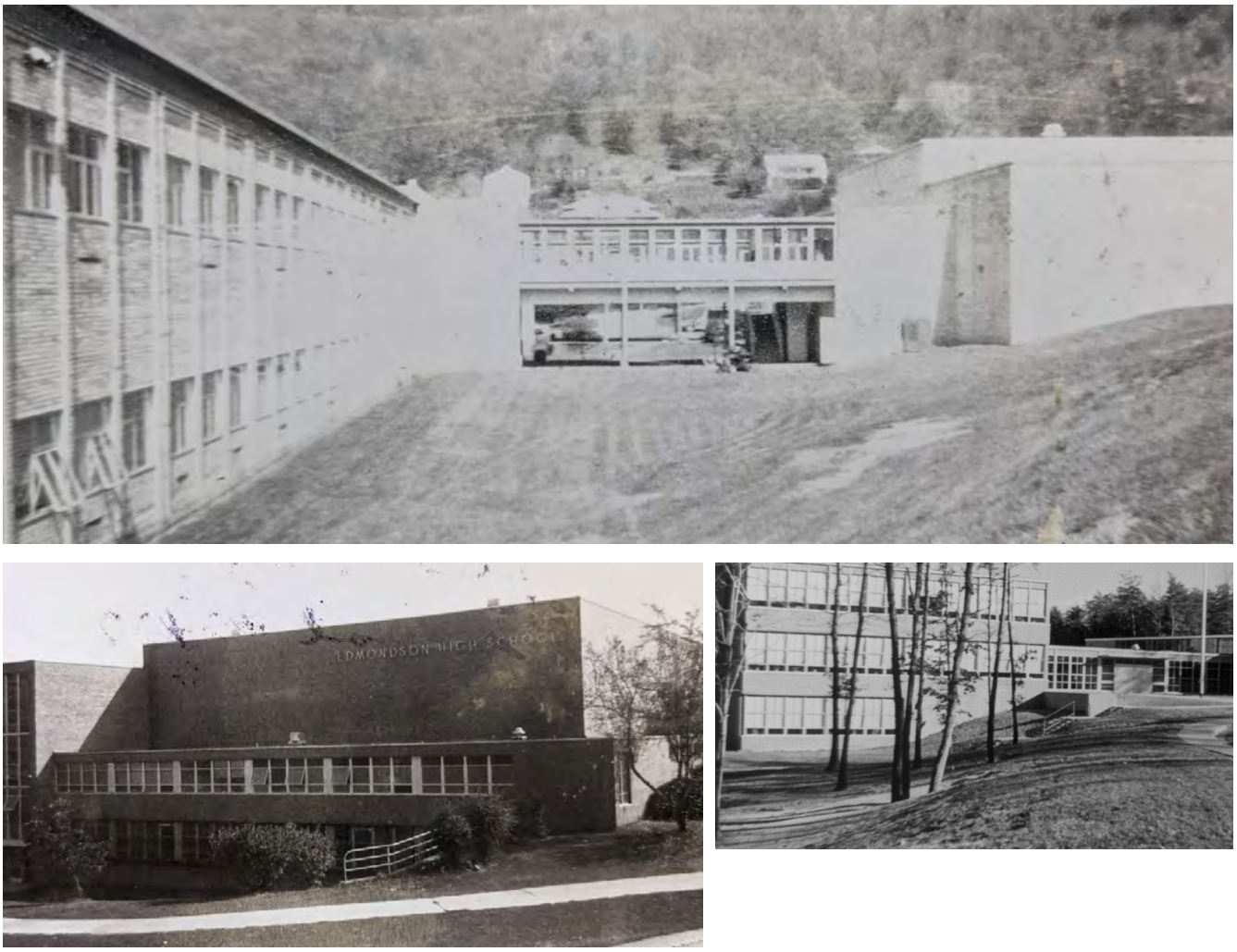


Figure 60. Rolling sites at Braddock Junior High School in Allegany County (top) and Edmonson High School in Baltimore City (bottom, left); wooded grounds at Pershing Hill Elementary School in Anne Arundel County, (bottom, right).[302]

[302] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Indoor–outdoor relationship enhanced through courtyards, lawns, recreational spaces, covered walkways connecting buildings, and, less frequently, classrooms that open to the outside.

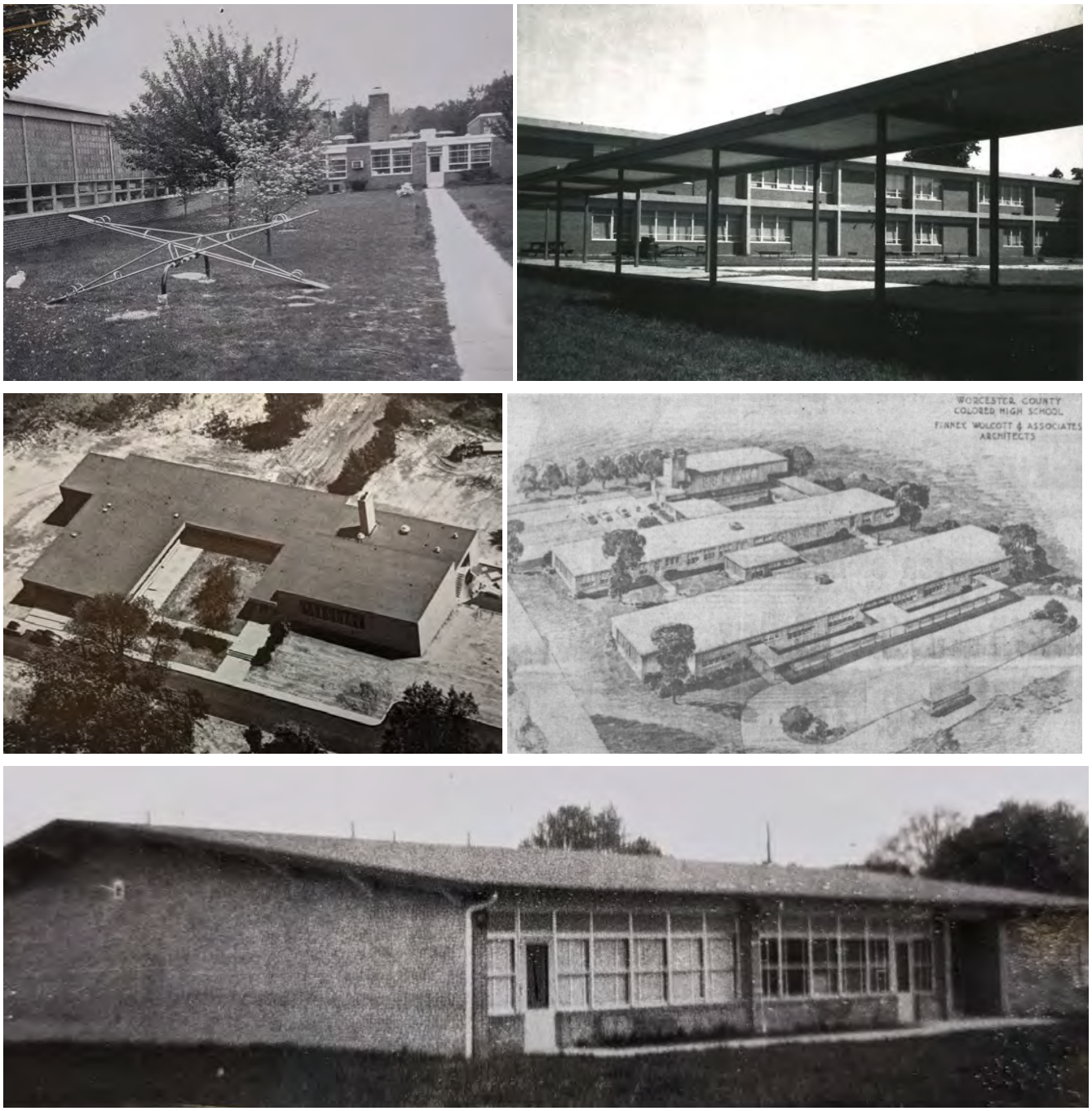


Figure 61. Left to right, top to bottom, from top left: courtyard at Rock Creek Palisades Elementary School in Montgomery County; covered walkway between buildings at Francis Scott Key Junior High School in Montgomery County; aerial photograph of Jessup Elementary School in Anne Arundel County; architect's rendering of Worcester County Colored High School with separate buildings separated by a lawn; classrooms that open to the outside at Paramount Elementary School in Washington County.[303]

[303] American Institute of Architects, Baltimore Chapter, *Work of Maryland Architects*, 1957; Maryland State Department of Education, "School Photograph and Archival Document Collection."

Functional, well-lit interiors with child-scaled elements, built-in storage, flexible spaces, dual-purpose rooms, durable materials, and views of the landscape

Figure 62. A typical classroom in LeHigh Elementary School, Anne Arunel County, with ample natural light, moveable tables and chairs, student-directed learning stations, and built-in storage (top). Because of the availability of land in the postwar years, the double-barreled hallways of previous years could be replaced with corridors with views of the outside and a bank of classrooms on the other side, such as in Charles Goodman's 1955 addition to Viers Elementary School in Montgomery County (bottom).[304]

[304] American Institute of Architects, Baltimore Chapter, *Work of Maryland Architects*, 1957; Kelly, *Montgomery Modern: Modern Architecture in Montgomery County, Maryland, 1930–1979*.

Taller, more-compact urban schools, some sited next to public parks

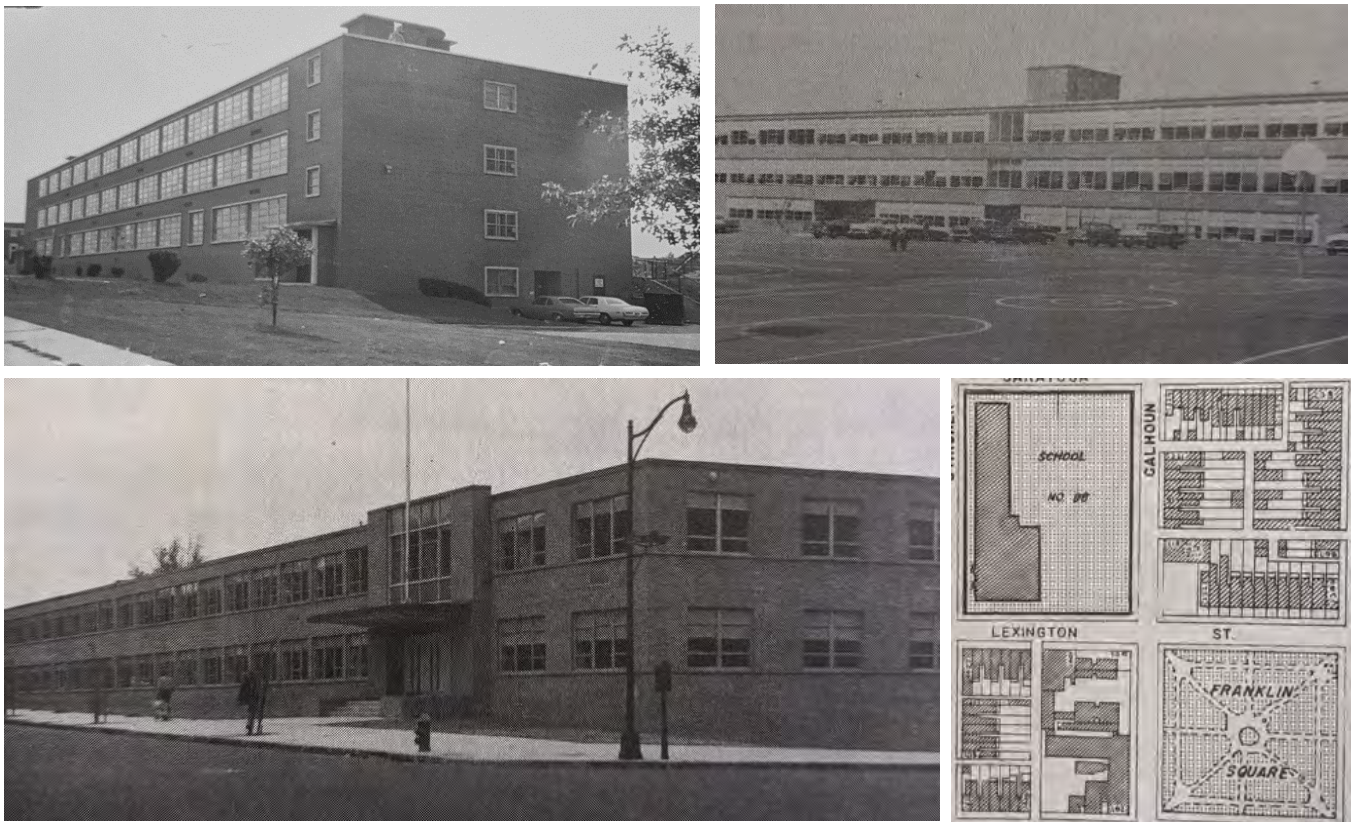


Figure 63. Because of land constraints, schools in Baltimore City's dense neighborhoods could be taller and more compact than suburban and rural schools. Siting next to public parks was a strategy used to supplement play space as seen with Franklin Square School (bottom right). Photographs clockwise from top left: Sinclair Lane Elementary School (1956), Mount Royal Elementary School (1959), Franklin Square Elementary School (1961), all in Baltimore City.[305]

[305] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1964.

INNOVATIVE AND AWARD-WINNING SCHOOLS

Semi-rural Washington County in Western Maryland had the most innovative postwar school buildings and pedagogy in Maryland and the only schools in the state to receive widespread national publicity and acclaim. In the 1950s, the county's liberal superintendent of schools, William M. Brish, backed by a progressive county board of education, hired top educational consultants Engelhardt, Engelhardt, Leggett, and Cornell and leading architects such as Rhees Burket and McLeod and Ferrara to overhaul the county's substandard and overcrowded schools and collaboratively design new buildings.[306] During his tenure from 1947 to 1973, Brish oversaw the development of more than 25 schools, some of which were designed to be models of modern education. The 1949 Fountaindale and 1953 Salem Avenue Elementary Schools were well publicized for their modernist architecture, flexible interiors, informal classrooms, indoor–outdoor relationships, high-quality materials to achieve long-term savings, and active curriculum (Figure 64).[307]

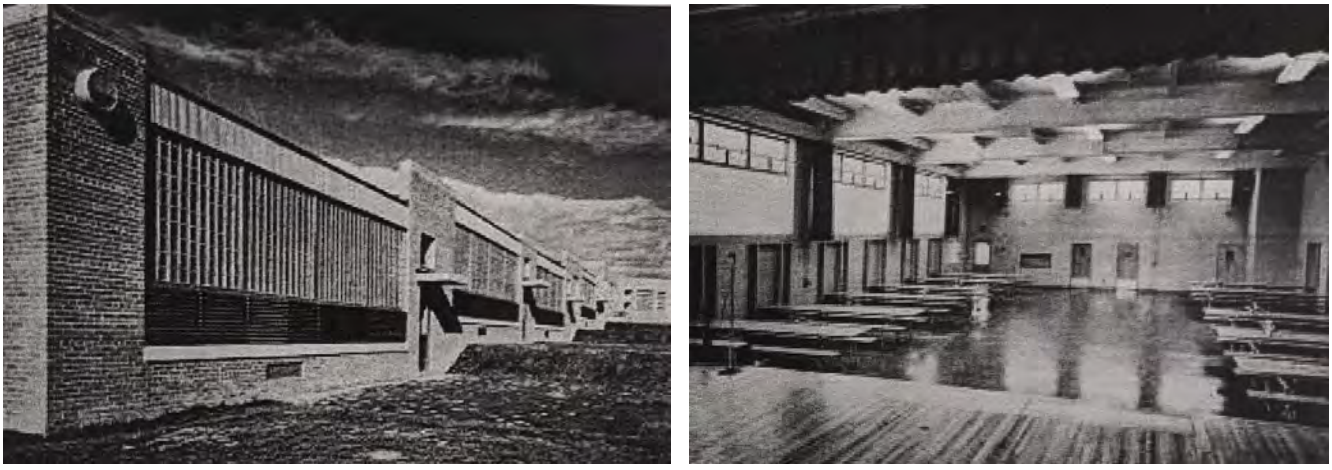


Figure 64. Fountaindale Elementary School, a model elementary school designed by Rhees Burket in collaboration with educational consultant Nicholas Engelhart, had light-filtering glass block windows and classrooms that opened to the outside to facilitate indoor–outdoor teaching (left). Each classroom had its own terrace and garden plot. Interiors were thoughtfully designed with flexible, space-saving features, such as the tables that folded up into the walls in the combination cafeteria-gymnasium, both in Washington County (right).[308]

The district's high schools were radical, award-winning experiments in architecture and education. To house more than 1,800 students, the 1958 North Hagerstown High School, a highly acclaimed school, used a "schools-within-a-school" plan to create four smaller, separate schools within one large building (Figure 65). Each sub-school had its own classrooms, faculty, administrative coordinator, and social life, and the whole school shared facilities like the gymnasium, auditorium, shops, sports fields, and library. To allow for interior changes as pedagogy and school needs evolved, the building was designed without load-bearing walls. Each sub-school had an open floorplan of general educational space with moveable tables and partition walls used for lectures, panel discussions, group

[306] Educational Facilities Laboratories, *Profiles of Significant Schools: An Educational Facilities Laboratories Report, North Hagerstown, Maryland*; Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program"; Gournay, "Washington County's Campaign for Modern Schools."

[307] For more images and features of these schools, see Gournay, "Washington County's Campaign for Modern Schools," 24–26; Gournay, Sies, and Dorman, *From Greenbelt to Columbia: Everyday Modernism in Maryland, Volume 2*.

[308] Gournay, Sies, and Dorman, *From Greenbelt to Columbia: Everyday Modernism in Maryland, Volume 2*.

studying, or socializing between classes. In 1956, the school was selected as the first high school in the county to house a closed-circuit television system as a core component of the educational program.[309]

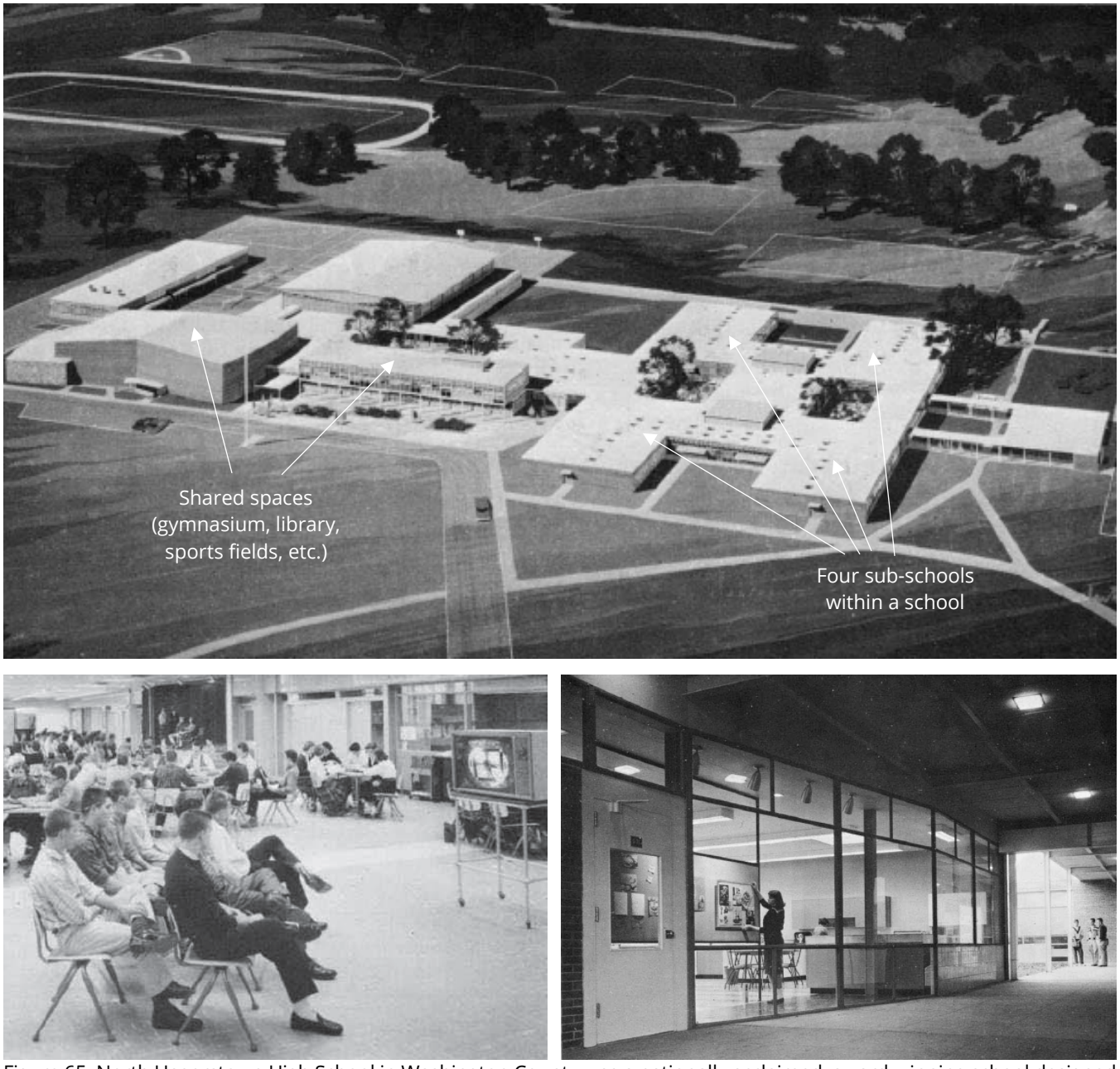


Figure 65. North Hagerstown High School in Washington County was a nationally acclaimed, award-winning school designed with a schools-within-a-school concept (top). In each school's general education space, students could watch instructional videos on closed-circuit television, attend discussions, or study in groups at large tables, among other activities (bottom, left). The interior lacked load-bearing walls to allow for future changes to the space, and glass panels were used instead of walls to create a sense of openness and freedom (bottom, right).[310]

[309] Educational Facilities Laboratories, *Profiles of Significant Schools: An Educational Facilities Laboratories Report, North Hagerstown, Maryland*.
[310] Educational Facilities Laboratories.

Though Washington County had the most complete collection of groundbreaking postwar schools in Maryland, innovative and award-winning schools were built in other parts of the state as well. Multiple architects received awards from local AIA chapters, the American Association of School Administrators, local business organizations, and other entities for their Maryland school designs. Buildings were recognized for their response to a natural site, unusual or new materials or construction methods, nontraditional plans, and flexible dual-purpose spaces, among other reasons. For instance, Tyler, Ketcham & Myers's 1956 Franklin Elementary School won a craftsmanship award from the Baltimore Chapter of the AIA for combining stone cladding with modernist design in the lowest-cost school of the 64 built in Baltimore County that year (Figure 66).[311] The 1960 Johnnycake Junior High School in Baltimore County by Tyler, Ketchem & Myers was an early example of a modular plan constructed with prefabricated wall panels.[312] In Montgomery County, a hotbed for Modernism, Ronald Senseman won a series of awards for schools that responded to their sloped sites, including Oak View, Rolling Terrace, Viers Mill, and Forest Grove Elementary Schools.[313]

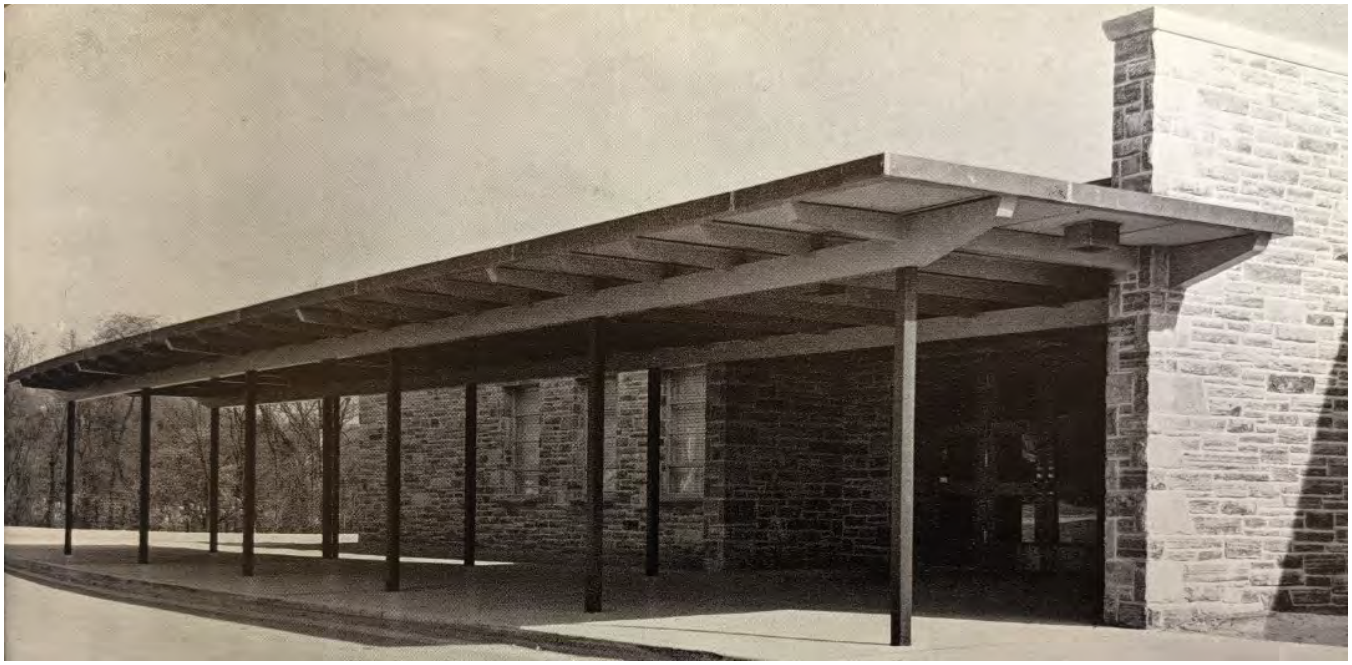


Figure 66. Tyler, Ketchum, and Myers's Franklin Elementary School in Baltimore County won an award from the Baltimore Chapter of the AIA for its unusual use of stone cladding combined with Modernism and low construction cost.[314]

MODERNISM MATURES

By the early 1960s, the low, horizontal, flat-roof rambling-plan school was still the norm in Maryland, but architects practicing in the state were beginning to experiment with new designs (Figure 67). Some schools took on a more expressionistic appearance with exuberant rooflines achieved through innovative design and engineering and were more experimental in nature, inside and out. Collington Square School in Baltimore City by Dodson, Smeallie, Orrick & Associates had a geometric plan, concrete-panel and brick exterior walls, a hyperbolic paraboloid concrete roof, and five-sided classrooms to permit more flexibility for teaching with each corner a center of interest. Similarly,

[311] Gournay, Sies, and Dorman, *From Greenbelt to Columbia: Everyday Modernism in Maryland, Volume 1*, II: 50.
[312] *Baltimore Evening Sun*, "Savings in Design Seen for Johnnycake School."
[313] Kelly, *Places from the Past: The Tradition of Gardez Bien in Montgomery County, Maryland*, 114.
[314] American Institute of Architects, Baltimore Chapter, *Work of Maryland Architects*, 1957.

McLeod and Ferrara's Walt Whitman High School in Bethesda had a geodesic-dome gymnasium and a flexible interior with partitions that could be rearranged. At Brunswick Junior-Senior High School in Frederick County, the building had a cluster plan for experimental team teaching where two or more teachers co-facilitated classroom instruction. Central heat and air conditioning and smaller window openings replaced expansive operable windows.[315]

Figure 67. By the early 1960s, architects working in Maryland were experimenting with new school designs that departed from the low, glassy, flat-roof, rambling post–World War II prototype, such as these examples from Collington Square School in Baltimore City (above), Walt Whitman High School in Montgomery County (middle), and Brunswick Junior-Senior High School in Frederick County (below).[316]

[315] American Institute of Architects, Chesapeake Bay Region, "Four New Schools."
[316] American Institute of Architects, Chesapeake Bay Region.

E. LATE POST–WORLD WAR II TRENDS AND DESEGREGATION, 1965–1979

SUMMARY OF NATIONAL TRENDS

ENROLLMENT PEAKS

The postwar baby boom birth rate peaked in 1957, and school systems began to encounter large increases when those children enrolled in elementary school about five years later.[317] Baby Boomers born in 1957 would graduate from high school in 1975, and the last of this generation, born in 1964, would graduate in 1982. Consequently, enrollment in public elementary and secondary schools swelled in the 1950s and peaked in 1971; between 1971 and 1984, public school enrollment fell by 15 percent nationally, in correlation with the declining birth rate (Chart 4).[318]

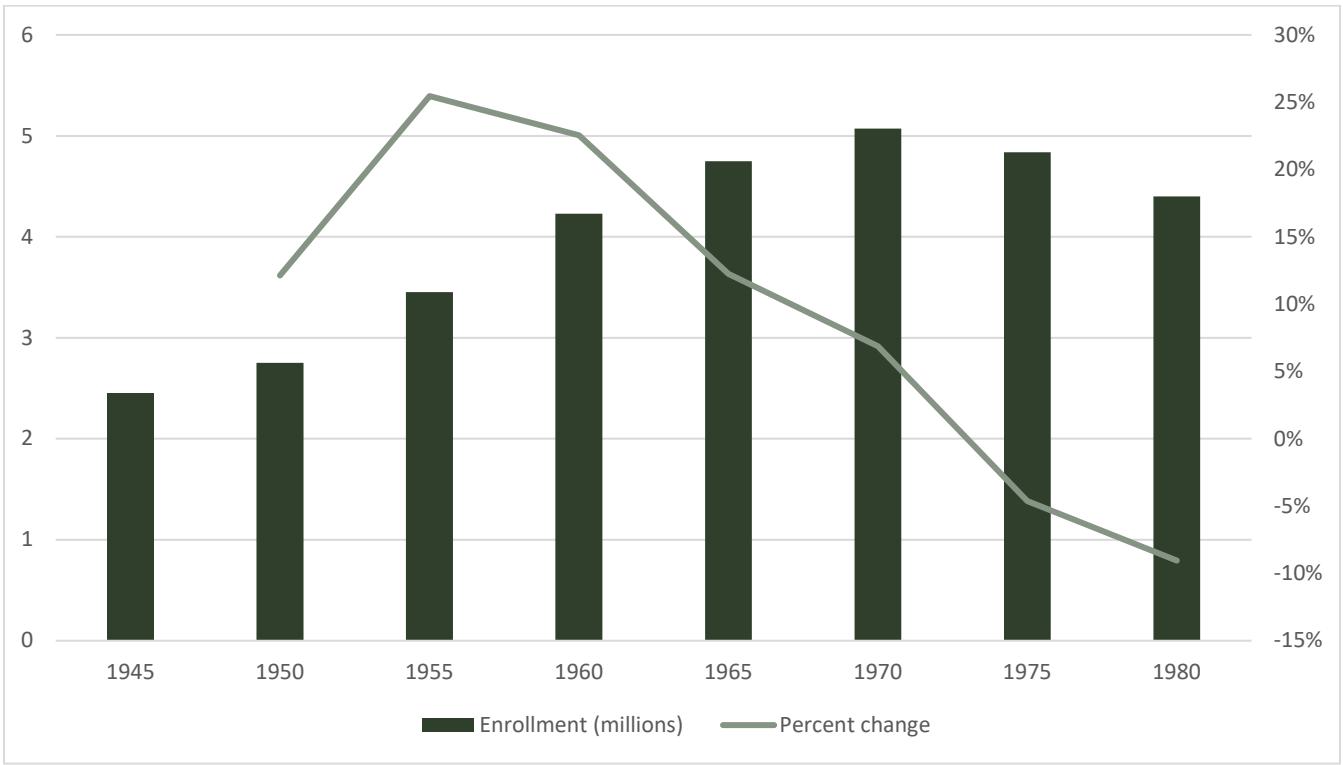


Chart 4. Enrollment of children in the United States ages 5 to 17 in public elementary and secondary schools by year and percent change, 1945–1980.[319]

The number of public elementary and primary schools by school year indicates that new schools were being constructed to accommodate 15-plus years of surging enrollment, but even more so, schools consolidated. More students were educated in fewer buildings and, as enrollment began to decline in the 1970s, expansion focused on modernizing old facilities and introducing portable buildings rather than instigating new construction (Chart 5).

[317] Colby and Ortman, "The Baby Boom Cohort in the United States: 2012 to 2060."
[318] National Center for Education Statistics, "120 Years of American Education: A Statistical Portrait."
[319] National Center for Education Statistics.

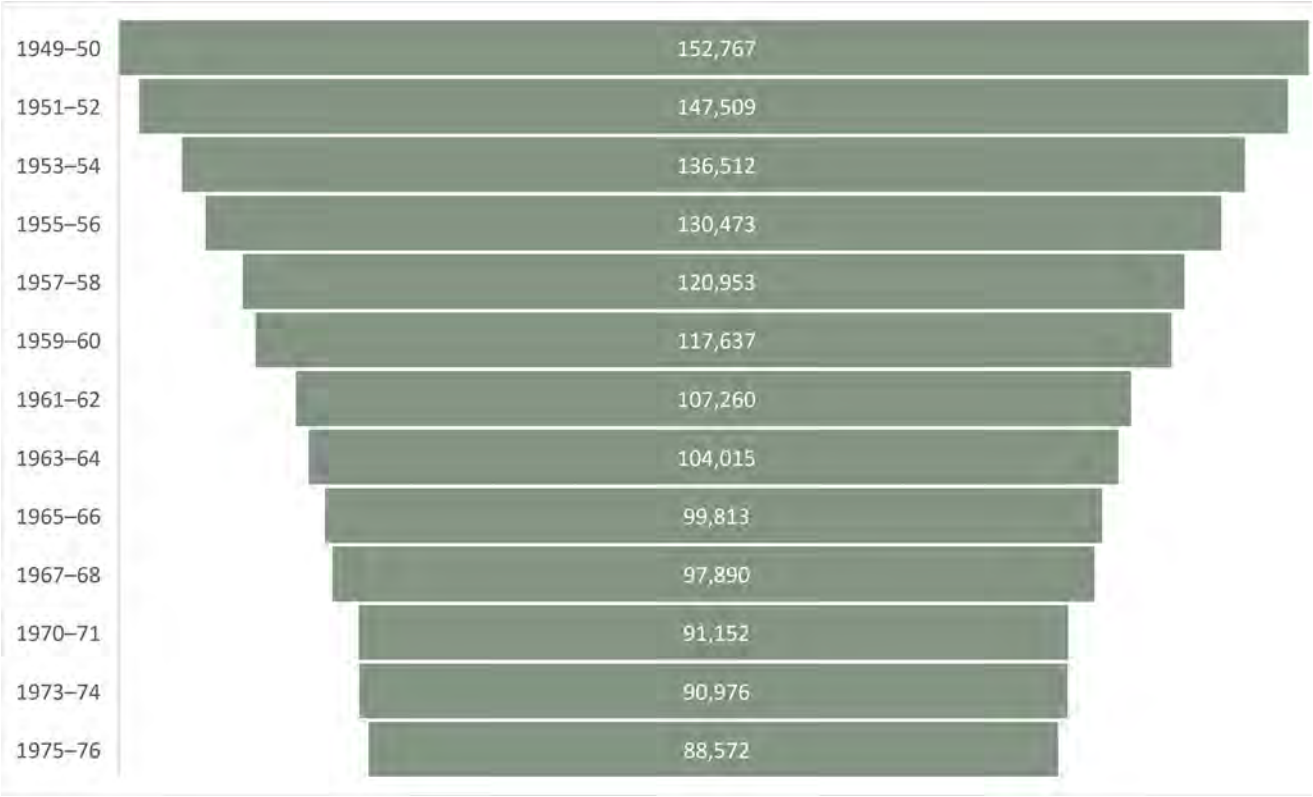


Chart 5. Number of elementary and secondary schools in the United States by academic year.[320]

FUNDING SHIFTS

Federal laws enacted as early as 1950 established the framework for school planning and changes to funding approaches in subsequent decades. Historically, landowners and homeowners primarily financed local public schools through their property taxes, but legislatures passed school finance reforms intended to distribute resources more equitably. Rising inequalities in incomes and disproportionate property tax bases in different school districts within the same state drove these measures. A 1950 law reauthorized in 1958 established grants for states to inventory existing schools and determine the need for new facilities.[321] The grant program provided means to determine whether state and local government funding was adequate for construction needs with formulas for per-pupil spending comparisons. As a result, during the 1960s and 1970s, the proportion of state and federal government spending increased, and local contributions declined. In 1978–1979, the state proportion of funding surpassed the local proportion for the first time.[322] Disparities in resources and tax burdens among school districts spurred a period of finance reform in the 1970s that resulted in a more-calculated allocation of funding, including state and federal dollars, across school districts. Access to increased funding allowed districts with limited resources access to architect-designed modern school buildings.

One new potential source of funding was through federal urban renewal programs. Cooperation among local boards of education, city officials, and federal project directors could lead to new school construction. In older urban neighborhoods, worn and obsolete schools were inefficient buildings and added to the appearance of

[320] National Center for Education Statistics.
[321] National Association of Federally Impacted Schools, "Impact Aid's 60 Years: 1950–1970."
[322] National Center for Education Statistics, "120 Years of American Education: A Statistical Portrait."

decline, but new buildings could be designed to arrest blight and improve neighborhoods as community-centered spaces for traditional and adult students. When integrated with neighborhood improvements, school construction programs could bolster the benefits of urban renewal. [323]

NEW EDUCATIONAL PHILOSOPHIES AND THOUGHT LEADERS

Educational Facilities Laboratories (EFL) emerged in the 1960s and 1970s as an influential leader in educational trends and school design. EFL was founded in 1958 as a nonprofit organization that "brought together educators, architects, manufacturers, and government officials responsible for school building to encourage new ideas about both curriculum and architecture."[324] During its 28-year tenure, EFL explored and promoted innovations in school design like open-plan schools and "systems" building components; these design ideas were considered in concert with the dynamic influence of television and other media, and new organizational methods like team teaching, all of which would alter school campuses and their buildings.

TOP-DOWN DESEGREGATION, CONTINUED

During the short span between 1964 and 1968, key federal legislation and concrete executive branch involvement signaled forward momentum for school desegregation with implications for campuses. Title VI of the 1964 Civil Rights Act, which forbade federally funded programs from discriminatory practices, augmented opportunities to enforce desegregation. In April 1965, federal guidelines directed districts operating outside a court order to submit voluntary desegregation plans. Districts lacking measurable targets in their plans risked losing federal funding.[25] The Elementary and Secondary Education Act of 1965 authorized aid to improve education for the impoverished and to enhance state boards of education. This law was another means for federal desegregation enforcement that proved a potent incentive at the state and local levels. Gradually, but steadily, the proportion of Black students attending integrated schools increased; across the nation, integrated Black enrollment increased from 2.3 percent in 1964, to 7.5 percent in 1965, to 12.5 percent in 1966.[325]

Two important reports furthered school desegregation. The U.S. Office of Education issued *Equality of Educational Opportunity*, known as the Coleman Report, in mid-1966. Black pupils, the study showed, accomplished more in desegregated schools. The U.S. Commission on Civil Rights prepared *Racial Isolation in the Public Schools* in 1967, which illustrated the substantial role residential segregation played in maintaining segregated schools. Recommendations for improvement were the formation of unitary districts with magnet schools for enhanced curricula, exceptional faculties, and superior buildings. Magnet schools became a component of many district desegregation plans.[326]

The 1968 clincher that compelled desegregation and would alter school campuses was in the courts. That year, the U.S. Supreme Court made its ruling in *Green v. County Board of Regents of New Kent County*. This rural, mostly Black eastern Virginia county had only two schools, and they were completely segregated. Here, freedom-of-choice was an unrealistic option. The court decision for immediate and enforceable school desegregation to achieve racial balance required a race-conscious standard that could be monitored. The astonishing outcome showed that in

[323] Ferrer, "The Schools and Urban Renewal: A Case Study from New Haven," 6.
[324] Ogata, "Building for Learning in Postwar American Elementary Schools."
[325] Salvatore et al., "Racial Desegregation in Public Education in the United States," 88–89.
[326] Salvatore et al., 89–90.

