NPS Form 10-900
(Rev. 11-90)

OMB No. 10024-0018

United States Department of the Interior
National Park Service

B-3663

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties or districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to compete all items.

1. Name of Property

Historic name: Eastern High School

Other names/site number: Eastern High School

2. Location

Street & Number: 101 East 33rd Street (33rd and Loch Raven Road) [N/A] Not for Publication

City or town: Baltimore [N/A] Vicinity

State: Maryland Code: MD County: Code: 510 Zip Code: 21218

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [X] nomination [ ] request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property [X] meets [ ] does not meet the National Register criteria. I recommend that this property be considered significant [ ] nationally [X] statewide [ ] locally. ([ ] See continuation sheet for additional comments.)

6-30-00

Signature of certifying official/Title Date

State or Federal agency and bureau

In my opinion, the property [ ] meets [ ] does not meet the National Register criteria. ([ ] See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is: Signature of the Keeper Date of Action

[ ] entered in the National Register.
( ) see continuation sheet
[ ] determined eligible for the National Register
( ) see continuation sheet
[ ] determined not eligible for the National Register
[ ] removed from the National Register
[ ] other, (explain:)

Eastern High School — **Baltimore, MD**
Name of Property — **County and State**

5. Classification

Ownership of Property	Category of Property	No. Resources within Property	
		Contributing	Noncontributing
[X] Private	[X] Building(s)	1	0 Buildings
[ ] Public-Local	[.] District	0	0 Sites
[ ] Public-State	[ ] Site	0	0 Structure
[ ] Public-Federal	[ ] Structure	0	0 Objects
	[ ] Object	1	0 Total

Name of related multiple property listing
N/A

Number of contributing Resources previously listed in the National Register 0

6. Function or Use

Historic Functions (enter categories from instructions)	Current Functions (enter categories from instructions)
EDUCATION/ School	Vacant/ Not in Use

7. Description

Architectural Classification (enter categories from instructions)
Tudor Revival

Materials (enter categories from instructions)
foundation: Concrete
walls: Brick
roof: Metal
other: Trim: Limestone

Narrative Description
Describe the historic and current condition of the property on one or more continuation sheets

[X] See continuation sheet

Eastern High School — **Baltimore, MD**
Name of Property — **County and State**

8. Statement of Significance

Applicable National Register Criteria
(Mark x in one or more boxes for the criteria qualifying the property for National Register listing.)

[X] **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.

[ ] **B** Property is associated with the lives of persons significant in our past.

[X] **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

[ ] **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations
(Mark x in all the boxes that apply.)

[ ] **A** owned by a religious institution or used for religious purposes.

[ ] **B** removed from its original location.

[ ] **C** a birthplace or grave.

[ ] **D** a cemetery.

[ ] **E** a reconstructed building, object, or structure.

[ ] **F** a commemorative property.

[ ] **G** less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance
(Explain the significance of the property on one or more continuation sheets.)

[X] See continuation sheet

Areas of Significance
(Enter categories from instructions)

ARCHITECTURE
SOCIAL HISTORY

Period of Significance
1936-1986

Significant Dates
1936

Significant Person
(Complete if Criterion B is marked above.)

Cultural Affiliation
N/A

Architect/Builder
James R. Edmunds Jr.
Herbert G. Crisp

Eastern High School — **Baltimore, MD**
Name of Property — **County and State**

9. Major Bibliographic References

[ ] See continuation sheet
Previous documentation on file (NPS):
[X] preliminary determination of individual listing (36 CFR 67)
[ ] previously listed in the NR
[ ] previously determined eligible by the National Register
[ ] designated a National Historic Landmark
[ ] recorded by Historic American Buildings Survey #_____
[ ] recorded by Historic American Engineering Record #_____

Primary location of add. data:
[X] State SHPO office
[ ] Other State agency
[ ] Federal agency
[ ] Local government
[ ] University
[ ] Other
Specify repository:
_____

10. Geographical Data

Acreage of property Seventeen Acres

UTM References: USGS Map Scale 1:24 000

	Zone		
1	/18/	/362040/	/4353870/
2	/18/	/362220/	/4354210
3	/18/	/361750/	/4354220/
4	/18/	/361710/	/4354090/

[X] See continuation sheet

Verbal Boundary Description

Eastern High School is located in southeast Baltimore, on a site bounded by Loch Raven Boulevard to the southeast and 33rd Street to the north. The seventeen acre site extends approximately 1120' at Loch Raven Boulevard, 1560' at 33rd Street and 520' at Ellerslie Avenue. The building itself fronts 405' on 33rd Street and 299' on Loch Raven Road. The school building is surrounded by athletic fields, parking lots and open space.

[ ] See continuation sheet

Boundary Justification

Originally, part of a twenty-four acre site in Venable Park bounded by Loch Raven Boulevard and 33rd Street, Eastern High School and its related playing fields and parking facilities are presently associated with approximately seventeen acres of the original twenty-four acre site. As originally intended, the grounds in front of the high school are terraced and covered with grass; at the rear, tennis courts occupy the area inside the school's lateral arms, opening to the gentle slopes of landscaped lawn and the running track to the south.

[ ] See continuation sheet

Eastern High School — **Baltimore, MD**
Name of Property — **County and State**

11. Form Prepared By

Name/title Laura H. Hughes, Andrea Schoenfeld and Simone M. Moffett, Architectural Historians
Organization E.H.T. Traceries Inc. Date January, 2000 (Revised May, 2000)
Street & Number 5420 Western Avenue Telephone (301) 656-5283
City or Town Chevy Chase State Maryland Zip code 20815

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name James T. McGill, Johns Hopkins University
street & number 3400 N. Charles Street telephone (410) 516-9125
city or town Baltimore state MD zip code 21218-2690

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of the Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Eastern High School, Baltimore, Maryland

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SITE DESCRIPTION

Built in 1938, Eastern High School is located in southeast Baltimore, on a site bounded by Loch Raven Boulevard to the southeast and 33rd Street to the north. Originally, part of a twenty-four acre site in Venable Park bounded by Loch Raven Boulevard and 33rd Street, the High School Building and its related playing fields and parking facilities are presently associated with approximately seventeen acres of the original twenty-four acre site. Significant buildings adjacent to Venable Park include the City College to the east, and the Memorial Stadium to the north. As originally intended, the grounds in front of the high school are terraced and covered with grass; at the rear, tennis courts occupy the area inside the school's lateral arms, opening to the gentle slopes of landscaped lawn and the running track to the south.

The building addresses 33rd Street, with secondary entrances at the Loch Raven Road elevation and the south elevation. The building fronts 405' on 33rd Street and 299' on Loch Raven Road. The western leg of the "H' is slightly longer, measuring 332'7". To the north of the building, a parking lot and a grassy incline separate the school from 33rd Street. To the east and west of the school are large asphalt parking lots. Over the years these parking lots have handled overflow parking for events at Memorial Stadium. Post-mounted light fixtures dot the parking lots and drives. Tennis courts are located within the southern courtyard of the H. This area is completely overgrown, and the asphalt courts are cracked and in poor condition. Further south of the actual school building and slightly down a terraced hill is a large level field with a track that is essentially overgrown. The site is bordered to the east, south, and west by chain link fencing. Mature trees grow at the eastern, southern, and western edges of the site. A children's playground is located along the southern edge of the property. In general, the site has been abandoned and neglected for the past fourteen years. Consequently, the grounds surrounding the school are overgrown and have not been maintained.

EXTERIOR DESCRIPTION

The general shape of the building is an "H," with a main lateral section and four projecting wings. The building is three stories in height with a fully excavated ground floor. The school has a steel and concrete frame with red brick cladding set in English bond with limestone trim. The building is presented in the Tudor Revival style, as characterized by the extensive use of brick punctuated by patterned brick panels and diapering; a stylized castellated parapet with a limestone cap; banked groups of windows with cast stone mullions, a limestone casing and irregularly-spaced limestone tabs. Limestone is also employed as a beltcourse between the ground story and the first story and above the second story near the parapet.

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Pointed arches are featured at many of the windows and doorways. Some of the doorways have been infilled with concrete block.

Presently, two entrances service the building: one facing 33rd Street at the middle of the lateral block; another facing Lock Raven Road incorporating the vehicular access via a circular drive. According to the original drawings the 33rd Street elevation was intended as the primary entrance to the building.

North Elevation: The north elevation has an asymmetrical design with a rectangular-block, and a four-story tower near the center of the elevation. Many of the architectural details and fenestration patterns are repeated on the other elevations. The tower has a strong central axis featuring a vertical procession of openings: a large compound pointed arched opening is located at the ground level; a bank of three, two-story rounded arched windows separated by brick pilasters dominate the middle of the tower; a series of six pointed-arched windows edged in limestone are located directly above the two-story arched windows and above a limestone beltcourse. Brick pilasters with limestone caps separate these pointed-arch windows. In the center of the tower is a limestone plaque found in the middle of a low-pitched gabled parapet, a feature that is repeated on all four sides of the tower. Narrow window openings with limestone sills flank these central window openings on the ground, first, and second stories.

The entrance tower is flanked on the west side by a smaller, three-story brick shaft housing stairs on the interior. This smaller tower features a decorative limestone corbel at the northwest corner, and a two-story oriel with narrow windows cased in limestone and separated by patterned limestone spandrels, a typical Tudor Revival style feature. The oriel is roofed in slate shingles. Three small, narrow, round-arched windows are located directly above the roof of the oriel.

The remaining north elevation flanking the tower exhibits a nearly symmetrical fenestration, with a series of segmental arches with limestone sills in sets of two on the ground story separated by brick buttresses with limestone caps. On the first and second stories are banked groups of vertically aligned, rectangular window openings appearing in sets of four. Separating the horizontal banks of windows are spandrels of decorative brick set in alternating herringbone, diagonal, and "X" patterns. The same rectangular window banks comprised of five windows across, wrap around the inside of the projecting wing on the west end of the north elevation. The opposing elevation, inside the east wing, features six two-story pointed arch windows with horseshoe-shaped limestone tracery. The windows are cased in irregular limestone blocks. Buttresses of brick with limestone caps are found in between each window.

The ends of the projecting wings on the north elevation have the same low-pitched gabled parapet and

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limestone beltcourses. The east wing elevation is not punctured by windows; the west wing elevation has a compound pointed arched portal in the center of the elevation and a bank of three windows on each of the second and third floors with limestone casings and a decorative brick spandrel.

South Elevation: The south elevation has a similar fenestration pattern to the north elevation. The top of the tower is visible from this elevation, but it does not break through the facade. The middle section of the elevation has nine bays on the first story and ten bays on the second and third stories. The typical bay resembles the banked groups of vertically aligned, rectangular openings typically appearing in sets of three or five windows. Like the north elevation, decorative brick spandrels appear between the stories. These banked windows appear on the first, second and third stories, and also extend across the entire six bays of the inside of the west projecting wing elevation. The opposite elevation, on the inside of the east-projecting wing, is comprised of seven bays with a two-story brick tower at the south end of the elevation. The first and second stories feature banks of rectangular windows in-groups of three. Stepped limestone hoods appear above each of the first story window banks. Seven slightly rounded arched windows dominate the third story. None of the original windows remain intact. Brick buttresses with limestone caps appear between each vertical column of window openings. The south elevation of the projecting wings generally mirrors the fenestration on the north elevation of the wings. The east wing elevation has two raised chimneys.