1968, 32 percent of Black pupils in the South attended desegregated schools. Just two years later, the proportion had surged to 79 percent.[327]

SCHOOL AND CAMPUS DESIGN TRENDS

Architecture of the late postwar period fortified school design in an era of abrupt change. By the mid-1960s, American architecture tended toward "utility celebrated in bold, dramatic forms," and later modernist architectural preferences replaced Mid-Century Modern design with "sculptured" buildings.[328] Architecture retained the reductive and functional themes of its precedents, including the use of reinforced concrete, steel, and other industrial materials. But the later work refined and reformulated modernist designs, even reinvigorating details that had fallen from favor, like radial corners, glass blocks, and belt courses. Schools designed as Mid-Century Modern buildings toward the end of the style's popularity in the late 1960s were more expressionistic than their predecessors with features like dramatic parabolic rooflines or zigzag cornices. The Mid-Century Modern style gave way to architecture of the Late Modernist era, like the Late Modern and Brutalist styles. Common attributes for both were small, deeply seated windows and large windowless areas of brick or textured concrete (Figure 68). These and other elements of Late Modernism were well suited to public schools that more frequently experienced turmoil as the result of desegregation, school bussing, and general social unrest. Especially in urban areas, density was an issue for new construction (Figure 69), and large schools, built at the juncture of Black and white neighborhoods to ease the physical logistics of desegregation, were ready targets for vandalism and violence. Thus, much of the focus of school design turned to creating secure and safe interior spaces to eliminate noise and visual distractions. This, however, gave school buildings the unfortunate appearance of being hermetically sealed.[329] During the 1970s, some architectural designs for public schools incorporated regionalism, contextualism, or historicism to counter the otherwise impersonal school building.[330] These might employ stylized traditional elements, like abstract columns. Most, however, were more likely to induce architectural experimentation simply with circular or geometric plans and exaggerated elements, like oversized cornices or entire façades without windows. Many older school buildings were retrofitted with, and new school construction included fallout shelters. Protecting the one-quarter of the population attending school during much of each weekday, fallout shelters gave the appearance of protection from nuclear attack. Built both above and below ground, these structures were typically of concrete construction and reinforced steel trusses.[331]

As curricula continued to incorporate and refine new patterns of teaching, decentralized school plans based on the cluster plan remained typical, but their interiors evolved. Interdisciplinary team teaching, technology-supported learning, and distance learning using televisions were among the methods that needed even more flexible and more informal interior spaces (Figure 71). One important development was spaces for student-teacher interaction that might be formal or informal, indoors or outdoors, or for large or small groups (Figure 70). Advanced mechanical and technical systems for light, heat, air conditioning, ventilation, and audiovisual support plus quieting carpeted floors became common. Because large nonprogrammed spaces for students to socialize were also available for community use, planners took into consideration a broader audience.

[327] Salvatore et al., 90–91.
[328] Roth, *American Architecture: A History*.
[329] Hille, *Modern Schools: A Century of Design for Education*, 163.
[330] Hille, 163.
[331] U.S. Department of Health and Welfare, Office of Education, "Schools Built with Fallout Shelter."

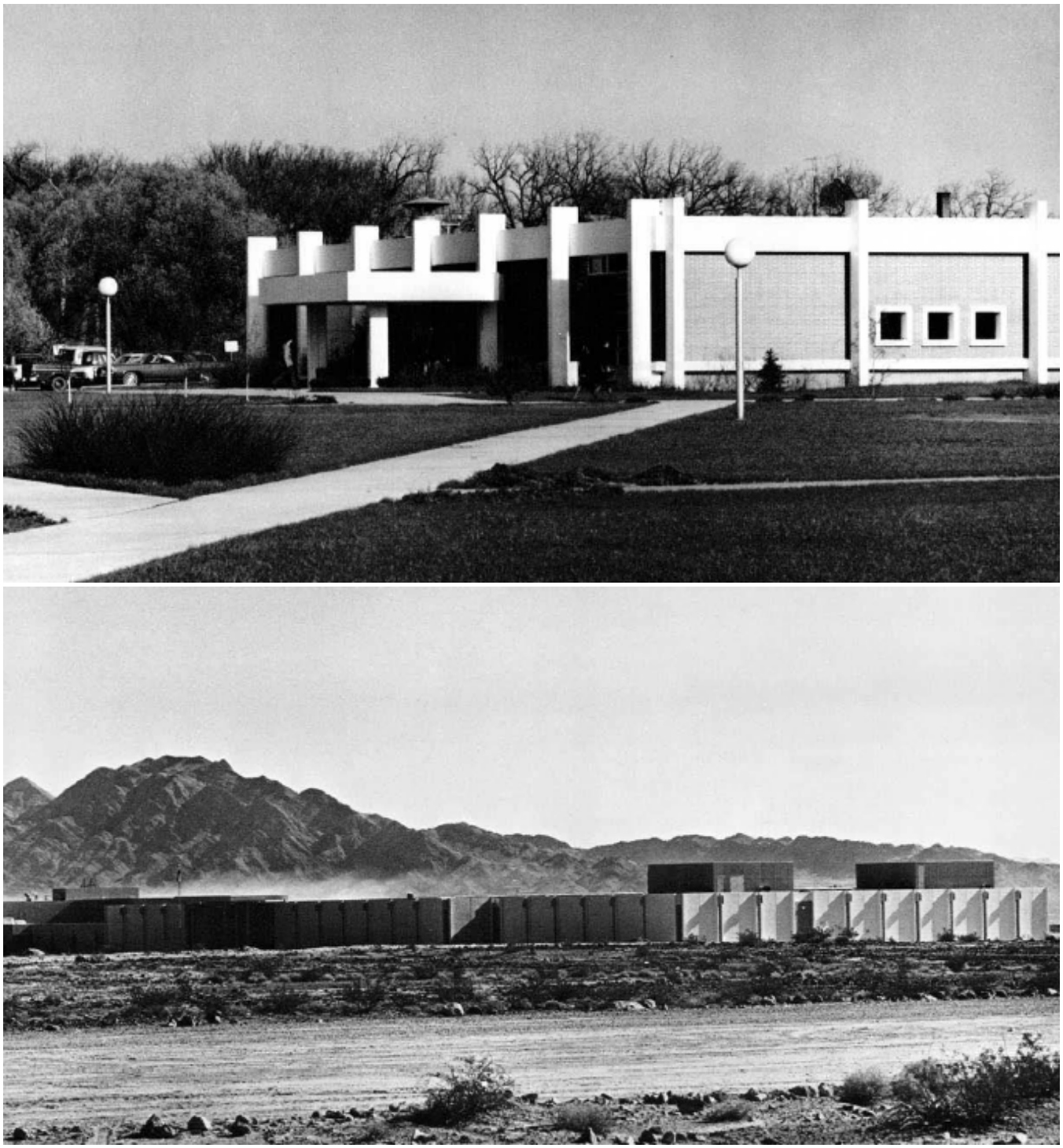


Figure 68. In the late post–World War II era, schools were commonly designed in Late Modernist architectural styles, like the schools pictured above.[332] They were typically more compact than schools designed in the 1950s and early 1960s, and had an inward rather than outward orientation, sometimes arranged around a courtyard or courtyards. With all-brick or -concrete exteriors and fewer windows, they had a heavy, insular appearance.

[332] U.S. Department of Health, Education, and Welfare, Office of Education, "New Trends in the Design, Cost, Construction of the Modern School Building," 15.

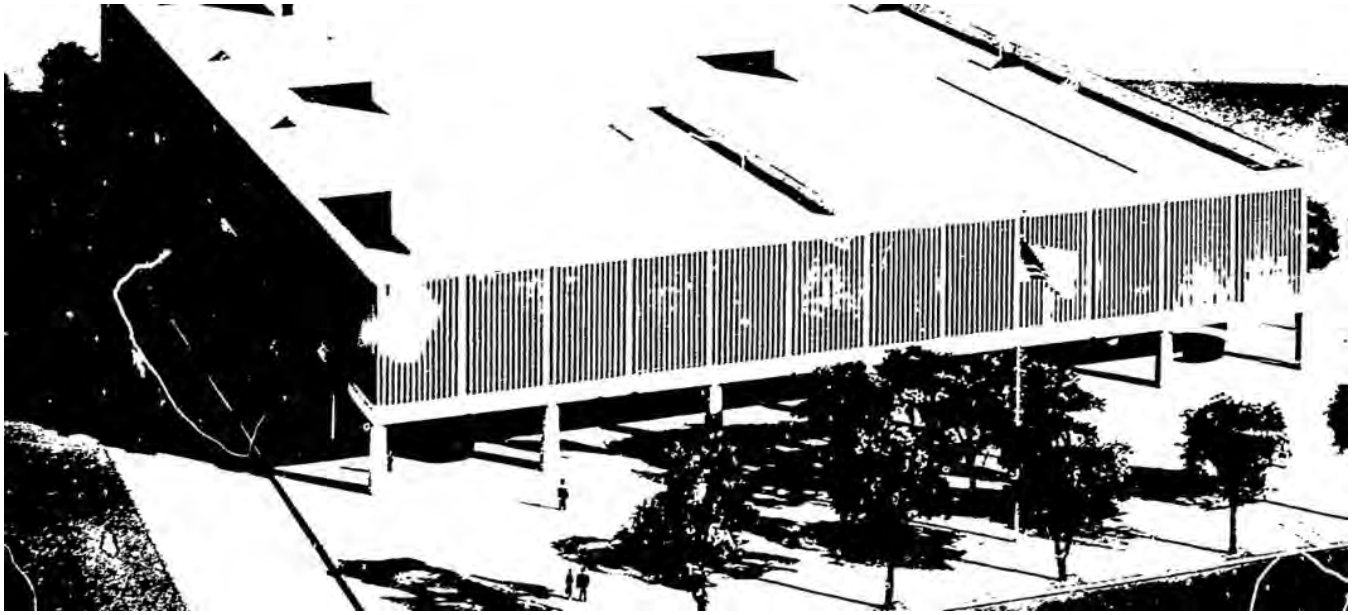


Figure 69. An example of a late-postwar-era school on an urban site.[333] Suburban or rural schools of the period commonly had courtyards and surrounding grounds, but in this dense urban environment, protected exterior open space was achievedwith a deeply recessed first level. The design also protected windows from vandalism.

[333] U.S. Department of Health, Education, and Welfare, Office of Education, 8.

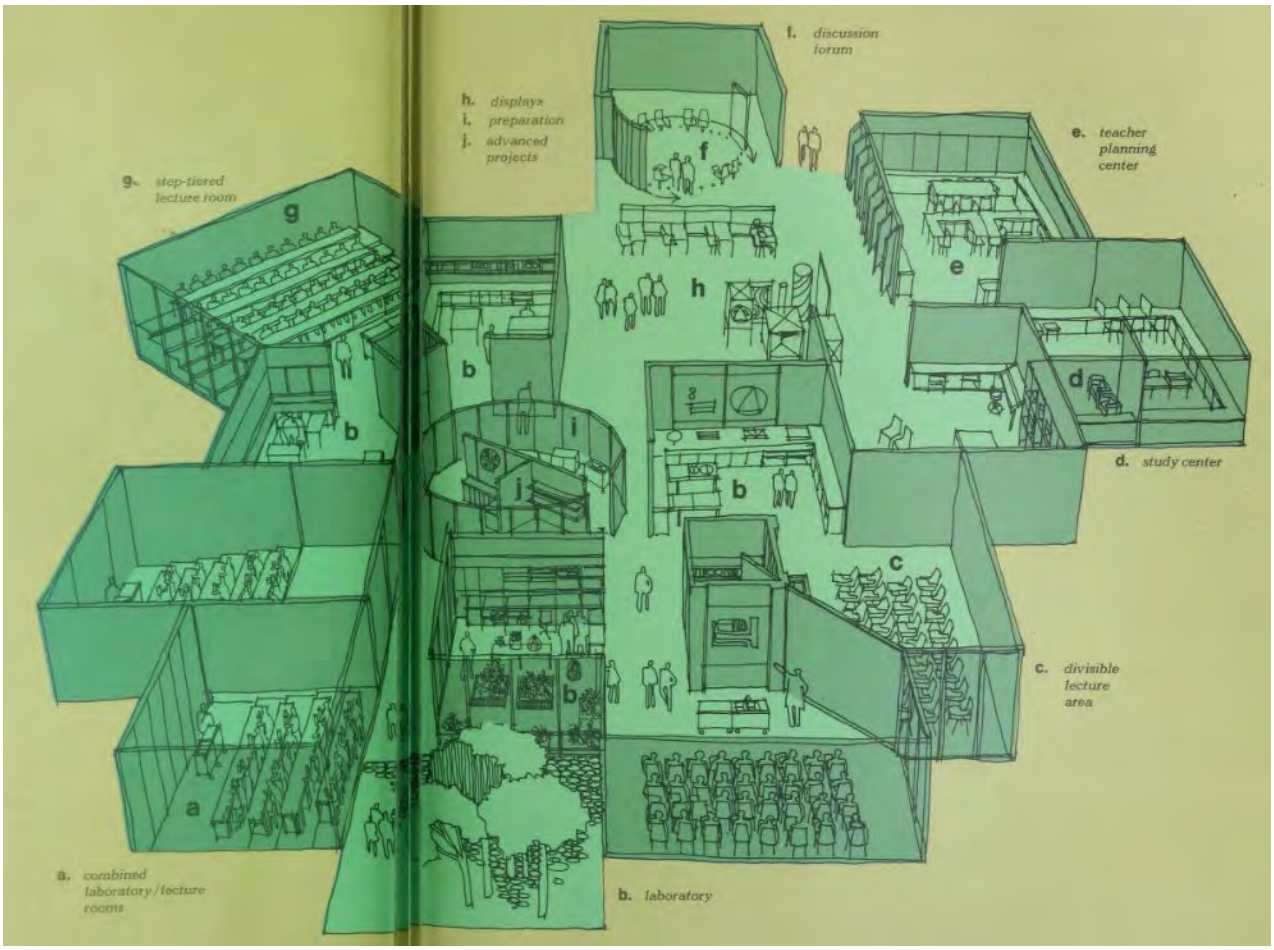


Figure 70. A sample science/math–cluster interior from the Educational Facilities Laboratory.[334] In this plan, each academic discpline has its own common area, conventional classrooms, specalized facilities, seminar or individual study spaces, team teaching areas, and administrative spaces, providing a range of teaching and learning opportunities and flexible space that could evolve with pedogogical change.

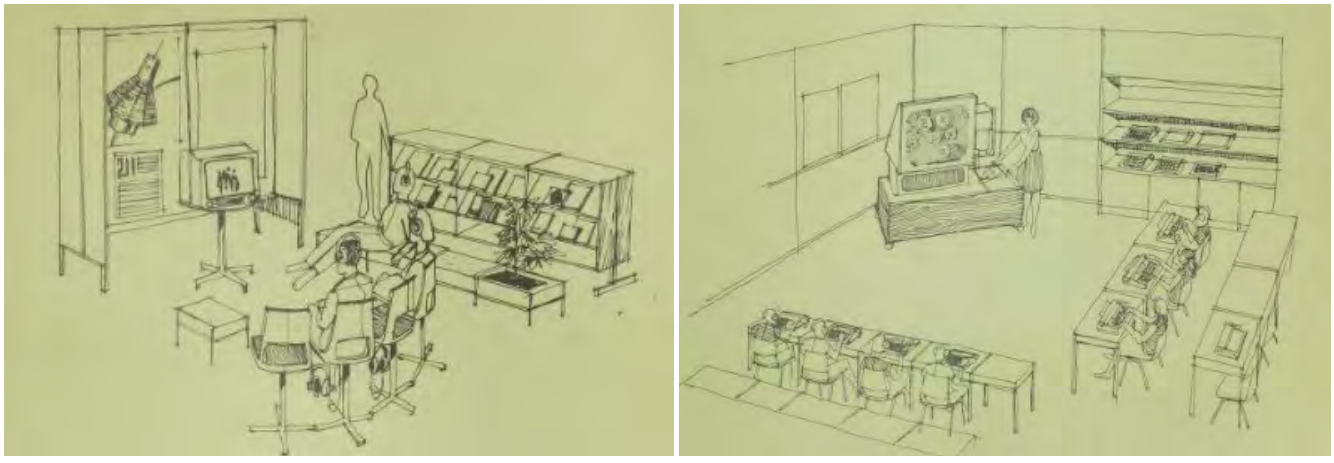


Figure 71. In the late post–World War II years, attention to incorporating new techologies into school interiors increased. The Educational Facilities Labotory prepared sketches for a library audio-visual listening and viewing (left) and typing center presentation (right) areas.[335]

[334] Gross and Murphy, "Educational Change and Architectural Consequences," 80–81.
[335] Gross and Murphy, 65.

OPEN-PLAN SCHOOLS

Open-plan school design originated in the United Kingdom, was introduced in North America in the late 1950s, and grew increasingly popular toward the end of the 1960s. It and the cluster plan, which continued from the early post–World War II era, were the most common school planning designs in the late 1960s and 1970s. Of more than 2,500 schools built between 1967 and 1969, 50 percent had open designs, and this trend was even more concentrated in elementary schools.[336] The open-plan design was an architectural accommodation of the shift from didactic learning with the instructor at the front of a structured classroom to a focus on individual student needs and freedom of movement for both teachers and pupils. The design replaced traditional classrooms with "large, open, flexible spaces that could adapt to changing education needs." The open-plan school was well suited to the contemporaneous trend of team teaching as a strategy that addressed both teacher shortages and current ideas in collaborative educational approaches.[337]

Open-plan schools had large interior spaces with few walls and windows (Figure 72). The limited window openings provided ample wall space and simplified quick reconfiguration for various activities in differentiated areas, including self-directed learning and mixed grade–level instruction. Rather than desks in fixed rows, these spaces had adaptive moveable furniture, mobile dividers, acoustic screens, chalkboards, and tables for flexible social arrangements.[338] With natural light intentionally limited for the first time in school design, overhead fixtures illuminated these learning spaces, a divergence from the protracted trend to maximize natural lighting that almost all previous school design concepts emphasized.

By the mid-1980s, after a long national debate about open-plan schools among educators and architects, the popularity of open-plan schools had waned. As early as 1979, this design concept was deemed "no guarantee of open teaching."[339] A general failure of the open-plan school was partially attributed to the conservatism of teachers. Teachers were reluctant to adapt and found ways to create barriers that perpetuated the one-teacher one-class system.[340] Problematic acoustics in these buildings challenged teachers and students.[341] Studies on the effects of noise levels in elementary school open-plan classrooms concluded that intrusive adjacent noise was "a major problem, reducing speech intelligibility and privacy and causing distraction and dissatisfaction to both pupils and teachers."[342] Open-plan schools were often modified with additional interior walls, returning to more-traditional classroom configurations with quieter environments.

[336] Bennett and Hyland, "Open Plan: Open Education?"
[337] Marks, "A History of Educational Facilities Laboratories."
[338] Cleveland and Woodman, "Learning from Past Experiences: School Building Design in the 1970s and Today."
[339] Bennett and Hyland, "Open Plan: Open Education?"
[340] Bennett and Hyland; Cleveland and Woodman, "Learning from Past Experiences: School Building Design in the 1970s and Today."
[341] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, 2014, 96.
[342] Shield, Bridget, Emma Greenland, and Julie Dockrell, "Noise in Open Plan Classrooms in Primary Schools."

Figure 72. Open-plan schools with large open spaces and few walls and windows were introduced in the United States in the late 1950s. They grew increasingly popular toward the end of the 1960s, but fell from favor by the mid-1980s.[343]

SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT

In the 1960s, several factors led to the inception of the school construction systems development (SCSD) concept in America, modeled after a British postwar school program that utilized component parts. In the United States, SCSD formed in response to the rapid rise in school enrollment, construction cost inflation, ineffective school plan types, and a desire for flexibility to accommodate the many different ideas about school types in the United States.[344] After studying the British program, California architect Ezra D. Ehrenkrantz began the SCSD project in 1962 with an EFL grant to design standardized, prefabricated components that could be quickly installed and arranged in many interchangeable configurations.[345] SCSD secured the participation of 12 California school districts to test the system during the next several years and hired manufacturers to design the component parts, which included structural systems, ventilation, lighting, doors and windows, and lockers (Figure 73).

[343] Ogata, "Building for Learning in Postwar American Elementary Schools," 584.
[344] Rabeneck, "Building for the Future: Schools Fit for Our Children."
[345] Ogata, "Building for Learning in Postwar American Elementary Schools."

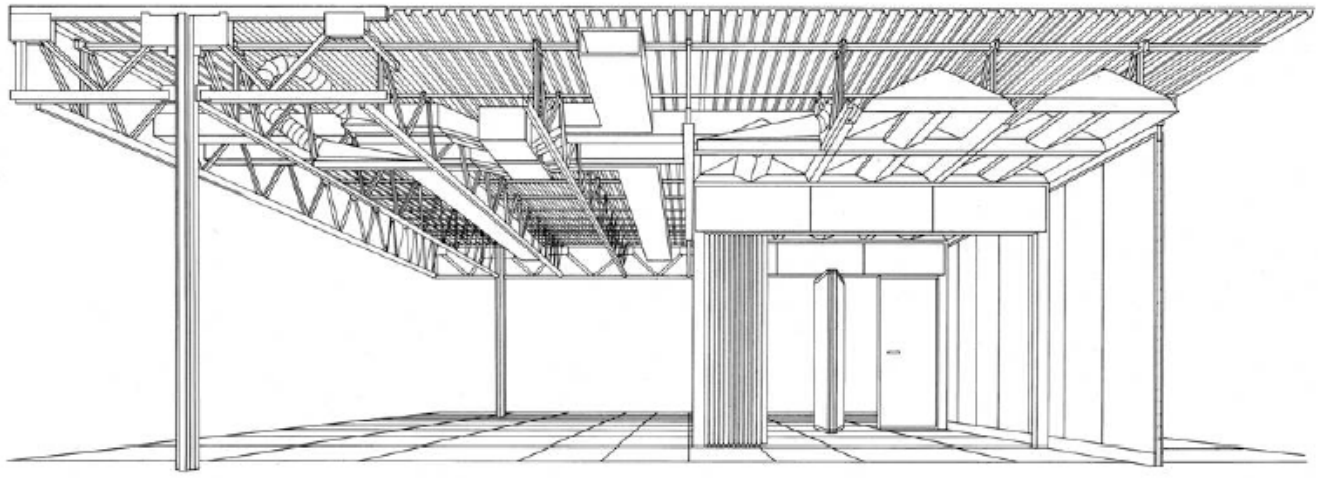


Figure 73. View of SCSD component parts, ca. 1967.[346]

The SCSD concept supported EFL–promoted open-plan schools, as the components allowed open spans of up to 70 feet that could be partitioned and modified. SCSD was widely promoted and found adopters in Canada, Florida, Massachusetts, and Michigan, with some efforts funded by EFL grants. In an analysis of the lasting impact of systems building, the movement had little continuing impact in Britain, but SCSD in America "had a rapid, widespread and continuing effect on the national building product industry."[347] Even as it waned, SCSD recommended forward-thinking design modifications to provide physical accessibility for all students well before the 1990 Americans with Disabilities Act mandated such accommodations.

RESPONSES TO ENERGY CRISIS

The 1970s energy crisis spurred reconsideration of America's consumption habits and sources of power, the effects of which were evident in school design trends of the decade. The 1973 oil embargo restricted access to foreign oil and drove up energy prices. Although the embargo was lifted in 1974, oil prices remained high throughout the 1970s. Reform efforts included a wide variety of strategies to conserve energy on school campuses. A 1974 congressional hearing on the effects of the energy crisis on education reported quick implementation of strategies like lowered temperatures and scheduling changes but hoped that "longer term approaches to energy conservation such as architectural design" would arise.[348]

New school buildings with fewer windows relied increasingly on mechanical systems for lighting, heating, and cooling.[349] Existing schools were renovated and retrofitted for energy savings, and sometimes early twentieth-century schools' windows were enclosed to reduce heating and cooling costs. The Institutional Conservation Program (ICP), established in 1977, sought to improve energy efficiency in existing schools; public school districts were among the largest groups of ICP grantees.[350] ICP grants funded energy audits and conservation measures for

[346] Ogata.
[347] Rabeneck, "Building for the Future: Schools Fit for Our Children."
[348] U.S. Congress, Subcommittee on Education, "Effects of Energy Crisis on Education, 1974: Hearing, 93rd Congress, Second Session."
[349] Baker, "A History of School Design and Its Indoor Environmental Standards, 1900 to Today."
[350] Baker.

existing schools, which led to changes in lighting strategies.[351] However, the impact of these grants on visible changes to the exterior design or footprint of schools seems to have been insubstantial.

MARYLAND

ENROLLMENT, FUNDING, AND ENERGY CRISIS TRENDS

In contrast with the national annual decline in number of schools in the 1960s and 1970s, Maryland experienced a 15 percent increase between 1965 and 1979. In 1972, one year after the national school enrollment peak, Maryland schools reached an all-time high in student population. The number of schools in Maryland increased annually between 1970 and 1976 and did not fall until 1977, dipping later than the national trend. Locally, however, this occurred unevenly (Figure 74 and Chart 6). Howard County more than doubled its number of schools during this period, in large part to the growth of Columbia, while Dorchester County saw the largest percent reduction.[352] In Montgomery County, the slowing pace of population growth had corresponding school closures in the 1970s, and the total number of public schools there began to decline in 1976.[353]

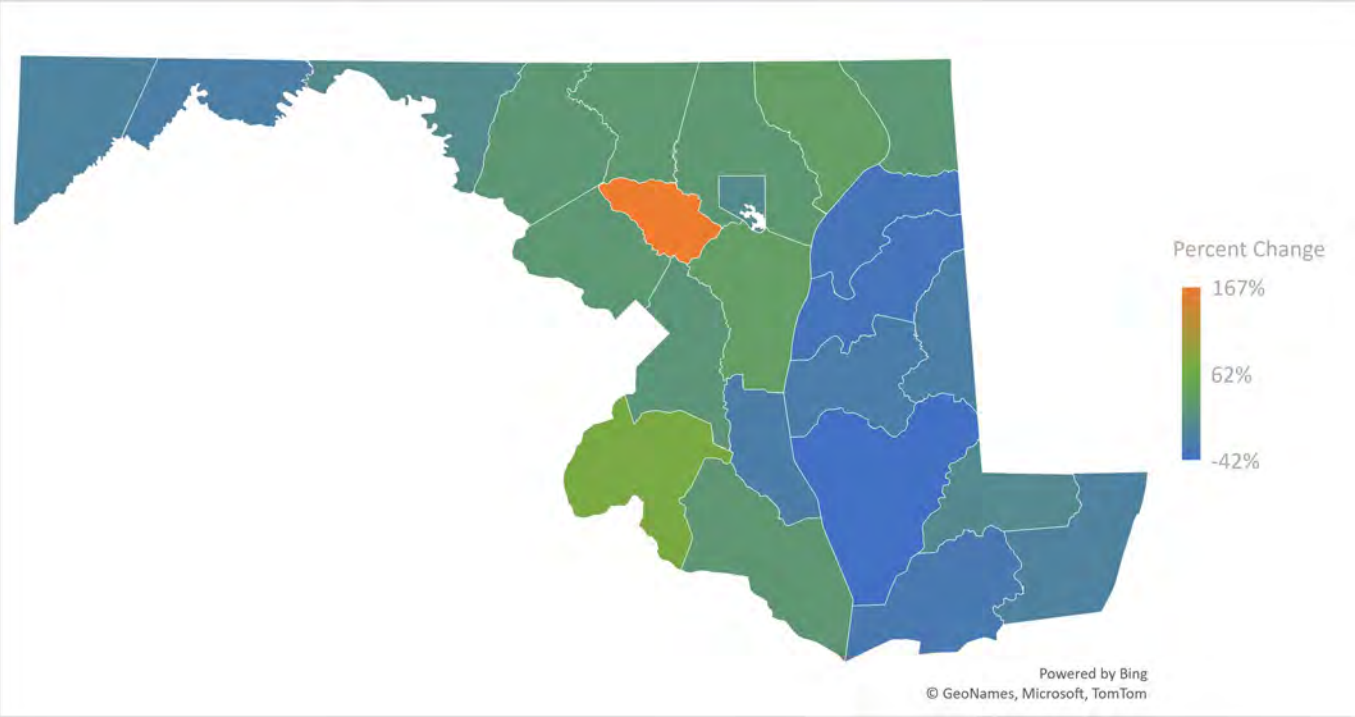


Figure 74. Percent change in the number of Maryland public schools (grades pre-K to 12) between 1965 and 1979.[354]

[351] U.S. Congress, Office of Technology Assessment, "Building Energy Efficiency."
[352] Howard County Public School System, "Howard County School Board Minutes."
[353] Kelly, *Montgomery Modern: Modern Architecture in Montgomery County, Maryland, 19301–1979*.
[354] Maryland Department of Education, "100th Annual Report."

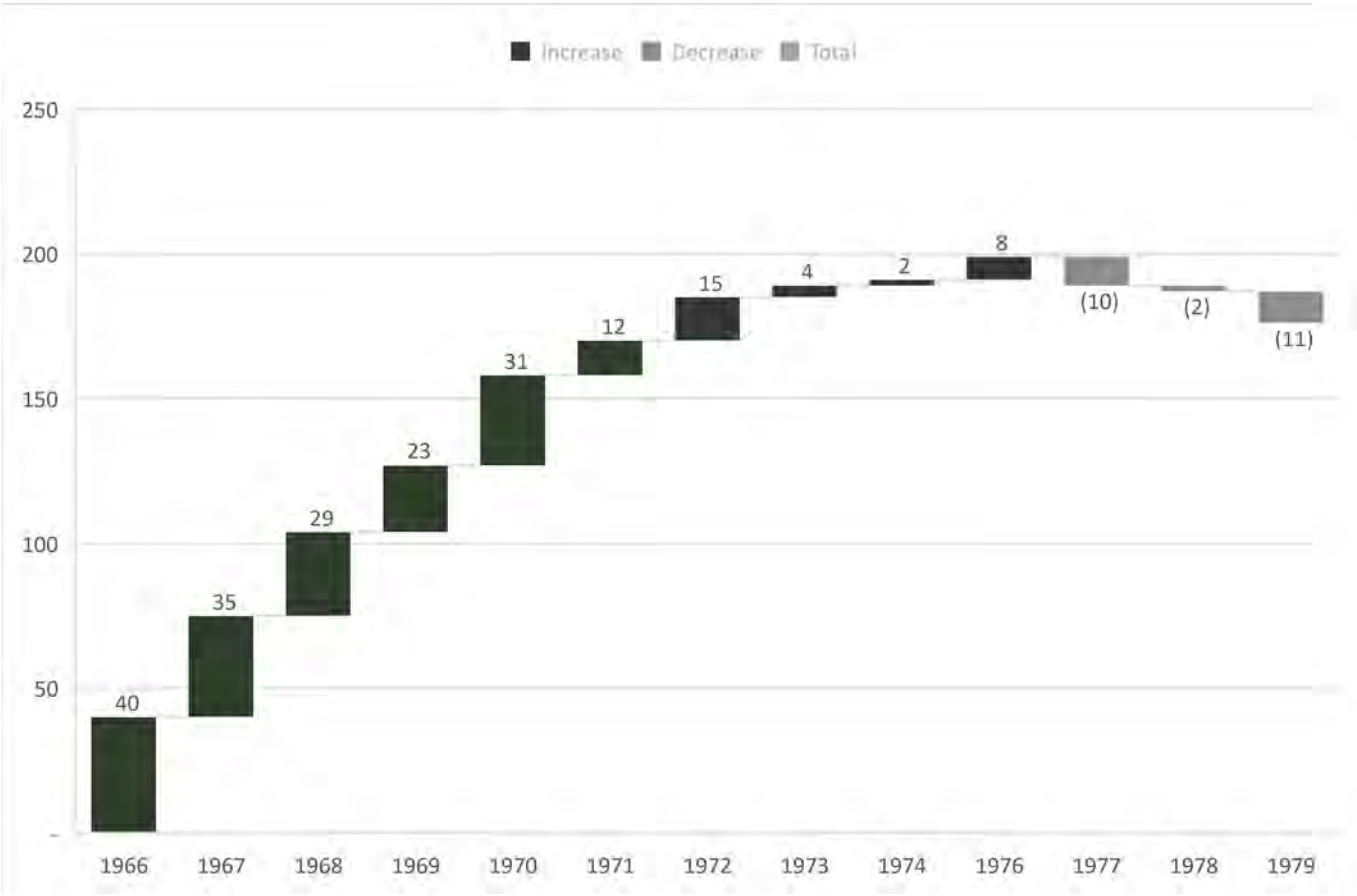


Chart 6. Net change in the number of Maryland public schools (grades pre-K to 12) between 1965 and 1979.[355]

Following national trends, the state increased its share of funding to local school districts and revived new school building construction.[356] In 1971, the State School Construction Program and the accompanying Interagency Commission on School Construction were founded to address "the considerable backlog of new construction, renovation, and replacement of schools" and the desire to "equalize the educational facilities and opportunities."[357] The construction program funneled money from the sale of state bonds to reimburse school districts building public elementary and secondary schools. State funds enabled the construction of high-quality educational facilities with "specialized facilities such as auditoriums, physical education additions, and swimming pools" that limited local funding could not.[358] Until a 1977 revision to the program that made all architectural/engineering fees a local responsibility, the state paid for building design and construction. With these eventual declines, the State School Construction Program returned to renovations and additions to older schools—built between the 1930s and the 1950s—instead of launching new-build projects. In the 1970s, funding for new school construction went towards the expansion of education for deaf and blind children in Maryland, with a Columbia Campus of the Maryland School for the Deaf constructed in Howard County in 1973.[359] The new school was intended as a day school, whereas

[355] 1975 data was not available. Maryland Department of Education.
[356] Callcott, *Maryland and America, 1940 to 1980*.
[357] Kelly, *Montgomery Modern: Modern Architecture in Montgomery County, Maryland, 1930–1979*; Maryland Board of Public Works, "The State of Maryland Public School Construction Program, 19711–1981."
[358] Maryland Board of Public Works, "The State of Maryland Public School Construction Program, 1971–1981."
[359] Gannon, *Deaf Heritage: A Narrative History of Deaf America*.

the Frederick campus was a residential facility.[360] A major remodeling of the School for the Blind took place in 1978 and five new buildings were constructed and dedicated in 1982.[361]

Urban renewal provided another source of funding for Maryland's urban schools. Considering the important role they served in community revitalization, schools were sometimes pitched as anchors for neighborhood urban renewal projects. One early example is construction of the ca. 1961 Mount Royal-Freemont Elementary School (demolished by 2002) in Baltimore City as part of the George Street housing project, which was an urban renewal school project.[362]

The 1970s brought financial tussles to the fore in Maryland. In 1972, the state's minimum foundation plan school-funding formula provided the difference between the least amount expected to be spent per student in all districts, or the foundation level, and the amount of funding anticipated in each district.[363] This formula however, left most Maryland schools and their students lacking resources. The state ranked fourth highest for wealth-related disparity, meaning expenditures in high-wealth districts were substantially higher than those in low-wealth districts.[364]

The national energy crisis was not a major focus for Maryland's educational leaders and school administrators in the 1970s. Administrators changed programming to reduce energy consumption, and some school districts moved the start time from 30 minutes to 1 hour earlier.[365] The effects of the crisis were more apparent in new building designs that had fewer and smaller windows, reflecting national trends.

DESEGREGATION AND MARYLAND SCHOOL BUILDINGS

By 1964, Maryland's had made only token efforts toward desegregation. Rose-colored reports stated that only four Maryland counties had not achieved some degree of desegregation by 1964.[366] Black students could attend white schools in theory, but the burden to do so was on them and their parents, especially if transportation was necessary. That year, 95 percent of Baltimore City's Black students were in schools in which Black pupils accounted for more than 95 percent of students; elsewhere in the state, 82 percent of Black students were in all-Black schools.[367] In some counties with proportionately large Black populations, few Black parents chose to enroll their children in all-white schools. In 1965, Charles County enrolled the most, with almost 15 percent (n=635) of local Black children attending desegrated schools. Talbot County enrolled just under 10 percent (n=149). Others had abysmal outcomes: Queen Anne's County enrolled only 3 percent (n=40), and Somerset County enrolled only 4 percent (n=77).[368] Black families reported intimidation in three of these four counties.[369]

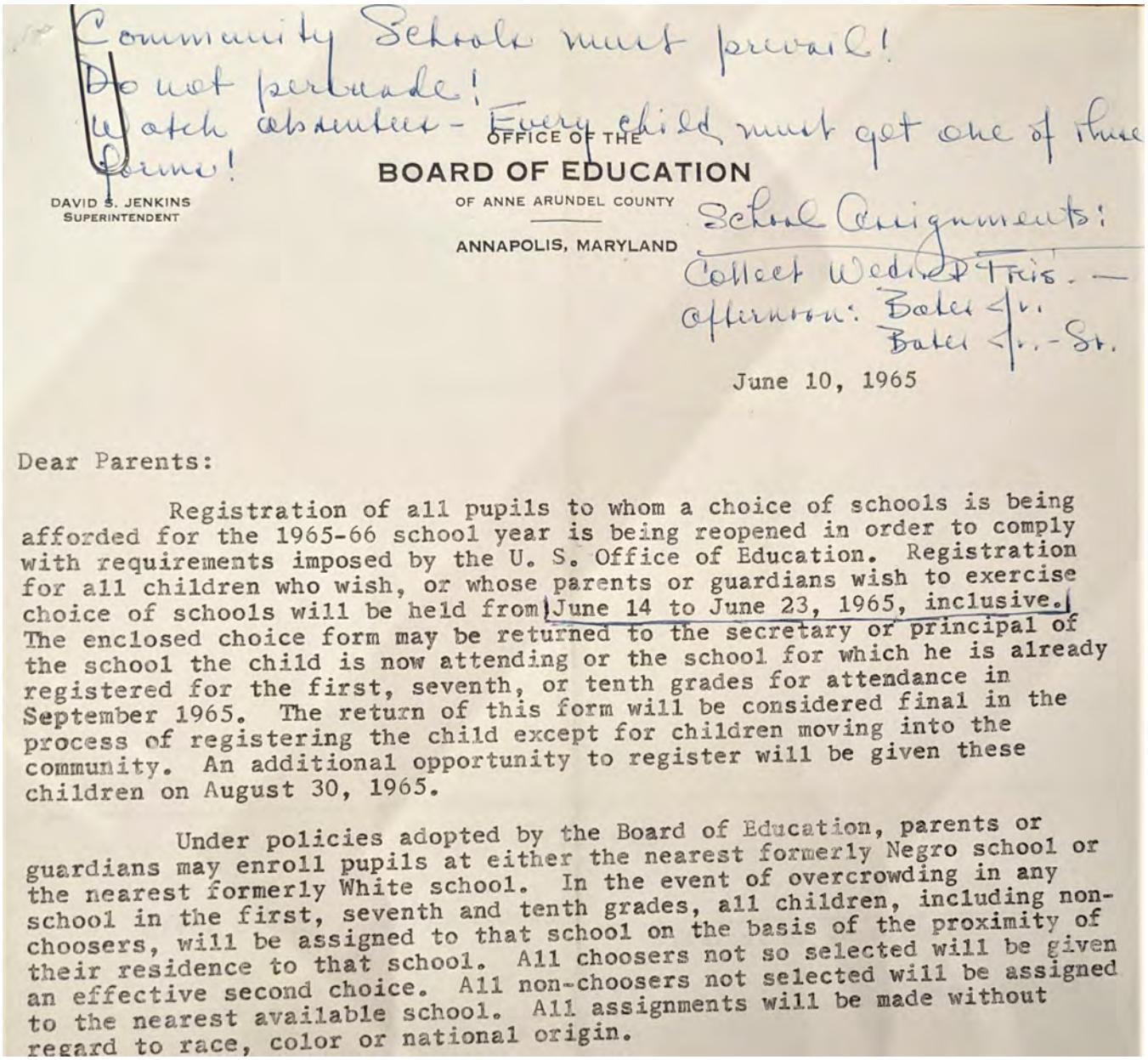
When the U.S. Department of Education investigated some Maryland counties for noncompliance, segregation was obvious in most public schools. Some counties reported full geographic desegregation after the threat of lost

[360] *The Capital*, "New School for the Deaf to Open."
[361] Maryland School for the Blind, "History of the Maryland School for the Blind."
[362] Baltimore Urban Renewal and Housing Agency, "Outline of Urban Renewal: Baltimore, 1961," 5.
[363] Card and Payne, "School Finance Reform, the Distribution of School Spending, and the Distribution of Student Test Scores."
[364] Brown et al., "School Finance Reform in the Seventies: Achievements and Failures."
[365] U.S. Congress, Subcommittee on Education, "Effects of Energy Crisis on Education, 1974: Hearing, 93rd Congress, Second Session."
[366] Callcott, *Maryland and America, 1940 to 1980*.
[367] Callcott.
[368] U.S. Commission on Civil Rights, *Survey of School Desegregation in the Southern and Border States, 1965–1966*, 33.
[369] U.S. Commission on Civil Rights, 39.

federal funds. In Anne Arundel County, discrimination and frustration inspired the formation of the Joint Civil Rights and Citizens' Committee on Education, which served notice it would "in a concerted, united and determined drive to end, once and for all, discrimination in our schools."[370] The following year Anne Arundel County reported full geographic desegregation with a local plan that "wiped out" 12 all-Black schools but retained 5 or 6 all-white schools in communities where no Black families resided. Noncompliance would violate the law and result in the loss of $3 million in federal aid.[371] This financial support clearly motivated the county, according to the superintendent, since "inadequate school construction funds was one of the major obstacles to further school desegregation."[372] Still, the initial outcome in Anne Arundel County was that 41 of its 83 schools had been desegregated based on geographic attendance, but 7 of these schools had all-white student bodies and 19 schools had fewer than 10 Black students enrolled.[373] But a few Black students in a white school no longer qualified as legitimate desegregation. These circumstances were not atypical and illustrated that school desegregation in Maryland was perfunctory and insincere. Local white school and community leaders who controlled the process continued to evade and passively oppose desegregation.[374]

By the mid-1960s, many Maryland school districts had adopted a free-choice policy in a misguided effort to ameliorate desegregation and meet the federally mandated 1967 deadline to desegregate. Of the state's 24 districts, 18 submitted "freedom-of-choice" approaches to desegregate public school buildings. Letters sent to parents noted that desegregation applied to students, teachers, and administrative staff; for students, it applied to all school services, including athletics, activities, and programs, with the promise of continued transportation to assigned schools (Figure 75).[375] In Anne Arundel County, free-choice policy created 5 desegregated schools that accommodated only 8 percent of the local Black student population, 8 schools that remained Black only, and 3 schools that remained white only.[376] Prince George's County's desegregation plan was deemed inadequate because many schools had student and teacher racial ratios disproportionate to those of the district as a whole.[377] In Baltimore City, where 34 percent of local Black students still attended all-Black schools, the first Black city solicitor, George Russell, had pronounced the free-choice policy unconstitutional. School and city leaders—Superintendent Thomas D. Sheldon, school board President Francis D. Murnaghan, and Mayor William D. Schaefer—avoided public comment and response.[378] The fiction of the freedom-of-choice format was eventually scrutinized for failing to meet legislated mandates that supported desegregation. The format put unfair burdens on Black parents to apply on behalf of their children and to organize transportation logistics. The even greater burden fell to Black students who entered unwelcoming formerly all-white school populations.[379]

[370] Joint Civil Rights and Citizens' Committee on Education, "Discrimination in Public Schools in Anne Arundel County."
[371] Miller, "For First Time Full Geographic Desegregation at Hand for All County Schools."
[372] Maryland Advisory Committee to the U.S. Commission on Civil Rights, "Report on School Desegregation in 14 Eastern Shore and Southern Maryland Counties," 2.
[373] Maryland Advisory Committee to the U.S. Commission on Civil Rights, 2.
[374] Maryland Advisory Committee to the U.S. Commission on Civil Rights.
[375] Anne Arundel County Board of Education, "Parents [of Anne Arundel County Public School Students]," June 10, 1965.
[376] Goddard, Sturrock, and Uunila, *Persistence, Perseverance and Progress: History of African American Schools in Calvert County, Maryland, 1865–1965*, 69–70.
[377] Henry, "A Descriptive Study of the Human Relations Activities and the Process of Desegregation in the Prince George's County, Maryland Public Schools, 1965–1973," 81–107.
[378] Pousson and Diehlmann, "Civil Rights in Baltimore, Maryland 1931–1976," 147.
[379] Salvatore et al., "Racial Desegregation in Public Education in the United States," 91.



Community Schools must prevail!
Do not persuade!
Watch absentees - Every child must get one of these forms!

DAVID S. JENKINS
SUPERINTENDENT

OFFICE OF THE
BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY
ANNAPOLIS, MARYLAND

School Assignments:
Collect Wednesday Fri. —
afternoon: Baker Jr.
Baker Jr.-Sr.

June 10, 1965

Dear Parents:

Registration of all pupils to whom a choice of schools is being afforded for the 1965-66 school year is being reopened in order to comply with requirements imposed by the U. S. Office of Education. Registration for all children who wish, or whose parents or guardians wish to exercise choice of schools will be held from June 14 to June 23, 1965, inclusive. The enclosed choice form may be returned to the secretary or principal of the school the child is now attending or the school for which he is already registered for the first, seventh, or tenth grades for attendance in September 1965. The return of this form will be considered final in the process of registering the child except for children moving into the community. An additional opportunity to register will be given these children on August 30, 1965.

Under policies adopted by the Board of Education, parents or guardians may enroll pupils at either the nearest formerly Negro school or the nearest formerly White school. In the event of overcrowding in any school in the first, seventh and tenth grades, all children, including non-choosers, will be assigned to that school on the basis of the proximity of their residence to that school. All choosers not so selected will be given an effective second choice. All non-choosers not selected will be assigned to the nearest available school. All assignments will be made without regard to race, color or national origin.

Figure 75. Parents of each Anne Arundel County student were to receive this letter about school choice, this one with an obvious note of reinforcement, from the local board of education.[380]

From the late 1960s through the 1970s, some Maryland schools took corrective actions to address racial imbalances using methods that resulted in revised planning for school buildings and campuses. These methods rested on geographic redistricting, bussing, hiring practices, and curricula. Between 1965 and 1970, school districting that designed attendance boundaries based on geographic zones to more equitably mix races began to replace the free-choice policy.[381] By 1970, although Baltimore City and Prince George's County had moderate successes, in the rest of the state 94 percent of Black students attended schools that were more than 40 percent white.[382] In 1971, the

[380] Anne Arundel County Board of Education, "Parents [of Anne Arundel County Public School Students]," June 10, 1965.
[381] Callcott, *Maryland and America, 1940 to 1980*.
[382] Callcott.

U.S. Supreme Court's *Swann v. Charlotte-Mecklenburg Board of Education* decision endorsed both redrawing school boundaries and bussing to encourage desegregation. The use of bussing—assigning and transporting students to schools within or outside their local districts to diversify student bodies—varied from mandatory to voluntary to experimental approaches.[383] In Baltimore City, when Ronald N. Patterson was tapped to serve as the city's first Black superintendent in 1971, he proposed a bussing plan to help advance desegregation, but this spurred opposition from the white-led Southeast Desegregation Coalition.[384] Under court order, Prince George's County began bussing in 1973 and Baltimore City did not bus students until 1974. In urban centers, bussing led to white exodus to the suburbs. In 1975, when the U.S. Department of Education's Office of Civil Rights held enforcement hearings against Maryland school districts, desegregation came to a standstill in Baltimore where the city ultimately won in federal court after the agency threatened to cease funding local schools. The decision found that Baltimore City had done all it could to establish desegregation policies and practices.[385] Although Maryland's state and local school boards endeavored to eliminate racial imbalances through various means, they did not concomitantly pursue racial balance.[386]

CHARACTERISTICS OF SCHOOLS

The characteristics of Maryland's public school architecture had become more nuanced, but generally followed the tide toward Late Modern and Brutalist architectural design, the cluster plan, and the open plan through the 1970s. In some cases, increasingly frustrated with state control, construction of some Maryland schools was the result of growing decentralization. County systems distanced themselves from state supervision and, in turn, certain schools disassociated from county superintendents.[387] Pressure to quickly build schools for the era's augmented student population resulted in frequent use of cheap materials with short lifespans, a deterrent to maintenance and preservation.

Where high schools introduced new teaching programs, such as sex education and driver education, older buildings were retrofitted and newer ones designed with these classes in mind. Schools in Hagerstown offered learning through closed-circuit television broadcasts.[388] These various newer programs furthered experimentation with design and materials. Driver education classrooms, for example, had several simulators that approximated on-street driving. Acknowledging the then-mainstream habit, some local school boards retrofitted or designed new outdoor smoking areas for students, a shift in the organization of outdoor space. Whether built with state or local funds, the school buildings that resulted had elements that responded to social upheaval, rebellion, and vandalism but that also incorporated spaces and materials to adapt to modern teaching methods. Fewer, smaller windows were thought to deter vandalism on the exterior and conserve interior energy. As importantly, fewer windows made interior space more manageable for the lauded open-plan school, blocking outside distractions that interfered with the educational process.[389]

[383] Callcott.
[384] Pousson and Diehlmann, "Civil Rights in Baltimore, Maryland 1931–1976," 147.
[385] Pousson and Diehlmann, 147.
[386] Carrington, "The Struggle for Desegregation of Baltimore City Public Schools, 1952–1966," 82.
[387] Callcott, *Maryland and America, 1940 to 1980*, 253.
[388] Dumas, "A Study of School Plant Innovations in Selected School Districts."
[389] Callcott, *Maryland and America, 1940 to 1980*.

IMAGES ILLUSTRATING CHARACTERISTICS OF SCHOOL ARCHITECTURE AND DESIGN

Blockier, less-diffuse volumes, cluster units or pod arrangements, and more inward-facing plans

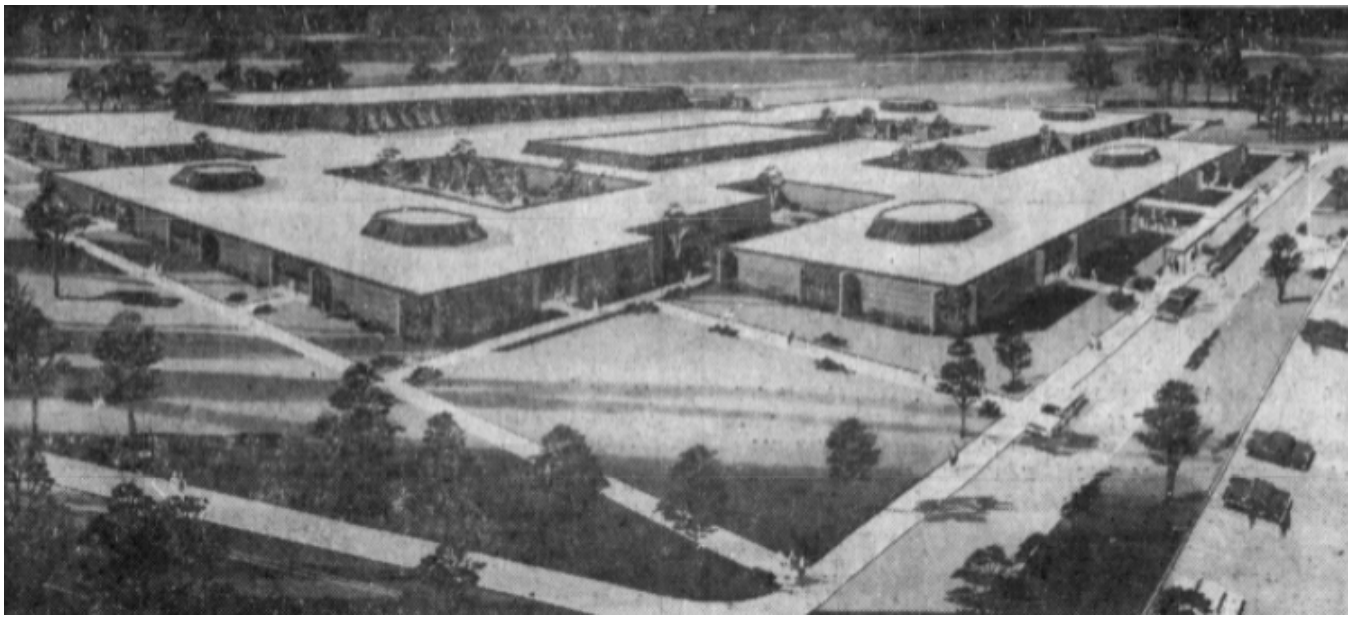


Figure 76. Sykesville Elementary School in Carroll County (1970), designed with five pod-like clusters of four classrooms each, with a central shared commons area.[390]

Large junior/senior high school campuses, particularly in suburban and rural settings

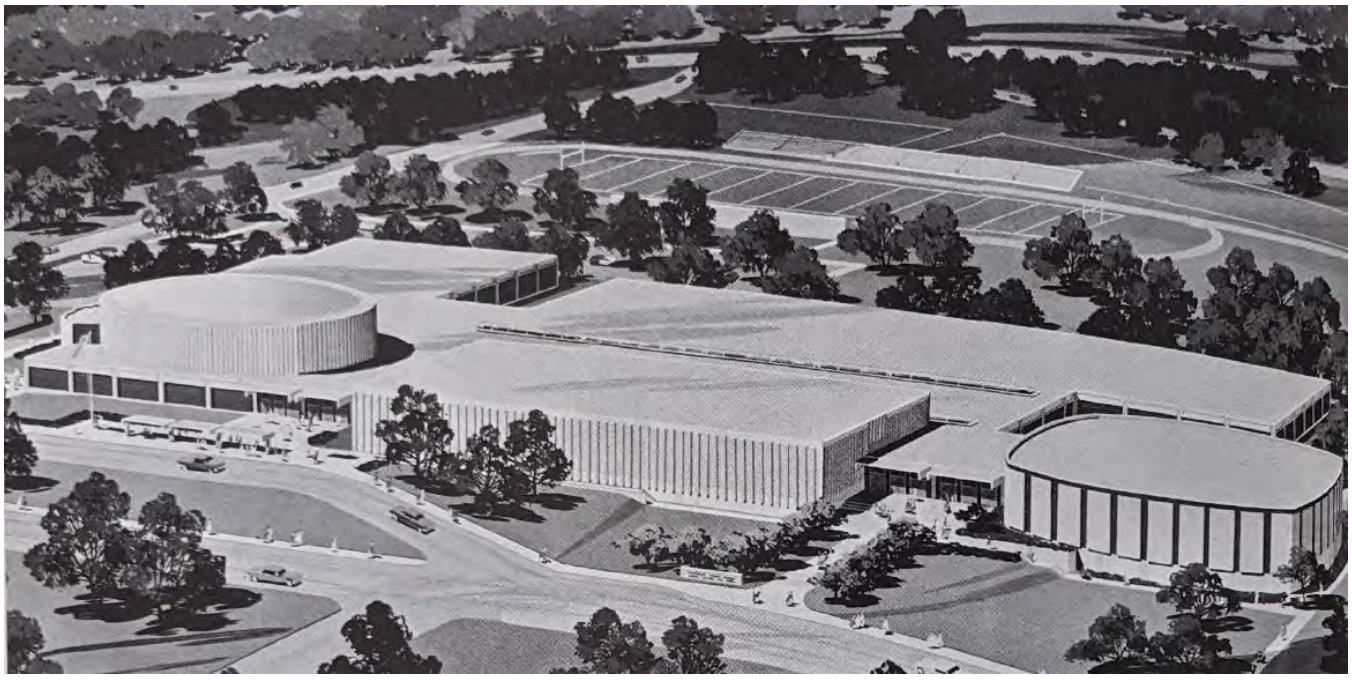


Figure 77. The Governor Thomas Johnson High School in Frederick County (1966) campus with large buildings, ample grounds, a driveway, parking lot, and sports fields.[391]

[390] *Baltimore Evening Sun*, "New School Design Due at Parley."
[391] American Institute of Architects, Baltimore Chapter, "Schools: The New Shape of Education."

Compact urban schools

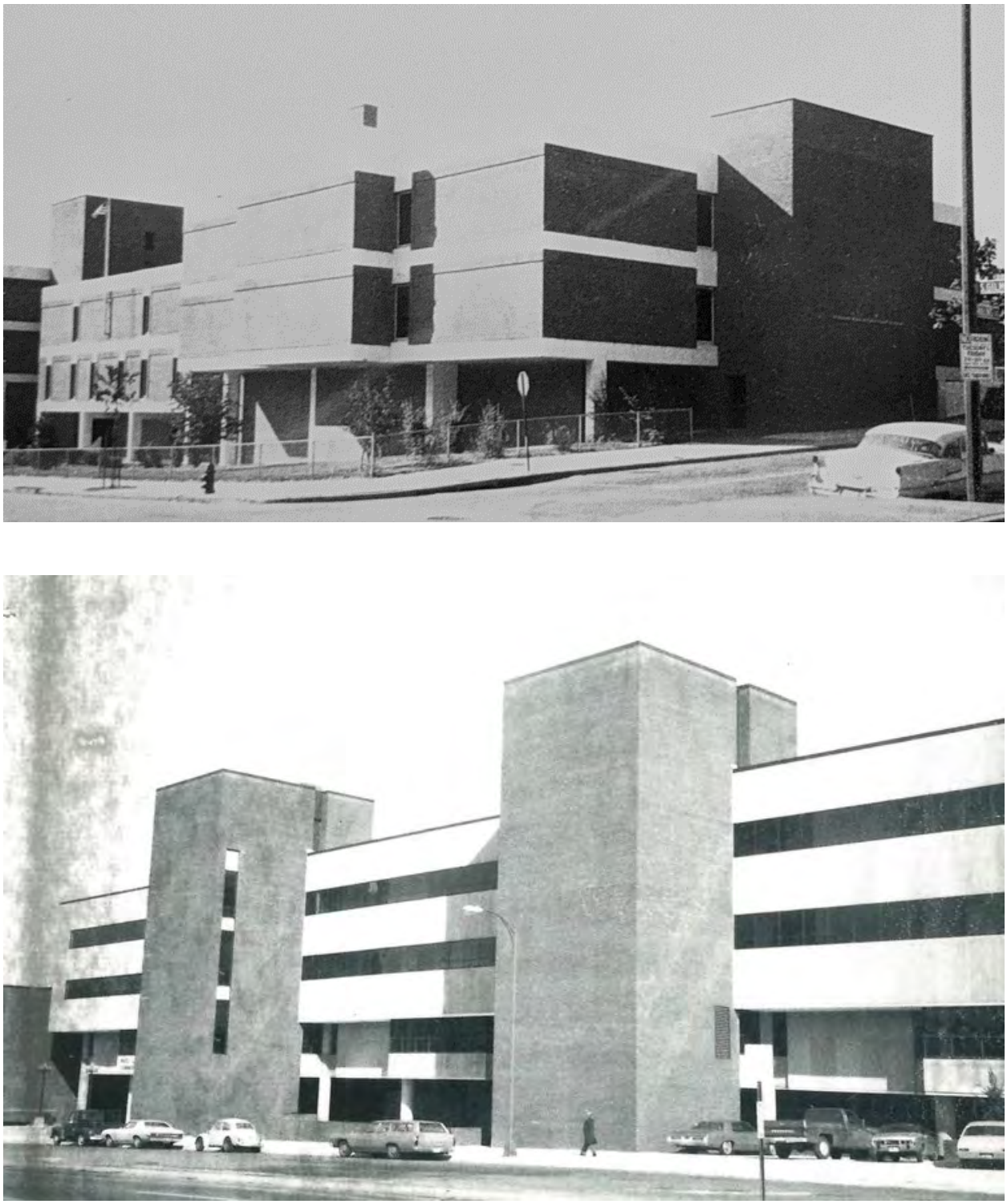


Figure 78. Schools in dense areas of Baltimore City, such as Steuart Hill Elementary School (above) and Dunbar High School (below), are more compact than rural and urban schools.[392]

[392] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Round or geometric shapes; later, blocky volumes more common

Round or geometric shapes

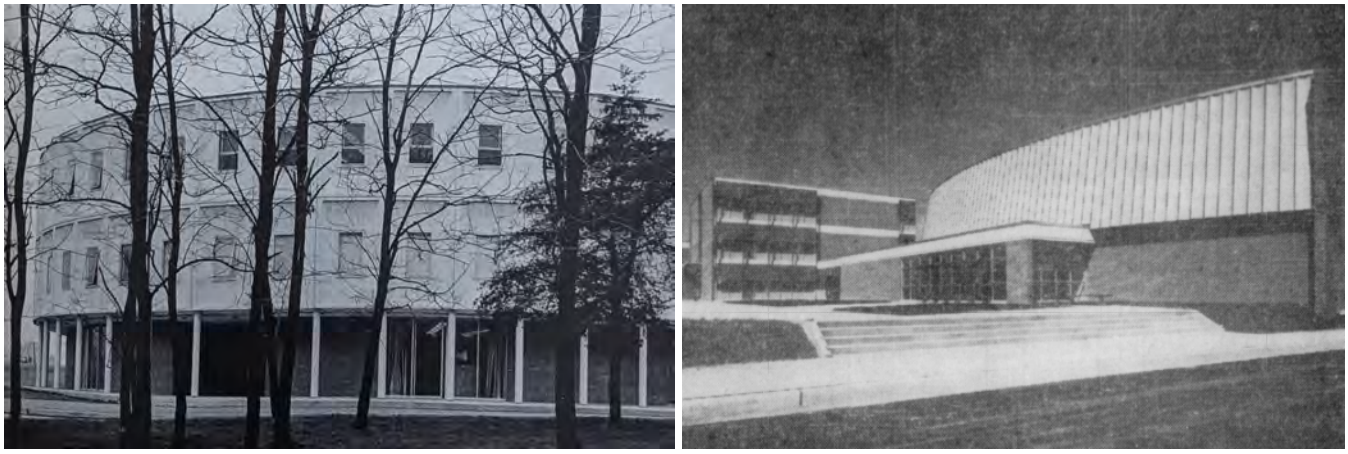


Figure 79. Bushey Drive Elementary School in Montgomery County (1961; left) and Dulaney High School in Baltimore County (1965; right).[393]

Blocky volumes

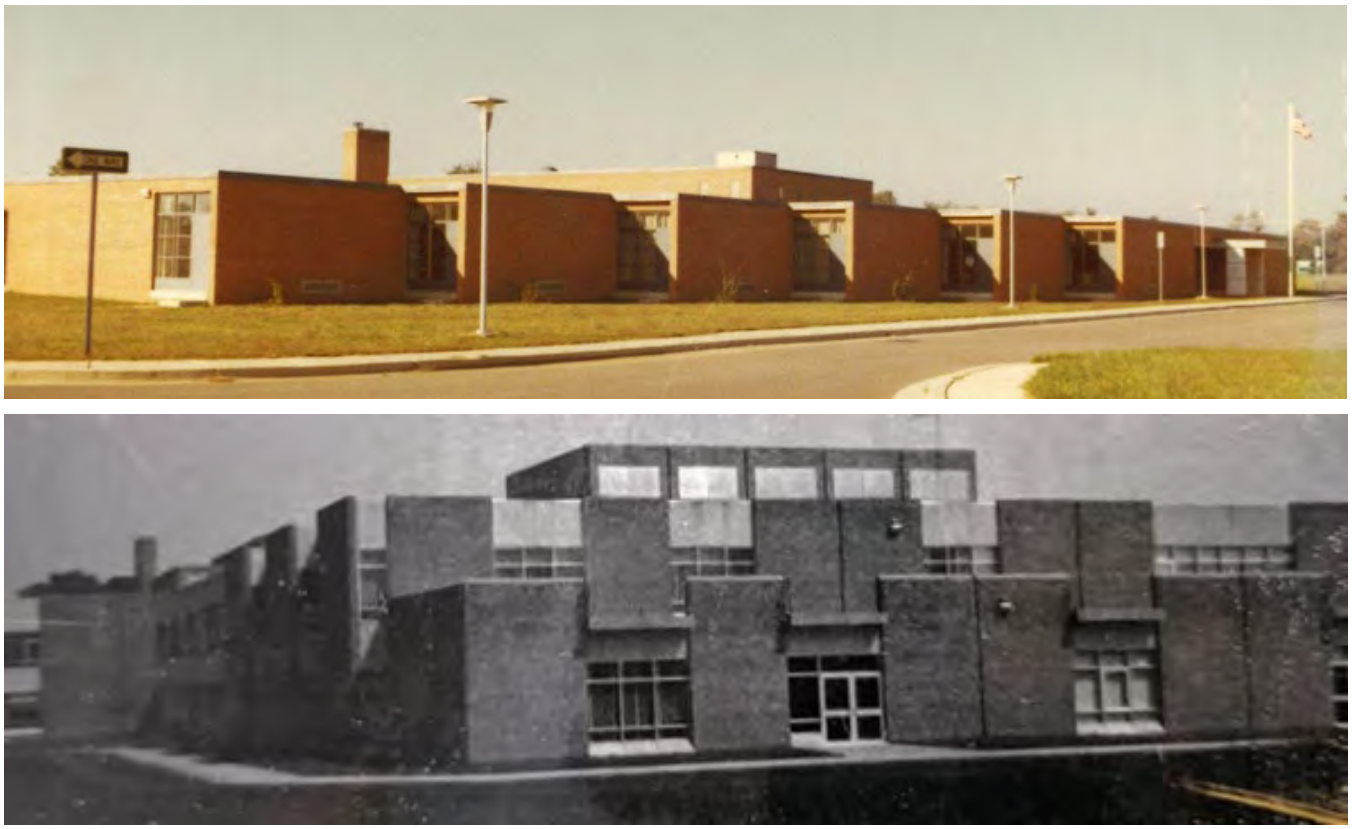


Figure 80. Germantown Primary School in Montgomery County (1967; top) and Williamsport Senior High School in Washington County (1970; bottom).[394]

[393] American Institute of Architects, Baltimore Chapter, "Schools: The New Shape of Education"; *Baltimore Sun*, "Building Activity in Maryland."
[394] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Expressive rooflines, cornices, and canopies (more common in late 1960s; generally phased out in 1970s)

Figure 81. Manor View Elementary School (1971; top), a design repeated for at least five other Anne Arundel County Schools in the late post–World War II period. Colonel Richardson Junior High School in Caroline County (middle) and Cascade School addition in Washington County (1965; bottom).[395]

[395] Maryland State Department of Education.

Smooth or textured concrete exterior walls; heavy concrete as ornament

Figure 82. Textured concrete volumes and exaggerated pier-and-beam concrete canopy at Governor Thomas Johnson High School in Frederick County (1966; top), concrete hoods over classroom windows and concrete tulip canopy at Smithsburg Senior High School in Washington County (1965; middle), and concrete fins flanking the windows at Havre de Grace Middle School in Harford County (1967; bottom).[396]

[396] Maryland State Department of Education.

Substantially fewer windows; brown brick replaced traditional red; possible interesting exterior texture

Figure 83. From top to bottom: Marley Glen High School (1971); Southern High School (1968), both in Anne Arundel County; and Sarah M. Roach Elementary School in Baltimore City (1971).[397]

[397] Maryland State Department of Education.

Mansard roofs and heavy cornices

Mansard roofs

Figure 84. Mansard roof volumes within flat-roof sections of Barton Elementary School (1975; top) and Eldersburg Elementary School in Carroll County (1970; middle). Shingled mansard roof at St. Michael's Senior High School in Talbot County (1971; bottom).[398]

[398] Maryland State Department of Education.

Heavy cornices

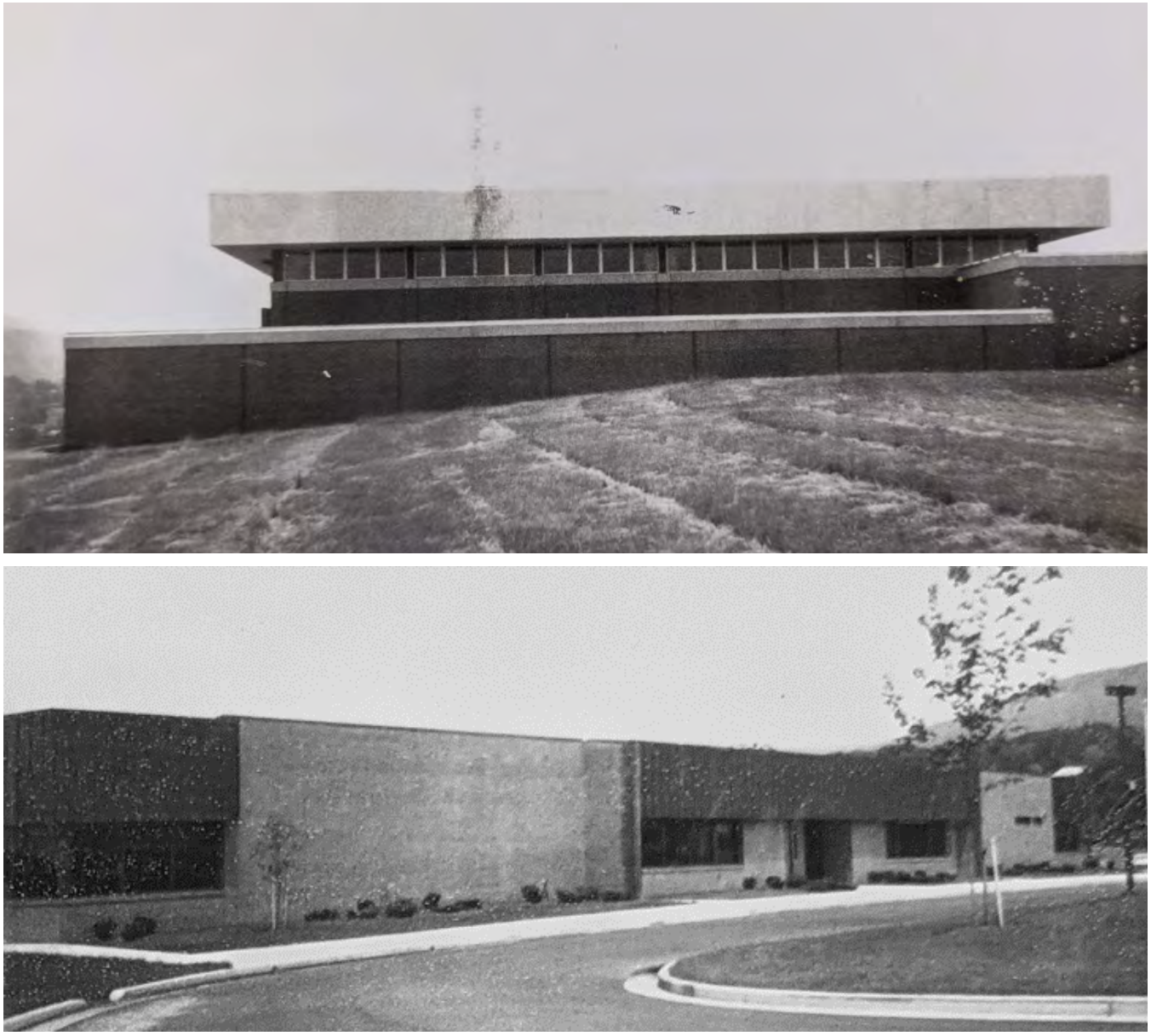


Figure 85. Smithsburg Senior High School (1965; top) and Greenbrier Elementary School (1971; bottom), both in Washington County.[399]

[399] Maryland State Department of Education.

Indoor-outdoor relationships and responses to the site

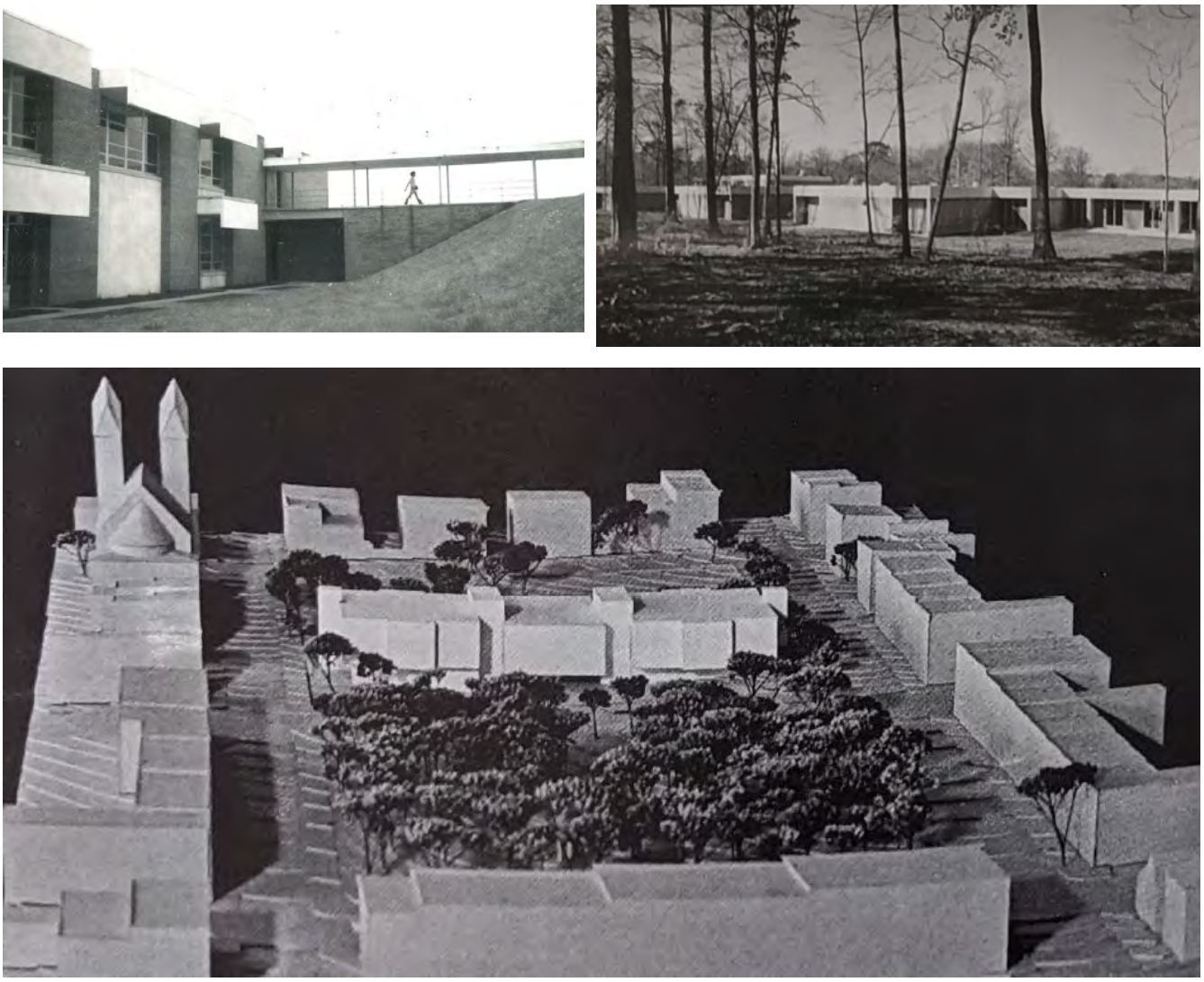


Figure 86. Outdoor corridor at Smithsburg Senior High School in Washington County (1965; top left). Homestead Elementary School in Harford County (1958/1966; top right) set within a wooded lot. Plan for Steuart Hill Elementary School in Baltimore City (ca. 1967; middle), with clusters of indoor and outdoor teaching spaces rather than closed-door classrooms around a "park." A skybridge overlooking a courtyard at Rockville Senior High School in Montgomery County (1968; bottom).[400]

[400] American Institute of Architects, Baltimore Chapter, "Schools: The New Shape of Education"; American Institute of Architects, Baltimore Chapter, "Schools: The New Shape of Education."

Mid-Century Modern style gives way to Late Modern and Brutalist styles

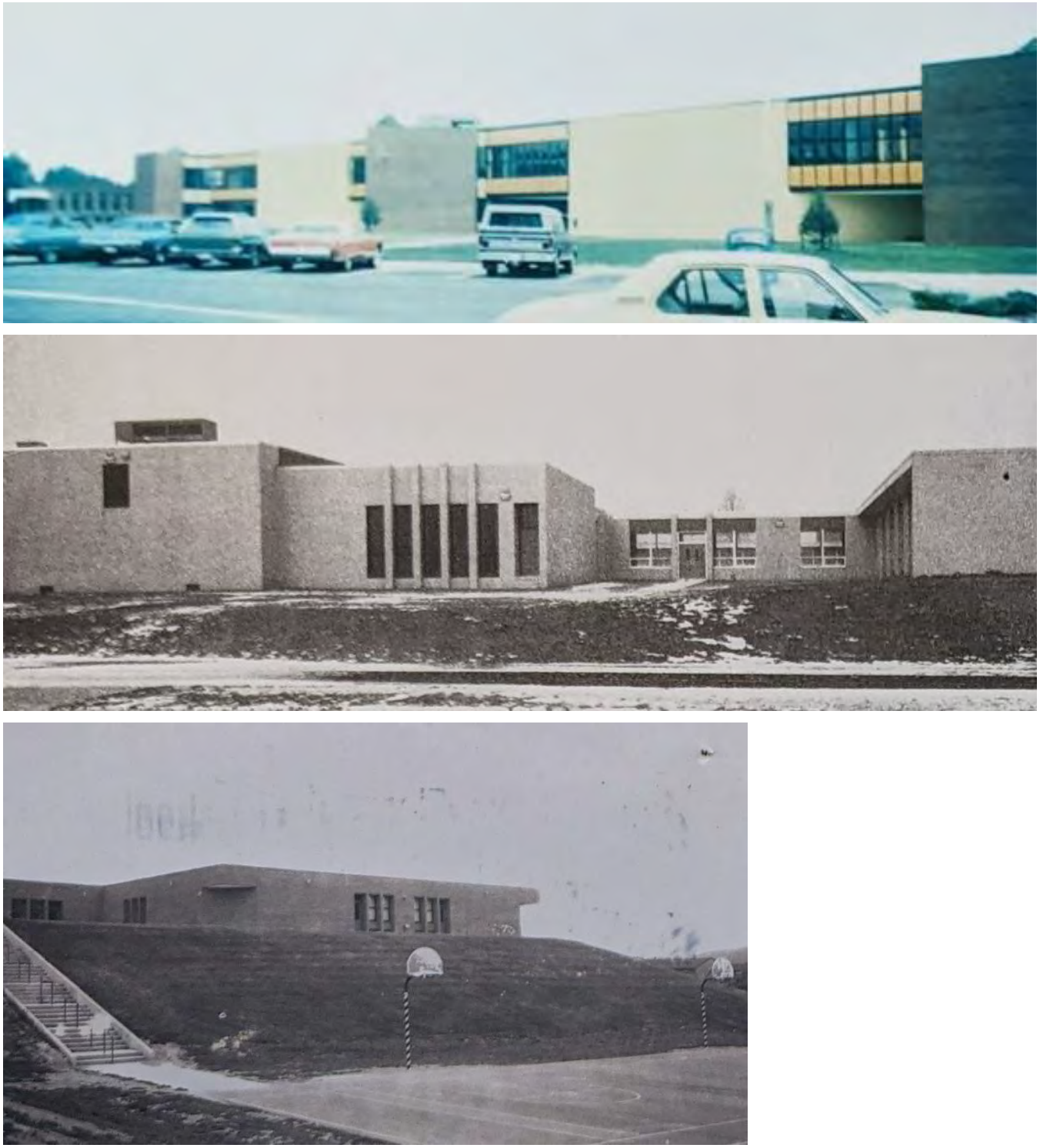


Figure 87. Gwynn Park Senior High School in Charles County (1975 addition; top), Edgewood Senior High School in Harford County (ca. 1970 addition; middle), and South Lake Elementary School in Montgomery County (1972; bottom) are examples of Late Modern architecture.[401]

[401] Maryland State Department of Education.

Figure 88. Brutalist-style John Humbird Elementary School in Allegany County (1974; top) and Westside Elementary School in Baltimore City designed by notable Black architecture firm Fry and Welch (1973; bottom).[402] Located in the historically Black neighborhood of Mondawmin in West Baltimore City, Westside Elementary School included an outdoor teaching space between the playground and school.[403]

[402] Maryland State Department of Education; Wiley, "The Dunbar High School Dilemma: Architecture, Power, and African American Cultural Heritage"; Miller, "Architecture Nod Goes to Black Firm"; English, "Architects on the March"; Steiner, "The Marc Steiner Show."

[403] *Baltimore Sun*, "Rough Days Ahead of Area Schools."