East Elevation: The east elevation entrance block has a symmetrical design composed of the following collection of forms telescoping out from the main face of the building: a four-story center shaft that steps back from the exterior face; a two-story, middle block with a low-pitched gabled parapet in the middle; and a one-and-a-half-story block placed in front of the entire ensemble. Tripartite windows are found at the top of the receded tower and directly below, in the middle two-story block. This theme of three openings is repeated in the triple arched entrance portals on the front block at the ground level.

The two areas flanking the entrance are treated differently, indicating a difference in use on the interior (with an auditorium on the north end and cafeteria, locker rooms, and a gymnasium on the south end). The rest of the elevation is comprised of seven bays on the south end and seven bays on the north end. Brick buttresses with limestone accents separate each bay. The fenestration to the south of the entrance consists of seven two-story windows with segmental arches on the first and second stories. Directly below each two-story window, on the ground level, are banks of three windows with limestone mullions. A stepped limestone cap, approximately three feet high, crowns each bank of windows.

The fenestration to the north of the entrance on the east elevation consists of a series of six two-story,

pointed-arched window openings, each with horseshoe-shaped tracery at the top of the window. On the first story, below each two-story window, are narrow rectangular windows with limestone sills. The end bay, at the north end of the elevation, acts as a bookend to the entire elevation with its relatively solid field of brick and a few small windows punctuating the field. The fenestration consists of a narrow one-story window on the second story, with three rectangular windows centered below on the first story.

West Elevation: The west elevation is the least detailed of all the building's elevations. It is sixteen bays wide and dominated by banks of windows in sets of two, five, and seven, with limestone mullions and casings. A raised block feature, three bays wide, is located at the southern end of the elevation. This block, distinguished form the rest of the elevation by its gable parapet has a center bay of seven banked windows on the first, second, and third stories. The center bay is flanked by sets of two banked windows. This block is bookended by two-story smaller blocks with boarded up solarium windows on the first story, according to the original drawings. There are two rounded arched portals on the ground level, near the center of the elevation.

Exterior Elevation General Condition: In general the brickwork is in fair to poor condition. The brick is spalling and missing in some areas, most noticeably near the parapet on the western elevation of the south courtyard. The mortar is also failing in areas. The brick and limestone also exhibit areas where rust has formed adjacent to areas of the metal windows. The brick has suffered severe water damage at the eastern edge and the southeast corner of the northern courtyard. Some portions of the limestone are missing, as at the north end of the auditorium. There is some staining on both the brick and the limestone on all elevations.

INTERIOR DESCRIPTION

The first, second, and third floor plates reflect the H-shaped pattern established on the exterior. The central spine and western leg of each floor are double-loaded corridors with classrooms on either side of the hallway. At the first floor, entrance vestibules at the north edge of the central bar of the "H" and the center of the eastern leg serve as the primary entry points for the building. Originally large locker rooms were open to the corridors near the intersection of the hallways at each floor, but the large openings connecting these two spaces have been infilled with concrete block. The eastern leg of the building is occupied by large, double-height spaces, notably the auditorium and the gymnasium. Spacious entrance vestibules are located at the center of the eastern wing and the center of the northern wall of the central spine.

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Vertical circulation is provided in the form of nine stairways located at the ends of the central corridor and at either end of the western wing.

The ground floor generally follows the same plan as those above. The northern half of the eastern leg is unexcavated, while the southern half originally housed the school's cafeteria. The attic is largely mechanical space, but the roof penthouse, located at the northern edge of the spine of the building originally housed the art room/studio. This space has suffered extensive water damage from roof failure immediately above, and is in extremely poor condition. The wood floors are severely buckled and the plaster walls and ceilings have disintegrated.

When the building opened in 1938, the interior lateral and west wing were occupied by 47 classrooms, storage rooms, locker spaces, teacher's rooms, and other special rooms including a medical suite and a principal's office suite. The auditorium, located in the east wing of the building accommodates a motion picture projection booth, and two dressing rooms. The cafeteria is located in the east wing on the ground floor, and the gymnasium occupies the same space in the east wing of the first floor. The two gymnasium rooms were designed to be flexibly arranged, into one large space. or several smaller spaces with the use of folding partitions.

Originally, the second floor comprised nine rooms, including the library and an adjacent library classroom, six commercial study rooms, two physics laboratories, teachers' rest rooms, and a study hall. The third floor consisted of two standard classrooms, four art rooms, three sewing rooms, one cooking laboratory, one housekeeping suite, one chemistry laboratory, and a lecture room.

General Interior Spaces:

All **corridors** feature floors of terrazzo with a 1x2" ceramic tile border and threshold, and walls of glazed tan brick with a black ceramic tile base. Most of the flat ceilings in the areas of public circulation are covered with asbestos tile.

Irregularly spaced **doorways** line the hallways. These doorways feature flat metal trim painted black and single-leaf doors. Only two or three original doors reflecting the historic appearance of the doors remain in place, and even these have sustained substantial damage. These original doors are flush with nine central lights. In cases where glazing remains intact, wire glass fills these lights. The remainder of the doors to the classrooms are flush wood doors or completely missing the central nine-light motif. The original doors were stained, but have been painted over the years and many are delaminating.

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The **main egress stairs** in the building are metal configured as straight flight, half-turn or double-L. The treads and landings are terrazzo. The risers comprise the exposed metal stair, and have been painted. The walls of the stairways are lined with glazed brick, and the central supports are constructed of metal panels. Simple steel pipe handrails line the both sides of the stairs. The flaking plaster ceilings support suspended light fixtures. At each **stairway** is a pair of multi-light metal doors. These doors are flanked by sidelights. All of the glass in these doors is cracked or missing, and the paint is peeling from the metal. Non-original fluorescent light fixtures hang from the ceilings, and in a few places the school clocks remain. In a few places, non-original banks of lockers lining the hallways remain intact. The corridors, most notably those at the ground floor and first floor, have suffered significant water damage, and vandals have spray painted graffiti in places.

A single elevator is located to the west of the building's main entrance along the central corridor. (north elevation). The existing **elevator** has been haphazardly upgraded and is inoperable. The metal cab has been severely vandalized and the elevator machinery is in poor condition.

Steel **windows** are located at the first, second, and third stories and at the ground floor on all elevations. These windows are configured in a variety of types including sash, awning, and fixed. The classrooms typically feature double-hung sash windows. The specialty windows throughout the building including the auditorium, gymnasium, and entrances have more ornamental windows. Gothic inspired windows are located in the auditorium, and large arched windows are located in the gymnasium. The windows are in fair condition, with some in poor condition. Flaking lead-based paint has led to exposure of some sash to the elements and the steel has begun to rust in places. A large percentage of glass panes are cracked or missing.

The **classrooms** throughout the building feature either glazed brick partitions or plaster walls. Typical classrooms feature wood floors, a simple wood base, and glazed brick or plaster walls. In some rooms a modest crown molding remains in place, but in many cases this molding is missing or obscured by a dropped ceiling. Some of the ceilings of these flanking spaces feature asbestos tile at the original height of the ceiling, but many of the ceilings in these flanking spaces have been dropped with acoustical tile. There are no window casings, but each window features a slate sill. Banks of non-original fluorescent lights hang from the ceilings. Blackboards remain affixed to the walls of many of these rooms. A number of classrooms have sustained water and fire damage. Common problems include buckling of floor members; extensive fire and water damage to wood flooring, spalling plaster, and missing ceiling finishes.

The **heating and plumbing systems** are in deteriorated condition and have been inoperable since the

building was vacated in the 1980s. Fan coil units are located at the perimeter of the building. The current **electrical system** has been haphazardly reconditioned to meet modern use requirements.

On the southern elevation the **mechanical/boiler room** is expressed as a 3 bay x 5 bay 1-story projection beyond the block of the southeast wing projection. The southern elevation of this projection is fenestrated with three pointed arched window openings. Although covered on the exterior, these steel awning windows are in poor condition, with many panes missing or broken. The east and west elevations of the boiler room have several rectangular window openings, a single entrance and a large round-arched window opening. On the interior, the existing boiler room to the south of the cafeteria is a two-story space. A metal catwalk surrounds the room, and large boilers and accompanying mechanical equipment are located in the central space. One entire level is excavated but is currently submerged in water approximately eight-ten feet in depth. The current boilers and mechanical equipment are not functioning.

A systematic and thorough removal of **hazardous materials** will be conducted throughout the building prior to commencement of any construction. This work will include the removal and disposal of PCB ballasts and fluorescent tubes; removal and disposal of lead based paint; cleaning and disinfecting of areas throughout building contaminated by pigeon waste; and discharge/dispose of boiler flood water in accordance with requirements of the City of Baltimore, Department of Public Works, Bureau of Water and Waste Water.

Specific Rooms:

Ground Floor:
The **cafeteria** is a large open space with glazed brick piers. The floors are finished with concrete, and the walls are of glazed brick. A black ceramic tile base skirts the walls. Some of the ceilings feature suspended acoustical tile while others are finished with asbestos tile. Water ponds in some areas of the floor. The walls have been painted by vandals with graffiti, and areas of the ceiling have suffered severe water damage. Asbestos tiles are delaminating, and portions of the suspended ceiling have been removed.

First Floor:
At the first floor, **entrance vestibules** at the north edge of the central bar of the "H" and the center of the eastern leg the ceilings are vaulted and feature flat plaster. The northern entrance doors are separated from the larger lobby area by glazed brick piers with round-arches above. The main entrance vestibule is detailed with exterior brick and the ceiling has a round arch vault. The flanking vestibule spaces have glazed brick walls and vaulted plaster ceilings. The double-vestibule doors are missing, although the

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round-arched multi light transom remains. The larger lobby area features a gentle coved plaster ceiling and glazed brick walls. Portions of the glazed brick western wall in this larger lobby area have been covered. The eastern entrance is separated from the main corridor by a tri-partite grouping of gothic arched doors with multi-light arched transoms. The vestibule is finished with exterior brick and the plaster ceilings are vaulted. The vestibule doors echo the shape and configuration of the exterior entrance doors, but originally were multi-light wood and glass. These public areas exhibit severe water damage and much of the plaster has deteriorated or disintegrated.

Noteworthy rooms at the first floor include the **science labs**, located at the western edge of the building. These labs feature strip wood floors and glazed brick walls. On the western wall are greenhouses that project from the perimeter walls of the building. These greenhouses feature skylights and large banks of windows. The ceilings of the classrooms and labs are covered with flaking plaster, and banks of non-original fluorescent lights hang from the ceilings.