THE OPEN-PLAN SCHOOL AND SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT IN MARYLAND

Many newly designed public schools in Maryland embraced the open plan (Figure 89 and Figure 90). Howard County was embarking on the biggest expansion in the system's history just when open-plan classrooms became the hot trend in education. Between 1967 and 1977, "the school system opened 28 schools, half of the county's current total [by 1995]".[404] The now-demolished 1970 Wilde Lake High School in Columbia by Johannes & Murray was a distinctive example of this type with round walls and a "free-form interior" for self-paced learning.[405] Similar to Wilde Lake High School, the "football-plan" featuring a central library was developed by Johannes & Murray was replicated with the construction of Wilde Lake and Patapsco Middle Schools. Howard County's open plan trend continued into the 1990s with the 1993 construction of Rockburn Elementary School in Elkridge, which featured modular walls and a pod system.[406] In 1994, Patapsco Middle School retrofitted the open plan to a traditional structure because of noise issues.[407] In Washington County, Hagerstown's Potomac Heights Elementary School (1969) was featured in an American Association of School Administrators report on open-plan schools in 1971.[408] Lansdowne Middle School (1971) had an open-plan with a "series of arched wings arranged perpendicularly on either side of a central hallway spine."[409] Dorchester County debuted an open-plan middle school with rounded walls in 1975. One circular area had "pods" where a single teacher could lecture to dozens of students while other instructors could work with smaller groups. The building had moveable furniture and electronically controlled walls that opened or enclosed spaces, along with specialty classrooms with kitchens, darkrooms, and woodshops.[410] The carpet was color-coded, with red indicating permission to be loud, yellow for making sound as necessary, and blue for quiet zones.[411] Other examples of Maryland schools that incorporated the design into their buildings were the 1965 Walter J. Mitchell Elementary School in La Plata, Charles County, with an open-plan, pod design and shared multiple-use spaces; the 1970 Sykesville Elementary School in Carroll County with four classrooms each and central shared common areas (Figure 76); the 1967 Lake Normandy Elementary School in Potomac in Montgomery County and the 1966 Skyline Elementary School in Upper Marlboro in Prince George's County, both with open plans; the 1966 Governor Thomas Johnson High School in Frederick with large and small group spaces (Figure 77); and the 1964 John F. Kennedy High School in Montgomery County with a divisible auditorium and a flexible plan.[412]

Maryland appears to have had some interest in SCSD. Especially for Maryland's urban schools, the SCSD approach was one means to "catch up with the catastrophic backlog and to replace hopeless obsolete buildings."[413] The Maryland State Department of Education held a seminar on this topic in April 1971 at the then-Friendship Airport Hotel, but the open-plan concept was more influential in school design trends of the era.[414]

[404] Libit, "'Innovation' Still Besets Some Schools 1960s Trend to Open Space Failed Quickly; Renovation Costs Millions; Hours Being Wasted by Distractions in Many Older Buildings."
[405] *Baltimore Sun*, "Columbia Planning Round High School"; Sevilla, "Saying Goodbye to Wilde Lake High."
[406] Howard County Public School System, "Rockburn Elementary School."
[407] Joe, "Patapsco Middle Says Farewell to Open Space Design."
[408] Gournay, Sies, and Dorman, *From Greenbelt to Columbia: Everyday Modernism in Maryland, Volume 2*.
[409] Gournay, Sies, and Dorman.
[410] *Salisbury Daily Times*, "New Dorchester School Is a Round Structure."
[411] *Salisbury Daily Times*.
[412] Dumas, "A Study of School Plant Innovations in Selected School Districts."
[413] *Washington Post*, "Systems-Built Schools."
[414] *Washington Post*.

OPEN FLOOR PLANS ORGANIZED BY PODS, HOUSES, OR CLUSTERS INSTEAD OF CLASSROOMS; LIBRARIES BECAME MEDIA CENTERS AND WERE GIVEN IMPORTANCE WITHIN THE PLAN

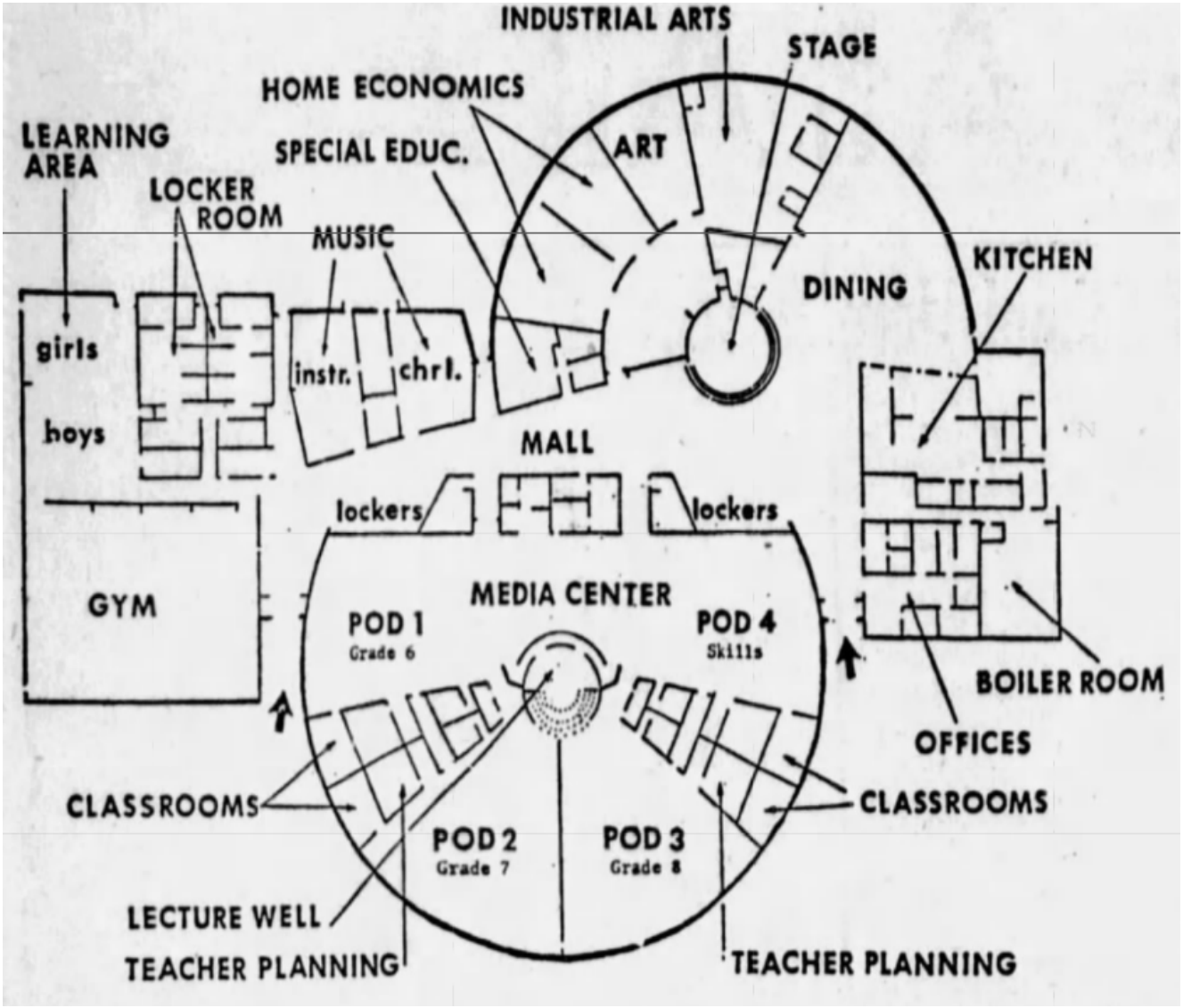


Figure 89. Floor plan for North Dorchester School in Dorchester County (1975) with learning pods instead of traditional classrooms arranged around a central media center.[415]

[415] *Salisbury Daily Times*, "New Dorchester School Is a Round Structure."

Figure 90. Children playing games in a central activity space in Collington Square Elementary School in Baltimore City (ca. 1965; top).[416] A classroom at the 1970 open-planned Wilde Lake High School in Howard County with a moveable classroom partition (1977; bottom).[417]

ART IN PUBLIC SCHOOLS

At the end of the nineteenth century, English writer John Ruskin popularized the placement of artwork in American public schools.[418] Ruskin, along with English designer William Morris, viewed public art as critical to the betterment of society. In the same way that the City Beautiful movement was a vehicle for civic pride, the art-in-schools

[416] American Institute of Architects, Baltimore Chapter, "Schools: The New Shape of Education."
[417] Wilde Lake High School, *The Glass Hour 1976-77*.
[418] Cohen, "Art to Educate."

movement aspired to inspirational learning environments. Artworks ranging from stained-glass windows, mosaics, murals, and sculptures became common at schools in major cities.

Baltimore City's Municipal Art Society, established during the 1890s progressive urban reform movement, produced the first instance of the art-in-schools movement in Maryland.[419] Businessmen John W. Garrett and Josias Pennington assisted in beautifying the city's public schools with installations of reproductions of traditional masterpiece and minor interior design improvements.[420] The Works Progress Administration superseded the organization during the Great Depression as funding sources for institutional art grew scarce. Of the numerous murals proposed for various Maryland schools, only a few were executed, like the work of renowned Black artist Elton Fax installed at Paul Laurence Dunbar Junior High School.[421]

During the 1960s, the Percent for Art and the Civic Design Commission initiatives in Baltimore City revolutionized the art-in-schools movement. The 1964 law required that 1 percent of capital construction costs be earmarked for public art for each new project with an associated commission for oversight.[422] Capital-funded projects incorporated art into their overall design, much of which referenced modernist origins. Modernist public art integrated art and buildings, in contrast with earlier-installed reproductions. After 1964, the art installations were often planned early in the school design process to accommodate specific artwork dimensions and positioning requirements. This cooperative design strategy played out in the execution of, for example, a ceramic mosaic inlaid within the brick façade of the John Briscoe Academy #451 (Figure 92) and the stained-glass mosaic walls of Commodore John Rodgers Elementary School (Figure 93). Exterior art was commonly positioned near main entrances mounted on large expanses of cladding or, for standalone sculptures, mounted to a base. Interior works like paintings, murals, and sculptures were in heavily trafficked or communal areas, like at Lake Clifton Senior High School (Figure 94 and Figure 95).

After commissioning 150 works of art, mostly in public school settings, art-in-schools opponents cited wasteful spending to advocate its termination. In 1974, the Baltimore City Council considered capping the 1 percent art allocation at $15,000 per project.[423] The heavy focus on modernist sculptures fueled opposition based on personal distaste of the progressive style. Nevertheless, the city program endured.[424] As city school and municipal construction waned in the 1980s, the program became less active in Baltimore City; however, other counties across the state passed similar ordinances during the 1980s and 1990s. In 2013, the State of Maryland elevated public art requirements for capital projects completed on the state level.[425] In 2014, the Maryland Stadium Authority conducted a conditions assessment of extant works to decide whether to preserve or dismantle works within public schools set to close.[426]

[419] Municipal Art Society of Baltimore City, "About [the Municipal Art Society of Baltimore City]."
[420] Pousson, "Public Art in Public Schools."
[421] *Baltimore Sun*, "Five Murals Are Accepted by Works Body"; Commission for Historical and Architectural Preservation Staff, "Landmark Designation Report: Paul Laurence Dunbar Junior and Senior High School, PS 133."
[422] Henry, "Release: Comptroller Henry Announces New Enforcement for the 1% for Art Program."
[423] Stanton, "City's 1 Per Cent Art Dilemma."
[424] Pousson, "Public Art in Public Schools."
[425] State of Maryland, Maryland Code, Economic Development §4-602, Maryland Public Art Initiative Program.
[426] Campbell, "City Evaluates Art in Schools as Part of 10-Year Renovation Plan."

INCORPORATION OF ART, PARTICULARLY IN BALTIMORE CITY

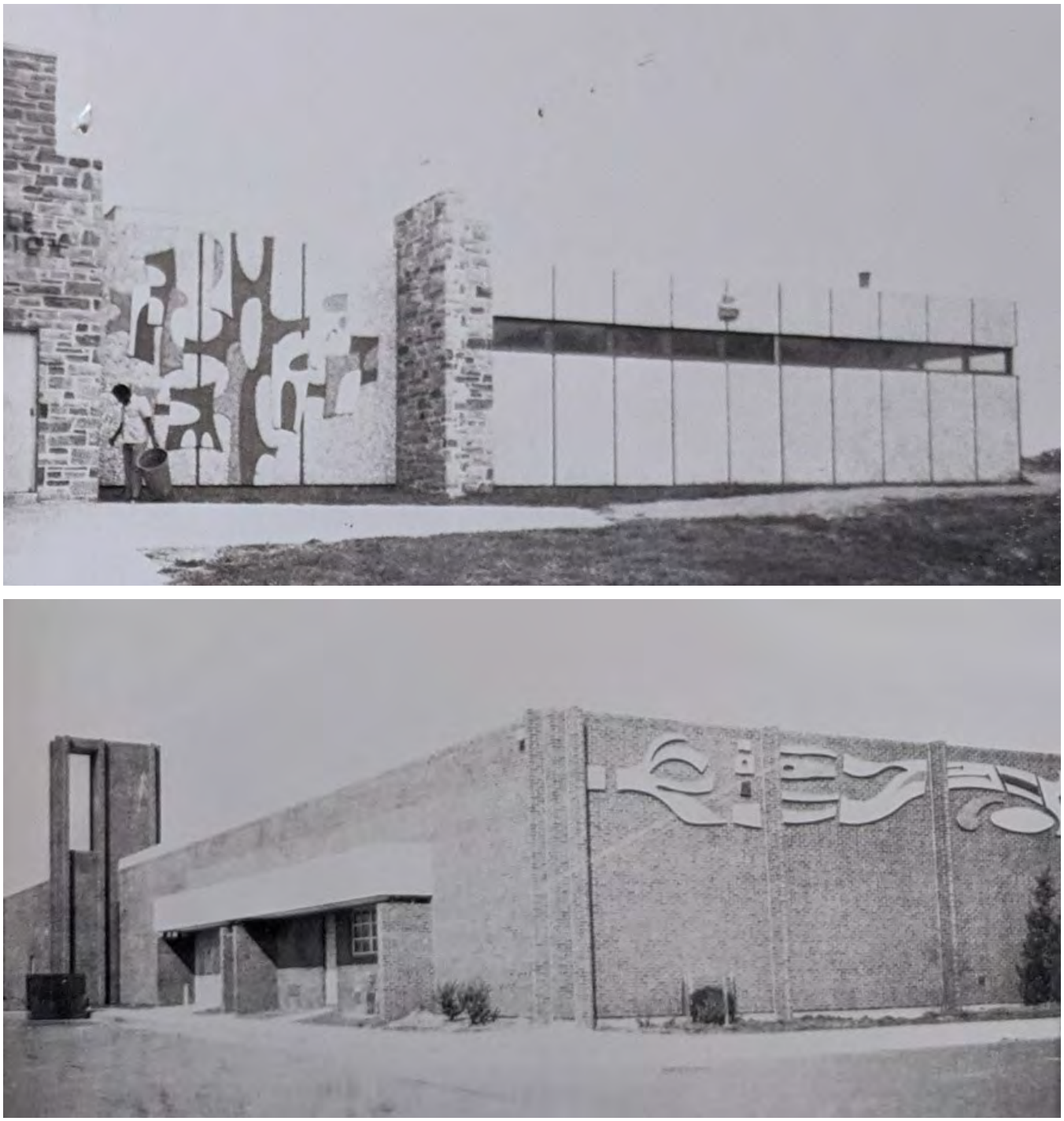


Figure 91. Betty Wells' abstract mural on the 1972 addition to Violetville Elementary School (1930; above). Earl Hofmann's façade sculpture on Coldstream Park Elementary School (1971; below).[427]

[427] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Figure 92. *The Dancers* (1971), ceramic mural by Olin Lansing Russum, John C. Briscoe Academy #451, Baltimore City.[428]

Figure 93. *Untitled* (1969), stained-glass mural wall exterior (above) and interior walkway (below) by Gyorgy Kepes, Commodore John Rodgers Elementary School, Baltimore City.[429]

Figure 94. *Trovas* (1970), metal sculpture panels by Edward N. Wilson, Lake Clifton Senior High School, Baltimore City.[430]

Figure 95. *Untitled* (1970), bronze sculpture by Harry Bertoia, Lake Clifton Senior High School, Baltimore City. [431]

[428] Russum Jr., Photograph of The Dancers (1971) at the Joseph C. Briscoe Academy/Former Public School No. 451, 900 Druid Hill Avenue, Baltimore City.
[429] Pousson, "Public Art in Public Schools."
[430] Stanton, "City's 1 Per Cent Art Dilemma."
[431] Stanton.

F. SCHOOL ARCHITECTURE STYLES

This section describes common, extant school building architectural styles or eras in Maryland. The descriptions, with lists of typical character-defining features and illustrative photographs, are intended to be quick reference materials to help facilitate evaluation, preservation, and renovation work; in-depth sources may need to be consulted to supplement this guide. Some schools may exhibit two or more architectural styles. Exclusion of a style from this section may reflect rarity of use.

VERNACULAR AND VICTORIAN-ERA STYLES

THE SCHOOLHOUSE STYLE

The schoolhouse is the earliest educational form found in the United States. The design was championed for its simplicity and universality, and the building was "to be all things for all children."[432] Schoolhouses are easily identifiable one-room wood-frame front-gable rectangular buildings (Figure 96). Early versions had a single classroom for a large group of mixed-age pupils. The interior plan evolved to multiple classrooms that divided students into various grade levels. The schoolhouse style has a considerable range, from vernacular origins to masonry buildings with subtle detailing derived from various stylistic trends (Figure 97–Figure 100). Regardless of ornamentation, the common character-defining feature of a schoolhouse is its diminutive domestic-like appearance.

In Maryland, schoolhouses were prevalent throughout the nineteenth century and remained common in rural areas through the mid-twentieth century. In urban areas, with the onset of the progressive education movement in the mid-1910s, more-modern styles were applied to school buildings. In 1920, the Department of Education designed standardized schoolhouses with a seven-bay façade, a dramatic change from traditional nineteenth-century schoolhouses.[433] From 1918 to 1932, the Julius Rosenwald Fund used traditional schoolhouse design for the mostly rural schools the fund helped build.[434] Rosenwald schools were built in a variety of styles and sizes, but most early Maryland examples followed the schoolhouse form and had one or two classrooms.[435] Rosenwald schools were often detailed with the contemporaneously popular Craftsman-influenced elements like wide eaves with exposed rafter tails and decorative gable-end brackets (see Figure 100). Some Rosenwald schools had a side-gable roof instead of the conventional front-gable.

TYPICAL CHARACTER-DEFINING FEATURES

- Rectangular plan with front-gable roof; sometimes side-gable or hipped roof
- Central front-facing entrance, sometimes with portico or stoop, sometimes with a small front-gable entrance vestibule
- Often one story, especially in early or rural examples, but can be two story[436]
- May include a cupola or bell tower

[432] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.
[433] Maryland Department of Education, "One-Room Rural School Buildings."
[434] Marsh, "Rosenwald Schools of Anne Arundel County, Maryland, 1921–1932."
[435] Marsh.
[436] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014.

- Earlier versions are plain wood-frame buildings; later versions subtly incorporate Queen Anne, Colonial Revival, or Craftsman-influenced details
- Windows are double-hung wood sash; later examples, following national trends, have more fenestration
- Exterior siding of wood, vertical wood boards, wood shingles, and, infrequently, masonry

Figure 96. Scotland School, St. Mary's County, in 1940.[437]

Figure 97. Dutch Hollow School, built ca. 1900, Allegany County; undated image.[438]

Figure 98. "Excellent modern rural school," rural Maryland, in 1916.[439]

Figure 99. Denton Colored School, built ca. 1900, Caroline County, in the 1970s.[440]

Figure 100. A renovated ca. 1926 Rosenwald School, Galesville, Anne Arundel County, in 2012.[441]

[437] Vachon, *Children Coming Out of School at Noon, Near Scotland, St. Mary's County, Maryland*.
[438] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[439] Flexner and Bachman, "Public Education in Maryland, A Report to the Maryland Educational Survey Commission."
[440] Bourne, "Architectural Survey File: Denton Colored School."
[441] Ser Amantio di Nicolao, *Galesville Rosenwald School Building*.

VICTORIAN-ERA STYLES

The Victorian Era (1860–1900) featured a wide range of high-style architectural designs applied to mostly urban schools in Maryland. Victorian-era school buildings were a dramatic contrast from the common traditional schoolhouses. After the first general school law passed in 1826, schools purposefully built for public use were often built in the Victorian style.[442] In major cities like Baltimore City and Annapolis, Victorian-influenced styles emulated buildings in the immediate surroundings, many of which were rowhouses with period form and detailing.

The 1882 Sidney Lanier School built in Baltimore City's upscale Bolton Hill neighborhood reflected this urban design trend (Figure 101). Smaller towns also incorporated Victorian-era styles, but often with reduced ornamentation (Figure 102–Figure 104). Use of Victorian-era stylistic influences in rural areas was delayed. Toward the end of the period, subtle interpretations appeared in outstate counties.

Richardsonian Romanesque was a popular subtype built between about 1875 and 1925. Baltimore City's Booker T. Washington Middle School and Francis Ellen Harper School incorporated Romanesque details (Figure 105 and Figure 106), and North East High School and Funkstown High School offer similar, if modest, ornamentation (see Figure 102 and Figure 103).

TYPICAL CHARACTER-DEFINING FEATURES

- One- to two-story massing
- Towers with a school bell or enclosed turret
- Parapet sometimes along the roofline
- Double-hung wood-sash windows, frequently grouped in a row[443]
- Wood-frame construction in rural areas and masonry in cities and larger towns
- Decorative brick details and use of arches common

[442] Kurtze and Miller, "Baltimore City School Architecture, 1829–1941 (Draft)," 1.
[443] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 116.

Figure 101. Sidney Lanier School, built in 1882, Baltimore City, in 1951.[444]

Figure 102. North East High School, built ca. 1898, Cecil County, in the 1910s.[445]

Figure 103. Funkstown School, built in 1900, Washington County, in the 1950s.[446]

Figure 104. Catonsville High School, built in 1878, designed by Henry R. Davis, Baltimore County, in 2009.[447]

Figure 105. Booker T. Washington Middle School #130, built in 1895, designed by Alfred Mason, Baltimore City, in 2012.[448]

Figure 106. Francis Ellen Harper School #111, built in 1889, Baltimore City, in 2018.[449]

[444] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.
[445] Dixon, "Ask the Historical Society."
[446] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."
[447] Anonymous, *Old Catonsville High School*; Parker, "School No. 2, District 1, Catonsville."
[448] Dorsey and Dilts, *A Guide to Baltimore Architecture*; Smallbones, *Booker T. Washington Middle School, McCulloh and Lafayette Streets, Baltimore, Maryland*.
[449] Pousson, *Public School No. 111, Francis Ellen Harper School, Former Schoolhouse Apartments, 1024 North Carrollton Avenue, Baltimore*.

PERIOD-REVIVAL STYLES

COLONIAL REVIVAL

The Colonial Revival style, one of the most enduring in America, was popular from the 1870s through the mid-twentieth century and is still in use.[450] English and Dutch buildings built during the colonial period inspired the style.[451] Maryland's rich colonial history and extant concentrations of period architecture help make the Colonial Revival one of the state's most common styles.

The Colonial Revival style derives its foundational shape from Georgian, Federal, and Dutch precedents. However, most educational examples embodied Georgian and Federal forms with large rectangular buildings for classrooms. Schools designed in this style were often compositionally symmetrical with either a hipped, gambrel, or side-gable roof (Figure 107–Figure 111). The amount of decorative detailing varied depending on the date of construction and location. Later examples more modestly referenced the style, and rural schools were typically less elaborate than urban schools.

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal design composition; may be one story in rural locations, but generally at least two stories or more
- Symmetrical design with evenly spaced fenestration
- Hipped, gambrels, or side-gable roof with instances of dormers and a cupola
- Central entrance affixed with an entablature, triangular, segmental, or broken pediment[452]
- Some examples with portico or covered pedimented entrance with colonnade[453]
- Double-hung wood-sash windows usually with multiple—as few as 6 and as many as 12—panes; accurate examples will have standalone windows instead of paired groupings[454]
- Brick details may include uncambered flat brick arch or segmental arch lintels and quoins
- Typical exterior materials of red brick and white-painted wood details; some cast concrete in later examples

[450] Gelernter, *A History of American Architecture: Buildings in Their Cultural and Technological Context*, 180.
[451] McAlester, *A Field Guide to American Houses*, 414.
[452] Gottfried and Jennings, *American Vernacular Buildings and Interiors 1870–1960*, 352.
[453] Gottfried and Jennings, 78.
[454] McAlester, *A Field Guide to American Houses*, 412.

Figure 107. Undated image of Annapolis Elementary School, built in 1896, Annapolis, Anne Arundel County.[455]

Figure 108. East New Market School, built in 1912, Dorchester County.[456]

Figure 109. Gardenville Elementary School, built in 1952, Baltimore City.[457]

Figure 110. Dorsey School, built in 1935, Anne Arundel County, in the 1950s.[458]

Figure 111. Francis M. Wood School, built in 1933, Baltimore City, in the 1950s.[459]

[455] KCI Technologies, Inc., "Annapolis Elementary School Revitalization."
[456] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[457] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.
[458] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[459] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.

GOTHIC REVIVAL / COLLEGIATE GOTHIC

Gothic-influenced design was commonly applied to mid-nineteenth-century domestic architecture and eventually used on other property types, including schools.[460] The Gothic Revival–style aspired to recreate the architecture of the Medieval period before the advent of industrialization.[461] Early schoolhouses sometimes incorporated Gothic-inspired elements like peak-headed windows and vergeboards (Figure 112). The later-developed interpretation, the Collegiate Gothic style, became a popular idiom for school construction in the late nineteenth century and was applied well into the twentieth century (Figure 113 and Figure 114).[462] Toward the end of the movement, Collegiate Gothic–style schools had minimalist character-defining features applied to a more-modern box plan (Figure 115 and Figure 116).

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal and vertical design compositions with emphasis on vertical contrast
- Often symmetrical in design with centralized tower or occurrences of multiple towers; occasional asymmetrical plans and decorative features
- Exterior materials include brick, stone masonry, and concrete
- Roof is usually flat but may be steeply pitched gable or hipped[463]
- Gothic- and Tudor-inspired openings with pointed and rounded arches[464]
- Fenestration ranges from oriels to multiple bays situated side by side; occasional decorative stained glass windows
- Door openings are arched with arched panel doors[465]
- Decorative details include crafted cast stone and concrete quoins, band courses, buttresses, cast stone or terra cotta medallions, carvings, reliefs, and crowns[466]
- Larger buildings may have an interior courtyard and landscaped grounds

[460] McAlester, *A Field Guide to American Houses*, 267.
[461] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 121.
[462] Gottfried and Jennings, *American Vernacular Buildings and Interiors 1870–1960*, 361.
[463] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 121.
[464] Sapphos Environmental, Inc., 121.
[465] Gottfried and Jennings, *American Vernacular Buildings and Interiors 1870–1960*, 371.
[466] Shoken, "Baltimore City College."

Figure 112. Beaver Creek School, built in 1904, Hagerstown, Washington County, in the 1950s.[467]

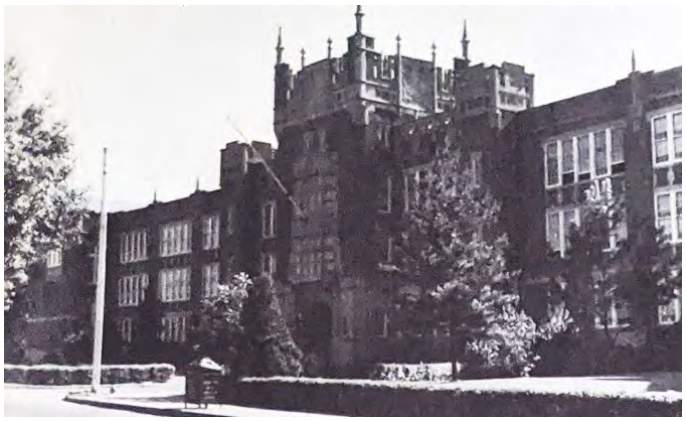


Figure 113. Gwynns Falls Junior High School, built in 1925, Baltimore City, in the 1950s.[468]

Figure 114. Columbia Street Grammar School, built between 1914 and 1921, Cumberland, Allegany County; undated photograph.[469]

Figure 115. Westport Elementary School, built in 1924, Baltimore City, in the 1950s.[470]

Figure 116. South Potomac Junior High School, built in 1930, Hagerstown, Washington County, in the 1950s.[471]

[467] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."
[468] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[469] Anonymous, *Columbia Street School*.
[470] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[471] Engelhardt, Engelhardt and Leggett, "Washington County Maryland Long-Range School Building Program."

ITALIAN RENAISSANCE REVIVAL

The Italian Renaissance Revival style was popularized during the late nineteenth and early twentieth centuries.[472] The style reinvented the Italian *palazzi* into multiple-story buildings with numerous Italian-inspired characteristics like terra cotta roofs, artistic reliefs and medallions, and rounded windows.[473]

In Maryland, elaborate examples of the Italian Renaissance Revival style using stucco and masonry are less commonly applied to public schools. Where it exists, a combination of brick and concrete is almost always used with minimal ornamental details. The style is primarily found in Baltimore City's inner-city, upper-class urban neighborhoods like Roland Park and Coldstream–Lake Montebello where much of the contemporaneous housing stock exhibits various period-revival styles. Roland Park Elementary/Middle School is an example of Italian Renaissance Revival architecture that continues to function as a public school (Figure 117). The Margaret Brent School reflected much of the rowhouse stock in Baltimore City's 1890s Charles Village neighborhood. The three-story brick school had an abundance of windows and an arcaded entrance (Figure 118). Lake Montebello Elementary School is an eclectic example of Italian Renaissance Revival with Colonial Revival massing and cornice returns (Figure 119).

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal design composition and massing with some instances of vertical contrast
- Rectangular plan
- Exterior materials are brick, concrete, and cast stone; stucco is a traditional material but less commonly used in Maryland
- Inclusion of an open or enclosed rectangular tower with a school bell hung near the peak; the tower usually has a grouping of narrow rounded bays like a campanile
- Roof is gable or hipped with terra cotta tiles
- Fenestration extends linearly along façades
- Roman and Greek details, like columns and arches
- Details include string and belt courses, lintels, engaged columns, and cornices
- Artistic details include cast stone and terra cotta medallions, carvings, and reliefs

[472] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 120.
[473] Sapphos Environmental, Inc., 120.

Figure 117. Roland Park Elementary/Middle School, built in 1925, by P. C. Street Engineering Company, Baltimore City, in 2020.[474]

Figure 118. Margaret Brent School #233, built in phases between 1897 and 1931, Baltimore City, in the 1950s.[475]

Figure 119. Montebello Elementary/Middle School, built in 1921, Baltimore City, in 2021.[476]

[474] *Baltimore Sun*, "Racism in Roland Park: Woman Uses the N-Word to Describe Middle School Students in Affluent Baltimore Area"; Baltimore City Public Schools, "Roland Park Elementary/Middle School."
[475] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1952.
[476] Google Maps, "Street View: 2073 East 32nd Street, Baltimore."

EARLY MODERNISM

ART DECO

Early Modern design rejected revival styles by creating new idioms with geometric-inspired patterns and simplification of form.[477] In the 1920s and 1930s, when historicized revival styles dominated American architecture, European architects were experimenting with innovative and daring ideas; the most influential early modernist work came from Bauhaus-trained architects. Those who studied at the German art school, which operated from 1919 to 1933, reduced buildings to their most basic functional forms, stripping them of ornament. In America, many of the earliest architects to approach design this way either emigrated from Europe or were under the tutelage of Frank Lloyd Wright and inspired by his forward-thinking designs.

The Art Deco style emerged from architect Eliel Saarinen's unbuilt 1922 Chicago Tribune Tower design, a simplified modernist skyscraper that marked a departure from older classical and revivalist designs. It emphasized verticality, smooth wall surfaces, and stylized decorative motifs. Saarinen's design, which was highly published and influential, became the symbol of Art Deco style in 1925. The style was popular for institutional, civic, and commercial building designs; residential examples are rare. The Art Deco style persisted through the early 1930s, when the Streamline Moderne style supplanted it.

In Maryland, the Art Deco style was readily applied to commercial and institutional buildings, but school designs did not adopt it until about a decade after its inception, and it was less commonly used than in other parts of the country. Though Art Deco buildings typically have smooth wall surfaces, red brick was used for schools constructed in the style in Maryland (Figure 120 and Figure 121). It is common to see Art Deco elements fused with subsequent styles, especially Streamline Moderne or PWA Moderne styles. An example of this is Beall High School in Allegany County with its Art Deco central volume and tower and rounded, Moderne-influenced side volumes (Figure 122).

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal and vertical design compositions with emphasis on vertical contrast; in addition to massing, exterior features and ornamentations are likely to have vertical directionality[478]
- Vertical projections or towers on the roof that are rectangular or geometric[479]
- Exterior materials include brick, stucco, and concrete
- Widespread and repetitive use of geometric lines, including chevrons and zigzag motifs
- Steel-frame fixed casement windows; sometimes glass block
- Cantilevered awning at entrance
- Artistic cast stone and terra cotta medallions, carvings, and reliefs

[477] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 122.
[478] Sapphos Environmental, Inc., 122.
[479] McAlester, *A Field Guide to American Houses*, 580–82.

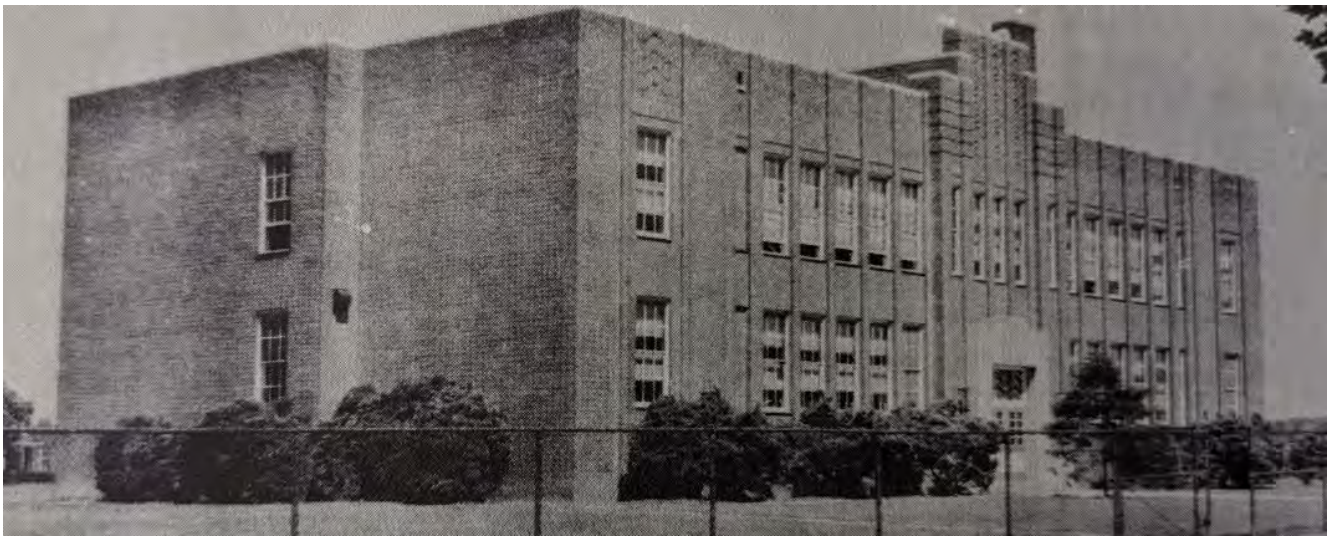


Figure 120. James Mosher Elementary School #144, built in 1933, Baltimore City, in the 1950s.[480]

Figure 121. Paul Laurence Dunbar Middle School #133, built in 1932, by Taylor and Fisher, Baltimore City; undated photograph.[481]

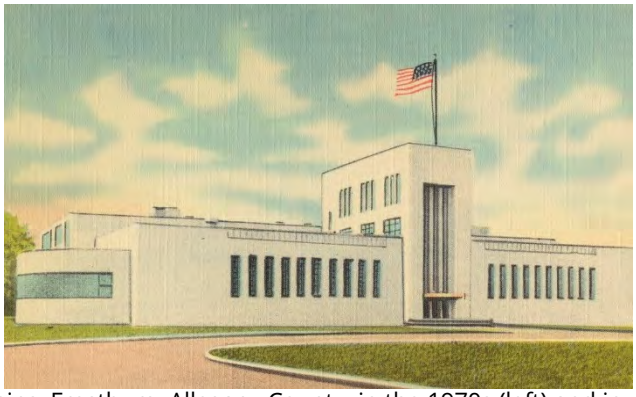


Figure 122. Beall High School, built in 1940, by Robert Holt Hitchins, Frostburg, Allegany County, in the 1970s (left) and in a 1930s postcard (right).[482]

[480] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[481] Commission for Historical and Architectural Preservation Staff, "Landmark Designation Report: Paul Laurence Dunbar Junior and Senior High School, PS 133."
[482] Anonymous, *Beall High School, Frostburg, Maryland*; Maryland State Department of Education, "School Photograph and Archival Document Collection."

INTERNATIONAL STYLE

The International Style was a bolder experiment in modernist design than other Early Modern styles and became the baseline for modernist architecture of the post–World War II years. It emphasized architecture as volume and regularity and avoided the application of ornament.[483] Prominent architects with ties to European schools of thought were the first to use the style in the United States. They employed progressive engineering methods and modern materials like concrete, glass, and steel, but by the early 1950s, the style evolved into a less avant-garde version that deviated from the plain boxiness of earlier designs.[484]

Maryland was resistant to the progressive Modernism movement, which significantly delayed the presence of Early Modern–style school buildings compared to other parts of the United States.[485] The International Style would not be incorporated into the state's public school designs until the early 1950s. These buildings had few character-defining features compared to truer International Style buildings. Mergenthaler Vocational-Technical High School, colloquially called Mer-Vo, was highly regarded for its innovative International Style design.[486] A 1952 addition to Mer-Vo featured generous bands of fenestration that wrapped around the building's corners (Figure 123). More typically, Maryland schools were constructed using basic International Style elements such as massing, horizontal composition, and bands of windows (Figure 124 and Figure 125).

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal design composition
- Plain compared to earlier modernist styles with geometric massing
- Flat roof; may have a cantilevered eave
- Fenestration is without ornamentation and flush with wall surfaces; corner and casement windows
- Exterior materials are concrete and brick and, occasionally, stucco

[483] McAlester, *A Field Guide to American Houses*, 617.
[484] Walker, *American Homes: The Illustrated Encyclopedia of Domestic Architecture*.
[485] Stanley-Brown and Short, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939*.
[486] Williams, "$75,000,000 Going for Metropolitan Area Schools."

Figure 123. Mergenthaler Vocational-Technical High School CTE #410, built in 1952, Baltimore City, in the 1970s.[487]

Figure 124. Sinclair Lane Elementary School #248, built in 1952, Baltimore City, in the 1970s.[488]

Figure 125. Julius West Middle School, built in 1961, Rockville, Montgomery County, in the 1970s.[489]

[487] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[488] Maryland State Department of Education.
[489] Maryland State Department of Education.

POSTWAR MODERNISM

MID-CENTURY MODERN

Mid-Century Modern (1945–1965) schools are characterized by their low, horizontal design emphasis; flat roofs; rambling form; and relationship with the site. In contrast to earlier styles, the Mid-Century Modern style rejects ornamentation for a simplistic expression of function and structure. Mid-Century Modern–style schools will feature modular post-and-beam construction methods to provide for a larger interior space, future expansions, and expanses of windows that blend the indoors with the outdoors.[490] Cantilevers (Figure 126), elevated walkways (Figure 127), eave overhangs (Figure 128), and canopied entrances and outdoor walkways (Figure 129) are features. A signature characteristic of the Mid-Century Modern style is its generous use of flush-mounted windows organized in long bands (Figure 126–Figure 128). In Maryland, exterior materials are often brick and concrete, or less commonly local fieldstone, in addition to metals and plastics for fenestration.

By the early 1960s, the Mid-Century Modern style evolved to take on a more expressionist and experimental nature characterized by sculptural forms; expressive roof forms, like the folded plate, barrel, butterfly, or prow roof; and curved, sweeping wall surfaces (Figure 130–Figure 132).[491] This more daring expression was less common among Maryland's educational buildings. A notable example is the Walt Whitman High School, built between 1962 and 1992 in Bethesda, lauded as the "country's first steel-framed geodesic dome built at a school" (Figure 133).