The **auditorium**, a large double-height space, is symmetrically arranged and features a stage and a balcony. Large Gothic-inspired windows delineated with stone tracery line the walls. The proscenium is ornamented with a simple plaster molding, and the apron of the stage features turned colonnettes. Rows of wooden seats fill the main level and the balcony; vandals have destroyed a number of seats. This space has suffered the most significant water damage in the building. The concrete on the first floors is littered with pigeon carcasses and guano. The plaster walls are spalling, and substantial water damage has occurred at the north and south ends of the west wall. Graffiti has been spray painted throughout the room. The ceiling features a shallow vault, which is covered in asbestos tile.

The **gymnasium** has also suffered severe water damage. The gymnasium is a large double-height space that is divided in half by a folding partition. The wood floors have buckled along the west wall of the gym, and the wood planks are deteriorated. The walls feature glazed brick, which has been damaged with graffiti. The ceiling is covered with plaster, and ductwork has been dropped across the ceiling. Recessed circular light fixtures are also applied on the ceiling. Folding bleachers line the sidewalls and backboards are mounted at the edges of the gym.

Second & Third Floor:
At the second and third floors, special rooms include the **library** and several **lecture rooms.** These rooms are finished in a manner similar to the other classrooms with additional features. The library walls support wooden bookshelves; and the lecture rooms have seats affixed to risers, with a lecturer's desk at the front of the room. The wood floors in the library are severely damaged from water and freeze/thaw conditions.

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Large portions of the floor are buckling and additional areas have deteriorated beyond repair.

Roof and Art Studio:
The existing **roof** of the main building is a slight gable membrane roof that has been repaired in places. Although the membrane roof surface is in poor condition, the structure of the roof remains in fair condition. Square shafts pierce the roof and water ponds at the edges of the roof.

The northern entrance tower rises one-story above the main volume of the roof. This slightly gabled attic and penthouse at the northern edge of the building's spine originally served as mechanical space and as **art studios** for the school. Skylights provided additional light to the studios. This space has suffered extensive water damage from roof failure immediately above, and is in extremely poor condition. The wood floors are severely buckled and the plaster walls and ceilings have disintegrated.

General Interior Condition Statement: After years of abandonment and lack of climate controls the interior of Eastern High School has suffered significant deterioration. In the past few years large pools of water have lined the corridors on the first floor, which at times have looked like ice-skating rinks running the lengths of the corridors. Despite this extensive water intrusion, much of the terrazzo flooring in the corridors is in excellent condition. The auditorium shows the most significant damage of any space in the building. Large portions of walls and plaster details are destroyed from water damage. The wood flooring in the second floor library has two foot high buckles and waves, and is beyond repair. The classrooms in general are in good condition. Although several rooms throughout the building have water damage, with resultant floor and plaster damage.

STATEMENT OF SIGNIFICANCE

The evolution of Eastern High School presents an important example of the development of female education in the Baltimore public school system culminating with the construction of the impressive Eastern High School on 33rd Street and Loch Raven Road. The curriculum offered by Eastern teachers was continually revised and adjusted to ensure that the female students were presented a comparable education with the male students throughout Baltimore. From the opening of its doors in 1844, Eastern lead the way in female education revolutionizing teaching, curriculum and school design. Eastern graduates advanced to improve the professional, business, cultural and social life of the city.

When the new Eastern High School building opened in 1938, it represented the latest in educational design and illustrated advanced technological devices and treatments. The use of acoustics for Eastern High School was far more advanced than in any other building erected for the Department of Education. The auditorium, gymnasium, cafeteria, corridors, typewriting rooms, and music rooms all had acoustic treatments. Additionally, the building was wired for central communications, allowing a radio broadcast to be wired through the entire building. The school building was used continuously until 1986 when the students were incorporated into another public school in Baltimore.

Consequently, Eastern High School remains an important innovator and contributor to the history and progress of Baltimore's public educational system. Architecturally, the building on Loch Raven Road and 33rd Street represents advanced educational design and planning featuring progressive technological features, by two of Baltimore's leading early-twentieth century architects. The building's successful construction was a tribute to Roosevelt's New Deal ideals and the realization of the Public Works Administration's goals during the Great Depression.

EARLY HISTORY OF EASTERN HIGH SCHOOL

Founded in 1844, Eastern High School along with it sister school Western High School are Baltimore's oldest publicly supported high schools for girls. Baltimore school board officials established two female high schools - one in the western section of the city and one in the eastern section "because females were more delicate than males and could not attend schools at a remote distance, especially in inclement weather."[1]

[1] 16th Annual Report of the Commissioners of Public Schools, January 5, 1844, pg. 61.

In 1844, the establishment of a public, girls school was a revolutionary concept for School Board Commissioners. The initial entry requirements to the school were stringent, allowing only exceptional pupils who were 12 years old or older, of good moral character and who had successfully passed an entrance exam in reading, spelling, grammar, parsing, geography and arithmetic to gain admittance to the school. The 11-month school year, consisted of long days, with rigid lesson plans, devoted to lectures or reciting, with no physical activity. Subjects offered to Eastern's first pupils included rhetoric, antiquities, elements of natural philosophy, elementary chemistry with lectures, writing and ornamental drawing. Additionally, students were required to wear bonnets and shawls, stiff bodices and long, heavy skirts with pantalets. Despite these difficult conditions a great number of girls eagerly gained admission and completed the work. The first public commencement took place in October, 1853.

Each phase of Eastern High Schools growth and expansion represents an important aspect of Baltimore's teaching and educational development. Eastern teachers and educators continually revised and adjusted Eastern's program. After several years the school day was shortened, and groups of students in long skirts barred an ankle below lace pantalets to do sedate exercises in calisthenics in the classroom aisles. The initial rigid and formal curriculum, was gradually transformed to a more modified course incorporating exercise, languages and the arts. From the opening of its doors in 1844, to the hiring of a female teacher to work with the male teacher in 1847, to the institution of the normal-school courses, to the beginning of teacher training within the school system, Eastern lead the way in female education by revolutionizing teaching, curriculum and school design.

The original Eastern High School opened with 38 students and one teacher on November 27, 1844. Initially, the school occupied the second floor of a new building known as Female No. 3 located at Front and Pitt Streets (now Fayette). Over the years, Eastern High School outgrew their original quarters several times. The school moved into a more spacious building on Aisquith Street in 1852, which accommodated the student body until 1861 when a new building was constructed on the same site. To parallel the growth in Baltimore's population as well as an ever expanding student body the school was relocated to a large, modern facility on North Avenue and Broadway between 1904-1906. This building served the Eastern school community until the completion of the much-needed building on 33rd Street and Loch Raven Road in 1938, which accommodated a student body of 3,393 pupils with 138 faculty members.

The first purpose-built Eastern High School building on Aisquith and Orleans streets was completed in 1870 to the designs of Colonel R. Snowden Andrews. Constructed at a cost of $97,805.70, this building was planned to accommodate 600 pupils and contained the latest heating and ventilation systems. This modern and impressive Italian-villa styled building

advanced the educational goals of Eastern by providing more efficient learning spaces in its first spacious and attractive building. The building was used as a grammar school, when Eastern moved to an even larger school building in 1907.[2] The building was threatened with demolition in the 1980s, but was rehabilitated and converted to apartments.

Constructed between 1904-06, the Eastern High School building on North Avenue and Broadway relieved congested conditions and outdated facilities existing in the Aisquith Street school building. This phase of Eastern's history is important as the new building represented one of the first major school structures in Baltimore to incorporate the new progressive ideals in education in the early years of the twentieth century.[3] At the turn of the century, public education in Baltimore City began to reflect the goals and values of the nation-wide "Progressive Movement."[4] Educational progressivism represented an attempt to improve education and increase the potential of students by providing a more efficient education with expanded roles of the schools and teachers. The reform of Baltimore's City Charter in 1899, resulted in the appointment of its first Board of Education separate from the pressures of local ward politics.[5] The new educational approach was guided by "forward-looking" James H. Van Sickle as school superintendent. He raised the professional standards of teachers and principals, adopted a progressive curriculum, and initiated a major building campaign to move schools from the crowded and poor environment of rented spaces in warehouse structures and inadequate school buildings to better designed and equipped school buildings.[6] The new schools espoused the philosophies of health and productivity, with improved interior arrangements characterized by a series of classrooms ringing an open court to allow maximum ventilation and light.

[2] Informational for the Eastern Female High School located at 249 Asquith Street was based on the *National Register of Historic Places Nomination for Public School #116 or the Eastern Female High School*, May, 1971.
[3] Information for the statement on the Eastern High School on North Avenue and Broadway was based on documentation from the *National Register of Historic Places Nomination for the Eastern High School* (Samuel Gompers Vocational School #298), 1984.
[4] Sweeney, Raymond S. "Public Education in Maryland in the Progressive Era," Maryland Historical Magazine, 1967, pg. 28.
[5] Andrews, Andrea R. "The Baltimore School Building Program 1870-1900, Study of Urban Reform," Maryland Historical Magazine, Vol. 70, 1975, pg. 270-274.
[6] Sweeney, Raymond S. "Public Education in Maryland in the Progressive Era," Maryland Historical Magazine, 1967, pg. 28.

HISTORY OF THE BALTIMORE SCHOOL SYSTEM

In response to the lack of adequate schooling opportunities for the poor of Baltimore, the General Assembly passed an act in 1825 that the Mayor or City Council would be vested with the power to establish a free public school system. The Mayor or City Council had five years to act on the General Assembly's legislation, although initially, little money was provided to implement the new plan. It was not until 1829 that the State of Maryland provided the city of Baltimore with enough money to establish a free public school system. The state, providing approximately $1,000, led the newly appointed Board of School Commissioners to establish a total of four schools in Baltimore. After a difficult search in finding adequate rooms for students in the east and west sections of Baltimore, the public schools were finally opened in 1830. A total of 108 students had enrolled in the new public schools and a tuition of $4 was charged to each student. The commission provided tuition 'scholarships' for any student who was poverty stricken and unable to pay.[7] As the state began to provide enough money for the School Board Commission to properly run the public school system, the tuition charge was eventually dropped and the public schools' influence began to reach children throughout the entire city. In 1844, Eastern High School, along with it sister school Western High School, were established as public schools for Baltimore's high school aged girls.

The Civil War's effect on the schools was readily felt in all aspects of the Baltimore education system. The war caused a "depressing effect on the functioning of faculties, the attendance of students and the general growth of the system."[8] After the Civil War, African-American students were offered the chance to attend 'colored' public elementary and high schools.

Under the administration of Mayor Hayes in 1900, a new City Charter was created as a result of a general reform movement in the city. A School Board, composed of nine members selected by the mayor, was established and the position of Superintendent of Public Instruction was created to oversee the new school reforms. James H. Van Sickle was elected as the City School Superintendent. Power was transferred from individual schools to the School Board which in turn centralized the administrative aspects of the school system. This new system removed political agendas from the classroom and insured that decisions were made for the well being of the school system as a whole. Officials and teachers who were deemed inefficient were fired, professional standards for teachers throughout the entire system were raised, and the quality of school officials began to improve.[9]

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[7] Dorsch, George C., "The Centenary of Baltimore's School," Baltimore Sun, May, 5, 1929, Maryland Vertical File, Enoch Pratt Library.
[8] Ibid., pg. 9.
[9] Sweeney, pg. 29.