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal design composition
- Plain, geometric volumes
- One to two stories, dependent on campus size and regional location. Buildings are often larger and longer compared to previous styles
- Flat roof, sometimes with a cantilevered overhang[492]
- Generous bands of windows throughout the building; façades typically are mostly windows or all masonry to provide additional contrast; glass block sometimes used
- Open corridors with flat roof connecting buildings and at entrances. These corridors are either supported by metal posts or brick columns
- Details lack a historicizing element; character-defining details shift to showcase structural systems; metal school name lettering is commonly affixed to brick masonry
- Exterior materials are typically brick and concrete; metals and plastics may be used to frame fenestration in a window and colored panel arrangement

Expressionistic Subtype

- Sculptural volumes set within basic geometric forms
- Curved wall surfaces
- Expressive roof lines, such as the folded plate, barrel, butterfly, or prow roof

[490] Sapphos Environmental, Inc., "Los Angeles Unified School District Historic Context Statement, 1870 to 1969," March 2014, 126–27.
[491] Sapphos Environmental, Inc., 128.
[492] Sapphos Environmental, Inc., 127.

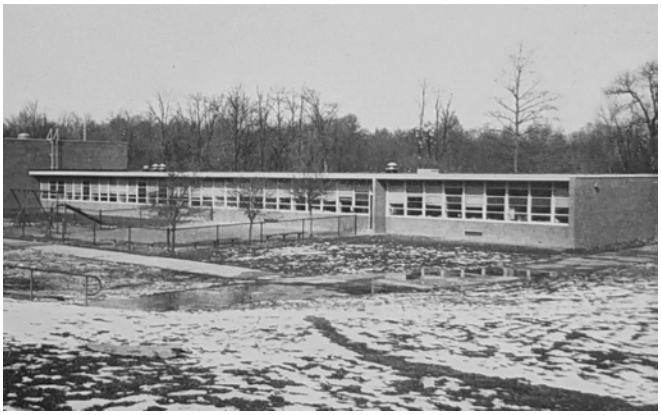



Figure 126. Grove Park Elementary School, built in 1958, Baltimore City; undated photographs.[493]


Figure 127. Braddock Junior High School, built in 1965, Cumberland, Allegany County; undated photographs.[494]

Figure 128. Tyler Heights Elementary School, built in 1962, Annapolis, Anne Arundel County, ca. 1975 photograph.[495]

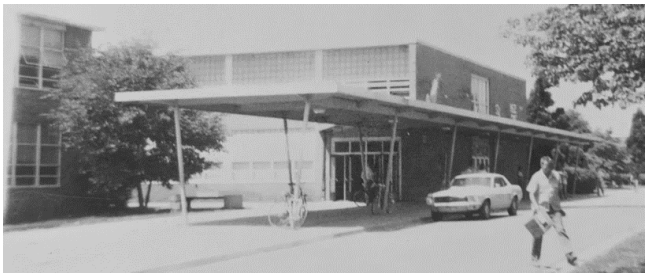


Figure 129. Walter Johnson Senior High School, built in 1956, Bethesda, Montgomery County; undated photograph.[496]

[493] Maryland State Department of Education, "School Photograph and Archival Document Collection."
[494] Maryland State Department of Education.
[495] Maryland State Department of Education.
[496] Maryland State Department of Education.

Expressionistic Subtype

Figure 130. Albert Einstein Senior High School, built in 1962, Kensington, Montgomery County, in the 1970s.[497]

Figure 131. Collington Square Elementary School #97, built in 1964, Dodson, Smeallie, Orrick & Associates, Baltimore City, in the 1970s.[498]

Figure 132. Governor Thomas Johnson High School, built in 1966, Hopkins and Associates, Frederick, Frederick County, in the 1970s.[499]

Figure 133. Walt Whitman High School, built in 1962, by Anthony Ferrara, Bethesda, Montgomery County, in the 1970s.[500]

[497] Monte, "Albert Einstein High School's 45th Birthday: Crewcuts and Bobby Socks"; Maryland State Department of Education, "School Photograph and Archival Document Collection."
[498] City of Baltimore, Department of Education, Bureau of Research, *School Plant Directory*, 1964; Nordlinger, "5 Sided Classrooms to Add Dimension to City Schools."
[499] *Frederick News*, "County Will Pay Regardless"; Traub, *Governor Thomas Johnson High School*.
[500] Meszoly, "Walt Whitman High School Reunion"; Maryland State Department of Education, "School Photograph and Archival Document Collection"; Walston, "Home of the Dome."

BRUTALISM

Brutalism (1965–1979) emerged in England during the 1950s from the expressionistic and experimental era of the Mid-Century Modern style but would not become popularized in the United States until the 1960s.[501] Nomenclature for the Brutalism style derived from the term *béton brut,* meaning raw concrete, a key material that defines most Brutalist buildings. With bulky, sculptural, and austere façades and minimal windows, Brutalist buildings focused on interior space over engagement with the outside world. The massing, combined with the use of a single material on the exterior, give these buildings a heavy, solid quality (Figure 134–Figure 137).

The style coincided with urban renewal in the 1970s and was often used for new buildings constructed to revitalize urban spaces considered decayed and blighted after white flight began in the 1950s. Most Brutalist examples of school architecture in Maryland are in inner-city areas of Baltimore City where urban renewal occurred. Though the reduced window space of Brutalist buildings provided a solution to energy conservation and the style was seen as a progressive way to modernize cities and lives, by the end of the 1970s, Brutalism was thought to be "inhumane" because of its austerity and social associations and fell out of favor.[502]

TYPICAL CHARACTER-DEFINING FEATURES

- Raw concrete exteriors, but sometimes brick
- One exterior material; materials may include variation in texture but little change in color[503]
- Heavy, sculptural volumes with hard edges and oversized angular or geometric shapes
- Minimal fenestration, typically with bands of windows rather than singular bays
- Inclusion of unusual shapes to provide contrast[504]
- Compact plan with multiple stories, especially in urban environments
- Use of piers, projections, and cantilevers on upper stories
- Interior may feature an open plan with amphitheater spaces and sliding doors
- Hardscape plaza with planters and fountains surrounding the building, especially in urban environments

[501] Stewart, "Brutalism: What Is It and Why Is It Making a Comeback?"
[502] Dalrymple et al., "The Architect as Totalitarian."
[503] Royal Institute of British Architects, "Explore Architecture: Brutalism."
[504] Royal Institute of British Architects.

Figure 134. Paul Laurence Dunbar High School #414, built in 1973, by Cochran, Stephenson & Donkervoet, Baltimore City, in 1973.[505]

Figure 135. John Humbird Elementary School, built in 1974, by Bushey and Burrey, Cumberland, Allegany County, in 2021.[506]

Figure 136. Walbrook High School #411, built in 1971, by Smith & Veale, Baltimore City, in the 1970s.[507]

Figure 137. Steuart Hill Elementary School #4, built in 1969, by Tatar and Kelly, Baltimore City, in 2018.[508]

[505] Wallace, "Hopkins Hospital, Nearby Community, Working Things Out."
[506] *Cumberland News*, "Belt Offers Low Bid on Humbird Project"; Maryland Governor's Office Photo Gallery, *John Humbird Elementary School Visit*.
[507] *Baltimore Sun*, "$60 Million Worth of School to Be Opened in the Fall"; Maryland State Department of Education, "School Photograph and Archival Document Collection."
[508] Mills, "$21.3 Million in Schools Already Being Erected"; Pousson, *Steuart Hill Academic Academy/Steuart Hill Elementary School, 30 South Gilmor Street, Baltimore*.

LATE MODERN

Modernist architecture evolved after 1965 and through the 1970s into Late Modernism, an experimental and reactionary era of design that is not well documented or contextualized yet, particularly at the local or regional level or for "everyday" buildings like schools and stores.[509] Political and social concerns of the era reversed the ideals of Early Modernism by prioritizing interiors instead of promoting exterior–interior relationships. One of the most defining characteristics of a Late Modern–style school is a lack of window openings, which addressed the energy crisis and was thought to reduce environmental threats and distractions.[510] Another common feature was the use of brown or yellow brick cladding, sometimes paired with concrete or wood, reflecting the preferred earth-toned color palette of the era. Late Modern–style schools also had boxy volumes and stylized shapes and elements, such as exaggerated mansard roofs, thick cornices, plain pilasters, or heavy window accents (Figure 138–Figure 143). With time, architectural historians will develop a better understanding of Late Modern–style architecture that may include a broader set of qualities, or even subtypes of styles, and clearer insight into how Late Modernism was applied to school buildings.

TYPICAL CHARACTER-DEFINING FEATURES

- Horizontal, geometric composition and massing with some contrasting vertical massing
- Earth-toned brick cladding
- One to two stories
- Flat roofs; sometimes mansard or flat with mansard volumes
- Covered areas at entrances, especially at elementary schools
- Large expanses of façade with minimal fenestration
- Stylized ornamentation, often with a heavy quality, such as plain pilasters or thick window hoods/surrounds or wide rectangular cornices

[509] Simonson, "The '70s Turn 50: Divergences in American Architecture."
[510] Hille, *Modern Schools: A Century of Design for Education*, 163.

Figure 138. South George's Creek Elementary School, built in 1973, by Johannes & Murray Associates, Lonaconing, Allegany County, in 1976.[511]

Figure 139. Coldstream Park Elementary School #31, built in 1970, by Rogers and Vaeth, Baltimore City. Façade sculpture by Earl Hofmann. The pierced tower is a clear Late Modern–style homage to the influential Early Modern–style 1940 Crow Island School.[512]

Figure 140. Havre de Grace Middle School, built in 1967, Havre de Grace, Harford County; undated photograph.[513]

[511] *Cumberland News*, "South Georges Creek Elementary School"; Maryland State Department of Education, "School Photograph and Archival Document Collection."
[512] Maryland State Department of Education, "School Photograph and Archival Document Collection"; *Baltimore Sun*, "Waverly Getting Elementary School."
[513] Maryland State Department of Education, "School Photograph and Archival Document Collection."

Figure 141. St. Michaels Senior High School, built in 1970, by Buchart Associates, St. Michaels, Talbot County; undated photograph.[514]

Figure 142. Marley Glen School, built in 1971, Glen Burnie, Anne Arundel County; undated photograph.[515]

Figure 143. Southern High School, built in 1968, Harwood, Anne Arundel County; undated photograph.[516]

[514] Maryland State Department of Education; *Baltimore Evening Sun*, "Knott Industries Wins School Contract."
[515] Maryland State Department of Education.
[516] Maryland State Department of Education.

G. SCHOOL ARCHITECTS AND LANDSCAPE ARCHITECTS

Many individual architects and firms designed schools in Maryland. In the post–World War II years, the focus of this context, numerous school architecture specialists emerged such as Arthur L. Anderson; Johannes & Murray; McLeod & Ferrara; Rhees Burket; Ronald Senseman; Smith & Veale; Fisher, Nes & Cambell; Rogers, Taliaferro & Lamb, which became RTKL in the 1960s; Deigert & Yerkes; Keyes, Lethbridge & Condon; and Tyler, Ketcham & Myers. All were local firms that practiced in modernist architecture.[517] Architects tended to work in the places they were based; for example, Washington D.C.–based firms did not typically practice in Baltimore City, and vice versa.[518] In some school districts, the same architect was retained for multiple projects who repeated or modified designs that resulted in cost savings. Though nationally renowned modernist architects designed schools in other parts of the country as model schools, this did not occur in Maryland. Rogers, Taliaferro & Lamb/RTKL had a long-term collaboration with internationally renowned modernist Pietro Belluschi, and produced more-adventurous designs, but they are not known to have collaborated with Belluschi on any Maryland school buildings.[519] More common in Maryland was collaboration between school architects and school education consultants.

Marginalized architects were historically not well represented in Maryland, and little has been documented about their contributions to school architecture. In 1936, Katherine Cutler Ficken became the first female registered architect in the state. As a student she worked for her father to help design several public schools for Montgomery County and later contributed to the designs of Bethesda-Chevy Chase High School, an addition to Chevy Chase Elementary School, and Lynbrook Elementary School.[520] Victorine Du Pont Homsey, while principal of the firm Victorine Homsey & Eugene H. Klaber, worked for the federal public housing authority on two Greenbelt schools, North End Elementary School and an addition to Greenbelt High School.[521] Chloethiel Woodard Smith, who had established the country's largest woman-owned architecture firm in Washington, D.C., became licensed to practice in Maryland in 1959. Her projects were varied and included schools, churches, embassies, office buildings, and Washington Metro stations, but little is known about her school designs or work specific to Maryland.[522]

Black architects did not have much opportunity to design schools in Maryland but were sometimes retained for all-Black schools before desegregation. In 1912, a young William Sidney Pittman designed the first elementary school in Fairmount Heights, a Black community in Prince George's County, where he resided (Figure 144).[523] He moved to Texas at the end of that year, making the school one of his last projects in the mid-Atlantic region. Before establishing himself as one of the leading Black architects in Washington, D.C., and the dean of the Howard University School of Architecture, Hilyard R. Robinson designed several Maryland schools.[524] In 1942 the Federal Works Agency retained him to build Sollers Point School in Dundalk for children of Black workers living in federal war housing. The design, which called for minimal critical war materials, was a brick-clad wood-frame building with five classrooms, a large multiple-purpose room, and auxiliary rooms.[525] In Sollers Point, he also designed the 1946

[517] For more on Maryland's modernist architects, see Gournay, "Context Essay: Modern Movement in Maryland, Year One."
[518] Gournay, 49.
[519] Gournay, 48.
[520] Early Women of Architecture in Maryland, "Katherine Cutler Ficken."
[521] Early Women of Architecture in Maryland, "Victorine Du Pont Homsey."
[522] Early Women of Architecture in Maryland, "Chloethiel Smith"; Simon, "Chloethiel Woodard Smith."
[523] Wilson, *African American Architects*, 319.
[524] Columbia University Graduate School of Architecture, Planning and Preservation, "Hilyard Robinson."
[525] *Baltimore Sun*, "School Building Bids to Be Opened January 6"; *Baltimore Sun*, "Sollers Point School Contract Is Awarded."

Fleming Elementary School and the 1948 Junior-Senior High School (Figure 145).[526] Other early Black design professionals like architect Albert Cassell and landscape architect David Augustus Williston, worked on private schools in Maryland, but whether they designed public schools is unknown.[527]

Figure 144. The 1912 Fairmount Heights Elementary School was an integral part of Fairmount Heights, a planned suburban community for Black residents, and it was the first school for Black students in Prince George's County. It is a rare known example of a Maryland school designed by a Black architect, and one of William Sidney Pittman's last designs in the state.[528] The highly significant building is listed in the NRHP as contributing to the Fairmount Heights District and is a strong candidate for preservation and restoration.[529]

[526] Baltimore County Department of Planning, "Turner Station Community Exploration"; *Baltimore Evening Sun*, "Economies Seen in More Costly School Buildings"; Green, "Early Black Architects of Baltimore."
[527] Wilson, *African American Architects*, 494.
[528] Frederick et al., "Fairmount Heights Historic District."
[529] Google Maps, "Street View: 733 61st Avenue, Fairmount Heights."

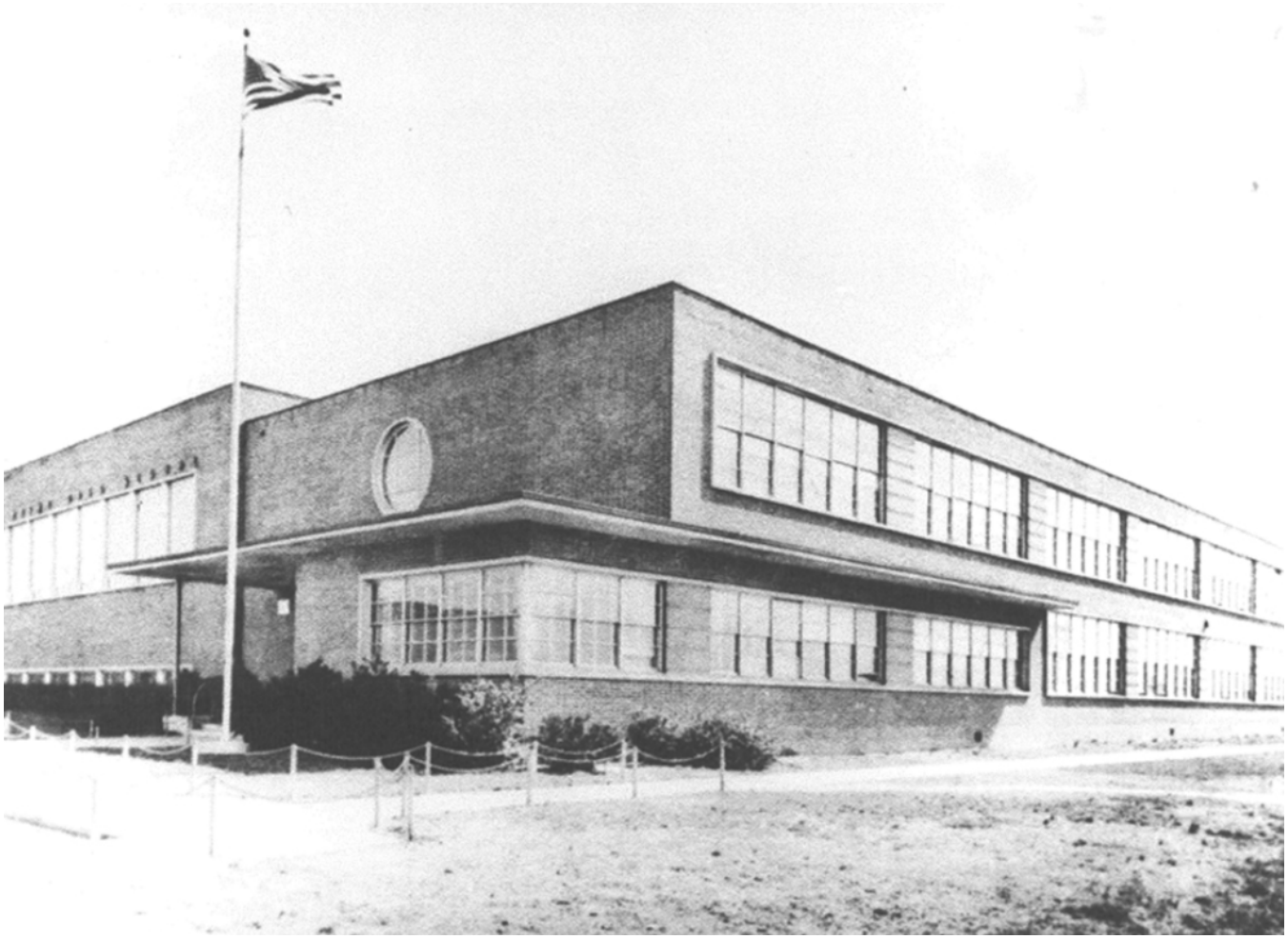


Figure 145. Black architect Hilyard R. Robinson designed several schools in Sollers Point, including the 1948 Sollers Point Junior-Senior High School (not extant).[530]

After Howard University, a historically Black campus in Washington, D.C., established its architecture program in 1951, many of its faculty and graduates worked in metropolitan D.C. Faculty member Louis Edwin Fry Sr. established an architecture firm in 1954 in Washington, D.C., and soon after, former colleague John Welch joined, to form Fry and Welch.[531] Both men, due to their academic experience and interests, began to specialize in educational facilities, primarily buildings for historically Black colleges and universities, but also primary and secondary school buildings. Fry's namesake son, a graduate of Howard University's architecture program, joined the firm in 1960.[532] Fry and Welch was a notable, longstanding Black architecture firm; both Fry father and son were among a small group of Black architects elected to the American Institute of Architects in the mid-twentieth century.[533] By 1973, Fry and Welch had a branch office in Baltimore City and a staff of 14 architects.[534] The firm designed at least one Maryland school, the 1973 Late Modern–style Westside Elementary School in Baltimore City, but may have had other school

[530] Baltimore County Department of Planning, "Turner Station Community Exploration."
[531] Wilson, *African American Architects*, 591–92; *Washington Post*, "Obituary: Architect Louis Fry Sr."
[532] English, "Architects on the March."
[533] English.
[534] English.

commissions in the state.[535] In 1977, Baltimore's historically Black college, Morgan State University, established an architecture program led by Harry G. Robinson III.[536] Graduates of the program likely designed schools in Maryland, though their initial works would have likely been in the early 1980s.

Landscape architects would have been retained for many post–World War II schools and would have collaborated with architects planning buildings with indoor–outdoor educational spaces and site treatment. The contributions of landscape architects to Maryland school designs are another gap in the literature.

LIST OF SCHOOL ARCHITECTS

More than 100 architects or firms responsible for school designs in Maryland were identified during the research stage for this report; this list is organized alphabetically by the original names of the schools.[537] Year built and city and/or county are provided, where known. External sources should be consulted to confirm these associations when researching a school on this list.

School Name	Architect/Firm	Year	City and/or County
Albert Einstein High School	Johannes & Murray	1962	Wheaton/Montgomery County
Annapolis Junior High School	Wheeler, Bonn, Shockey & Associates	ca. 1965	Annapolis/Anne Arundel County
Arcola Elementary School	Arthur J. Kelsey	1956	Wheaton/Montgomery County
Arylawn Elementary School	Keyes, Lethbridge & Condon	1965	Bethesda/Montgomery County
Ashburton Elementary School	Stanley H. Arthur	1957	Bethesda/Montgomery County
Aspen Hill Elementary School	Arthur L. Anderson	1958	Aspen Hill/Montgomery County
Atholton Elementary School	Johannes and Murray & Associates	ca. 1962	Columbia/Howard County
Bainbridge Elementary School	Finney, Dodson, Smeallie, Orrick & Associates	ca. 1957	Port Deposit/Cecil County
Baltimore Polytechnic Institute	Taylor & Fisher	ca. 1963	Baltimore City
Wiley H. Bates High School (now the Wiley H. Bates Legacy Center)	Bucker, Fenhagen, Meyer, & Ayers	ca. 1947	Annapolis/Anne Arundel County
Beall High School	Robert Holt Hitchins	1940	Frostburg/Allegany County
Beall High School (Addition)	Johannes and Murray and Associates	1969	Frostburg/Allegany County
Bel Pre Elementary School	Chapman & Miller	1969	Wheaton/Montgomery County
Bethesda-Chevy Chase High School	Rhees Burket	1952	Bethesda/Montgomery County
Brookhaven Elementary School	Arthur L. Anderson	1961	Rockville/Montgomery County
Brunswick Junior-Senior High School	Edward J. Hofstetter	ca. 1963	Brunswick/Frederick County
Burning Tree Elementary School	Duane & Lawrence	1958	Bethesda/Montgomery County
Burnt Mills Elementary School	Cornelius R. Milstead	1965	Silver Spring/Montgomery County
Bushey Drive Elementary School	Deigert & Yerkes	1961	Aspen Hill/Montgomery County
Campfield Elementary School	Smith and Veale	ca. 1954	Lochearn/Baltimore County
Carderock Springs Elementary School	Bucher-Meyers & Associates	1966	Potomac/Montgomery County

[535] Miller, "Architectural Nod Goes to Black Firm."

[536] Green, "Early Black Architects of Baltimore."

[537] While conducting research for this context, researchers regularly came across books, reports, newspaper articles, and other sources that named the architects of schools. This list captures this information, but it is not a systematic effort to identify the architect/s of each school. Rather, it is a compilation that may be helpful for future research. It reflects this document's focus on Modernist architecture, post–World War II schools, and underrepresented histories. Inclusion or exclusion from this list has no bearing on potential historic significance. Exclusion from this list does not mean that a school was not architect-designed. Architects who are not on this list may still have designed schools in Maryland and may have made important contributions to school design in the state.

School Name	Architect/Firm	Year	City and/or County
Carl Sandburg Elementary School (now Carl Sandburg Learning Center)	Arthur L. Anderson	1962	Twinbrook/Montgomery County
Cascade School (Addition)	Bushey & Chapman	1965	Cascade/Washington County
Catoctin High School	Lowell Nelson	1969	Thurmont/Frederick County
Catonsville Senior High School	James R. Edmunds Jr.	ca. 1954	Catonsville/Baltimore County
Cedar Grove Elementary School	Arthur L. Anderson	1960	Germantown/Montgomery County
Central High School	S. Russ Minter	ca. 1951	Lonaconing/Allegany County
Cherry Hill Colored Junior High School	Gaudreau & Gaudreau	1953	Baltimore City
Clarksville Junior High School (addition)	Johannes and Murray & Associates	ca. 1962	Clarksville/Howard County
Cold Spring Elementary School	Chapman & Miller	1972	Rockville/Montgomery County
Coldstream Park Elementary School	Rogers and Vaeth	1970	Baltimore City
Colesville Elementary School	Howard W. Cutler	1929	Colesville/Montgomery County
Collington Square Elementary School	Dodson, Smeallie, Orrick & Associates	ca. 1963	Baltimore City
Colored Elementary School	E. L. Palmer	ca. 1924	Baltimore City
Colored High School (Frederick Douglass High School)	Owens & Sisco	1925	Baltimore City
Commodore John Rodgers School	George Von Fossen Schwab	1972	Baltimore City
Conaways Elementary School	Harder and Dressel	ca. 1950	Anne Arundel County
Cresaptown School	Robert Holt Hitchins	Unknown	Cumberland/Allegany County
Cresthaven Elementary School	Deigert & Yerkes	1964	Silver Spring/Montgomery County
Curtis Bay Elementary School	Fletcher & Fletcher	ca. 1963	Baltimore City
Damascus High School	A. Hamilton Wilson	1946	Damascus/Montgomery County
Darnestown Elementary School	Ted Englehardt	1954	Darnestown/Montgomery County
Deep Creek Elementary School	Tyler, Ketcham & Myers	1950s	Middle River/Baltimore County
Deerfield Elementary School	Fisher, Nes, Campbell & Partners	ca. 1963	Edgewood/Harford County
Dulaney High School	Henry Powell Hopkins & Associates	1965	Towson/Baltimore County
Dumbarton Junior High School	Smith and Veale	ca. 1954	Towson/Baltimore County
Dunbar High School	Cochran, Stephenson & Donkervoet	1973	Baltimore City
Dundalk High School	William D. Lamdin	ca. 1944	Dundalk/Baltimore County
East Rockville Elementary School	Ronald Senseman	1951	Rockville/Montgomery County
Eastern Junior High School (now Eastern Middle School)	Ronald Senseman	1952	Silver Spring/Montgomery County
Edgecombe Circle Elementary School	Cyril H. Hebrank	ca. 1954	Baltimore City
Edgewood High School	Fisher, Nes, Campbell and Associates	ca. 1954	Edgewood/Harford County
Edmondson Heights Elementary School	E. H. Glidden Jr.	ca. 1954	Woodlawn/Baltimore County
Elementary School No. 69	Mottu & White	ca. 1924	Baltimore City
Elmer A. Henderson School	Ross, Walton & Hofstetter	1952	Baltimore City
Emory Grove Elementary School	McLeod & Ferrara	1950	Gaithersburg/Montgomery County
English Manor Elementary School	Arthur L. Anderson	1962	Rockville/Montgomery County
Fairmount Heights Public School	William Sidney Pittman	1912	Fairmount Heights/Prince George's County
Farmland Elementary School	Arthur L. Anderson	1963	Rockville/Montgomery County
Faulkner Ridge Elementary School	McLeod, Ferrara and Ensign	ca. 1969	Columbia/Howard County
Featherbed Lane School	Tyler, Ketcham & Myers	1956	Woodlawn/Baltimore County
Flintstone School	S. Russ Minter	ca. 1951	Flintstone/Allegany County
Forest Grove Elementary School	Ronald Senseman	1950	Silver Spring/Montgomery County
Forest Knolls Elementary School	Arthur Anderson	1959	Silver Spring/Montgomery County

School Name	Architect/Firm	Year	City and/or County
Fort Hill High School	Robert Holt Hitchins	1935	Cumberland/Allegany County
Fountaindale Elementary School	Rhees Burket	ca. 1949	Hagerstown/Washington County
Franklin Elementary School	Tyler, Ketcham & Myers	1956	Reisterstown/Baltimore County
Frederick Road Elementary School	Fenton & Lichtig	1953	Baltimore City
Frost Elementary School	Johannes and Murray & Associates	ca. 1966	Frostburg/Allegany County
Gaithersburg Middle School	Duane & Lawrence	1960	Gaithersburg/Montgomery County
Glen Burnie Industrial Arts and Shop Building	Bucker, Fenhagen, Meyer, & Ayers	1949	Glen Burnie/Anne Arundel County
Glen Burnie Junior High School	Bucker, Fenhagen, Meyer, & Ayers	ca. 1949	Glen Burnie/Anne Arundel County
Glen Haven Junior High School	Edward H. Glidden Jr.	ca. 1949	Glen Haven/Anne Arundel County
Governor Thomas Johnson High School	Hopkins and Associates	1966	Frederick/Frederick County
Grantley Elementary School	Fenton & Lichtig	ca. 1963	Baltimore City
Greenbelt Center Elementary School	Douglas Ellington and Reginald Wadsworth	1937	Greenbelt/Prince George's County
Grosvenor Elementary School	Arthur J. Kelsey	1955	Bethesda/Montgomery County
Hall's Cross Roads Elementary School	Fisher, Nes, Campbell and Associates	ca. 1957	Aberdeen/Harford County
Hamilton Junior High School (Addition)	Zink & Craycroft	1953	Baltimore City
Hammond Elementary/Middle School	Sandlass, Craycroft and Verkerke	ca. 1969	North Laurel/Howard County
Hampden-Woodberry Elementary School	William W. Emmart	ca. 1924	Baltimore City
Hampton Elementary School	Smith & Veale	1958	Towson/Baltimore County
Harmans Elementary School	Rogers and Taliaferro	ca. 1954	Harmans/Anne Arundel County
Harmony Hills Elementary School	William N. Denton Jr.	1957	Silver Spring/Montgomery County
Hereford High School	Hopkins and Burton	ca. 1954	Hereford/Baltimore County
Highland Elementary School	Ronald Senseman	1952	Silver Spring/Montgomery County
Highlandtown-Canton Elementary School	Herbert Jory	ca. 1924	Baltimore City
Hillandale Elementary School	McLeod & Ferrara	1955	Silver Spring/Montgomery County
Homestead Elementary School	Fisher, Nes, Campbell and Associates	1969	Bel Air/Harford County
Howard County Vocational-Technical Center (now the Applications and Research Laboratory)	Johannes and Murray & Associates	1968	Ellicott City/Howard County
Jackson Place Elementary School	Theodore Wells Pietsch	ca. 1924	Baltimore City
Jessup Elementary School	Rogers, Taliaferro & Lamb	ca. 1957	Jessup/Anne Arundel County
John Humbird Elementary School	Bushey and Burrey	1974	Cumberland/Allegany County
John Nevis Andrews Elementary School (now Seventh-Day Adventist Elementary School)	Ronald Senseman	1938	Takoma Park/Montgomery County
Johnnycake Junior High School	Tyler, Ketcham & Myers	1960	Catonsville/Baltimore County
Johnson Square Elementary School	William Everett Gray	ca. 1963	Baltimore City
Kensington Junior High School	Rhees Burket	1940	Kensington/Montgomery County
Lake Clifton Junior-Senior High School	Smeallie, Orrick & Janka, Ltd.	1970	Baltimore City
Landover Hills Elementary School	Paul S. Kea	ca. 1947	Landover/Prince George's County
Lansdowne Senior High School	Henry Powell Hopkins & Associates	ca. 1965	Lansdowne/Baltimore County
Laytonsville Elementary School	Johannes & Murray	1951	Laytonsville/Montgomery County
LeHigh School	Harder and Dressel	ca. 1957	Glen Burnie/Anne Arundel County
Leith Walk Elementary School	Tyler, Ketcham & Myers	1953	Baltimore City

School Name	Architect/Firm	Year	City and/or County
Lewiston Elementary School	Kea, Shaw, Grimm, and Crichton	1962	Lewiston/Frederick County
Liberty School (Addition)	John Carroll Dunn	1953	Baltimore City
Lida Lee Tall School	Dodson, Smeallie, Orrick & Associates		Towson/Baltimore County
Loch Raven Junior High School	Fisher, Nes, Campbell & Partners	ca. 1965	Baltimore City
Longfellow Elementary School	McLeod, Ferrara and Ensign	ca. 1969	Columbia/Howard County
Lynbrook Elementary School #2 (now Montgomery Child Care Lynbrook)	Katherine Cutler Ficken and Howard Wright Cutler	1941	Bethesda/Montgomery County
MacDonald Knolls Elementary School	Frank J. Duane	1955	Silver Spring/Montgomery County
Mars Estates Elementary School	Hopkins and Burton	ca. 1954	Baltimore County
Maryvale Elementary School	Stanley H. Arthur	1969	Rockville/Montgomery County
Meadow Hall Elementary School	Arthur L. Anderson	1959	Twinbrook/Montgomery County
Merritt Point Elementary School	Tyler, Ketcham & Myers	1955	Dundalk/Baltimore County
Middle River Junior High School	Charles H. Richter of Fisher, Nes Campbell & Associates	1956	Middle River/Baltimore County
Montebello School	Clyde N. Friz	ca. 1923	Baltimore City
Montgomery Village Junior High (now Montgomery Village Middle School)	Duane, Duane & Cahill	1968	Gaithersburg/Montgomery County
Mount Savage School	S. Russ Minter	ca. 1951	Mount Savage/Allegany County
Mullikin Street Elementary School	Buckler & Fenhagen	ca. 1924	Baltimore City
Newport Junior High School (now Newport Mill Middle School)	Justement, Elam, Callmer & Kidd	1958	Silver Spring/Montgomery County
North Baltimore High School	Ketchum & Myers	ca. 1965	Baltimore City
North Bethesda Junior High School	McLeod & Ferrara	1955	Bethesda/Montgomery County
North Caroline High School	Johannes and Murray & Associates	Unknown	Ridgely/Caroline County
North End High School	Johannes and Murray & Associates	ca. 1962	Cumberland/Allegany County
North Hagerstown High School	McLeod, Ferrara & Ensign	1956	Hagerstown/Washington County
North Lake Elementary School (now Veberly Farms Elementary School)	Bucher-Meyers & Associates	1968	Rockville/Montgomery County
North Point High School (now Sparrows Point High School)	Smith & Veale	1952	Sparrows Point/Baltimore County
Northeast Junior High School	Josias Pennington	ca. 1924	Baltimore City
Northern Parkway Junior High School	Edward J. Hofstetter	ca. 1971	Baltimore City
Northwest High School	Myers and Ayers	ca. 1963	Baltimore City
Northwood Elementary School	Jamison and Marcks	1954	Baltimore City
Oak View Elementary School	Ronald Senseman	1948	Silver Spring/Montgomery County
Odenton Junior-Senior High School	Edward H. Glidden Jr.	ca. 1950	Odenton/Anne Arundel County
Olney Elementary School	Frank J. Duane	1954	Olney/Montgomery County
Parkland Junior High School	Rhees Burket	1963	Rockville/Montgomery County
Parkside Elementary School	Johannes and Murray & Associates	ca. 1961	Cumberland/Allegany County
Parkville Senior High School	Fisher, Nes, Campbell	1958	Parkville/Baltimore County
Parkwood Elementary School (now Kensington Parkwood Elementary School)	V. T. H. Bien	1952	Kensington/Montgomery County
Patapsco Middle School	Johannes and Murray & Associates	1969	Ellicott City/Howard County
Patterson High School	Lucius White, Edward White & Associates	ca. 1957	Baltimore City
Patterson Park School	Wyatt and Nolting	1933	Baltimore City
Piney Grove Elementary School	Rogers, Taliaferro, Kostritsky & Lamb	ca. 1962	Anne Arundel County

School Name	Architect/Firm	Year	City and/or County
Point Pleasant Elementary School	Wheeler & Bonn	ca. 1957	Glen Burnie/Anne Arundel County
Polytechnic Institute (Addition)	CA. M. Anderson	ca. 1923	Baltimore City
Poolesville Elementary School	Bagley-Soule Associates	1960	Poolesville/Montgomery County
Poolesville High School	Johannes & Murray	1953	Poolesville/Montgomery County
Prince Street Elementary School	Malone and Williams	1949	Salisbury/Wicomico County
Public School 238 (Addition)	Rogers, Taliaferro & Lamb	ca. 1963	Baltimore City
Public School 50 (Addition)	Charles F. Brandt	ca. 1963	Baltimore City
Randolph Junior High School	Rhees Burket	1963	Rockville/Montgomery County
Robert E. Peary High School	Rhees Burket	1961	Rockville/Montgomery County
Rocking Horse Elementary School	Arthur J. Kelsey	1957	Rockville/Montgomery County
Rockland Elementary School (now Howard County Center for the Arts)	Johannes and Murray & Associates	ca. 1962	Ellicott City/Howard County
Roland Park Elementary and Junior High Schools (Addition)	Smith & Veale	1953	Baltimore City
Rolling Terrace Elementary School	Ronald Senseman	1951	Silver Spring/Montgomery County
Rollingwood Elementary School	McLeod & Ferrara	1951	Chevy Chase/Montgomery County
Running Brook Elementary School	Walton & Madden	ca. 1969	Columbia/Howard County
Saint Michaels Senior High School	Buchart Associates	1970	St. Michaels/Talbot County
School No. 112	J. E. Lafferty	ca. 1923	Baltimore City
School No. 65, Poplar Grove Street	Edward H. Glidden	ca. 1923	Baltimore City
School No. 76, Locust Point	Otto G. Simonson	ca. 1923	Baltimore City
Sligo Middle School	Johannes & Murray	1959	Silver Spring/Montgomery County
Sollers Point School	Hilyard R. Robinson	1942	Dundalk/Baltimore County
South Georges Creek Elementary School	Johannes & Murray	1973	Lonaconing/Allegany County
South Hagerstown Senior High School	McLeod & Ferrara	1956	Hagerstown/Washington County
Southern High School Industrial Arts and Farm Shop Building	Harder and Dressel	ca. 1948	Harwood/Anne Arundel County
Southwest Junior High School	Smith & May	ca. 1924	Baltimore City
Southwestern High School	RTKL	ca. 1971	Baltimore City
Spring Mill Elementary School	Cohen, Haft & Associates	1966	Wheaton/Montgomery County
Springbrook High School	Johannes & Murray	1960	Silver Spring/Montgomery County
Steuart Hill Elementary School	Tatar and Kelly	1969	Baltimore City
Sykesville Elementary School	Smeallie, Orrick & Janka	1969	Sykesville/Carroll County
Thomas W. Pyle Junior High School	Stanley H. Arthur	1962	Bethesda/Montgomery County
Thunder Hill Elementary School	Walton & Madden	ca. 1969	Columbia/Howard County
Travilah Elementary School	Stanley H. Arthur	1960	Travilah/Montgomery County
Unknown multiple-school campus	Charles Nes	Unknown	Bel Air/Harford County
Viers Mill Elementary School	Ronald Senseman	1950	Wheaton/Montgomery County
Walbrook High School	Smith and Veale	1971	Baltimore City
Walkersville High School	Smith and Veale	ca. 1963	Walkersville/Frederick County
Walt Whitman High School	McLeod and Ferrara	ca. 1962	Bethesda/Montgomery County
Walter J. Mitchell Elementary School	Harder and Dressel	1965	La Plata/Charles County
Walter Johnson High School	Ronald Senseman	1956	Bethesda/Montgomery County
Western Junior High School	Rhees Burket	1951	Bethesda/Montgomery County
Westport Elementary School	Benjamin Frank	ca. 1924	Baltimore City
Westside Elementary School	Fry and Welch	1973	Baltimore City
Wheaton Senior High School	Ronald Senseman	ca. 1957	Wheaton/Montgomery County
Wicomico Junior High School	W. T. Booth and J. CA. Somers Jr.	ca. 1961	Salisbury/Wicomico County
Wilde Lake High School	Johannes and Murray & Associates	1970–1994	Columbia/Howard County
Wilde Lake Middle School	Johannes and Murray & Associates	1970–2017	Columbia/Howard County

School Name	Architect/Firm	Year	City and/or County
Winston Churchill High School	Charles D. Patton	1964	Potomac/Montgomery County
Wood Acres Elementary School	McLeod & Ferrara	1952	Bethesda/Montgomery County
Woodlawn Junior High School	Hopkins and Associates	1962	Woodlawn/Baltimore County
Woodlin Elementary School	Frank Proctor	1945	Silver Spring/Montgomery County
Woodmore Elementary School	Meyer & Ayers	1955	Lochearn/Baltimore County
Woodside Elementary School	Johannes & Murray	1957	Silver Spring/Montgomery County
Worcester County Colored High School	Finney, Wolcott & Associates	ca. 1951	Worcester County
Worcester Junior-Senior High School	Malone and Williams	ca. 1951	Worcester County
Yorkwood Elementary School	Sandlass & Craycroft	ca. 1957	Baltimore City

3. POTENTIAL SCHOOLS FOR FUTURE PROJECTS

Stephen Decatur High School, Worcester County
Digital Maryland (n.d.)