A commission was appointed in 1908 by Governor Crothers to study the educational interests of Maryland and to assess a number of different issues within the educational system. A number of reforms were proposed, including the need for additional teachers and additional courses in industrial and agricultural education. A study conducted in 1913 by the Russell Sage Foundation ranked Maryland's School System thirty-sixth in "general efficiency" and forty-sixth in average school attendance. The multiple reports of the deficiencies of the education system in Maryland led to an increased awareness of the woeful state of the system and the need for immediate change.[10] The 1916 State Legislature incorporated a number of the recommendations and also established a minimum salary scale for white school teachers and officials.[11] In order to fully assess the needs of the school system in the near future, the School Board Commissioners arranged for an extensive survey of the entire system to be undertaken. Dr. George D. Strayer, of Columbia University, conducted the 1920 survey and studied the projected student population, need for additional space and subsequent costs related to these building campaigns. As the time of his survey, over 93,000 students were enrolled through the Baltimore public schools.[12]

The Baltimore school system in the 1920s, under the administration of Mayor Howard W. Jackson, had undergone a dynamic change in the development of the system and school buildings. The Jackson administration was devoted to the improvement of the public school system and it was responsible for the expenditures of over $30,000,000 in new school construction and rehabilitation work. A large number of the new school buildings were constructed as a result of the new development in educational theory that was adopted by the Baltimore school system in the 1920s. Traditionally, the school system was divided into eight years for elementary school and four years in high school. The system was altered with the decision to have six years for elementary school, three years of junior high school and three years for senior high school. This change in the school system philosophy created a necessity for an increase in school buildings.[13]

The Baltimore school system had also begun to look at implementing a number of additional courses for students who were in need of guidance beyond the traditional school curriculum. The new programs included a continuing school education for students who did not continue their education through the end of high school and prevocational training program. The continuing school education program was to provide boys and girls who had left school for work the chance to take classes to improve their opportunities in the work place. The proposed program was designed to improve the opportunities for at least, "10,000 (boys and girls) in Baltimore who

[10] Ibid., pg. 31.
[11] Ibid., pg. 41.
[12] "Schools need 488 Rooms, Mayor is Told," Baltimore Sun, 10/2/1931, Maryland Vertical File, Enoch Pratt Library.
[13] 'Extensive School Program Being Carried Out by City is Attracting Attention from all Parts of Country," Baltimore Municipal Journal, 3/10/1927, pg. 3.

should be enrolled in part-time continuation classes of a general nature, or classes which are trade preparatory or trade extension."[14] The prevocational program was designed to provide boys and girls at the age of 13 additional training before the traditional vocational curriculum that was available for students over 14 years old. This prevocational program provided students the chance to test a number of the industrial activities to see if the vocational tract was what they wanted to pursue. This program was also to be provided in the colored schools within Baltimore.[15] The Baltimore school system was designed to provide a number of opportunities to the young people of Baltimore to better themselves as students and to improve the eventual contribution they would make as adults.

Although Eastern High School was influenced by the new curriculum philosophies that were shaping the Baltimore school system, the construction of the new Eastern High School on Loch Raven Road and 33rd Street was not part of the large expenditures and building campaigns of the 1920s. By 1928, Eastern High School had outgrown their building on North Avenue, but authorization for the new building was not legislated until 1935.

SITE SELECTION, DESIGN AND CONSTRUCTION OF EASTERN HIGH SCHOOL

By 1928, the Eastern High School building on North Avenue and Broadway was rapidly becoming inadequate for the existing student body. In May, the president of the Alumni Association headed a delegation making a formal plea for a new school building. School commissioners did not respond or acknowledge the pressing need for additional space until 1935, when public outcry and a survey of the conditions at Eastern prompted them to action. At this critical time in the debate over the necessity of a new Eastern High School, in August 1935, it became known that funds would be provided through arrangement with the Federal Government for a new Eastern High School. It was important to rapidly respond to this infusion of money because one of the conditions of the Federal grant was that the contract be awarded by December, 1935. The Federal grant did not provide funding for the purchase of a site; consequently, a location had to be selected quickly on ground already owned by the City of Baltimore. The City moved to secure the consent of the Board of Park Commissioners to have a site granted in one of the City's parks. The first two choices for the school site was at Clifton Park and Herring Run Park. Both of the neighborhoods around these parks vehemently opposed the idea because they felt the school, "would depreciate the value of their properties and destroy the usefulness of the park."[16] After expeditious discussions, it was finally agreed that the Board of Park Commissioners would turn over Venable Park on Thirty-Third Street opposite Memorial

[14] Ibid, pg. 23.
[15] Ibid., pg. 25.
[16] "Bids to be Opened for Eastern High School," Morning Sun, 1/12/1936, pg. 3.

Stadium. The discussions between the Board and the City happened very quickly amid intense local and neighborhood debate. All suggested locations for the new school aroused ardent local and neighborhood complaints with headlines continually reading, "Opposed as Site for New School."[17] The complaints and the situation became amusing, as suggested by the *Baltimore Sun* article which noted that: "Eastern High site may be in a lake, as civic groups propose the old reservoir be drained in Clifton Park."[18]

Venable Park was named for Major Richard Morton Venable, 1839-1910, a venerated soldier of the Civil War, a philosopher, and lawyer. Major Venable had a long civic career in Baltimore, including serving as a City Council member from 1899 to 1904 and president of the Park Board in 1904. He is credited with contributing to the creation of the Baltimore Park system, including expanding Patterson Park and Carroll Park. The land for Venable Park was purchased in 1907-1908 with funds from a $1 million dollar park loan.[19] Venable Park was dedicated shortly before World War I began, a few years after Venable's death.[20] According to a map from 1912, the park's original boundaries extended from 35th Street to the north, Snowdown Avenue to the east, Gorsuch Avenue to the south and Tinges Lane to the west.[21] Venable Park originally occupied twenty-four acres.

The formal agreement between the City, Board of Park Commissioners and the Board of School Commissioners occurred in October 1935, when Venable Park was officially announced as the site for the new Eastern High School building. Importantly, while the site, landscaped hilltop setting, and campus-like environment of Eastern High School are unique among the majority of Baltimore City Schools, the availability of Federal funding dictated the selection of park lands already owned by the City of Baltimore. Consequently, the new Eastern High School enormously benefited from the need to select parkland already owned by the City. The Venable Park site provided ample space for "the ideal school grounds, which will be so planted as to create a park-like effect."[22] Additionally, the site and setting as landscaped and planned was similar in design to its neighbor to the east, the Baltimore City College. Sited upon a hill, City College was constructed in 1928 on the former estate of iron baron, Isaac M. Cate.[23] City College and Eastern High School are constructed at a hill top with each property sloping towards 33rd Street and Loch

[17] "Opposed as Site for New School," Baltimore Sun, 12/2/1939, Maryland Vertical File, Enoch Pratt Library.
[18] "Eastern High Site May Be in a Lake," Baltimore Sun, 1935, Maryland Vertical File, Enoch Pratt Library.
[19] "Venable Park Site for Schools Urged," Evening Sun, 12/7/1940, pg. 9.
[20] "Man in the Street, Major Venable," Baltimore Star, 12/17/50, Maryland Vertical File, Enoch Pratt Library.
[21] Maryland Geological Society.
[22] R.B. Hull. "School Grounds-Their Planning and Planting." The American School and University-6th Annual Edition, 1933-1934. P.157.
[23] "Erosion 'Eyesore' at City College Annoys Neighbors," Evening Sun, 4/17/1944, Maryland Vertical File, Enoch Pratt Library.

Raven Road. Both schools have a number of athletic fields to the south and an expanse of open land to the north, east and west.

The 107th Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council, outlined the process and formalized the actions of the City of Baltimore and the Board of Park Commissioners upon acknowledgement of the Federal funding:

> In August 1935, it became known that funds would be provided through arrangement with the Federal Government for a new Eastern High School. Action had to be taken quickly because one of the conditions of the Federal Grant was that the contract had to be let by December 1935. There was no money available for the purchase of the site; consequently, a location had to be sought on ground already owned by the City of Baltimore. This made it necessary to secure the consent of the Board of Park Commissioners to have a site granted in one of the parks. After much discussion, it was finally agreed that the Board of Park Commissioners would turn over to the School Department Venable Park on Thirty-Third Street, opposite the stadium. This tract of land comprises about 24 acres. In order that the contract might be let within the time specified, it was decided to use the plans of the new Western High School, altering them somewhat to adapt to the new location.[24]

The contract for the Eastern High School in Venable Park was issued January 29, 1936 for the amount of $1,342,000. The initial contract called for completion of the project by the Fall of 1937 in time for the commencement of the 1937 school year. As designs for the new Eastern building were to be based on the newly completed Western High School, the successor firm of the architects associated with the Western design, Crisp and Edmunds were selected for the Eastern High School Building on 33rd Street.

The cornerstone for the new building was laid in an informal ceremony with school representatives in August, 1936. The cornerstone contents included the names of the faculty and the student body, a copy of the 1936 "Eastern Echo," and a copy of the Eastern High School Handbook.

[24] *107th Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council*, letter to Honorable Howard W. Jackson, Mayor of Baltimore from Forrest Bramble, President, Board of School Commissioners, June 30, 1936. Baltimore, Maryland. p. 2.

THE NEW EASTERN HIGH SCHOOL BUILDING

The new school building was completed, and the student body moved in on February 1, 1938. A complete description of the new Eastern High School building included in the 109th Annual Report of the President of the Board of School Commissioners to the Mayor of the City of Baltimore:

> The new Eastern High School, located at 33rd Street and Loch Raven Road, was finally completed and occupied by the school on February 1, 1938. This building, which was provided in part by P.W.A. funds, represents a very fine example of a modern high school. The facilities provided are of the best and the addition of this building means a great deal for the work in secondary education in our school system.
>
> The total cost up to September, 1938, $1,532,248.10 includes equipment charges amounting to $110,072.16.
>
> The building, which is situated on a knoll in Venable Park comprising a site of some 24-acres, is a very good example of Tudor Collegiate Gothic architecture. It is constructed of red brick with a trim of limestone, giving a tapestry effect which is very pleasing to the eye. The ground in front of the building on 33rd Street and to the east of the building on Loch Raven Road has been terraced and landscaped, while to the rear has been constructed a large running track and several tennis courts. All this area has been graded and landscaped to give a very pleasing appearance and setting for the building. Construction is of steel, concrete and brick, with stone trim, and is in the shape of a large "H", having a main lateral and wings. In the main lateral and west wings are 47 classrooms, storage rooms, locker spaces, teachers' rooms, and other special rooms, including a medical suite, and a principals' office suite. The auditorium in the east wing has a motion picture projection booth and 2 dressing rooms; and (also in the east wing) a complete cafeteria, 2 large gymnasia, with a small corrective gymnasium, together with shower and other facilities. The gymnasium equipment is very flexible. If necessary, the two gymnasiums can be used as one large room. In the case of a basketball game with the court in the center of the room, the folding gymnasium seats, which are normally folded back against the wall, can be easily pulled down and used by spectators. If it is desired to use the gymnasium as two separate rooms, each for accommodation of a teacher and 80 pupils, the folding partition can be easily closed. Each half is large enough for a full-sized basketball court, or, if desired, 2 basketball games can be held on each side of the gymnasium on a court but slightly below standard size; and the equipment is arranged so that it can be brought into service quickly if needed. The flying

> rings and climbing ropes are installed in such a manner that they can be easily pulled aside when not in use.
>
> On the second floor are 9 classrooms, library, and a library classroom, 6 commercial study rooms, 2 physic laboratories, teachers' rest rooms, study fall, and facilities. On the third floor there are standard classrooms, 4 art rooms, 3 sewing rooms, one cooking laboratory, one housekeeping suite, one chemistry laboratory, and a lecture room.
>
> More extensive use of acoustical equipment has been made in this building than in any other building erected for the Department of Education. The auditorium, gymnasium, cafeteria, corridors, typewriting rooms, and music rooms have all acoustically treated ceilings. Although for some years the Department of Education has installed conduits in its new buildings to make possible the ultimate use of central communication, the new Eastern High School was the first building in which this equipment was actually installed with the building. It is possible to send a radio program or broadcast a speech to the entire building or to any parts selected.