The schools listed in this section are those that may be candidates for future projects that might include documentation, designation, or preservation. The list was compiled based on research conducted for this context study and crowdsourcing, with emphasis on schools built between the end of World War II through the 1970s, and on schools associated with underrepresented histories. Schools that may have significance based upon the themes identified in this context that have not been previously documented were included, as were schools with demonstrated or potential historic significance that are threatened by neglect, change in use, or proposed alterations or demolition. For each school, the list enumerates its current and/or former name; whether the building functions in an educational use; the address, city, and/or county, if known; the architect, if known; the potentially applicable NRHP area(s) of significance and theme(s); known threats to the school or campus; and notes. Schools documented in the Maryland Inventory of Historic Properties (MIHP) are indicated by their MIHP number. A complete list of schools that have been documented in the MIHP to date is in the Appendix. More previously documented schools may prove to be under threat than were identified for the list of schools for future projects, and additional properties will be under threat with the passing of time.

Inclusion in the list does not equate to NRHP eligibility. The list may include schools that, based on additional research, do not warrant future documentation, recordation, or preservation. Similarly, exclusion from this list does not mean that a school is not worthy of future research or preservation planning work, just that its potential remains undiscovered to date.

Table 1. Potential schools for future projects

Approx. Year Built	Name(s)	Address	City	County	Dept of Ed #	MIHP #	MHT Category	Current Dept. of Ed. School Type	NR Status (Individual)	Local Status (Individual)	District Name (NRHP or Local)	Potential Area(s) of Significance	Potential Theme(s)	Threats	Notes
1925	Allegany High School	616 Sedgwick St	Cumberland	Allegany	1.012	AL-IV-A-176	I	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	1925 school boarded and proposed for demolition. MIHP documentation notes significance related to Education and Architecture, but no DOE on file.
1966	Arrowhead Elementary School	2300 Sansbury Rd	Upper Marlboro	Prince George's	16.074	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Mid-Century Modern–style school with New Formalist characteristics, an uncommonly used architectural style for K-12 schools in Maryland
1958	Aspen Hill Elementary School (now Sheppard Pratt School)	4915 Aspen Hill Rd	Aspen Hill	Montgomery	N/A	M: 27-28	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Geometric modular design with strong horizontality and deep eaves.
1928	Baltimore City College High School	3220 The Alameda	Baltimore		30.11	B-5083	I	High	NR listed	Baltimore City Landmark	N/A	Architecture; Education	N/A - NR listed	Neglect	NRHP-listed, but potential neglect issues.
1957	Bannockburn Elementary School	6520 Dalroy Lane	Bethesda	Montgomery	15.204	N/A	II	Elementary	Not evaluated	N/A	N/A	Community Planning and Development; Ethnic Heritage	Community Planning and Development; Education and Ethnic/Social History		Planned as part of the experimental Bannockburn community. First school in the county with a Black principal heading a majority white school. Experimental busing of children from DC across the state line.
ca. 1975	Barton Elementary School	19808 New Georges Creek Rd SW	Barton	Allegany	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Good example of a Late Modern school; rural example
1924	Bel Air Colored School	205 Hays St	Bel Air	Harford	N/A	HA-1413	N/A	N/A	Not evaluated	Harford County Landmark (HA-1413)	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History		Opportunity to improve historic interpretation.
1961	Bel Air Senior High School (now Bel Air Middle School)	99 Idlewild St	Bel Air	Harford	12.035	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Mid-Century Modern–style school
ca. 1937	Bel Alton High School	9505 Crain Highway	Bel Alton	Charles	N/A	CH-562	N/A	N/A	Determined eligible	N/A	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Has a preservation easement, but has potential neglect issues.
ca. 1960	Boonsboro High School	10 Campus Ave	Boonsboro	Washington	21.001	N/A	II	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Experimental "little school" idea that broke school into two "little schools" within one building designed by McLeod and Ferrara. Experimental use of educational television.
1895	Boyds School	19500 White Ground Rd	Boyds	Montgomery	N/A	M: 18-11-1	N/A	N/A	Not evaluated	N/A	DOE - Boyds-White Grounds Historic District (NRHP)	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History		1-room schoolhouse for Black children across the street from the post-WWII consolidated school that opened for Black children in 1951. Has a preservation easement, but opportunity for individual listing and interpretation with the school across the street.
1965	Braddock Junior High School (now Braddock Middle School)	909 Holland St	Cumberland	Allegany	1.035	N/A	III	Middle	Not evaluated	N/A	Lonaconing (NRHP	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Mid-Century Modern–style school; responds to the site; rural example
1957	Broome Junior High School (former name)	751 Twinbrook Parkway	Rockville	Montgomery	N/A	M: 26-64	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	Mid-Century Modern–style school not in school use with previous demolition and renovation proposals
1965	Brunswick High School	101 Cummings Dr	Brunswick	Frederick	10.036	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Featured in 1962 by Chesapeake AIA as a good example of new school design for its experimental, pod-like, flexible design to allow for innovative educational philosophies, such as team teaching spaces that could also be traditional classrooms; good example of the Late Modern style
ca. 1965	Bushey Drive Elementary School (now Montgomery County Public Schools	4010 Randolph Rd	Aspen Hill	Montgomery	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Circular Brutalist design; pre-cast concrete panels

Approx. Year Built	Name(s)	Address	City	County	Dept of Ed #	MIHP #	MHT Category	Current Dept. of Ed. School Type	NR Status (Individual)	Local Status (Individual)	District Name (NRHP or Local)	Potential Area(s) of Significance	Potential Theme(s)	Threats	Notes
	administrative offices)														
1951	Carver High School (now Montgomery County Board of Education building)	850 Hungerford Dr	Rockville	Montgomery	N/A	M: 26-44	N/A	N/A	Previously recommended eligible	Rockville Historic Building Catalog	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Closure	Consolidated high school for Black students. Designed by McLeod and Ferrara, a premier firm specializing in school buildings. Designed as a model school for Black students. Was also used as a community college for Black students (the only college for Black students in the county). Also called George Washington Carver High School and Junior College. Previously recommended eligible for the NRHP in 1999.
1924/ 1965	Cascade Elementary School	14519 Pennersville Rd	Cascade	Washington	21.023	N/A	I	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Early twentieth century school with Expressionistic 1965 addition with classrooms that open up to the outside
ca. 1900	Centreville High School (former name); Board of Education of Queen Anne's County (current name)	202 Chesterfield Ave	Centreville	Queen Anne's	N/A	N/A	N/A	N/A	Not evaluated	N/A	Centreville Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	Contributing resource to NRHP Centreville Historic District; proposed for demolition
1939	Chesapeake City Elementary School (former)	214 Third St	Chesapeake City	Cecil	7.015	N/A	I	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		1930s stone school not in school use.
1955	Chinquapin Middle School	900 Woodbourne Ave	Baltimore		30.206	N/A	II	Middle/High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	Example of Early Modernism; associated with the 1963 Supreme Court decision banning compulsory prayer in public schools (Plaintiff Madalyn Murray O'Hair's son attended this school, then Woodbourne Junior High School, where prayer was required when she filed suit against Baltimore City Public Schools). Threatened by demolition.
1879	Cliffs Schoolhouse	5169 Quaker Neck Rd	Cliffs City	Kent	N/A	K-309	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Neglect	One-room schoolhouse for white children; potential neglect
1972	Cold Spring Elementary School	9201 Falls Chapel Way	Rockville	Montgomery	15.007	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Received AIA Potomac Valley Merit Award in 1974.
1971	Coldstream Park Elementary School	1400 Exeter Hall Ave	Baltimore		30.198	N/A	III	PreK-8	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Late Modern interpretation of the influential Mid-Century Modern–style Crow Island School; exterior art from the 1 percent public art program by Earl Francis Hofmann.
1964	Collington Square School	1409 N. Collington Ave	Baltimore		30.053	N/A	III	PreK-8	Not evaluated	N/A	Baltimore East/South Clifton Park Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design		Featured by Chesapeake AIA as example of new school design in 1962; geometric plan, concrete panel and brick exterior walls, a hyperbolic paraboloid concrete roof, and 5-sided classrooms intended to permit more flexibility teaching with each corner a center of interest.
ca. 1971	Commodore John Rodgers Elementary School	100 N. Chester St	Baltimore		30.017	N/A	III	PreK-8	Not evaluated	N/A	N/A	Architecture; Education; Landscape Architecture	Architecture; Educational development and school planning and design		ca. 1971 addition. First Baltimore school jointly designed by city's education, recreation, and planning departments; designed to renew the neighborhood. Stained glass windows by Gyorgy Kepes of the Massachusetts Institute of Technology to fulfill the city's 1 percent art requirement. Landscape designed by M. Paul Friedberg with an amphitheater, geometric-shaped play spaces, and terraced, tree-lined walkways. Moveable walls for open-space learning and team-teaching. Original volume is listed in the NRHP.
ca. 1950	Dames Quarter School	10901 Riley Roberts Rd	Dames Quarter	Somerset	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Abandoned and neglected Rosenwald School in private ownership

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1971	Dr. Bernard Harris Sr. Elementary School	1400 N. Caroline St	Baltimore		30.204	N/A	III	Elementary	Not evaluated	N/A	Old East Baltimore Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Late Modern school that responds to the small, urban lot
1975	Dufief Elementary School	15001 Dufief Dr	Gaithersburg	Montgomery	15.105	N/A	III	Elementary	Not evaluated	N/A	N/A	Community Planning and Development	Community Planning and Development	Demolition	Part of planned Miller and Smith neighborhood, built between 1971 and 1975; may have potential for NRHP eligibility as part of a neighborhood district. Original design had open classrooms arranged around two open-air atriums. Proposed for demolition.
1964	Dulaney High School	255 E. Padonia Rd	Lutherville	Baltimore	3.133	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Mid-Century Modern–style school threatened by demolition
1946	Dundalk High School (now Dundalk Middle School)	7400 Dunmanway	Dundalk	Baltimore	3.041	N/A	II	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Early Modern school designed by notable architect William D. Lamdin; one of his last designs before his death in 1946
1916	Eastport Elementary School (now Seafarers Yacht Club)	301 Chester Ave	Annapolis	Anne Arundel	N/A	AA-2531	N/A	N/A	Not evaluated	N/A	N/A	Ethnic Heritage	Education and Ethnic/Social History		Schoolhouse for Black children; altered and now a yacht club, but opportunity to provide school/ethnic history on site.
1960	Edmondson High School	501 Athol Ave	Baltimore		30.246	DOE-BC-0049	II	High	Determined not eligible	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Mid-Century Modern–style school; responds to the site. Determined not eligible in 2006 but may warrant reevaluation of architecture.
1952	Edward U. Taylor Elementary School (now Taylor E.U. Science Materials Center)	19501 White Ground Rd	Boyds	Montgomery	15.977	M: 18-11-16	II	Alternate	Not evaluated	N/A	DOE - Boyds-White Grounds Historic District (NRHP)	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Neglect; Closure	Equalization school for Black students that replaced schoolhouses; reportedly the only school in Montgomery County that was integrated by bringing White children to a former school for Black children; first school in the county named for African American; one-room schoolhouse for Black children (Boyds School) across the street provides an opportunity to tell a broad story of Black education history and segregation/desegregation; currently used as storage for Montgomery County Public Schools and not well-maintained
1950	Fairmont Heights High School	1401 Nye St	Fairmount Heights	Prince George's	16.096	PG:72-64	II	N/A	Not evaluated	Prince George's Historic Site	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Closure	Only remaining secondary school for Black students under the dual-school system in Prince George's County; associated with desegregation fight in Prince George's County; recently closed when a new school campus opened
1912	Fairmount Heights Elementary School	737 61st Ave	Fairmount Heights	Prince George's	N/A	PG:72-9-9	N/A	N/A	Not evaluated	Prince George's Historic Site	Fairmount Heights Historic District (NRHP)	Architecture; Education; Community Planning and Development; Ethnic Heritage	Architecture; Educational development and school planning and design; Community Planning and Development; Education and Ethnic/Social History	Neglect	Early school for Black children designed notable Black architect, William Sidney Pittman; part of planned community for Black residents
1970	Fountain Rock Elementary School	17145 Lappans Rd	Hagerstown	Washington	21.043	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of the Late Modern school; rural example
1949	Fountaindale Elementary School	901 Northern Ave	Hagerstown	Washington	21.046	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Designed by Rhees Burket in collaboration with renowned educational consultant Nicolas Engelhart; utilized progressive ideas, low-cost design; indoor-outdoor spaces
1956	Franklin Elementary School	33 Cockeys Mill Rd	Reisterstown	Baltimore	3.15	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Use of local stone cladding and modernism; won a Craftsmanship Award from the Baltimore Chapter of the AIA in 1957; completed at lowest cost of all 64 schools built in the county that year
ca. 1954	Frederick Road Elementary School (now West Baltimore Middle/High School Building #080)	201 N. Bend Rd	Baltimore		30.237	N/A	III	Middle/High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	Featured by Baltimore AIA as a strong example of contemporary design.
1934	Freeman Hall	Old School House Dr	Port Deposit	Cecil	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Neglect	New Deal school for Black children; stone building; vacant and currently owned by the Town of Port Deposit

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1975	George's Creek Elementary School	15600 Lower Georges Creek Rd SW	Lonaconing	Allegany	1.001	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Late Modern school; rural example
1950	Graceland Park-O'Donnell Heights Elementary Middle School	6300 O'Donnell St	Baltimore		30.222	N/A	II	PreK-8	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Transitional design reflecting classical and modern elements
1924	Halethorpe Colored School (now Halethorpe Civic Center)	1900 Northeast Ave	Halethorpe	Baltimore	N/A	BA-3047-1	N/A	N/A	Not evaluated	Baltimore County Historic Environmental Setting	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History		Rosenwald School for Black children
1948	Harriet Tubman High School (later a Howard County Department of Education office/maintenance building)	8045 Harriet Tubman Ln	Columbia	Howard	N/A	HO-1168	N/A	N/A	Determined eligible	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Reportedly the first high school for Black children in Howard County; no longer in school use; neglected and recently vandalized
Unknown	Havre de Grace Colored School (now in private use)	555 Alliance St	Havre de Grace	Harford	N/A	N/A	N/A	N/A	Not evaluated	N/A	Havre de Grace Historic District (NRHP)	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		Elementary school for Black children; with an addition it reportedly became the first high school for Black children in Harford County
1953	Havre de Grace Consolidated School (now Roye-Williams Elementary School)	201 Oakington Rd	Havre de Grace	Harford	12.047	N/A	II	Elementary	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		Consolidated school for Black children built to replace schoolhouses
1967	Havre de Grace Middle School	401 Lewis Ln	Havre de Grace	Harford	12.039	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Late Modern school; rural example
1950	Henry Highland Garnet Elementary School (also Garnett Elementary School)	320 Calvert St	Chestertown	Kent	14.006	N/A	II	Elementary	Not evaluated	N/A	Chestertown Historic District (NRHP and local)	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Reportedly the only high school for Black students in Kent County
1958/ 1966	Homestead Elementary School (now Homestead/Wakefield Elementary School)	900 S. Main St	Bel Air	Harford	12.022	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Featured in 1968 Exhibition of School Architecture shown at the National Conference of the American Association of School Administrators (AASA), a cooperative project between the AASA and the American Institute of Architects. Late Modern style addition with a pod-like plan set within a wooded site with classrooms that open up to exterior play courts.
1974	John Humbrid Elementary School	120 E. Mary St	Cumberland	Allegany	1.004	N/A	I	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Brutalist-style school; rural example
1960	Johnnycake Junior High School (now Southwest Academy)	6200 Johnnycake Road	Woodlawn	Baltimore	3.176	BA-3313	II	Elementary	Determined eligible	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Unique radial finger plan. Designed to achieve cost savings as Baltimore County had record enrollments; early example of modular plan and construction with prefabricated panel wall sections. Already determined eligible but could be designated.
1972	Joppatowne High School	555 Joppa Farm Rd	Joppa	Harford	12.046	N/A	III	High	Not evaluated	N/A	N/A	Community Planning and Development	Community Planning and Development		Part of 1960s/1970s Joppatowne planned community; may have potential for NRHP eligibility as part of a district
1971	Lake Clifton High School	2801-2831 Saint Lo Dr	Baltimore		30.241	N/A	III	Middle/High	Not evaluated	N/A	Clifton Park (NRHP)	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Demolition	Large, modern school campus with six major artworks; integration history. Threatened to be demolished in 2020.
1963	Lansdowne High School	3800 Hollins Ferry Rd	Lansdowne	Baltimore	3.149	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Mid-Century Modern-style school threatened by demolition

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1971	Lansdowne Middle School	2400 Lansdowne Rd	Lansdowne	Baltimore	3.084	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		First middle school in Baltimore County; departure from typical postwar designs of Maryland with dramatic barrel arch volumes
1884	Laurel Colored School No. 2	803 West St	Laurel	Prince George's	N/A	PG:LAU-26	N/A	N/A	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		First/only school for Black children in Laurel; now in residential use
1961	Laurel High School	8000 Cherry Ln	Laurel	Prince George's	16.014	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Mid-Century Modern building; adopted Experiment in Free Form Education (EFFE) programming in 1971 (flexible, self-guided learning); first school in Prince George's County to adopt the program
1935	Lincoln High School (now Crusader Baptist Church of God)	595 N. Stonestreet Ave	Rockville	Montgomery	N/A	M: 26-15-3	N/A	N/A	Not evaluated	N/A	DOE-Lincoln Park Historic District (NRHP)	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Earliest surviving high school for Black children in Montgomery County; no longer in school use and may be neglected
1947	Loch Raven Elementary School	1801 Glen Keith Blvd	Parkville	Baltimore	N/A	BA-3293	N/A	N/A	Determined eligible	Baltimore County Historic Environmental Setting	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Art Moderne–style, stone-clad school; previously determined eligible under Criterion C, but may be threatened by vacancy; may also be eligible under Criterion A
1961	Loch Raven Middle School (now Loch Raven Technical Academy)	8101 Lasalle Rd	Towson	Baltimore	3.154	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Pod concept school; strong example of the Mid-Century Modern style
1950	Longview Elementary School (now Up County Early Childhood Center at Emory Grove)	18100 Washington Grove Ln	Gaithersburg	Montgomery	15.118	N/A	II	Special Ed	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		Equalization school for Black students that replaced schoolhouses; first of four similar consolidated schools; reportedly one of few extant resources associated with the Black Emory Grove community
1941	Lynbrook Elementary School #2 (now Montgomery County Board of Education Lynbrook Center)	8001 Lynbrook Dr	Bethesda	Montgomery	N/A	M: 35-49	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Designed by first female architect in Maryland; may be a rare extant example of her work
1955	Malcolm Elementary School	14760 Poplar Hill Rd	Waldorf	Charles	8.024	N/A	II	Elementary	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		Reportedly designed as a model modern school for Black children just prior to school integration in Charles County; has integrity issues, but may be eligible under Criterion A
1957/ 1962	Matthew A. Henson Elementary School	1600 N. Payson St	Baltimore		8.016	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good example of a Mid-Century Modern–style school that responds to the small, urban lot; expressionistic gymnasium volume
1952	Mergenthaler Vocational Technical High School	3500 Hillen Rd	Baltimore		30.226	N/A	II	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Innovative International Style school with finger plan
1952	Mt. Savage Junior-Senior High School (now Mt. Savage Elementary-Middle School)	13201 New School Rd NW	Mt. Savage	Allegany	1.025	N/A	II	PreK-8	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Transitional Art Deco and Mid-Century Modern school
1958	Newport Junior High School (now Newport Mill Middle School)	11311 Newport Mill Rd	Kensington	Montgomery	15.063	N/A	II	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Design award from the Washington Board of Trade. Campus plan with building elements connected by corridors; paneled steel-frame gymnasium at entrance is sound buffer from traffic; classroom wings at back, angled for maximum light and views of landscape.
1932	North East Middle School	200 E. Cecil Ave	North East	Cecil	7.012	N/A	I	Middle	Not evaluated	N/A	DOE-North East Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	School planned to be vacated after a new complex is built

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1956	North Hagerstown High School	1200 Pennsylvania Ave	Hagerstown	Washington	21.024	N/A	II	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Experimental "little school" designed by McLeod, Ferrara & Ensign that breaks down a very large high school into several smaller unit schools of 300 or 400 pupils each; widely publicized.
1976	North Harford Middle School	112 Pylesville Rd	Pylesville	Harford	12.007	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Won design award by American Association of School Administrators and American Institute of Architects for its cluster, open plan design
1966	Northwestern High School	6900 Park Heights Ave	Baltimore		30.187	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition; Closure	Featured in 1962 by Chesapeake AIA as a good example of new school design for its modern architecture and response to a small, tree-filled site; threatened by demolition
1954	Northwood Elementary School	5201 Loch Raven Blvd	Baltimore		30.229	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Transitional design reflecting traditional and modern elements; featured by Baltimore AIA as a strong example of contemporary design
1963	Patapsco High School	8100 Wise Ave	Dundalk	Baltimore	3.145	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Mid-Century Modern–style school threatened by demolition
1969	Patapsco Middle School	8885 Old Frederick Rd	Ellicott City	Howard	13.051	N/A	N/A	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Modernizatio n	The last remaining "Football Plan" developed by architecture firm Johannes & Murphy which was used in the non-extant Wilde Lake Middle and High Schools in Columbia
ca. 1957	Patterson High School	100 Kane St	Baltimore		30.164	N/A	II	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Featured by Baltimore AIA as a strong example of contemporary design
1933	Patterson Park Junior High School (now 101 Ellwood Apartments)	101 S. Ellwood St	Baltimore		30.024	N/A	N/A	N/A	Not evaluated	N/A	Patterson Park/Highland town Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design		First significant departure from academic composition and historical styles in a Maryland school. Industrial inspired building with functionally planned interior. Featured in Architectural Record (Sept 1935)
1974	Paul Laurence Dunbar High School	1400 Orleans St	Baltimore		30.128	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education; Ethnic Heritage; Community Planning and Development	Architecture; Educational development and school planning and design; Education and Ethnic/Social History; Community Planning and Development		Innovative Brutalist-style school associated with urban renewal; architecture in response to social concerns
1970	Potomac Heights Elementary School	301 E. Magnolia Ave	Hagerstown	Washington	21.044	N/A	I	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Progressive ideas; non-graded elementary school; geometric plan with open interiors; designed by McLeod and Ferrera in collaboration with renowned educational consultants, the Engelhardts
1961	Robert E. Peary High School (now Melvin J. Berman Hebrew Academy)	13300 Arctic Ave	Rockville	Montgomery	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Late Modern–style school; one of Rhees Burket's principal works
1926	Rock Hall Elementary School	5585 Main St	Rock Hall	Kent	N/A	N/A	N/A	N/A	Not evaluated	N/A	DOE-Rock Hall Historic District (NRHP)	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Potential demolition threat
1951	Rock Terrace Elementary School	390 Martin's Ln	Rockville	Montgomery	N/A	M: 26-16-13	N/A	N/A	Not evaluated	Rockville Historic Building Catalog	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Closure	Equalization school for Black students that replaced/consolidated schoolhouses; building no longer in Department of Education use and its status is unknown
1957	Rocking Horse Elementary School (now Montgomery Public Schools Administration Building)	4910 Macon Rd	Rockville	Montgomery	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Education	Educational development and school planning and design	Closure	Dual-purpose building with community facilities like a public library and health center. Model nuclear fallout shelter added in 1962.
ca. 1839	Rocky Springs School House	7817 Rocky Springs Rd	Frederick	Frederick	N/A	F-3-95	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Neglect	Fieldstone schoolhouse in poor condition

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1951	Rolling Terrace Elementary School	705 Bayfield St	Takoma Park	Montgomery	15.219	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		By architect Ronald Senseman; won a design award by a jury including Louis Skidmore, John Wellborn Root, and Pietro Bulluschi
1951	Rollingwood Elementary School (now Lycee Rochambueau French International School)	3200 Woodbine St	Chevy Chase	Montgomery	15.085	N/A	I	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Received American Association of School Administrators award and School Executive magazine award.
1965	Smithsburg High School	66 N. Main St	Smithsburg	Washington	21.026	N/A	III	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Strong example of a Late Modern–style school; rural example
1956	South Hagerstown High School	1101 S. Potomac St	Hagerstown	Washington	21.02	N/A	II	High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Mid-Century Modern school by McLeod and Ferrara. Experimental "little school" idea that breaks down a very large high school into several smaller unit school. Potentially associated with Ford Foundation's 5-year program for educational television. Widely publicized.
1972	South Lake Elementary School	18201 Contour Rd	Gaithersburg	Montgomery	15.086	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Strong example of a Late Modern school
1966	Spring Mill Elementary School (now Montgomery County Public Schools administrative offices)	11721 Kemp Mill Rd	Wheaton	Montgomery	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Departure from previous school design philosophies. Split-level. First Montgomery County school with an outdoor amphitheater; walking trails through tract's trees, designed to reflect residential scale of surrounding neighborhood.
1969	Steuart Hill Elementary School	30 S. Gilmore St	Baltimore		30.208	B-3740-3	III	Elementary	Determined eligible	N/A	Union Square-Hollins Market (NRHP); Union Square (local)	Architecture; Education	Architecture; Educational development and school planning and design		Featured by Chesapeake AIA; Set "within a park" with clusters of indoor and outdoor teaching spaces, rather than a series of closed-door classrooms. Already determined eligible but could be designated.
1970	Sykesville Elementary School (now Eldersburg Elementary)	1021 Johnsville Rd	Sykesville	Carroll	6.02	N/A	N/A	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Late Modern cluster school designed with five pod-like clusters of four classrooms each, with a shared commons area at center
1960	Thurgood Marshall High School (now Vanguard Collegiate Middle School)	5000 Truesdale Ave	Baltimore		N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Demolition	Example of finger plan design; threatened by demolition
1948	Towson High School	69 Cedar Ave	Towson	Baltimore	3.114	BA-3343	II	High	Determined eligible	N/A	N/A	Architecture; Education; Community Planning and Development	Architecture; Educational development and school planning and design; Community Planning and Development		Unique use of stone cladding and modernism; built for the suburban area's expanding population
Unknown	Unknown	East side of Parkers Creek Rd	Port Republic	Calvert	N/A	N/A	N/A	N/A	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History	Neglect	Abandoned and neglected schoolhouse for Black children
1971	Walbrook High School (now KIPP Baltimore at Walbrook)	2000 Edgewood St	Baltimore		30.188	N/A	III	Middle/ High	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Closure	Strong example of a Brutalist-style school
1961	Walkersville Middle School	55 W. Frederick St	Walkersville	Frederick	10.045	N/A	III	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design	Modernization	Mid-Century Modern style school with indoor/outdoor relationship; potentially threatened by unsympathetic rehabilitation and removal of resources
1965	Walter J. Mitchell Elementary School	400 Willow Lane	La Plata	Charles	8.033	N/A	III	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Unique hexagonal pod plan

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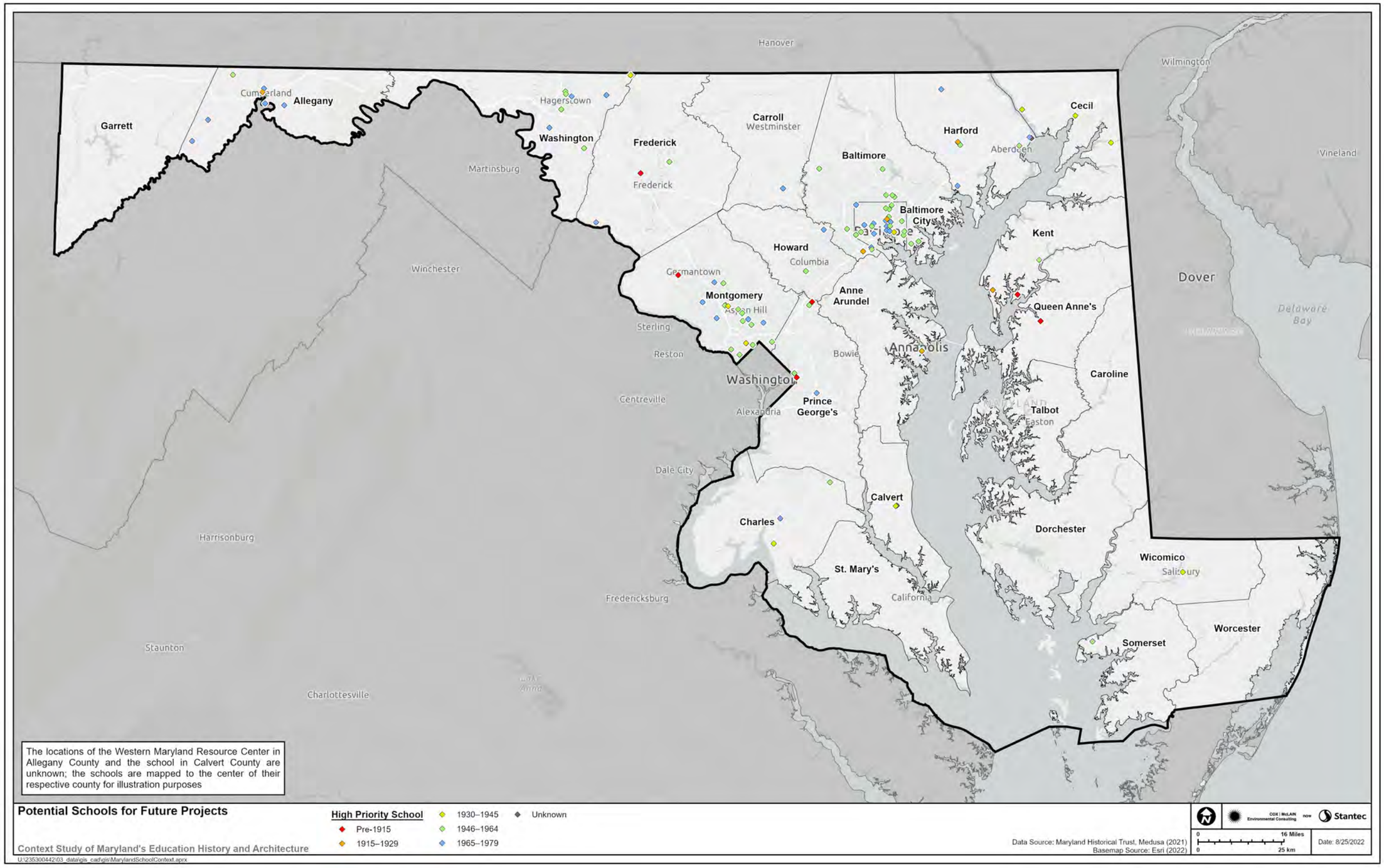
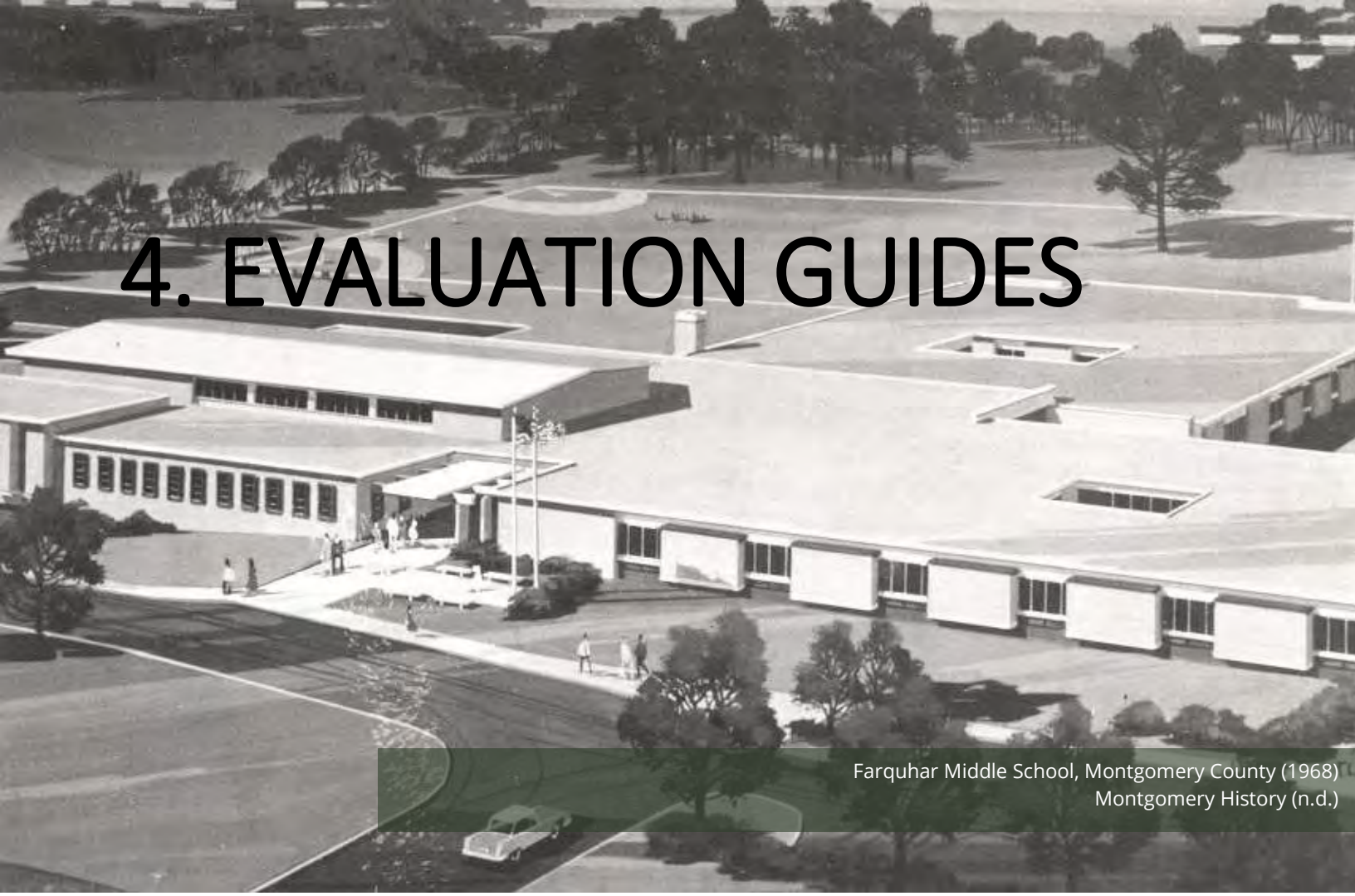
1951	Western Junior High School (now Westland Middle School)	5511 Massachusetts Ave	Bethesda	Montgomery	15.215	N/A	II	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		One of Rhees Burket's principal works. Won an AIA Washington Metropolitan Chapter Merit Award.
ca. 1973	Western Maryland Resource Center (also Regional Resource Center)	Unknown	Unknown	Allegany	N/A	Unknown	N/A	N/A	Unknown	Unknown	Unknown	Architecture; Education	Architecture; Educational development and school planning and design		Very unique Late Modern/Brutalist–style building; appears to be in a rural setting
1973	Westside Elementary School (now Parkview Recreation Center)	2610 Francis St	Baltimore		N/A	N/A	III	N/A	Not evaluated	N/A	N/A	Architecture; Education; Ethnic Heritage	Architecture; Educational development and school planning and design; Education and Ethnic/Social History	Demolition; Closure	Late Modern–style building; designed by DC-based architecture firm Fry and Welch, reportedly the oldest continuously operating Black architecture firm on the East Coast; threatened by demolition
1931	Wicomico High School (now Wicomico Middle School)	635 E. Main St	Salisbury	Wicomico	22.015	N/A	I	Middle	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Good extant example of a pre–World War II high school on the Eastern Shore. Additions do not substantively impair integrity.
1939	William Sampson Brooks High School	1305 Dares Beach Rd	Prince Frederick	Calvert	4.012	CT-1263	N/A	N/A	Not evaluated	N/A	N/A	Education; Ethnic Heritage	Educational development and school planning and design; Education and Ethnic/Social History		First and only high school building in Calvert County designed for Black students
ca. 1957	Yorkwood Elementary School	5931 Yorkwood Rd	Baltimore		30.205	N/A	II	Elementary	Not evaluated	N/A	N/A	Architecture; Education	Architecture; Educational development and school planning and design		Featured by Baltimore AIA as a strong example of contemporary design

Map 1. Potential schools for future projects mapped by county and date range.



4. EVALUATION GUIDES



Farquhar Middle School, Montgomery County (1968)
Montgomery History (n.d.)

The following evaluation guides are reference materials to help preservation professionals evaluate the NRHP eligibility of Maryland schools. The major themes and subthemes under which a Maryland school is expected to be eligible for the NRHP individually or as a contributing resource to a historic district are:

- Architecture
- Educational Development and School Planning and Design
- Education and Ethnic/Social History
- Community Planning and Development
- Important Persons in Maryland's Education History

Periods, areas, and levels of significance; lists of eligibility standards, character-defining/associative features, and integrity considerations; and comments are specified for each theme and subtheme. A school need not meet each item in these lists to be eligible for the NRHP but should possess sufficient qualities and integrity to convey historic significance. A school or campus may be eligible under themes or subthemes not included in this section.

For the themes of Architecture, Educational Development and School Planning and Design, Education and Ethnic/Social History, and Community Planning and Development, examples are provided illustrating how to apply the evaluation framework. These include school examples that are listed in the NRHP, determined eligible or not eligible for the NRHP, and some that are potentially eligible but not yet evaluated.

These evaluation guides compliment the historical context (Section 2) as a broad framework for evaluating schools and campuses for the NRHP in Maryland. However, to evaluate NRHP eligibility and identify an appropriate period/s, area/s, and level of significance, additional research and context development related to the subject property is necessary.

H. THEME: ARCHITECTURE

Property Type:	Education/school, education-related
Property Subtypes:	Schoolhouses; public elementary, junior high, and high schools; teacherages; administration buildings; and related landscape resources
Periods of Significance:	Early school architecture: 1830–1910
	The schoolhouse: 1838–1950
	Period Revival styles: 1880–1940
	Early modern styles: 1920–1945
	Mid-Century Modern: 1945–1965
	Late modern styles: 1965–1979
	Other architecture styles: 1830–1972
Areas of Significance:	Architecture
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion C (significant design/construction)

Eligibility Standards:

- Exhibits distinctive features of a schoolhouse or architectural style
- Is an excellent or rare example of a schoolhouse or an architectural style
- Urban or suburban schools should exhibit quality of design through distinctive features; pre-1945 rural schools may be more vernacular, but should possess significance within the local context
- If a duplicate design, may be the first or the most intact example
- May have been designed by a prominent local architect of the period
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance
- Must possess exceptional importance if less than 50 years of age

Character-Defining/Associative Features:

- See School Architecture Styles (Section 2F)

Integrity Considerations:

- Pre-1940 schools should retain integrity of design, workmanship, and feeling from the period of significance
- Post-1940 schools should retain integrity of location, design, materials, workmanship, and feeling
- Windows and doors may have been replaced, but openings should not be altered, and the original fenestration pattern should be intact; if windows and doors have been replaced, the school should be substantially intact otherwise
- Additions are expected, but the original building should be discernible from additions; additions should be visually subordinate to historic-period components and of compatible scale, materials, and design
- Adjacent land uses may have changed
- Schools may no longer be in educational use, but their historical educational use should be apparent.

- Nonhistoric-age elements, such as lighting and fencing are acceptable

Comments: Eligible properties under this theme may be a single building or a grouping (campus) of buildings. Pre-1945 school architecture should be evaluated within the local context since school designs varied widely between rural and urban/suburban locations. Consideration should also be given to rural locations where a school was the first, only, or rare example of a style in a community. Since window and door replacements are ubiquitous among Maryland's post–World War II schools, consideration should be given to schools with intact opening and fenestration patterns that embody the characteristics of the post–World War II school in other ways. Schools eligible under Architecture may also be eligible under Landscape Architecture if a designed landscape was a character-defining feature of the property.

APPLYING THE METHODOLOGY | ARCHITECTURE

Eligible Example

Dundalk Elementary School, Baltimore County (1926, with 1930 and ca. 1948 additions)

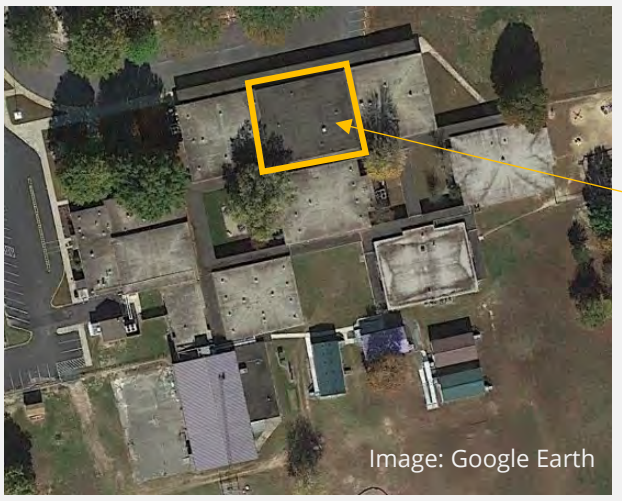
The MHT determined Dundalk Elementary School eligible under Criterion C for its architecture, despite its multiple additions, replacement windows and doors, and other modifications. The additions are differentiated from yet compatible with the original volume and the building retains sufficient integrity of materials, workmanship, and design to convey the feeling of an architecturally distinctive pre–World War II public school.

Images: MHT record

Not Eligible Example

Beaver Run Elementary School, Wicomico County (1958 with 1959, 1961, 1969, 1971, and 1974 additions)

The MHT determined Beaver Run Elementary School not eligible under Criterion C for architecture because of additions inconsistent with and detracting from the building's original Postwar Modern–style and cluster plan. The early additions did not affect the school's form or design, as they aligned with the original plan; however, the 1974 addition removed essential elements of original fabric on the front façade, especially the infilled courtyard that separated two Postwar Modern–style pods. As a result, the building does not retain the character-defining features of the Postwar Modern–style.



I. THEME: EDUCATIONAL DEVELOPMENT AND SCHOOL PLANNING AND DESIGN

SUB-THEME: EARLY YEARS AND INITIAL GROWTH OF THE PUBLIC SCHOOL SYSTEM

Property Type:	Education/school, education-related
Property Subtypes:	Schoolhouses; public elementary, junior high, and high schools; teacherages; administration buildings; and related landscape resources
Periods of Significance:	Pre-1915; 1915–1929
Areas of Significance:	Education
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Exemplifies Maryland educational and school planning and design philosophies of the early education and Progressive eras
- Later schools reflect responses to the Flexner and Bachman and Strayer surveys
- Progressive-era Baltimore schools may be designed by esteemed architects; outside Progressive periods in the city's history, schools may be designed by the Office of the Building Inspector
- Builder-designed schools outside Baltimore and Annapolis
- May have been built with funding from the Rosenwald Fund (1917–1932) or the Equalization Act of 1922
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Character-Defining/Associative Features:

- Classrooms designed for large class sizes
- Outside Baltimore, small, simple, poorly equipped schools that reflected pre-consolidation trends; often frame construction
- Different wings or floors for boys and girls in elementary schools for White children; shared female and male classrooms for schools for Black children and rural schools
- Schools built outside Progressive periods may be monumental or imposing
- Progressive-era schools
    - Considerations for health, safety, and recreation
        - Grouped double-hung wood windows
        - Interior restrooms
        - Fireproof construction
        - Multiple exits
        - "Sanitary" materials like glazed tile
        - Exterior play space
        - A more spread out rectangular, L, U, H, E, or T shape for lighting and ventilation

  - Architecturally impressive buildings that convey the importance of the educational institution; architectural quality reflects local context, with finer schools designed in fashionable styles in Baltimore
  - Some consideration for attractive grounds, particularly in Baltimore City
  - Incorporation of offices, janitorial and cooking facilities, a library, an assembly hall, and/or other specialty spaces
  - Dual-purpose spaces for community use

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations. However, resources that are rare surviving examples and significant in the area of education may have been moved from their original locations, possibly during the historic period. In some cases, a property's significance may transcend both its loss of original location and its introduction to a newer setting.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Historic-age and nonhistoric-age additions are expected, but the original building should be discernible from later additions and additions should be visually subordinate to historic-period components and be of compatible scale, materials, and design. Material attributes are less important for resources considered significant for their historical associations. Some original materials may be removed, replaced, or altered, but historic-period fenestration patterns and building footprint/s should be discernible.
- Schools may no longer be in educational use, but their historical educational use should be apparent.
- Nonhistoric-age elements, such as signage, lighting, and fencing are acceptable.

Comments: Eligible properties under this sub-theme may be a single building or a grouping (campus) of buildings and related resources. Schools exhibiting distinctive design elements might also be eligible for the NRHP under Criterion C if the property embodies distinctive characteristics of a type, period, or method of construction, represents the work of a master, or possesses high artistic value.

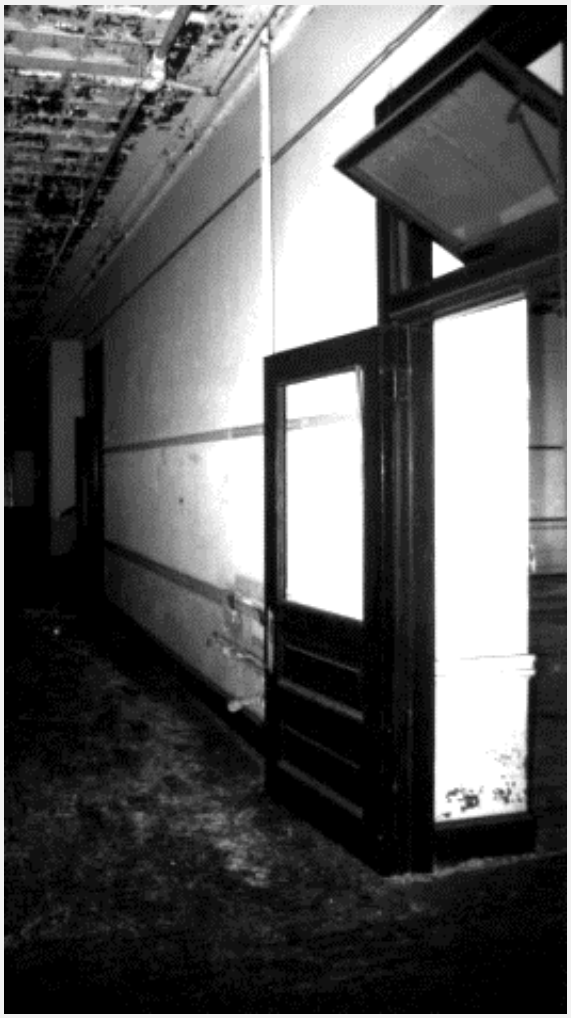
APPLYING THE METHODOLOGY | EDUCATIONAL DEVELOPMENT AND SCHOOL PLANNING AND DESIGN

Early Years and Initial Growth of the Public School System

Eligible Example

Louisa May Alcott School, Baltimore City (1910)

Louisa May Alcott School is listed in the NRHP under Criterion A in the area of education for its association with the progressive movement of education. After 1899, the City of Baltimore adopted a progressive curriculum and higher professional standards for educators, and began replacing crowded, poorly appointed schools with new buildings conceived as monuments to learning and respectability with built-in considerations for health and productivity. The Louisa May Alcott School, the last remaining building associated with these trends, was devised for a 1907 Baltimore City design competition for schools that promoted the progressive model of education.



Images: MHT record

SUB-THEME: GREAT DEPRESSION AND EARLY MODERNISM AND EXPERIMENTATION

Property Type:	Education/school, education-related
Property Subtypes:	Schoolhouses; public elementary, junior high, and high schools; teacherages; administration buildings; and related landscape resources
Periods of Significance:	1929–1945
Areas of Significance:	Education
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Exemplifies Maryland educational and school planning and design philosophies of the Great Depression and early modernism eras.
- Reflects growth, consolidation, and/or modernization efforts
- Expresses experimental ideas of modern school design
- Construction may have been funded by the Works Progress Administration or Civil Works Administration between 1935 and 1943
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Character-Defining/Associative Features:

- Modern in the plan, facilities, interior finishes, and/or exterior architecture
- Material choices may reflect conservation of important war-time materials
- Works Progress Administration schools may incorporate artwork
- Less monumental appearance and scale
- Facilities to accommodate growing, diverse programming
- Considerations for health, safety, and recreation
- Emphasis on larger sites with consideration for future expansions

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations. However, resources that are rare surviving examples and significant in the area of education may have been moved from their original locations, possibly during the historic period. In some cases, a property's significance may transcend both its loss of original location and its introduction to a newer setting.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.

- Some original materials may be removed, replaced, or altered, but historic-period fenestration patterns and building footprint/s should be discernible.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Schools may no longer be in educational use, but their historical educational use should be apparent.

Comments: Eligible properties under this sub-theme may be a single building or a grouping (campus) of buildings and related resources. Schools exhibiting distinctive design elements might also be eligible for the NRHP under Criterion C if the property embodies distinctive characteristics of a type, period, or method of construction, represents the work of a master, or possesses high artistic value.

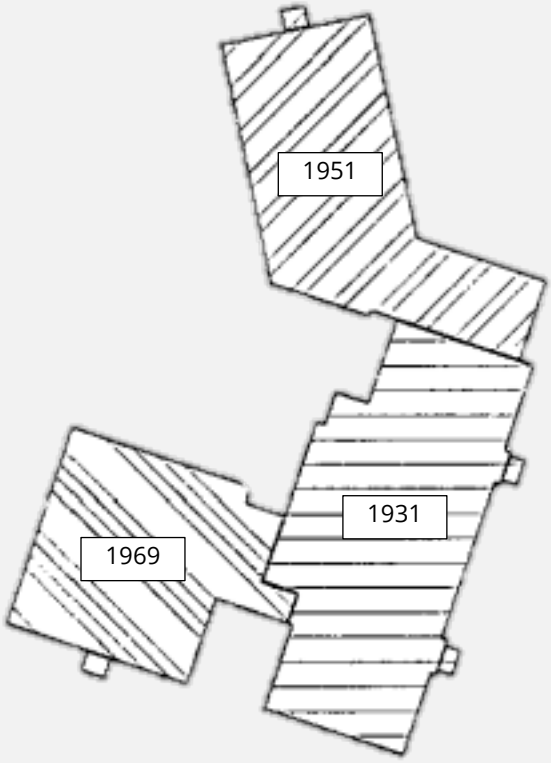
APPLYING THE METHODOLOGY | EDUCATIONAL DEVELOPMENT AND SCHOOL PLANNING AND DESIGN

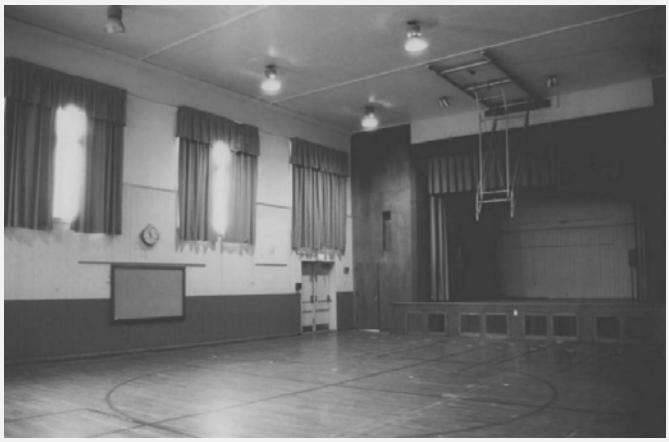
Great Depression and Early Modernism and Experimentation

Eligible Example

Elmer Wolfe Elementary School, Carroll County (1931)

The MHT determined Elmer Wolfe Elementary School eligible for the NRHP under Criterion A in the area of education. Built to replace numerous small and poorly equipped schools in Carroll County, Elmer Wolfe Elementary School represented the trend to consolidate and modernize public schools in the Depression era. The design of the school embodies the characteristics and philosophies of the era with its special purpose rooms that allowed for a wide curricula, well-lit classrooms, and Art Deco–influenced architecture. The building has two post–World War II additions. The first addition is set back from the original volume via a diagonal arrangement, and a small hallway connected the rear second addition to the 1931 building. Both additions are shorter than the original building, setting them apart. These changes typify school enlargement trends of the post–World War II years. Because they are sympathetic modifications, they do not substantially diminish the original building's qualities that make it eligible for educational significance.





Images: MHT record

SUB-THEME: EARLY POST–WORLD WAR II GROWTH AND MODERNISM

Property Type:	Education/school, education-related
Property Subtypes:	Public elementary, junior high, and high schools and related landscape resources
Periods of Significance:	1945–1964
Areas of Significance:	Education
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Exemplifies Maryland educational and school planning and design of the early Post–World War II era
- Functional, flexible buildings that spread out across the site
- Designed for active learning pedagogies
- Exhibits relationship with the outdoors
- May have been designed by a prominent local architect of the period
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Character-Defining/Associative Features:

- Designed in the Mid-Century Modern style
- Informal, asymmetrical, finger-like arrangement with wings arranged by zone; more compact urban schools. Later examples may reflect the cluster plan.
- One-story massing for suburban and rural elementary schools; multi-story junior and senior high schools and urban elementary schools
- Residential scale and child-centric interiors for elementary schools
- Purposeful connections to outdoors exhibited through expansive fenestration, low profile, response to topography or natural landscape, indoor-outdoor classrooms and spaces, views of natural or designed landscapes, arrangements around courtyards, or covered walkways connecting buildings
- May have landscape features/designs by a noted landscape architect
- Designed to improve and minimize student traffic
- Plan and elevations designed to optimize natural light and ventilation
- Materials, construction methods, and design may reflect cost and time saving solutions
- Campus-like high schools, and some junior high schools, with a unified campus design
- Designed to permit reorganization of space and additions
- Noisy spaces like gymnasiums, shops, music, and playgrounds separated from quiet classroom, library, and office spaces
- Basement limited to service areas
- Recognizable front entrance for automobiles (if not urban) and pedestrians
- Constructed on large expanses of land, particularly in rural and suburban locations
- Playgrounds for elementary schools; urban elementary schools may be sited next to public parks instead of having a playground on the property
- Sports fields at junior high and high schools

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.
- Some original materials may be removed, replaced, or altered. Windows and doors may have been replaced, but openings should not be altered, and the original fenestration pattern should be intact; if windows and doors have been replaced, the school should be substantially intact otherwise.
- Doors leading directly from classrooms to the exterior may be closed off or no longer in use due to security concerns, but the door openings should not be resized or enclosed.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Nonhistoric additions, portable buildings, or permanent buildings are acceptable if the original site design is discernible.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.
- Schools may no longer be in educational use, but their historical educational use should be apparent.

Comments: Eligible properties under this sub-theme may be a single building or a grouping (campus) of buildings and related resources. Due to the prevalence of post–World War II schools in Maryland, a comparative analysis of nearby or similar schools/campuses may be necessary to evaluate NRHP eligibility under this sub-theme. Schools exhibiting distinctive design elements might also be eligible for the NRHP under Criterion C if the property embodies distinctive characteristics of a type, period, or method of construction, represents the work of a master, or possesses high artistic value.

APPLYING THE METHODOLOGY | EDUCATIONAL DEVELOPMENT AND SCHOOL PLANNING AND DESIGN

Great Depression and Early Modernism and Experimentation

Potentially Eligible Example

Johnnycake Junior High School, Baltimore County (1960)

Johnnycake Junior High School was determined eligible for the NRHP for its Postwar Modern–style architecture. The school has potential eligibility under Criterion A for its association with educational development and school planning and design trends of the early post–World War II years. Designed by architecture firm Tyler, Ketcham and Myers, Johnnycake Junior High School has an unusual radial finger plan that spreads across the property's ample grounds. Built to house more than 1,300 students when Baltimore County had record enrollments, the school has a residential scale and informal, child-centric appearance. Further reflecting educational philosophies of the era, hallways and classrooms were designed to have views of the landscape, optimal natural light and ventilation, and separation between play and vehicular spaces. Notably, the school was an early example of a modular plan constructed with prefabricated wall panels, an experimental method that helped the school district achieve considerable cost savings.

Images: MHT record

SUB-THEME: LATE POST–WORLD WAR II TRENDS

Property Type:	Education/school, education-related
Property Subtypes:	Public elementary, junior high, and high schools and related landscape resources
Periods of Significance:	1965–1979
Areas of Significance:	Education
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Exemplifies Maryland educational and school planning and design of the late Post–World War II era
- Blockier, less spread-out volumes with more in-ward facing plans
- Designed for flexible, experimental learning pedagogies of the era
- May have been designed by a prominent local architect of the period
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Character-Defining/Associative Features:

- Designed in the Expressionistic, Brutalist, or Late Modern architecture style
- Reduced window openings
- Fortified, inward focused urban schools
- Experimental interiors designed for open plan, team, media-based, and/or other teaching methodologies of the era
- Cluster unit or pod plan arrangements
- Importance given to the media center/library and communal spaces
- May have underground, fallout shelter schools/spaces
- Designed to permit reorganization of space and additions
- Design modifications to incorporate children with disabilities into regular classrooms after 1975
- Campus-like high schools, and some junior high schools, with a unified campus design
- Playgrounds for elementary schools; urban elementary schools may be sited next to public parks instead of having a playground on the property
- Sports fields at junior high and high schools
- May have landscape features/designs by a noted landscape architect
- May incorporate significant public art such as sculpture or murals, particularly schools in Baltimore

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.

- Some original materials may be removed, replaced, or altered. Windows and doors may have been replaced, but openings should not be altered, and the original fenestration pattern should be intact; if windows and doors have been replaced, the school should be substantially intact otherwise.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Nonhistoric additions, portable buildings, or permanent buildings are acceptable if the original site design is discernible.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.
- Schools may no longer be in educational use, but their historical educational use should be apparent.
- Intact open plan interiors are not common

Comments: Eligible properties under this theme may be a single building or a grouping (campus) of buildings and related resources. Schools exhibiting distinctive design elements might also be eligible for the NRHP under Criterion C if the property embodies distinctive characteristics of a type, period, or method of construction, represents the work of a master, or possesses high artistic value.

APPLYING THE METHODOLOGY | EDUCATIONAL DEVELOPMENT AND SCHOOL PLANNING AND DESIGN

Late Post–World War II Trends

Potentially Eligible Example

Westside Elementary School, Baltimore City (1973)

Westside Elementary School has not been evaluated for NRHP eligibility but appears to have potential under Criteria A and C for its late post–World War II educational development and school design associations and Late Modern–style architecture. The school has blocky, compact volumes and a fortified, inward-focused design characteristic of Baltimore City schools of the era. Located in the historically Black neighborhood of Mondawmin, the school was designed by Fry and Welch, a prominent Black architecture firm that specialized in educational buildings. Designed concrete landscape elements, an outdoor teaching area, and recreational spaces complete the site. Research would be necessary to determine if the school has additional late post–World War II era educational philosophies and design characteristics, such as importance given to the media center/library, open planning, or flexible interior spaces.

Images: Google Earth

J. THEME: EDUCATION AND ETHNIC/SOCIAL HISTORY

Property Type:	Education/school, education-related
Property Subtypes:	Public elementary, junior high, and high schools, teacherages, administration buildings, and related landscape resources
Periods of Significance:	1850–1979
Areas of Significance:	Social History, Ethnic Heritage
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Resources must be constructed during the period of significance.
- Resources must be the site of significant initiatives, challenges, or activities associated with:
    - Desegregation or school integration,
    - Equal access to schools and/or employment opportunities,
    - Women's education, or
    - Specialized curricula.
- Retains most of the essential physical features from the period of significance.

Character-Defining/Associative Features:

- Location of trends or events that contributed substantively to social history, ethnic heritage, or educational desegregation/integration. Resources associated with significant trends or events may include: schools for Black children or other minority or immigrant groups; resources involved in municipal or state court or board of education cases; schools that represent the local desegregation/integration process; resources associated with women's education; or resources associated with specialized curricula.

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations. However, resources that are rare surviving examples of an Ethnic Heritage or Social History area of significance may have been moved from their original locations, possibly during the historic period. In some cases, a property's significance may transcend both its loss of original location and its introduction to a newer setting.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.
- The intentional design of many postwar schools allowed for expedient, efficient expansion. Nonhistoric additions, portable buildings, or permanent buildings are acceptable if the original site design is discernible.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.

- Some original materials may be removed, replaced, or altered, but historic-period fenestration patterns and building footprint/s should be discernible.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Schools may no longer be in educational use

Comments: Eligible properties under this theme may be a single building or a grouping (campus) of buildings and related resources.

APPLYING THE METHODOLOGY | EDUCATION AND ETHNIC/SOCIAL HISTORY

Eligible Example

Carver Vocational-Technical High School, Baltimore City (1955)

The MHT determined Carver Vocational-Technical High School eligible for its Black ethnic heritage and social history, among other areas of significance. As a result of decades of advocacy by organizations like the NAACP, the Urban League, and the Baltimore *Afro-American* newspaper calling for quality school facilities for Black children, Baltimore City constructed Carver Vocational-Technical High School in 1955 to provide equal educational opportunities for Black students. Advocates demanded and received modern facilities and a school with the same acreage requirements as those for white schools, resulting in smaller classes, a diverse curriculum, and a large athletic field. These types of amenities were new to Black children in the city.

Image: MHT record

K. THEME: COMMUNITY PLANNING AND DEVELOPMENT

SUB-THEME: RESIDENTIAL SUBDIVISIONS AND PLANNED COMMUNITIES

Property Type:	Planned residential community with a central school
Property Subtypes:	Early twentieth century suburbs, master-planned communities, World War II–era communities, post–World War II subdivisions
Periods of Significance:	1900–1979
Areas of Significance:	Community Planning & Development
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Is an important residential suburb, subdivision, or planned community with educational facilities as a core part of the original design and construction.
- May be a large residential or multi-use development executed as a single building program.
- Was constructed during the period of significance.
- Retains most of the essential physical features from the period of significance.

Character-Defining/Associative Features:

- Conveys a strong visual sense of the historic environment from its period of significance
- Includes residential resources and community amenities, such as schools, parks, commercial centers, churches, etc., commonly located in central locations
- Schools and other community amenities are included in the plan or community space was set aside for local government or private interests to develop
- May be associated with important developers, architects, urban planners, and/or landscape designers
- World War II–era communities may be associated with defense-related industrial resources
- For postwar suburbs, street plans and house designs reflect FHA-approved standards
- Landscape may be an important component of the design

Integrity Considerations:

- District as a whole should retain integrity of design, feeling, setting, and association.
- Overall community design, such as street patterns, setbacks, massing, and scale should be intact.
- Community buildings (schools, commercial buildings, etc.) are essential to integrity of design of the community. If they no longer serve the original function, they may still be considered contributing if their associative qualities with Community Planning and Development are fully documented for the applicable period of significance.

Comments: Eligible properties under this theme will be neighborhoods or subdivisions with contributing and noncontributing buildings, structures, objects, and sites.

APPLYING THE METHODOLOGY | COMMUNITY PLANNING AND DEVELOPMENT

Subdivisions and Planned Communities

Eligible Example

Fairmount Heights Elementary School, Prince George's County (1912)

Fairmount Heights Elementary School is listed in the NRHP as a contributing resource in the Fairmount Heights Historic District, significant for its community planning and development history, among other histories. Built between 1900 and 1960, Fairmount Heights is one of the earliest planned communities for Black residents in the Washington, D.C., area. The Fairmount Heights Elementary School is one of the community's landmarks. It was designed by Fairmount Heights resident and prominent early Black architect William Sidney Pittman and was the first public school for Black children in Prince George's County. When the school was replaced, the building was converted to a church and some of the building's distinguishing features were lost. However, integrity of location, setting, design, feeling, and association are most important for properties eligible under Criterion A and the school has significant associative meaning in the community. For these reasons, despite its loss of materials and workmanship, the school retains sufficient physical integrity to convey its historical associations.

Image: MHT record

SUB-THEME: URBAN RENEWAL

Property Type:	Education/school, education-related
Property Subtypes:	Public elementary, junior high, and high schools, and related resources
Periods of Significance:	1965–1979
Areas of Significance:	Community Planning & Development
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion A (significant trends or events in history)

Eligibility Standards:

- Well-established associated with urban renewal activities
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Character-Defining/Associative Features:

- Architecture as a response to urban crisis and social concerns
- Fortified exteriors designed for security with a sense of community and individual freedom on the inside
- Innovative center of learning with experimental architecture and site planning
- Monumental use of modernism usually constructed in the Brutalist style, but may also be Late Modern style

Integrity Considerations:

- Resources should retain integrity of location, setting, feeling, and association to the period of significance. These aspects of integrity are most important for resources considered significant for their historical associations.
- Physical aspects of integrity—design, materials, and workmanship—may be altered, but should be able to convey the significant design characteristics of the style. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.
- Original materials may be removed, replaced, or altered, but historic-period fenestration patterns and building footprint/s should be discernible.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Schools may no longer be in educational use, but their historical educational use should be apparent.

Comments: Eligible properties under this theme may be a single building or a grouping (campus) of buildings and related resources. Schools exhibiting distinctive design elements might also be eligible for the NRHP under Criterion C if the property embodies distinctive characteristics of a type, period, or method of construction, represents the work of a master, or possesses high artistic value.

L. THEME: IMPORTANT PERSONS IN EDUCATION HISTORY

Property Type:	Education/school, education-related
Property Subtypes:	Schoolhouses; public elementary, junior high, and high schools; administrative buildings; and related resources
Periods of Significance:	1850–1979
Areas of Significance:	Education, Ethnic Heritage, Social History
Levels of Significance:	Local level most likely, but state and national levels are possible
Applicable Criteria:	Criterion B (significant persons in history)

Eligibility Standards:

- Is directly associated with the productive life of persons who made important contributions to the history of education
- Was constructed during the period of significance
- Retains most of the essential physical features from the period of significance

Associative Features:

- Has a well-established affiliation with an individual who figured prominently in the area of significance of Education, Social History, or Ethnic Heritage. This may include prominent educators, administrators, or activists; those associated with women's education, specialized curricula, LGBTQ history, or initiatives, challenges, or activities related to desegregation or integration.

Integrity Considerations:

- Resources should retain integrity of location, feeling, and association to the period of significance.
- Physical aspects of integrity—design, materials, and workmanship—may be altered. Nonhistoric alterations that pertain to school expansion and construction, such as additions and infilled open space, may be considered acceptable, especially those that connect historic-period components. These material attributes are less important for resources considered significant for their historical associations.
- Nonhistoric additions, portable buildings, or permanent buildings are acceptable if the original site design is discernible.
- Nonhistoric additions and expansion should be visually subordinate to historic-period components and be of compatible scale, materials, and design.
- Nonhistoric elements, such as signage, lighting, and fencing are acceptable.
- Schools may no longer be in educational use, but their historical educational use should be apparent.

Comments: Eligible properties under this theme may be a single building or a grouping (campus) of buildings and related resources.

5. RECOMMENDATIONS

Crisfield High School, Somerset County (1952)
Johannes and Murray | Smithsonian Institution (n.d.)

This project is a substantial investment in Maryland's historic schools and comes at a critical moment as the state embarks on a major building campaign to update and replace older schools. These recommendations for future work provide direction for how and where to focus preservation planning.

1. **Conduct a survey of the list of potential schools for future projects to refine the inventory and develop a plan for documentation, recordation, or preservation.**
   Since individual property research and field investigations were beyond the scope of this study, a survey of the list of potential schools for future projects is recommended to determine which possess significance and sufficient integrity to convey their significance. To economize the fieldwork, an initial desktop survey for schools visible in recent Google Street View imagery, followed by a windshield survey of those not evident in this application or that need closer examination for ground-truthing, is suggested. Following refinement of the list, development of a plan for documentation, recordation, or preservation is recommended based on known priorities and threats to each resource.

2. **Conduct a windshield survey of post–World War II schools and document those with high potential for NRHP eligibility.**
   With more than 1,300 schools in the Maryland Department of Education system, it is not economically prudent to document every building. Windshield surveys are an excellent planning tool to determine how and where to invest resources for future work. Such surveys can preliminarily identify schools that appear to have high potential for NRHP eligibility because of their association with important historic educational or architectural trends, if they possess physical integrity. Following a windshield survey and preliminary research on identified schools of interest, historically significant schools should be revisited, photographed, and documented for the Maryland Inventory of Historic Properties (MIHP). If, for example, in a county with 20 post–World War II schools, field investigators were to flag five schools as properties of interest during a windshield survey, subsequent preliminary research may narrow the number for MIHP documentation

even further. This process, from the highly acclaimed SurveyLA methodology, is more expedient and cost-effective than documenting the county's 20 schools and is sufficiently comprehensive to assess the pertinent areas of significance—education and architecture—most likely applicable to an NRHP–eligible school. This approach will streamline and guide school redevelopment plans. Given the pace of redevelopment threats to Maryland schools, an "intensive-light" approach to MIHP documentation is recommended to expedite the process while providing sufficient documentation for determinations of NRHP eligibility.

Beginning this process in school districts or geographic areas that are likely to have high concentrations of significant post–World War II schools is recommended. Washington County is a good place to begin windshield survey and documentation, as it was at the forefront of period school and pedagogical trends in Maryland. Montgomery County and Baltimore City are also strong candidates for prioritization based on research suggesting a high density and prominence of schools in these locations.

3. **Research topical and district histories to expand this historic context study.**
   The scope of work for this project precluded in-depth research. Additional research on certain topics and individual school district or county histories may reveal other historical themes not identified in this report or supply a richer context for themes that are addressed in this report. For example, additional research would sharpen our understanding of people associated with schools in Maryland. Since the landscape was an important element of post–World War II school designs, researching the landscape architects commissioned for these projects may prove to be a fruitful topic. There is also opportunity to amplify the details about significant female, Black, and other minority architects who designed schools in the state, such as thorough review of research that Morgan State University scholars have conducted on Maryland buildings that early Black architects designed.[538] Subcategories of ethnic heritage may also be explored, since few details on the experiences of Native Americans, Asians, or specific European immigrant groups were apparent.

   Additional research would also allow examination of a broader set of sources beyond the scope of this study. Local- and regional-level primary research could document how individual districts developed a school system, responded to growth, housed students, and addressed desegregation, among other topics. This would result in a better understanding of local education, identify repetitive patterns and anomalous experiences at the local level, and enrich our knowledge of potentially significant people associated with school buildings—teachers, principals, administrators, architects, landscape architects, or activists, for example—who contributed to the history of education and school architecture in Maryland. Oral history interviews could provide details about the experiences of students, educators, and others that are not described in records and archives.

4. **Pursue an NRHP multiple property documentation submission for post–World War II schools of Maryland.**
   The NRHP Multiple Property Documentation Form (MPDF) may be used to nominate and register thematically related historic properties simultaneously to the NRHP or to establish registration requirements for properties that may be nominated in the future. This historic context may be the

[538] Green, "Early Black Architects of Baltimore."

foundation for an MPDF and initial listing of NRHP–eligible schools for their architectural, educational, social, or ethnic history. It could describe statewide trends documented in this context and delve into regional differences to the extent that they exist. An MPDF would provide a ready avenue for listing additional NRHP–eligible Maryland schools.

5. **Create design guidelines for improvements to post–World War II historic schools.**
   This study can inform the development of design guidelines for improvements to historic postwar schools based on the *Secretary of the Interior's Standards for the Rehabilitation of Historic Buildings*. By promoting sensitive renovations and additions and compatible new construction on school grounds, the character of historic schools can be preserved, and their continued use and longevity ensured. Through clear guidance and expectations, design guidelines will also streamline the improvement planning process.

6. **Review existing school documentation for opportunities to formally commemorate underrepresented histories.**
   In reviewing existing MIHP and NRHP documentation, we observed instances in which Maryland schools appeared to have potential NRHP eligibility for associations with ethnic history but were listed for associations with other areas of significance. For example, Frederick Douglass High School is NRHP–listed for associations with education, and Fairmount Heights Elementary School is documented in the MIHP for associations with architecture, community planning and development, education, and religion. But both schools have a great deal of significance for Black history.[539] Though their contexts discuss their ethnic histories, these schools should be formally designated under this area of significance.

7. **Identify candidates for preservation grants for the African American Heritage Preservation Program.**
   Maryland Historical Trust's African American Heritage Preservation Program (AAHPP) provides annual grants for the preservation of properties that are significant to the history of African Americans in Maryland. Grant funds are used to conduct studies and surveys, undertake planning, acquire properties, and complete repairs or rehabilitation. A survey and planning document specific to properties with schools that served only Black students conducted with a grant from this program would build upon the framework of this document and identify significant properties, identify preservation needs, and prioritize eligible projects for additional AAHPP grants.

8. **Update the historic context in the late 2020s to include schools built in the 1980s.**
   This historic context study documents Maryland schools through 1979. Schools constructed in the 1980s will begin to reach the 50-year threshold for NRHP listing in 2030. This historic context should be updated in the late 2020s to incorporate school buildings from 1980 through 1989 as a proactive step that, combined with this study, will maintain it as an up-to-date evaluation tool.

[539] Fairmount Heights Elementary School is contributing to the Fairmount Heights NRHP Historic District, which is listed under Black Ethnic Heritage, Community Planning and Development, and Politics and Government.

9. **Develop interpretative education materials.**
   Recommendations for future work on the topic of education would not be complete without an education component. Interpretative materials or lesson plans developed for individual schools that have made a significant contribution to history due to their architecture, social history, or innovations in education could be provided to those schools. Broader materials on the history of education and school architecture could also be developed and disseminated to Maryland schools in general.

10. **Update programmatic agreements for schools.**
    The National Historic Preservation Act requires federal agencies to consider the effects of federal undertakings on historic properties. Under this law, programmatic agreements allow federal agencies to establish procedures during review of historic properties that a project may affect in a way that mutually benefits the agency and its partners. MHT should update any programmatic agreements with relevant agencies based upon the findings of this context study.

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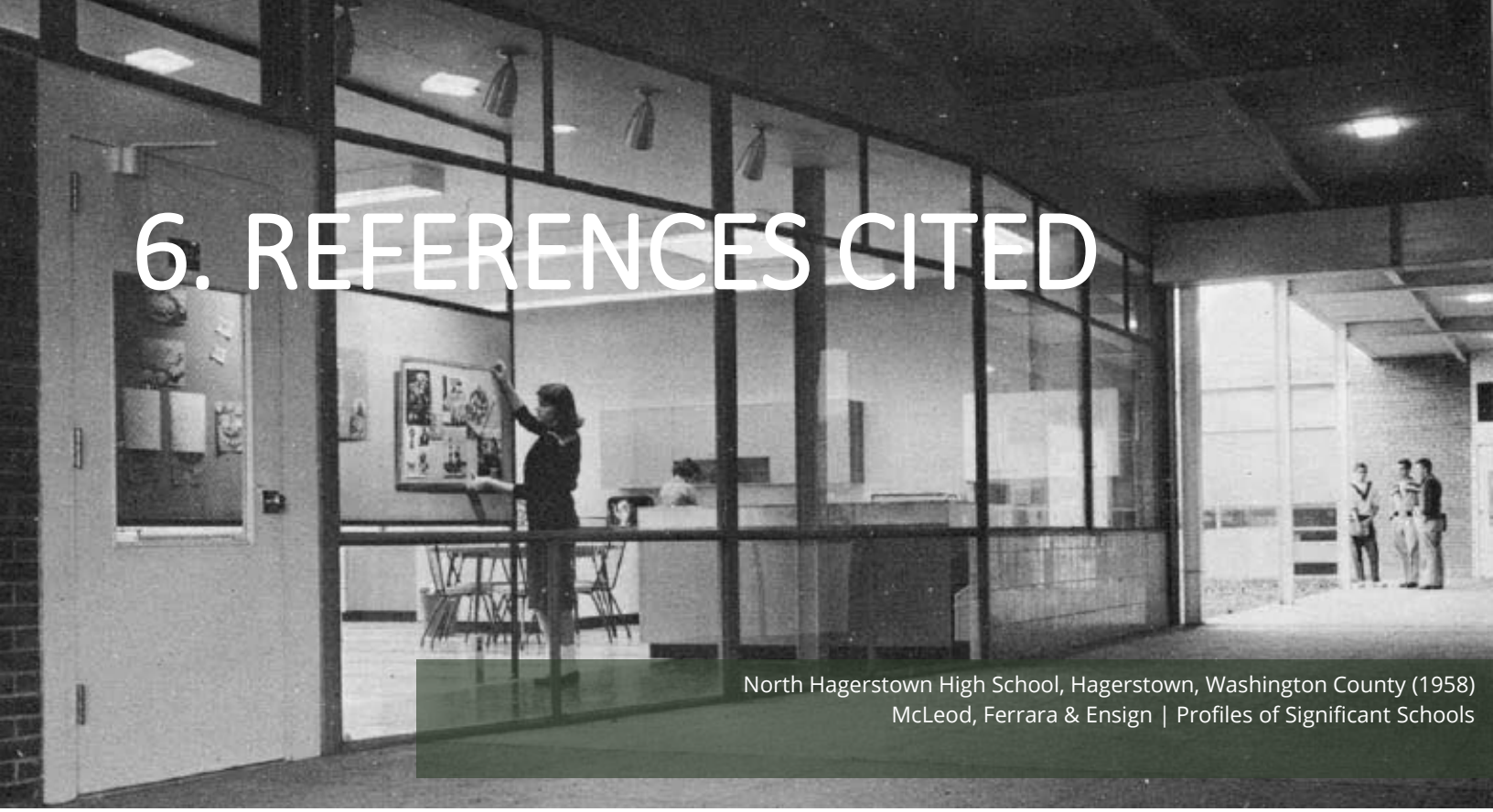