In addition, Eastern High School was installed with a "complex automatic heating and ventilating system, keeping every room at an even temperature throughout and constantly replacing stale air with fresh air from outdoors, heated to room temperature as it is drawn in."[25] The glazed bricks used in the interior were a new design feature and the first example of it used extensively in a Baltimore public school building.

The students and faculty quickly settled into their new school surroundings. An article in the Baltimore New-Post described: "The charm of their new school building did not halt classes for the students of the new Eastern High School. It was "business as usual" as teachers and girls reported for their first day's work in the new structure. There was virtually no confusion as the pupils went to classrooms assigned in advance of the transfer activities from the old to the new building."[26]

A 1938 senior found the new school slightly more confusing and exciting with its large floor plan and new acoustic inventions:

> Upon entering the building I discovered so many marvels that I became quite lost in contemplation of them. Soon, however, classes started and I became much more lost in

[25] "Walls to have Ears for Students at Class in New Eastern High School," Morning Sun, 8/14/1937, pg. 4 &18.
[26] "Study as Usual for Eastern High." The Baltimore News-Post, February 1, 1938, Maryland Vertical File, Enoch Pratt Library.

> Eastern's endless halls. I missed the first stairway and was gently reminded that my blue print was upside-down and that I should be at the south end of the building instead of the north. With a dignity befitting a senior I retraced my steps, climbed the stairway, and thankfully arrived at my evasive destination. I opened the door. The class looked strange: the teacher, stranger. Was there nothing familiar in this building?....
>
> When the seventh period finally rolled around, I was sure that I had lost at least five pounds since morning; and, if mathematics and the law of cause and effect held good, I should, I believed, awake some fine morning to find the essential me was not there at all. I was aroused from my cheerful meditations by a phantom voice, saying, "This is Miss Cairnes!" The law of cause and effect was taking its toll rapidly, I decided; but no! The mysterious voice was not coming from the spirit world, as I had supposed, but from the neat little gadget in the front room. Relieved but weary, I sank back into my seat, wondering, "What will they think of next?"[27]

The formal dedication service was held on March 14, 1938, with Superintendent Weglein and Mayor Jackson in attendance. The Student Council worked tirelessly to acclimatize the 2,200 pupils to their new living conditions. New traditions and rules were adopted by the student population in their new setting. Chewing gum in school and the filling of fountain pens in the halls were expressly forbidden activities and the stairways were eventually established as 'up' and 'down' stairs. The grounds of the school to the north, west and south of the building were accessible to the female students during the lunch periods. However, the grounds on the east side or the "Rubicon" of Eastern High School were off-limits to the students due to its close proximity to the grounds of the all-male City College.[28] Eastern and City College did not completely segregate their activities. Many social functions, dances, student council and French club meetings were shared with City College. The assembly at which the City's Little Symphony presented a program for eastern girls was a highly anticipated event every year. Therefore, Eastern retained its traditions as an all-girl school, but enjoyed the benefits of shared events and social functions with City College.

Once settled into their new surroundings "two outstanding issues were taking precedence over all others in the minds of those most vitally interested. These ideas were first, the desire to use to the utmost the many and varied advantages offered by the new school and second, the wish to beautify, the building and its campus wherever possible."[29] Landscaping and the purchase of equipment for the building and grounds continued for several months. The original plans called for the ground in front of the building on 33rd Street and to the east of the building on Loch

[27] Committee of the Faculty, Through the Years at the Eastern High School, pg. 119.
[28] Ibid., pg. 120.
[29] Ibid., pg.121.

Raven Road to be terraced and landscaped, while to the rear facing south a large running track and several tennis courts were to be constructed. All of this area was to be graded and landscaped in an attractive manner, to provide a pleasing setting for the building. The west side of the site was never intended for building and was left intentionally as free as possible to provide parking facilities for stadium events. Unquestionably, this work was not completed immediately as evidenced by the public displeasure over the condition of the Eastern High School grounds which appeared in the *Baltimore Sun* as early as May, 1938:

> The Grounds of City College and Eastern High labeled the "Waste Land" such as T.S. Elliot never dreamed of..With particular reference to Eastern High School grounds the article continues...the municipal supply of sod or good intent, or both seems to have been exhausted...this is true - at least as far as the sod is concerned. The supply gave out on the eastern lawn, long before it reached the sidewalk. However, the remaining space has been seeded, and the recent rains should help matters considerable...unsightly shrubbery on the north side. One area roughly 10 by 50 feet in extent is just so much dead brush and it is littered with paper. The rest of the shrubbery is green and moderately well kept...The southeastern part of the campus looks quite ragged, with a pile of rubbish near the sidewalk and much red clay soil exposed. A new cinder driveway is being laid down in that section, which would explain why the lawn has not yet been extended all the way to the sidewalk... [30]

Securing equipment and beautifying the school continued through 1939. Members of the Eastern community, both active and alumni, worked tirelessly to provide equipment and the latest technological features for the auditorium such as the Hammond electric organ, a sound motion picture machine, stage scenery, new microphones for the stage, and an electronically controlled motion-picture screen. In June, 1939 local sculptor and artist Grace Turnbull, presented the Lizette Woodworth Reese memorial and garden to the custody of Eastern High School. This very special sculpture and garden in memory of Eastern graduate and poet Lizette Woodworth was a source of great pride for the school. Not only had Lizette Reese attended Eastern High School but she had grown up in the Waverly section of Baltimore, in which the new Eastern High School now stands.

MAKING THE MOST OF THE NEW SCHOOL'S ADVANTAGES

Eastern students took full advantage of all their new facilities and space. They enjoyed the well-equipped auditorium, gymnasium and library as well as the ample playing fields, and tennis and

[30] "Eastern High School Grounds." Baltimore Sun. May, 1938, Maryland Vertical File, Enoch Pratt Library.

basketball courts. Eastern students were serious sport enthusiasts. Their beautiful fields and gymnasium allowed them to excel at over nine sports including: badminton, field hockey, golf, archery, volleyball, basketball, cheerleading, tennis and softball. Clubs and special organizations also filled much of the time of an Eastern student, and provided a place for student talent. Over the years clubs were organized including the: Chemistry Club, Computer Club, Dramatics Club, Choruses and Orchestra, United Nations Youth, Folk Singing Club, Yearbook, School Newspaper-The Banner, Literary Magazine-East Wind, Quill and Scroll Society, German Club, S.P.Q.R., Spanish Club, French Club, Oriens Society, Red Cross Club, Future Nurses Association, Future Teachers of America, Griffin Club, Projection Club, Library Club, and Home Economics Librarians.

The auditorium offered enormous opportunities for the students dramatic performances and assemblies. The Class of 1941 were delighted when they realized that the stage was large enough to accommodate real blossoming trees for the performers to dance under during their production of *Once There Was a Princess.*

The Class of 1942 viewed the dramatic possibilities of the campus-like setting with great pleasure, and performed an outdoor pageant on the terraces of the south campus creating an English village green with a Maypole, dance, a tournament and crowning of a village queen.

In 1939 during American Education Week, Eastern High School girls and Baltimore City College boys assumed complete operation of WBAL. Together they produced the first student-written-and-produced program ever to go over a nation-wide network.[31]

In the Spring of 1942 a special Carnegie grant was made available to provide special classes in art and music for students desiring further training in these fields. Over the years Eastern and City College shared grant funding to offer a wider selection of courses, and an interchange of students between the two schools.

Student volunteer efforts were a source of great pride for the entire Eastern community. As a Christmas tradition that never waivered, each class prepared baskets of food, clothing and gifts for families in need throughout the Baltimore community. During the War years, the student efforts were tireless. The volunteer service and fund-raising events were overwhelming. The record for the school year 1942-1943 stood at $153,005.10; for the period from the day after Pearl Harbor to June, 1943, $200,430.10.[32] Eastern girls volunteered in great numbers for jobs with the Nurses Aides, the Canteen Workers, and the U.S.O. hostesses.

[31] Committee of the Faculty, Through the Years at the Eastern High School, pg. 124.
[32] Ibid., pg. 126.

The Class of 1966 provided the support for a foster child in Vietnam. The class contributed a year of supporting their foster child Dinh thi Tui. Other classes provided clothing and personal items.

ADDITIONAL PLANS FOR REMAINING VENABLE PARK LAND

In November 1939, shortly after the completion of Eastern High School, a vocational school for girls was proposed for the corner of 33rd Street and Ellerslie Avenue in Venable Park adjacent to Eastern High School.[33] This portion of Venable Park consisting of approximately 24 acres of land, including the site for the Eastern High School, had been transferred to the School Board under a resolution passed by the Park Board on November 4, 1935. This decision was the source of controversy over the use of the land for playgrounds or for new school buildings. Although the land legally belonged to Eastern High School, many citizens believed that the extra land not used by the high school should be returned to the Park Board.[34] In December 1939, the Park Board voted against the use of the site for the Girls' Vocational School as it would occupy land used for stadium parking.[35]

By May 1940, a portion of the grounds in contention were selected for new softball and baseball courts, including land on the southern side of Venable Park and adjacent to the rear of the Eastern High School.[36] There was serious doubt by City Solicitor, Charles C. G. Evans, that the entire site occupied by Eastern High School was ever legally transferred initially to the School Board. An ordinance was drawn up to clear the title of the land so that the unused portion of Venable Park would return to the jurisdiction of the Park Board, but this ordinance was later recalled.[37] On December 9, 1940, Evans ruled that Eastern High School illegally occupied part of Venable Park. In addition, the vocational school could not be constructed until an ordinance was passed transferring the property to the School Board.[38] Commissioner C. Markland Kelly, a member of the Park Board, was fearful that the School Board would be able to build "in any park where it wants the land. This movement of the School Board must be stopped immediately to prevent the establishment of such a precedent."[39]

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[33] "Venable Park Picked as Site of New School," Baltimore Sun, 11/22/39, pg. 37.
[34] "Venable Park Plan Set For Council Action," Baltimore Sun, 10/6/1939, Maryland Vertical File, Enoch Pratt Library.
[35] "Opposed as Site for New School," Baltimore Sun, 12/3/1939, Maryland Vertical File, Enoch Pratt Library.
[36] "New Play Area at Venable Park," Baltimore Sun, 5/19/1940, Maryland Vertical File, Enoch Pratt Library.
[37] "Venable Park Site for Schools Urged," Evening Sun, 12/7/1940, pg. 22.
[38] "No New School at Venable, Kelly Urges," Baltimore Sun, 12/9/1940, pg. 20.
[39] "No New School at Venable, Kelly Urges," Baltimore Sun, 12/9/1940, pg. 15.

A few days later, the Third District Representatives voted that Mayor Jackson appoint a special committee to study the issue.[40] Mayor Howard W. Jackson declared that the final decision still rested with himself and the City Council; a committee was appointed by the Mayor on December 9, 1940 Evans, the city solicitor, was appointed the chairman of the committee.[41] On January 11, 1941, the special commission ruled that the new Girls' Vocational School could not be built on the unused area of Venable Park next to the Eastern High School.[42]

Areas of Venable Park continued to be used for stadium parking through the 1950s. A bill was proposed but never approved in 1957 authorizing the paving of the parking lot to eliminate dust on the playing fields and provide adequate drainage. Presently, two-thirds of Venable Park is occupied by the Eastern High School building and grounds. City College is located to the east; to the north is the Memorial Stadium; to the south and west are highly developed residential districts.[43]

ARCHITECTS: JAMES R. EDMUNDS, JR. AND HERBERT G. CRISP

Noted Baltimore architects Herbert G. Crisp and James R. Edmunds designed the Eastern High School Building in Baltimore, Maryland. Although in partnership for only nine years Crisp and Edmunds produced numerous large commissions for public and institutional buildings throughout Maryland. Their work for Johns Hopkins University, the YMCA and YWCA and the Maryland hospital and educational systems won them professional acclaim and recognition as authorities on hospital and school design. As one of their earliest commissions, the design for Eastern High School (and Western) is important in establishing the new partnership of Crisp and Edmunds, and for securing professional acclaim for a successful, innovative and well-planned school design.

Prior to forming a partnership, both men had been associated with the office of noted Baltimore architect, Joseph E. Sperry. They had worked early in their careers as draftsmen in Sperry's office and were elevated to partners in 1923. After the death of Sperry in 1930, Edmunds and Crisp, as the two senior partners in the firm, formed a new partnership known as Crisp and Edmunds. Limited funding for the new Eastern High School building compelled the School Board Commissioners to place constraints on expenditures for the design and construction of the new school. Consequently the design for the Eastern High School was to be based on the design by James E. Sperry for the Western High School, completed in 1927. As partners in Sperry's

[40] "Councilmen Fight School Committee," Baltimore Sun, 12/11/1940, pg. 26.
[41] "Special Board Appointed on School Site," Baltimore Sun, 12/9/1940, Maryland Vertical File, Enoch Pratt Library.
[42] "Venable Site Turned Down by Committee," Baltimore Sun, 1/11/1941, Maryland Vertical File, Enoch Pratt Library.
[43] "Time to Call a Halt on a School Board Trick," Baltimore Sun, 2/14/1940, Maryland Vertical File, Enoch Pratt Library.

office, Crisp and Herbert were responsible for much of the design of the Western High School building. They were subsequently commissioned to implement the Western design for the new Eastern High School Building.

James Richard Edmunds was born in Baltimore, Maryland in 1890. He attended City College and the Boys Latin School in Baltimore, and received his formal architectural training at the University of Pennsylvania, graduating with a B.S. in Architecture in 1912. He joined the architecture firm of Palmer, Wyatt and Nolting as a draftsman in 1912, and opened and maintained his own practice from 1915 - 1917. Edmunds was associated with the architectural firm of Joseph Evans Sperry from 1920 until Sperry's death in 1930. In 1930, he formed a partnership with Herbert Crisp who had worked with him in Sperry's office for many years. Their partnership lasted until 1939, when Edmunds once again opened his own practice.

Herbert G. Crisp was born in Fairfield, Maryland, and received an education in county schools and at Baltimore City College. His early professional experience was obtained through an apprenticeship in the architectural offices of James E. Sperry. He worked in Sperry's office for over thirty years, joining Sperry as a junior partner in 1915, and full partner in 1923.

PUBLIC WORKS ADMINISTRATION

Eastern High School is a product of the surge of school building stimulated by the availability, under Franklin D. Roosevelt's New Deal, of federal funding for non-federal projects. The National Recovery Act of 1933 authorized the President to make grants to states, municipalities, or other public bodies for the construction, repair or improvement of any project approved by him, not in excess of 30 percent of the cost of labor and materials employed upon such a project. Its broadly worded mandate included authorization for the President to make loans and grants to states and municipalities for the construction, repair or improvement of public facilities "with a view to increasing employment quickly."[44] The legislation also created the Federal Emergency Administration of Public Works (1935), known more generally as the Public Works Administration (PWA) to administer the numerous new public works programs. Under this program, grants provided by the Government could contribute up to 45 percent of the total cost of the project. Roosevelt appointed Harold L. Ickes, his Secretary of the Interior, to head the PWA in addition to (and separate from) his duties as Secretary.

The construction of the new Eastern High School building was made possible through the grant of Federal funds under the Public Works Administration. Eastern High School was one of five

[44] National Industrial Recovery Act of 1933, *U.S. Statutes at Large* 48 (1933): pg. 195, 202.

major school projects financed within the 1935 federal work-relief program for Baltimore. For the majority of school projects constructed under this program, the Federal government provided forty-five percent of the cost, and the City of Baltimore fifty-five percent. Unlike typical projects and the federal-city funding arrangement, the Federal grant monies were sufficient to cover the entire cost of the Eastern High School building and its fixed equipment. Consequently, no allotment from Baltimore loan funds was required for the Eastern construction program.

During the Depression, school building construction had come almost to a halt. The annual capital outlay per pupil had fallen to $2.24 by 1934 as compared with the average annual outlay of $15.27 in the years 1922-28. Despite a spurt of school construction in the 1920s, the nation's school stock was still suffering from the lack of building during World War I and the early post-war years. The federal funding provided by the National Industrial Recovery Act and the subsequent Emergency Relief Appropriation Acts of 1935 and 1936 reversed the decline in school construction. In 1936, Ickes reported that in the previous two and a half years the PWA had been responsible for at least 75 percent of the nation's school building.[45] PWA funded 5,406 public-school buildings and additions through grants and loans in the first five years (September 1933-October 1938) of its public works program.

PWA did not provide significant architectural guidance on the projects it funded or specify what facilities should be included in school buildings. It examined plans only to ensure that they conformed to certain general construction standards. Plans were developed by the localities applying for loans and grants and the schools built under the program range in style from colonial revival to modern. And yet, PWA profoundly affected school construction of the era. It stimulated the modernization of the nation's school buildings and the consolidation of schools into larger buildings with more elaborate facilities. With the aid of federal funding local districts were able to construct buildings in line with current educational philosophy. As described in a 1939 PWA report, "the complex conditions of modern life" necessitated "a much richer and more varied educational program than formerly." Schools therefore needed "to provide opportunities for work in science, art, music, nature study, shop work, and facilities for play and recreation, dramatics, and motion pictures." The report stated that "in the last quarter century rapid changes in social and economic conditions have necessitated far-reaching changes in the curriculum and program of both elementary and high schools.... [T]hese changes in curriculum are reflected in a demand for buildings that contain not only classrooms but auditoriums, gymnasiums, music rooms, art rooms of various types, science laboratories, libraries, shops, home economics and sewing rooms."[46] Beginning in 1937, after enactment of the PWA Extension Act, the PWA did require school designs to include all practicable protection against fire.[47]

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[45] "PWA and the Nation's Schools," Architectural Record 79, no. 6 (June 1936):pg. 418.

[46] C.W. Short and R. Stanley-Brown, *Public Buildings: Architecture under the Public Works Administration, 1933-39*, New York: Da Capo Press, Inc., 1966, p. xix-xx. [Reprint of volume 1 *of Public Buildings: A Survey of Architecture of*

Eastern High School is typical of schools built with PWA funding. It had a large auditorium (seating 2,200) with a motion picture projection booth and two dressing rooms. The gymnasium could seat 800 spectators or be divided by a partition into two gymnasiums, each large enough for a basketball court or a class of 80 pupils. One third of its 75 classrooms were equipped for special instruction and included music room, four art rooms, three sewing rooms, biology, chemistry and physics laboratories, rooms for typing and other office skills, one cooking laboratory and a library.

PWA funding included time constraints and in the case of Eastern High School these constraints determined both site selection and choice of architect and design. As described by the 1939 PWA report, to "provide immediate benefit in employment and the stimulation of industry, it has been found necessary...to establish a time limit within which all construction under each program must be completed."[48] The Board of School Commissioners learned in August 1935 that funds would be available for the construction of Eastern High School. One of the conditions of the federal grant was that the contract had to be let by December 1935. As the commissioners stated in their annual report, "There was no money available for the purchase of a site; consequently, a location had to be sought on ground already owned by the City of Baltimore."[49] The Board of School Commissioners requested land from the Board of Park Commissioners. The 24-acre site in Venable Park was chosen despite considerable local opposition to the use of parkland. The need for haste also determined the design and choice of architect. As stated in the commission's report, "In order that the contract might be let within the time specified, it was decided to use the plans of the new Western High School, altering them somewhat to adapt them to the new location."[50] The report also noted that, "For that reason, Herbert G. Crisp and James R. Edmonds, who were associated with the architect of the Western High School, were selected as architects for the project."[51]

The federal funding for the Eastern High School was part of a public works grant awarded the City of Baltimore out of the Emergency Relief Appropriation Act of 1935 for a total of 21 public works projects. Two of those were school projects; Eastern High and additions to several elementary schools funded as a single project. The Emergency Relief Act provided for 45 percent of the funding of the 21 projects as a whole but allocations among projects was left to

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Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 with the Assistance of the Public Works Administration, Washington D.C. 1939.]

[47] Ibid., pg. ix.

[48] Ibid., pg..xvi.

[49] Board of School Commissioners, *107th Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council*, Letter to Honorable Howard W. Jackson, Mayor of Baltimore, from Forrest Bramble, President, Board of School Commissioners, June 30, 1936, pg. 2.

[50] Ibid. pg. 2.

[51] Ibid., pg.116

local authorities. Eastern High School was built with federal funds while most of the funding for the school additions came from a Baltimore City school loan fund.