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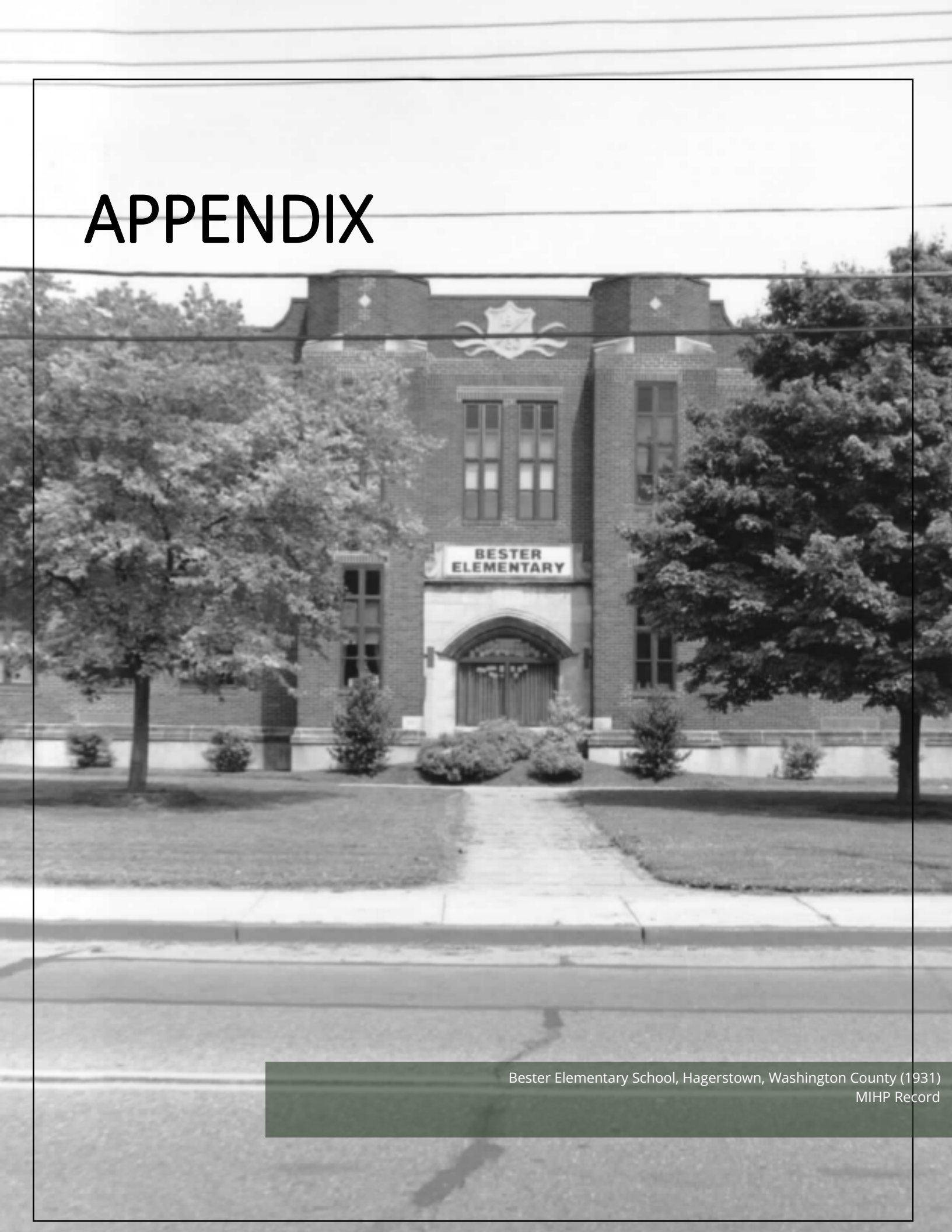
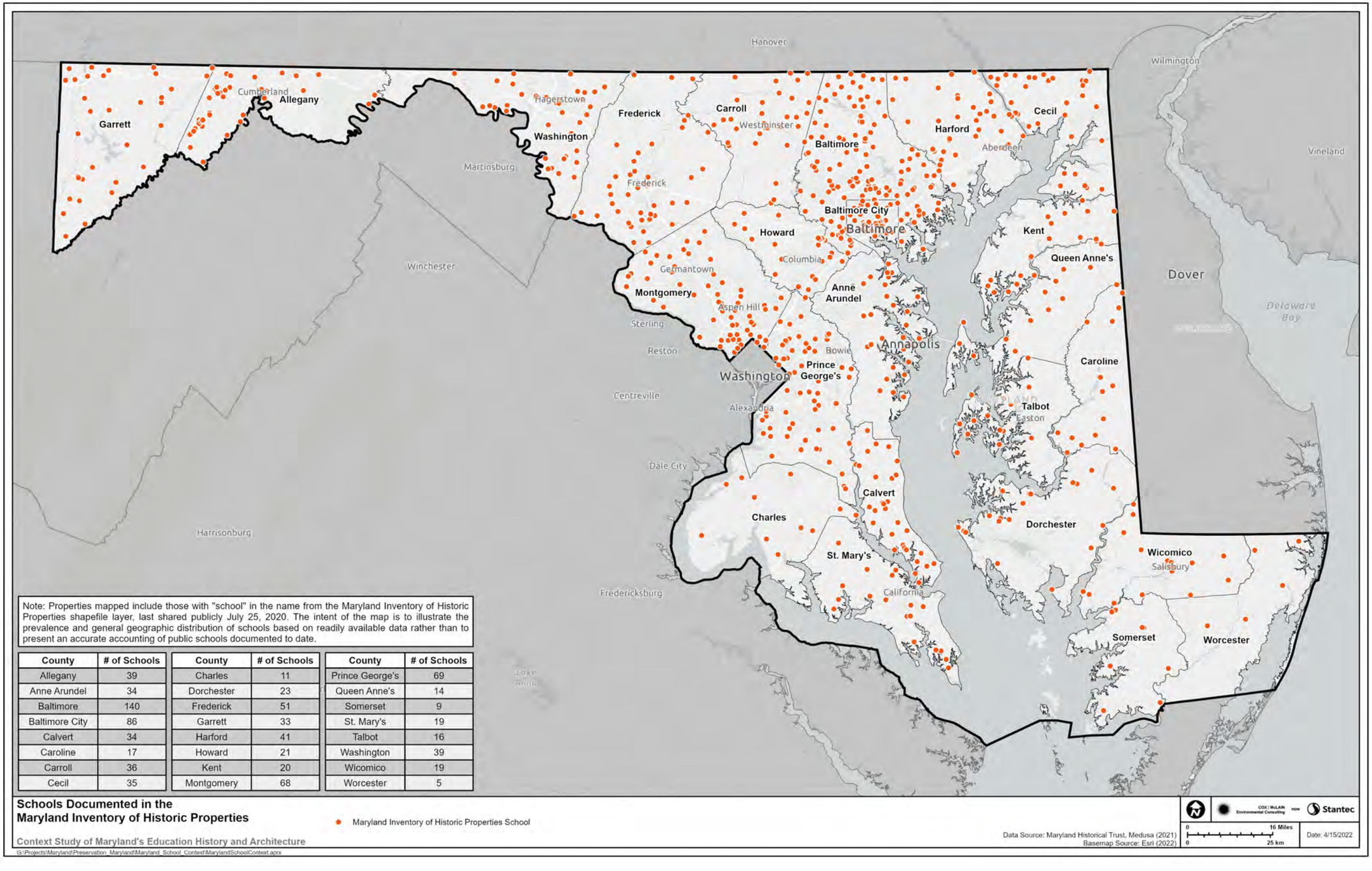
APPENDIX

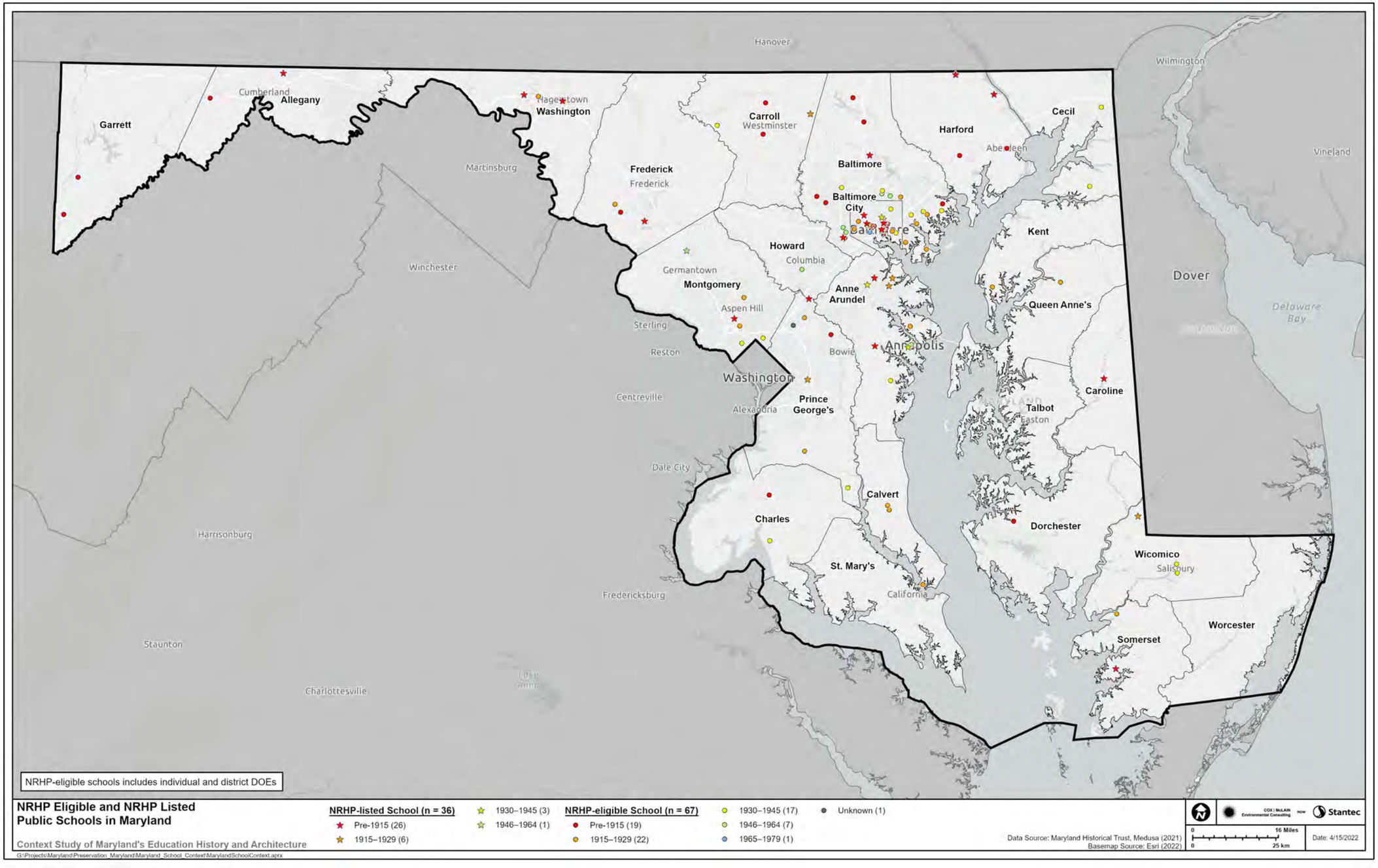


Bester Elementary School, Hagerstown, Washington County (1931)
MIHP Record



County	# of Schools	County	# of Schools	County	# of Schools
Allegany	39	Charles	11	Prince George's	69
Anne Arundel	34	Dorchester	23	Queen Anne's	14
Baltimore	140	Frederick	51	Somerset	9
Baltimore City	86	Garrett	33	St. Mary's	19
Calvert	34	Harford	41	Talbot	16
Caroline	17	Howard	21	Washington	39
Carroll	36	Kent	20	Wicomico	19
Cecil	35	Montgomery	68	Worcester	5

Map 2. Map showing the prevalence and geographic distribution of schools documented in the Maryland Inventory of Historic Properties.



Map 3. Map showing the prevelance and geographic distribution of NRHP-listed and NRHP-eligible schools in Maryland by year built.

Table 2. NRHP-listed and NRHP-eligible schools in Maryland with a summary of the NRHP criteria, areas of significance, and summary of significance.*

**Criteria and areas and summaries of significance were extracted from the Maryland Inventory of Historic Properties (MIHP) database. Data was sometimes incomplete. Significance notes are summaries or verbatim sentences from the record. The MIHP database should be consulted for up-to-date information.*

MIHP #	NRHP	DOE	Name(s)	Town	County	Year	NRHP Criteria			Area(s) of Significance	Contributing to a District (DOE or listed)	Significance
							A	B	C			
AA-2314		X	Adams Park School (Anne Arundel County Learning Center)	Annapolis	Anne Arundel	1957	x		x	Architecture; Social History		One of eight schools built with funds originally provided in 1947 and 1949 for the consolidation of Black schools in the Annapolis area. Its architecture reflects the influence of Modernism on public buildings during the mid-twentieth century.
B-4282	X		Alcott, Louisa May, School No. 59; Reisterstown Road School House No. 59; School #59	Baltimore	Baltimore City	1910	x			Education	X	Significant for its association with the progressive movement which dominated public education in the first quarter of the twentieth century. The reform of Baltimore's City Charter in 1899 resulted in the appointment of a Board of Education free from ward politics and an Architectural Commission to promote harmony in the design of Baltimore's public buildings. Another significant feature introduced in the competition and found in the school is the pneumatic vacuum cleaning system which reflects the progressive concern with a healthy environment.
AA-103	X		Anne Arundel County Free School	Davidsonville	Anne Arundel	1724–1746	x			Archaeology; Education		The only surviving schoolhouse erected in Maryland in response to the Maryland Free School Act of 1723.
AA-1048		X	Arnold School (Arnold Elementary School)	Arnold	Anne Arundel	1922	x			Education		Representative of a program of school replacement and consolidation in Anne Arundel County initiated by the Maryland School Law of 1916.
BA-202	X	X	Ashland Public School (Baltimore County School No. 7)	Cockeysville	Baltimore County	1882	x		x	Architecture; Education; Industry		The school was important for its association with the town of Ashland as it was built to educate the children of the mostly Irish ironworkers. In addition, it is significant as one of the first architect-designed schools in Baltimore County, and one of the few extant buildings designed by Frank E. Davis. It is a noteworthy example of the Queen Anne style applied to a rural school building and represents a significant departure from the standard simple school design.
CH-562		X	Bel Alton High School	Bel Alton	Charles	1937	x		x	Architecture; Education		The first public high school for Black students in Charles County and one of only two Black high schools operating in the county in the second quarter of the twentieth century. Comprises a grouping of buildings indicative of P.W.A. schools constructed in the second quarter of the twentieth century.
HA-210	X		Berkley School (Hosanna School)	Darlington	Harford	1868	x			Education		One of four buildings erected in Harford County in the years immediately following the Civil War for the purpose of educating freed enslaved people.
M: 35-14-14		X	Bethesda-Chevy Chase High School and Administration Building	Bethesda	Montgomery	1935, 1952	x		x	Architecture; Education		The 1935 construction of the Bethesda-Chevy Chase High School reflected Montgomery County's desire and recognition for higher education, and the development and use of a 12-year program of study. In a time of Depression, the community took pride in their growth and achievement as reflected in the use of classical architecture. The 1952 administration building by Rhees Burket was the last public school building erected in the Colonial Revival style in Montgomery County.
B-5045		X	Booker T. Washington Middle School (Booker T. Washington Junior High School No. 130; Western High School)	Baltimore	Baltimore City	1895			x	Architecture		A Romanesque Revival–style building, a style that was popular during the last quarter of the nineteenth century. In 1928, a second three-story addition was constructed in a stripped classical style using a darker brick, while a third addition was built in 1951. Each addition is in keeping with its own time and shows the changes in educational architectural styles as the twentieth century progressed.
PG:71B-2-7		X	Bowie School (School #5, District #14, Bowie Special School)	Bowie	Prince George's	1912					X	Though recognizable as an early-twentieth-century school building, it lacks the distinction needed to meet individual NRHP criteria and was recommended not individually eligible for the NRHP. It is contributing to the recommended-eligible Bowie-Huntington Survey District.
F-1-27	X		Buckingham House & Industrial School	Adamstown	Frederick	1898	x		x	Archaeology; Architecture; Education		Significant for its contribution to the vocational education history and development of Frederick County and the State of Maryland from the 1870s to 1944 when it operated as the only vocational school for boys in Frederick County, training students to apprentice in a trade or continue their education in a business school, and thus making a significant contribution to the broad patterns of Frederick County and Maryland educational history.
B-5294		X	Carver Vocational-Technical High School	Baltimore	Baltimore City	1955	x		x	Education; Ethnic Heritage (Black); Social History; Architecture		Significant as the culmination of the work of Baltimore local civil rights organizations and others to bring equal vocational education to Black students in a racially segregated Baltimore City. Significant for its International-style architecture with elements of Stripped Classicism.
BA-2916		X	Catonsville Elementary School (Old Catonsville High School)	Catonsville	Baltimore County	1909	x		x	Architecture; Education		As a principal education building serving the community since 1909, this school is significant for its association with public education in Catonsville.

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BA-2728		X	Catonsville High School (Catonsville Jr. High School, Catonsville Middle School, Catonsville Center for Alternative Studies)	Catonsville	Baltimore County	1925 (School 1952)	x			Education		Significant for its importance in the history of education and the public school system in Catonsville/Baltimore County.
CE-1398-1		X	Cecilton Elementary School	Cecilton	Cecil	1939	x		x	Architecture; Education		Significant for its association with the development of education in Cecilton as well as its architectural contribution to the historic environment.
G-VI-A-012		X	Center Street Elementary School (Oakland Elementary School)	Oakland	Garrett	1894					X	Contributes to the historical and architectural significance of the Oakland NRHP Historic District.
CT-507		X	Central School (Central Industrial School)	Prince Frederick	Calvert	1921	x		x	Architecture; Education		Significant as an example of a rural school building that resulted from Julius Rosenwald's campaign to improve educational opportunities for Black students. Also a significant example of the rural school design established by the Rosenwald School Building Fund.
BA-2800		X	Chase Elementary School	Middle River	Baltimore County	1939	x			Education		Significant for its association with the development of public education in Baltimore County.
BA-1685		X	Chattolanee School (Chattolanee Colored School)	Owings Mills	Baltimore County	ca. 1930					X	Contributes to the Green Spring Valley NRHP Historic District.
D-739		X	Church Creek Black School	Church Creek	Dorchester	ca. 1872	x		x	Architecture; Education		Built as a school for Black children after the Civil War, it is the only remaining educational facility in Church Creek. It is an important local vestige of Reconstruction-era rural education facilities, built in response to the 1872 state legislation establishing free public schools for Black children.
QA-490		X	Church Hill Elementary School (Old Church Hill High School)	Church Hill	Queen Anne's	1916	x		x	Architecture; Education	X	Architecturally and culturally significant to the community of Church Hill. A combination of classical and Prairie School elements make the structure distinctive. The building of the school was part of a larger state initiative to improve Maryland's elementary and secondary school systems and as such represents a significant change in community values and commitment of resources by Queen Anne's County at the turn of the century.
M: 13-52	X		Clarksburg School	Clarksburg	Montgomery	1952	x			Education; Local History		Last remaining of four similar frame buildings built shortly after the turn of the century in Montgomery County; in continuous service from 1909 to 1972.
B-3708	X		Clifton School (Administration Annex # 521; C.H.M. School)	Baltimore	Baltimore City	1882	x			Education		The Clifton School is significant to Baltimore for its association with a difficult period in the expansion of the city's public school system. The upheaval followed the city's annexation in 1888 of 26 square miles of Baltimore County. The transferal of Clifton School (built in 1882) along with about 15 other county schools forced Baltimore to first adapt these schools to their system and to serve a much larger area. The grade levels had to be divided by sex (they were already divided by race).
B-3936	X		Commodore John Rodgers Elementary School (Public School #27)	Baltimore	Baltimore City	1913	x		x	Architecture; Education		Significant primarily for its association with an important phase in the progressive movement in public education in Baltimore in the first quarter of the twentieth century. The period from 1866 to 1900 was a time of "arrested development" for the city's education program.
CAR-166	X		Denton Schoolhouse (Woman's Club of Denton, Inc.)	Denton	Caroline	1883	x		x	Architecture; Education	X	The Denton Schoolhouse was built during the last quarter of the nineteenth century on a cruciform plan and incorporates several features of the Gothic Revival style. This use of a plan and style post often found in church architecture gives this schoolhouse an unusual character.
BA-2642		X	Dundalk Elementary School	Dundalk	Baltimore County	1926	x		x	Architecture; Education	X	The school is an original component of the Garden City town plan of Dundalk, developed during World War I as a planned community for shipyard workers. Dundalk, and nearby St. Helena, were among 36 such communities developed in the U.S. by the federal government during the war. The school's construction, including later additions, is emblematic of the intensive population growth that occurred in Baltimore County during first half of twentieth century.
BA-1075		X	East Towson Carver Community Center (Carver High School)	Towson	Baltimore County	1937	x		x	Architecture; Education	X	A predominantly residential area that is significant as a community built by freed Blacks, the Carver School was undoubtedly of great importance to the community as an educational institution.
B-42	X		Eastern Female High School (Public School #116, Aisquith School House Apartments)	Baltimore	Baltimore City	1870	x		x	Architecture; Art; Education; Literature; Music		Significant as one of the pioneer public high schools in the country devoted to secondary education for women. Of the two female high schools established by the Baltimore City Council in 1844 the Eastern Female High School is the only one extant.
B-3663	X		Eastern High School	Baltimore	Baltimore City	1938	x		x	Architecture; Social History		Architecturally, the building represents advanced educational design and planning featuring progressive technological features, by two of Baltimore's leading early twentieth century architects. The evolution of Eastern High School presents an important example of the development of female education in the Baltimore public school system.

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BA-2739		X	Edgemere Elementary School (North Point-Edgemere Consolidated School)	Sparrows Point	Baltimore County	1924	x			Education		Reflects the changes that occurred in public education in the 1920s and 1930s in Baltimore County, such as the consolidation of student populations into one school and new facilities incorporating educational policy changes. Growth of the school population parallels the productivity of Bethlehem Steel during World War II. Most of the school was designed by the Board of Education's most prolific architectural firm, Smith & May, a local firm responsible for numerous Baltimore County schools in the second quarter of the twentieth century.
CE-1435		X	Elkton High School (Elkton Middle School)	Elkton	Cecil	1937	x		x	Architecture; Education		Significant for its association with educational development in Elkton and Cecil County. Designed by Ralph A. Jeffers, the school utilized local building materials with its Port Deposit granite construction and slate roof, and depicts a Colonial Revival style of architecture, a popular style for institutional buildings of the period.
CARR-1436		X	Elmer Wolfe High School	Union Bridge	Carroll	1931	x			Education		Significant for its association with the development of education in Union Bridge and the County. In the 1920s and 30s, the County consolidated rural schools and built congregate schools in communities such as Union Bridge, Manchester, and Mt. Airy. Although additions were constructed, the original section remains as an intact example of this earlier period. The school design reflects the educational needs and philosophies of the early-to-mid twentieth century.
HA-715		X	Emmorton Stone Schoolhouse	Bel Air	Harford	1868	x		x	Architecture; Education		Locally significant for its association with the post-1867 period of formation and development of state education policy whereby counties acquired and built schools under a public ownership system.
BA-2630		X	Essex Elementary School	Essex	Baltimore County	1925	x		x	Architecture; Education		Significant for its importance in the history of education and the public school system in the Essex community. The school was first constructed in 1925 to replace temporary structures, and has been added onto numerous times since then, reflecting the rapid population growth in Essex during the first half of the 20th century. The school is also significant architecturally as typifying public-school design of the first half of the twentieth century in Baltimore and Baltimore County. The prominent Baltimore architectural firms of Smith & May and Buckler & Fenhagen, both well-known for their experience in public school design, were responsible, respectively, for the 1925–1929 and 1942 portions of the Essex School building.
AA-2357	X		First Avenue School, School #12, District 3	Glen Burnie	Anne Arundel	1899	x		x	Architecture; Education; Community Planning		Significant for its association with the early development and growth of the Baltimore suburb of Glen Burnie. Additionally, the school reflects a critical change in school building philosophy taking place in the early twentieth century; specifically closing small, local schools and constructing large, regional consolidated schools.
B-4210	X		Frederick Douglass High School (School No. 450, Colored High School)	Baltimore	Baltimore City	1923, 1954	x			Education		Significant as the first public high school building in the Baltimore City and believed to be the first in the State of Maryland, specifically erected for Black children. The only secondary school in the Baltimore area that could be attended by Black students through the 1930s.
AA-2369	X		Freetown Rosenwald School	Glen Burnie	Anne Arundel	1924	x			Education; Ethnic History (Black)		Significant for its association with the school construction program of the Julius Rosenwald Fund, considered the most important advance in Black education in the southern states prior to desegregation.
B-5053		X	Garrett Heights Elementary School No.212	Baltimore	Baltimore City	1932	x			Education		Exhibits typical features of an education facility of the 1930s.
M: 30-13-4		X	Garrett Park School (Garrett Park Day Care Center)	Garrett Park	Montgomery	1928	x		x	Architecture; Education		Significant for its role in the local history of Garrett Park and Montgomery County. Also significant as an example of a transition type of building, having characteristics of both a one-room schoolhouse and that of larger modern schools.
BA-3199		X	Golden Ring Middle School	Rosedale	Baltimore County	1931	x		x	Architecture; Education		Significant under Criterion A as a surviving twentieth century secondary school that was built during the period when the suburban population was increasing around Baltimore, improved transportation was making it possible for students in the rural/suburban area to travel to large, consolidated schools, and higher education was becoming commonplace. Also significant as a good local example of a school that embodies distinctive characteristics of its type and period of construction.
B-4069	X		Gompers School (Eastern High School, Samuel Gompers General Vocational School # 298)	Baltimore	Baltimore City	1904–1906	x		x	Architecture; Education		Significant for its association with the progressive movement that dominated public education in Baltimore in the early years of the twentieth century.
WA-HAG-142	X		Hagerstown Charity School (Hagerstown Day Nursery)	Hagerstown	Washington	ca. 1840	x		x	Architecture; Education; Social/ Humanitarian		Significant for its Neoclassical architecture, as a school for underprivileged children, and for its association with the social and humanitarian concerns of the group for which the building was erected.

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CARR-1267	X		Hampstead High School	Hampstead	Carroll	1919, 1951	x			Education		Significant as a good example of centralized schools that Maryland's early twentieth century school consolidation created.
HO-1168		X	Harriet Tubman School	Columbia	Howard	1949	x			Education; Ethnic Heritage (Black)		Constructed in 1948 during segregation to serve Black students from 1st through 11th grade. Significant for its role in the history of Howard County, particularly the Howard County Public School System and its ties to education reform thought the U.S.
BA-152		X	Harrisonville Public School (Randallstown Barracks)	Randallstown	Baltimore County	1878			x	Architecture		Designed in 1878 by Baltimore architect Frank E. Davis, the school is architecturally significant for embodying the characteristics of late Victorian Gothic style in its cruciform plan, its use of polychrome granite ashlar for the exterior and in the variety of additional construction materials used.
BA-910		X	Hereford School No. 7 (School 7, District 7, Stevenson House)	Monkton	Baltimore County	1870	x		x	Architecture; Education		A public school that played an important part in educating children in Hereford and the surrounding farm community, as well as an excellent example of public masonry architecture.
B-1397		X	Highlandtown Elementary School	Baltimore	Baltimore City	1926	x		x	Architecture; Education	X	Significant for its association with the era of education reform in Baltimore and for its detailed architectural style
WA-V-425		X	Huyett Public School #7 (Huyett Mennonite School)	Hagerstown	Washington	1924	x		x	Architecture; Education		Significant as an example of an early twentieth century rural school built in the Colonial Revival Period of National Pike.
F-2-40		X	Jefferson Primary School, site	Jefferson	Frederick	1924	x		x	Architecture; Education	X	Represents 1) a public building located on the town's main street which played a locally important role in the history of public education in Jefferson and 2) a component of the collections of modest, vernacular buildings forming the district which conveys the historical development of a typical rural town in the Western Maryland region.
B-5304		X	John Ruhrah Elementary School	Baltimore	Baltimore City	1930	x		x	Architecture; Education		Designed by locally prominent architect Herbert G. Jory, the school embodies the distinctive characteristics of the Classical Revival Style as it was applied to civic architecture in the 1930s. Served the needs of the rapidly growing City of Baltimore from the 1930s through present day.
BA-3313		X	Johnnycake Junior High School (Southwest Academy)	Gwynn Oak	Baltimore County	1960			x	Architecture		Significant as an excellent example of Mid-Century Modern school architecture.
PG:LAU-5	X		Laurel High School	Laurel	Prince George's	1899, 1950	x		x	Architecture; Education	X	Significant as the first high school in Prince George's County and because of its Georgian Revival architecture.
BA-3293		X	Loch Raven Elementary School	Parkville	Baltimore County	1947			x	Architecture		Significant as an excellent example of a postwar school built in response to unprecedented growth in the greater Baltimore region. The Art Moderne–style building is reflective of its period of construction and has had limited alterations over time.
AA-2066	X		Marley Neck Rosenwald School (Halls Memorial U.M. Church Hall)	Glen Burnie	Anne Arundel	1927	x		x	Architecture; Education; Social History; Ethnic History (Black)		Significant as an example of a Rosenwald School and as such is affiliated with what is considered the most important advance in Black education in the southern states prior to desegregation.
BA-2843		X	Martin Boulevard Elementary School (Middle River School)	Middle River	Baltimore County	1927, 1969	x			Education		Significant for its association with the development and expansion of Middle River, an intensely developed community during the late 1930's and 1940's due to the thriving Glenn Martin airplane plants.
B-19	X		McKim Free School	Baltimore	Baltimore City	1833	x		x	Architecture; Education; Other: Community Recreation	X	Conceived by Quaker merchant John McKim (1742–1819) as a school for the education of indigent youth. William Howard and William Small were the architects for this archaeologically accurate Greek-style building.
AL-V-A-150		X	Midlothian Schoolhouse	Midlothian	Allegany	1901			x	Education		Contributes to broader patterns in state and county expansion of public education and the experiences of children within the industrial coal mining communities in the first half of the twentieth century. As an institution for transferring cultural knowledge, it served to integrate communities and prepare children of miners for better opportunities.
M: 36-21		X	Montgomery Blair High School	Silver Spring	Montgomery	1934, 1951			x	Architecture		Significant as a Colonial Revival example of educational architecture, designed by a prominent local architect, Howard Wright Cutler.
M: 30-2	X	X	Montrose Schoolhouse	Rockville	Montgomery	1909	x		x	Architecture; Education		Significant for its architecture as an excellent example of an early-twentieth century school building embodying the functional, rationalistic design principles which were then promoted nationally.

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CARR-120		X	Mount Pleasant Schoolhouse (Brick Schoolhouse)	Westminster	Carroll	1850s	x		x	Architecture; Education		Directly associated with the events and trends that have made a significant contribution to the broad patterns of the local history of Mt. Pleasant and Carroll County. The building embodies distinctive characteristics of mid-nineteenth century rural educational architecture and is an excellent example of a brick one-room schoolhouse in Carroll County.
S-511		X	Mount Vernon School	Mount Vernon	Somerset	1921	x			Education		Significant as the only remaining historical school building in the small linear community. Represents the growth in the area in the early twentieth century and the need for larger, better schools.
F-2-44		X	Mountville Colored School	Frederick	Frederick	1888	x		x	Architecture; Education		Has an association with the settlement patterns of freed slaves in Frederick County after the Civil War and is an excellent example of a late-nineteenth century rural vernacular schoolhouse, typically paired with a church in communities started by newly freed enslaved people.
M: 23-113-2		X	Mt. Pleasant School (Norbeck School)	Norbeck	Montgomery	1926–1928	x			Education; Ethnic History (Black)	X	Significant as the site of one of the earliest schools for Black children in the county.
PG:62-20		X	Muirkirk School (Colored School No. 2)	Beltsville	Prince George's	1922	x		x	Architecture; Education		Rosenwald school that exemplifies the cultural, social, and historic heritage for its connection to the education of Black children in the Muirkirk Beltsville area.
K-513		X	New Sharptown School (Hall of Thomas H. Kiah)	Rock Hall	Kent	ca. 1920	x		x	Architecture; Education		This building is one of only two Rosenwald Schools in Kent County.
WI-672		X	North Salisbury Elementary School	Salisbury	Wicomico	1937	x		x	Architecture; Education		Represents the explosive growth occurring in Salisbury in the first part of the twentieth century and is a good example of the Streamline Moderne Style.
HA-1780		X	Old Aberdeen High School	Aberdeen	Harford	1908–1924	x		x	Architecture; Education		Significant for its association with educational development and community growth in Aberdeen and as a representation of the work of two well-known regional architects: Otto E. Simonson and john B. Hamme.
PG:61-10		X	Old Beltsville Schoolhouse	Beltsville	Prince George's	Twentieth century			x	Architecture		No significance information provided.
BA-2306	X	X	Old Catonsville High School (St. Mark's School)	Catonsville	Baltimore County	1878	x			Education		Important for association with the development of Catonsville. The school represents the beginning and intermediate stage of advanced education in Catonsville at the turn of the twentieth century.
BA-1852		X	Old Chase School (St. John's Church)	Chase	Baltimore County	1859	x		x	Architecture; Education		As one of the first schools constructed in response to the 1858 Act authorizing the County Commissioners to levy a tax that would be used to divide Baltimore County into school districts and to erect schoolhouses, the Chase School is a significant representation of the development of the educational system in Baltimore County. It is also an important surviving example of one of Baltimore County's schools constructed in response to the reform of its early educational system and deplorable state of its existing buildings.
CARR-519		X	Old Spring Mills School	Westminster	Carroll	19th century			x	Architecture		The Old Spring Mills School is a small, one-room brick structure that was built during the late nineteenth century. No significance information provided.
CH-232		X	Page Schoolhouse Property (Spalding Property)	La Plata	Charles	ca. 1890	x		x	Architecture; Education		Rare example of a one-room schoolhouse in Charles County and represents a significant part of the history of education in the county.
BA-3203		X	Parkville School (Parkville Senior Center)	Parkville	Baltimore County	1925–1929	x		x	Architecture; Education		Served as the principal school for the area at a time when suburbanization, population increase, and school consolidation in Baltimore County was resulting in a rapidly increasing student population. The building is a good representative example of its type and period.
B-3931	X		Patrick Henry School (Public School #37, Primary School #37)	Baltimore	Baltimore City	1896	x		x	Architecture; Education	X	Representative of an era of school reform which stressed high quality buildings designed by the best architects and carried out with the approval of the Municipal Art Commission. It is rare among public school buildings of any period for its elegant proportions and appointments.
CT-752		X	Prince Frederick High School (Prince Frederick Masonic Lodge No. 142 AF & AM)	Prince Frederick	Calvert	ca. 1920	x			Education		Locally significant as the only early twentieth-century, two-story school building in Calvert County and the first high school in Prince Frederick.
WI-673		X	Prince Street Elementary School	Salisbury	Wicomico	1949, 1954, 1968, 1971	x		x	Architecture; Education		Significant for its association with the post–World War II baby boom and building boom. Also significant for its Art Moderne–style architecture.
B-3929	X		Public School #109, site (The Broadway School)	Baltimore	Baltimore City	1876	x		x	Architecture; Education		The building was significant as an "open plan" school with classes separated by glass partitions. This plan was developed in 1868 after a reformist movement sought to develop prototypical standards for school buildings.
B-3930	X		Public School #111 (Francis Ellen Harper School)	Baltimore	Baltimore City	1889	x		x	Architecture; Education	X	The Francis Ellen Harper School is significant as one of the few surviving schools built for Black children and staffed by Black teachers.

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B-3698		X	Public School #85	Baltimore	Baltimore City	1905–1906	x		x	Architecture; Education	X	Significant for its Georgian Revival architecture. The school is a visual landmark in the East Baltimore neighborhood it once served. It operated as part of the City's public school system for nearly 60 years.
B-3932	X		Public School #99 (The Columbus School)	Baltimore	Baltimore City	1891	x		x	Architecture; Education		The Columbus School is a representative example of the best of Romanesque Revival architecture in Baltimore. Built in three different stages, it represents the changing quality of school construction in the late nineteenth and early twentieth centuries. The interior metal ceilings are rare for Baltimore City schools.
B-3928	X		Public School No. 25 (Primary School #25)	Baltimore	Baltimore City	1892	x		x	Architecture; Education		This school is significant for its Victorian styling and imposing Romanesque tower. The school provided education to the ethnically mixed Fell's Point community for nearly 75 years.
AA-1000	X		Queenstown Rosenwald School (Sunnyside School; Severn Improvement Association Building)	Severn	Anne Arundel	1932, 1955	x		x	Architecture; Education; Social History; Ethnic History (Black); Community Planning & Development		Significant as an example of a Rosenwald School, and as such represents a landmark era in Black education in the period before federal support of local education.
AA-2063		X	Ralph J. Bunch School (Ralph Bunche School, Ralph J. Bunche Community Center, Inc.)	Edgewater	Anne Arundel	ca. 1930	x			Education; Ethnic History (Black)		Significant as one of 15 Rosenwald schools built in the county between 1920 and 1932. Rosenwald schools were the most influential philanthropic force for Black children in the early twentieth century.
BA-2558		X	Randallstown Elementary School (Randallstown School, Randallstown Consolidated School)	Randallstown	Baltimore County	1908, 1926, 1938	x			Education		Significant as a notable example of Baltimore County's support of progressive educational reform ideas circulating in the early part of this century.
BA-1211		X	Rayville School	Parkton	Baltimore County	Nineteenth century			x	Architecture		Architecturally significant as an example of the stylistic impression of the period, embodied in corbeled eaves and decorative belfry and as a picturesque version of a late nineteenth century rural, vernacular school building.
G-V-A-044		X	Redhouse School	Oakland	Garrett	Nineteenth century	x		x	Architecture; Education		Significant for its contribution to the educational development of the rural populace. Also significant as a good example of a late nineteenth century school building.
PG:75A-28	X		Ridgeley School	Capitol Heights	Prince George's	1927	x		x	Architecture; Education; Ethnic History (Black); Social History		The Ridgeley School is significant as an example of a type of school building constructed with the assistance of the Julius Rosenwald Fund. One of four two-teacher, two-room schools constructed in Prince George's County in 1927, the Ridgeley School replaced the "colored hall" or "society hall" in which classes for elementary students were formerly held.
B-4614		X	Rognel Heights-Ten Hills School (Public School #232, Thomas Jefferson Elementary School)	Baltimore	Baltimore City	1925	x		x	Architecture; Education		Significant as a representative of the city's progressive and ambitious building program of the 1920s and for its Renaissance Revival–style finish and functional design.
WI-676	X		San Domingo School (Sharptown Colored School, Prince Hall Masons Unity Lodge No. 73)	Santo Domingo	Wicomico	1919	x		x	Architecture; Education		Historically significant for its association with the education of Black children in rural Wicomico County during the early-to-mid twentieth century. One of seven facilities in Wicomico County financed in part by the fund established by Julius Rosenwald. The building derives additional significance for its architecture, representing characteristics of the first wave of Rosenwald schools, administered through the Tuskegee Institute between 1913 and 1920.
B-3938	X		School #142 (Robert W. Coleman School, Coleman School)	Baltimore	Baltimore City	1903	x		x	Architecture; Education		Significant architecturally as an intact representative of turn-of-the-twentieth-century public school architecture in Baltimore. Historically it is significant that the structure was designed in the office of the municipal Inspector of Buildings, without benefit of a professional architect. This practice, the design of public buildings by City government, was promoted by Mayor Thomas G. Hayes and Buildings Inspector Edward D. Preston, but vigorously opposed by architects, including the local chapter of the AIA. After a few short years, the City relented, resulting in the return of such design commissions to private architectural firms.
HA-1741	X	X	Slate Ridge School	Whiteford	Harford	1912	x		x	Architecture; Education		The school is a good example of a small public building in a rural setting designed by Otto G. Simonson, who was best known for large urban buildings. The school is of important local significance because of its association with the ride and decline of the slate industry and because it is one of the area's rare examples of a building designed by a prominent architect.

MIHP #	NRHP	DOE	Name(s)	Town	County	Year	NRHP Criteria			Area(s) of Significance	Contributing to a District (DOE or listed)	Significance
							A	B	C			
CT-887		X	Solomons School (Calvert Marine Museum Administrative Offices, Solomons High School)	Solomons	Calvert	1925	x		x	Architecture; Education		The establishment of a school in the Solomons community reflects the growth of the town as a major community in Calvert County (Criterion A). The unique style of the school as a Shingle Style and Colonial Revival institutional building reflects a locally inspired variation on the educational architecture of the early twentieth century (Criterion C).
B-3740-3		X	Steuart Hill Elementary School (Steuart Hill Academy and Baltimore Public School Number 4)	Baltimore	Baltimore City	1969	x		x	Architecture; Education	X	Significant for its association with the "open classroom" theory of education and because it embodies the distinctive characteristics of the Brutalist style. It was designed by the architectural firm of Tatar & Kelly Associates, a locally prominent architectural firm who designed many well-known buildings in the style.
PG:85A-26		X	T.B. "Colored School No. 1"	Brandywine	Prince George's	1926	x			Education; Ethnic History (Black)		Significant site in the history of Black education in Prince George's County. Served as a two-room schoolhouse for Black children until 1952, at the time of school desegregation.
BA-3343		X	Towson Senior High School (Towson High School)	Towson	Baltimore County	1949			x	Architecture		Designed by the prominent Baltimore architectural firm, Taylor and Fisher, the school is an early example of Mid-Century Modern school design that was particularly prevalent in the post–World War II era.
AL-III-C-106	X		Union Grove Schoolhouse	Cumberland	Allegany	1905	x			Education		The last remaining one-room schoolhouse on its original site and in unaltered condition, interior and exterior, in Allegany County.
BA-3308		X	Victory Villa Elementary School	Middle River	Baltimore County	1942, 1964	x		x	Architecture; Education		Significant for its role in the history of Middle River and its part on the U.S. combat effort during World War II. Also significant for possessing the distinctive characteristics of the Colonial Revival style.
BA-3305		X	Westowne Elementary School	Catonsville	Baltimore County	1950–1952			x	Architecture		Significant for its Mid-Century Modern architecture.
AA-12	X		Wiley H. Bates High School (Annapolis Colored High School)	Annapolis	Anne Arundel	1932			x	Education; Ethnic History (Black)		Highly significant in the history of the development of public education for Black students in Anne Arundel County. From the time the school was built in 1932 until 1966 when the Anne Arundel County public school system was finally desegregated, Wiley H. Bates High School was the only public school in the county which Black students could attend for a secondary level education.
WA-V-007	X		Wilson School	Clear Spring	Washington	1860	x		x	Architecture; Education		Significant for its association with the early development of education in Washington County. Also significant for its architecture, as a well-preserved representative example of a type of one-room school building typical of rural Maryland in the third quarter of the nineteenth century.
B-1350		X	Windsor Hills Elementary School No. 87	Baltimore	Baltimore City	1926					X	Not individually eligible, but contributes to the Windsor Hills Historic District
PG:87B-34		X	Woodville "Colored School (Knights of St. John Hall)"	Aquasco	Prince George's	1934	x			Education; Ethnic History (Black)		Represents a significant phase in the history of public education in Maryland. The building served as a Black school during the period of segregated education in Maryland's history. It was the second building to serve as a segregated school for the local Black community since Emancipation. Built in 1934 with labor supplied by the Emergency Relief Administration during the Depression, this school replaced an older school (not extant). At the time of its construction, this three-room schoolhouse was the largest rural school for Black children in Prince George's County.