In 1939 the PWA published a report on the projects it had funded. Eastern High School was one of about 60 high schools and junior high schools selected to illustrate "the best and most representative" examples of construction under the program.[52]

EASTERN HIGH SCHOOL: ITS ADMINISTRATORS, TEACHERS, CURRICULUM AND STUDENTS

On the occasion and celebration of the one hundredth anniversary of Eastern High School the Superintendent of Schools David E. Weglein pronounced: "This school has contributed much to the development of the citizenry of Baltimore. It has educated thousands of young women who have done much to improve the professional, business, cultural and social life of the city. In the years to come it is expected that the influence of the school will become even greater. May success continue to characterize its work![53] Eastern graduates from 1938 through the schools closing in the early 1980s have contributed "in all fields open to women; in fact, they have pioneered in fields which have been reluctant to let down bars made by the masculine sex. In law and medicine, art and music, history, science, and philosophy, these girls have delved enthusiastically. They have gone, many of them, into colleges and universities all over the country. When honor rolls have been read, the Eastern High School has come in for her share of honors."[54]

The most notable administrator who guided Eastern from 1929 as the vice-principal and as principal after 1947 was Alice Marquerite Zouck. Ms. Zouck was a native of the State of Maryland and received her early education in the public schools in Baltimore. She was awarded an A.B. degree by Goucher College, a Master of Arts degree by Columbia University and pursued postgraduate work at the University of Paris in France. In attaining her degrees, she focused her studies on Education, English and French. She was tireless in her commitment to advancing academic studies and public education serving as the President of the Public Schools Teachers Association of Baltimore and Chairman, for Maryland, of the Publicity Committee of the National Association of Modern Language teachers. Her 30 year career at Eastern was devoted

[52] C.W. Short, Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 with the Assistance of the Public Works Administration (Washington, D.C.: Government Printing Office, 1939), preface.
[53] A Committee of the Faculty. Through The Years At the Eastern High School. Baltimore, Maryland, H.G. Roebuck & Son, 1944), p.VII.
[54] Ibid., pg. 128..

to the successful development and advancement of Eastern High School as one of the best public high schools in the city. During the 1946-47 school year she participated in an exchange program with a school teacher from London where she became known as the "American French mistress."[55].

One of Eastern's most notable teachers was Baltimore native, Lydia E. Spence. A distinguished member of the History Department, Ms. Spence was actively involved with the topic of history throughout her professional life. Early in her career, Ms. Spence was appointed as the teacher for the Theory of History in the Baltimore Teachers' Training School and was influential in the development of history courses for a number of teachers. She had published numerous articles and pamphlets, including, "The Spence Course of Study in History." Ms. Spence was a decisive member of the committee which developed the New Course of Study in History for the Baltimore Public Schools in 1921-1923. She was the founder of the "Baltimore Youth Historical League," which fostered high-school students' love for local and state history and she was a member of the Teachers' Literary Club's Executive Board. Ms. Spence was extremely dedicated to the continual development of better history courses and her devotion to her students was inspirational.[56] Her influence on Eastern's history students and the students of the Baltimore school system was respected throughout the city.

The curriculum for Eastern High School followed the standard curriculum serving all Baltimore Public Schools. Mathematics, foreign language, science, English, physical education, and history were the core subjects for the women at Eastern. The students at Eastern High School had additional opportunities to improve their home economic and business skills. The new building had a large suite on the top floor of the western wing. The extensive suite included a large sewing room with the latest sewing machines, a sample apartment for instructions in home decoration, and an elaborate kitchen area for extensive instruction in cooking. The kitchen area was divided to allow for classes in vocational cooking and home cooking.[57] Arts and music was an important part of the curriculum to provide the students with a well-rounded education. Along with the laboratories and classrooms were four art rooms, a large auditorium and music rooms to further enhance the classical development of the young women. Radio dramas, dramatic performances and small plays were performed weekly by the students, under the supervision and guidance of the faculty. Business education was an important part of the curriculum and included typewriting, shorthand, and basic bookkeeping. The extensive curriculum provided at Eastern High School assisted in developing women who made notable contributions to the City of Baltimore and the State of Maryland.

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[55] "Reading, Riting, Rithmetic and Reciprocity." Baltimore Sun, June 15, 1947, Maryland Vertical File, Enoch Pratt Library.
[56] Luckett, Margie H., ed. Maryland Women, Volume 2, 1937, pg. 358-360.
[57] "Walls to Have Ears for Pupils at New Eastern High School," Morning Sun, August 14, 1937, pg. 4.

One of the most influential graduates of Eastern High School was Judge Mary Arabian. Judge Arabian, a 1938 Eastern graduate, attended the University of Maryland for her undergraduate and law degrees and entered legal practice in 1945. In 1955, Arabian was the first women to be elected to the Executive Committee of the Junior Bar Association. In 1959, Arabian was the first women to be elected president of the University of Maryland Alumni Association. Arabian served as Assistant City Solicitor in 1959 and served as Assistant Attorney General at the end of 1959. A principal in the firm of Schaefer, Waljen and Arabian, she was appointed to the District Municipal Court in 1961. Three years later, Arabian was appointed to the city's Supreme Bench.

Ms. Frieda Walter, a 1918 Eastern graduate, had gained employment with the United States Fidelity and Guaranty Company immediately after graduation. USF & G, established in 1896, was one of the largest insurance companies in the nation. As a member of the stenographic pool, Ms. Walter worked diligently and soon was promoted within the company. In 1951, Miss Walter was promoted to Assistant Secretary and became one of the first women officers to be named in the history of the corporation.[58]

Helen Curley Tingley, an early graduate of Eastern High School, served the City of Baltimore throughout her adult life. A graduate of Goucher College and Johns Hopkins University, Mrs. Tingley taught biology at Eastern's sister school, Western High School. At the time of her marriage, Ms. Tingley retired from teaching and took a number of leadership positions in various non-profit organizations throughout the city. She served as vice-chairman of Volunteers Services for the Red Cross and as a board member for the Springfield Hospital. In the 1940s, Mrs. Tingley was elected to the House of Delegates for the Third District, Baltimore City. Her victory was decisive and she won by 2,300 votes over her opponent. Mrs. Tingley was an active member in the affairs of Baltimore and she was extremely influential in the city's civic and political affairs.[59]

Mary Elizabeth Barger, a 1934 graduate of Eastern High School, was one of the most influential amateur bowlers in the world. Her bowling career officially begun in 1937 as an enthusiastic participant of a housewives' league in Baltimore. By the 1939-1940 season, Mrs. Barger was playing on a major league team and was ranked 13th by the Baltimore Bowling Exchange and 27th nationally by the National Duckpin Bowling Congress. In only her 6th year of play (1943-44), Mary was ranked the number one player throughout the city. She achieved a number one ranking at the national level in the 1946-47 season. By 1950, Mary held a number of records and an 325-game pinfall average of 119-219. During her career, 'Toots', as she was affectionately called, won the *News American* Tournament, the Colonial Open, the Armistice Doubles, the Orioles Doubles, the St. Patrick's Mixed Doubles, the Pinland Mixed Doubles, the All-Star Qualifying

[58] "Firm Names First Women Officers," Evening Sun, November 29, 1951, Maryland Vertical File, Enoch Pratt Library.
[59] Luckett, Margie. Maryland Women, 1942, pg. 394-395.

Tournament, the United States Classic, the Washington-Dixie Tournament and the Chesapeake Open. In 1961, she was inducted into Maryland's Athletic Hall of Fame and the National Duckpin Hall of Fame. As of 1967, 'Toots' held seven world record including the best season average for individual women. Mrs. Barger's dominance on the bowling alley was unparalleled and her athleticism was recognized at the city, state and national level.[60]

The greatest accomplishment of the teachers and administrators from Eastern High School's was the development of the young students into productive and influential citizens of Baltimore. Whether in the courtroom, on the athletic field, in the board room or at home, the young women were heavily influenced by the lessons they had learned within the walls of Eastern High School.

EASTERN HIGH SCHOOL AND BALTIMORE PUBLIC SCHOOLS

The establishment of the Progressive Movement in the Baltimore School System and the supportive legislation passed by the 1916 State Legislature led to an increase awareness of the need for more schoolhouses in Baltimore City. With the conclusion of World War I and relief from the material and labor shortages that had stymied school house construction in Baltimore, a surge of new schoolhouse construction was planned by the School Board Commissions. Portable schoolhouses had been in use to accommodate the increasing class sizes and parents were urging the city to begin the construction of permanent school houses. Parents had begun to protest the horrendous conditions found in the public schools and many had threatened to keep their children out of school if the city didn't act promptly.[61] These various events provided a catalyst for an aggressive schoolhouse building campaign in Baltimore through the 1920s and the 1930s.

In the early 1920s, the School Board Commissioners and educators of Baltimore focused on a number of issues in regards to the elementary, junior high and senior high schools. In response to recommendations regarding elementary schools, the Montebello School (1922) was constructed as a demonstration center. Its site was chosen for its view of Lake Montebello and its close proximity to parks in the area. The school's design included a large auditorium and gymnasium, and its classrooms could accommodate 1,200 students. A study conducted by the School Board found the number of Senior High School students increased 32% between 1920 and 1923. In order to accommodate this increase and projected increases, the need for new buildings was a pressing issue. "The plans already adopted for new construction will provide some of these facilities, but it is still a fact that no Senior High School buildings are located in southeast, south and southwest Baltimore...Additional buildings will tend to relieve this overcrowding."[62]

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[60] Helmes, Winifred G., ed. Notable Maryland Women, pg. 19-21. (1977).
[61] Benser, W. Morgan. "I Remember the 'Portable' Schools of the Twenties," Baltimore Sun, June 10, 1962, Maryland Vertical File, Enoch Pratt Library.
[62] Baltimore Bulletin of Education, May, 1924, Volume II, No. 8, pg. 116-117.

Northwestern Senior-Junior High School in Forest Park and Northeastern Junior High School in Clifton Park were just two of the school constructed between 1923 and 1924 to help alleviate the overcrowding. A number of elementary schools were constructed as well, including the Robert Poole Elementary School in the Hampden-Woodberry District (1924). The Gwynns Falls Park High School in Southwestern Baltimore was completed in 1925, addressing the lack of high school buildings in this section of the city.

In 1927, Baltimore educators and School Board Commissioners were reflecting on the "great progress within recent years" of the Baltimore public school system. As plans were formulated, every indication was that the School Department would continue its forward progress through the next ten years. The intensive six year building program carried out by the Public Improvement Commission with the cooperation of the School Department was funded by two loans totaling a sum of $21,000,000. During the calendar year 1926 more new school buildings were occupied by the School Department than in any other year in the history of the city of Baltimore. The Roland Park School, located off of Roland Avenue, was placed into service in 1926 and could accommodate approximately 768 students. In January 1928, the new Western High School, located on Gwynns Falls Parkway, opened and provided classroom facilities for approximately 2,500 female students. The four-story, brick school was constructed on 35 acres of land and incorporated a number of athletic fields and recreation grounds.[63] Two months later, City College's new building and campus, occupying 40 acres in Venerable Park, opened its doors for the first time on April 10. The school building's capacity was approximately 2,500 students and its auditorium was the largest in the city. The swimming pool was the second largest indoor swimming pool in the nation and its construction was considered one of the finest in the city.[64]

Unfortunately, the aggressive building campaign during the 1920s did not fully alleviate the overcrowding situation in the classroom. In 1931, the School Board revealed to Mayor Jackson that an additional 488 classrooms were needed for students who were attending classes in 'obsolete' school buildings or portables. A dramatic increase in junior high enrollment, the development of vocational schools and classes for the physically handicapped, and a shift to the suburbs caused the overcrowding conditions to intensify. Since 1920, 52 school buildings had been remodeled or constructed in Baltimore and the school-age population had increased by 35,232 students.[65]

The onset of the Great Depression caused a momentary pause in the aggressive building campaign by the School Board. The school budget had been drastically cut and the system was in danger of losing a number of curriculum installments that had been introduced during the

[63] "New School Building Ready for Students," Evening Sun, 12/26/1927, pg.3.
[64] Leonhart, James C. 100 Years of the Baltimore City College, pg. 123-24. (1939).
[65] "Schools Need 488 Rooms, Mayor is Told," Baltimore Sun, 10/2/1931, Maryland Vertical File, Enoch Pratt Library.

Progressive Movement of the decades before. "To build a modern school system has required a huge building program, a complete revision of courses of study, the raising of qualifications for teachers and other school officers, many reorganizations within the system, the welding together of isolated schools into a unified system, the development of new types of schools...and many other features."[66] Regardless of the budgetary constraints placed upon the school system, the Board recognized that their job was to, "provide for all the children of Baltimore City educational opportunities and facilities at least equal to those afforded to the children of other cities of the United States."[67] Salary cuts, controlled spending and modest planning ensured the system's survival through the Depression.

The new Eastern High School building and the additions to the Brehm Lane School, Highlandtown School, Hampden School and Howard Park School was made possible through a 1935 grant of Federal funds under the Public Works Administration. These five projects were chosen to be completed under the PWA to help alleviate the desperate overcrowding situation in these schools. The Great Depression severely restricted the available funds for capital improvements by the School Board, yet the school-age population continued to increase. Additional grants were provided in 1936 for the construction of 10 more school buildings. The federal money provided for Eastern High School's construction was sufficient to cover the entire cost of the building and its fixed equipment.

THE TUDOR REVIVAL DESIGN OF EASTERN HIGH SCHOOL AND PUBLIC SCHOOL DESIGN AND THEORY IN THE 1920s AND 1930s.

During the 1920s and 1930s, designs for public schools were encouraged to provide "adequate grounds, proper landscaping, and well-built and proportioned buildings (that) may prove as valuable as the subject matter taught in school."[68] School design literature urged that "it would seem more important in these formative years of our youth that we exercise even more care and discrimination in our educational surroundings than in later years."[69]Many articles encouraged associations with "Old World Architecture" explaining that "most of our larger universities have generally adopted a style of architecture handed down by tradition. While there have been well-designed college buildings throughout the country, one cannot say the same of our secondary and elementary schools of our country. Not until fifteen or twenty years ago was there any realization of the educational value of tradition in our school buildings."[70]

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[66] Facts about the Baltimore Public Schools, pg. 18. (1934)
[67] Ibid., pg. 7.
[68] Ibid., p. 167.
[69] Ibid., p. 167.
[70] "Adapting Old-World Architecture to New-World School." School Executive Magazine, January 1936, Volume 5, p.167.

The movement for more comprehensive school planning followed closely with the advances in city planning efforts in the 1920s and 1930s. Importantly, in school architecture "a great advance has been made in the attitude of the public and school men toward the proper housing of school children. Sanitation, safety, and utilization have been improved to the point where many schoolhouses furnish the models which might well be followed in other public and private buildings."[71] It was generally believed that "if school buildings are to contribute to the beauty and attractiveness of communities, they must be well designed and must fit into the general architectural scheme of their immediate neighborhoods. Additionally, a school site should no longer be selected only for the purpose of providing the foundation for a building, but it should be thought in terms of what it can contribute to community attractiveness as well as to recreational and health opportunities."[72] Not only was the importance of the exterior design emphasized, but a beautiful, yet functional, interior was stressed as well. The architectural literature of the 1920s and 1930s promoted schoolhouse interior design to include terrazzo flooring, glazed brick walls, arched entranceways and decorative ceilings. The attractiveness that was being promoted for the presentation of exterior was to be continued in the public spaces of the interior.[73]

School architects began to draw their inspiration from romantic styles, including the English Tudor, Gothic and Jacobean Revivals for two reasons: to establish an association with the impressive collegiate architecture found at many of the country's Ivy League Schools and to respond to architectural developments in urban neighborhoods such as Waverly, Oxford, and Lake Montebello surrounding Eastern. The writings of famed poet Lizette Woodworth Reese described life in the neighborhood in which she grew up and recorded descriptions of the back lanes in the "Victorian Village."[74] Throughout America, public school architecture began to draw from the traditionally English collegiate designs as established in the United States at Princeton, West Point, Northwestern, Harvard and the University of Pennsylvania. These Anglo inspired designs were associated with the educational traditions of Cambridge and Oxford and the feelings of academic excellence.

Many of the publications from the 1920s and 1930s expressed the importance of "integration between general community planning and the location and character of school buildings themselves."[75] Gothic and Tudor Revival styles responded to much of the urban, neighborhood

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[71] "A Program for the American Public Schools." School Executives Magazine, September, 1934; Volume 54 No. 1; p.16.
[72] Ibid., p. 17.
[73] Theisen, W.W., "The Modern School Building," School Executives Magazine, February, 1935, Volume 54, No. 6, pg. 173.
[74] "Poets 'Victorian Village' Peeps Out Over Store Fronts of New Waverly." Evening Sun, May 23, 1940, Maryland Vertical File, Enoch Pratt Library.
[75] "A Program for the American Public Schools." Editorial Review in School Executives Magazine. September 9, 1934. Volume 54, No.1. p. 16.

architectural developments from the 1920s and 1930s. In Washington and Baltimore hundreds of Tudor Revival garden apartments developed conjuring up images of bucolic English villages and cottages. Names were chosen such as "Tilden Gardens, "Tudor Hall", "Hampshire Gardens", "Mayfair" and "Wakefield Hall" that emphasized this perception.

Many of Baltimore's new public schools dating from the 1920s and 1930s responded precisely to these issues, an era in which Baltimore went from "being years behind other public school systems"[76] to "fifth in the country by 1929."[77] In 1927, the *Baltimore Municipal Journal* devoted a whole section to the school system entitled: "Extensive School Program Being Carried Out By the City Is Attracting Attention From All Parts of Country." The article notes that: "Not only is Baltimore blazing the way in methods of instruction, but it also has a most carefully developed building program which has provided a large number of schools that are the most modern type and which provide every facility necessary for efficient work." [78] The resultant schools provided impressive architectural statements such as the Collegiate Gothic City College on Thirty-Third Street, completed in 1928 and the Gwynns Fall Park High School at Gwynns Falls Park, Hilton Street and Hoffman Lane completed in 1925. Impressive Tudor Revival designs included the New Western High School at Pulaski Street and Windsor Avenue completed in 1926, and the addition to he Southern Junior High School Warren Avenue and William Street completed in 1925.

Some of the leading examples of schoolhouse design during the 1920s and 1930s incorporated site planning, curriculum development and the latest technologies in developing the 'modern' school building. The Girls Senior High School in Atlanta, Georgia, sited upon thirty acres of land, incorporated the latest in female curriculum. Its design, similar to Eastern High School, accommodated approximately 2,500 students and included laboratories for the domestic science and household arts. A full-fledged bank was constructed in the building to assist in the teaching of the business education courses.[79] The Boyden High School in Salisbury, North Carolina, incorporated the 'H' design with the gymnasium at one wing and the auditorium at the second wing. The use of the Collegiate Gothic design and its construction on 21 acres of land is similar to the features found at Eastern High School.[80]

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[76] Dr. George Strayer, Columbia University. "Survey of Baltimore School System, 1921." Maryland Vertical File, Enoch Pratt Library, p. 10..
[77] George C. Dorsch. "Centenary of Baltimore's Schools." Baltimore Sunday Sun, May 5, 1929. P. 11
[78] "Extensive School Program Being Carried Out By City Is Attracting Attention From All Parts of Country." Baltimore Municipal Journal, March 10, 1927. P.1.
[79] Sayward, William J. "The Girls Senior High School, Atlanta, Georgia," The American School and University, 1928-1929, Volume 1, 1928, pg. 92-94.
[80] Sayre, C. Gadsden. "The Boyden High School, Salisbury, North Carolina," The American School and University, 1928-1929, Volume 1, 1928, pg. 102-105.

The design, site and setting of Eastern High School present a model school building that responded to much of the school design literature and theory promulgated in the 1920s and 1930s. The exterior design of Eastern High School was executed in a skilled interpretation of the Tudor Revival style. The Tudor Revival style offered the Eastern architects Crisp and Edmund's an architectural vocabulary associated with "Old World Architecture," an association increasingly sought in school design during the 1920s and 1930s.[81] Additionally the landscaped hilltop setting and campus-like environment responded precisely to issues associated with demands for "adequate landscaping and planning of school grounds."[82]

CONCLUSION

The establishment of the progressive and well-equipped Eastern High School for girls in 1844 placed Baltimore at the forefront of women's education across the country. This role continued and culminated with the construction of Eastern's largest and most well-equipped building on Loch Raven Road and 33rd Street. Architecturally, the exterior design, interior planning and landscape setting of Eastern High School represent the ideals in school planning and architecture as espoused in literature on school design in the 1920s and 1930s. The finely articulated Tudor Revival design, and the ample fields and landscaped setting responded to the demands for school architecture to be carefully planned and designed, with sufficient space for athletic fields and landscaping, and compatible with the architectural scheme of the neighboring community.

Importantly, despite significant demands for a new Eastern High School to alleviate overcrowded conditions it wasn't until federal funding in 1935 became available that construction of Eastern High School was made possible. As with many PWA grants time constraints imposed on the use of the federal funds determined both the site selection and choice of architect. Eastern benefited from both these conditions. The site selected in Venable Park provided a hill-top setting of 24 acres, allowing ample room for the large school facility while maintaining the park-like setting. The architectural firm of Crisp and Edmunds succeeded Joseph Sperry upon his death and used the designs for Western High School and improved and modified them for the Venable Park site.

The innovations found within the walls of Eastern High School established it as one of the most technologically advanced educational buildings in Baltimore. The curriculum incorporated all aspects of learning from traditional subjects to areas of home economics, laboratory studies, the

[81] "Adapting Old-World Architecture to New-World School." School Executive Magazine, January 1936, Volume 5, p.166.
[82] "A Program for the American Public Schools." School Executives Magazine, September, 1934; Volume 54 No. 1; p.17.

arts and business education. The faculty were recognized leaders in the field of education and responded to the advanced facilities Eastern provided with vision and understanding that contributed to the success of Eastern students. As described by School Superintendent David Weglein Eastern High School has contributed much to the development of the citizenry of Baltimore. It has educated thousands of young women that have advanced to improve the professional, business, cultural and social life of the city.

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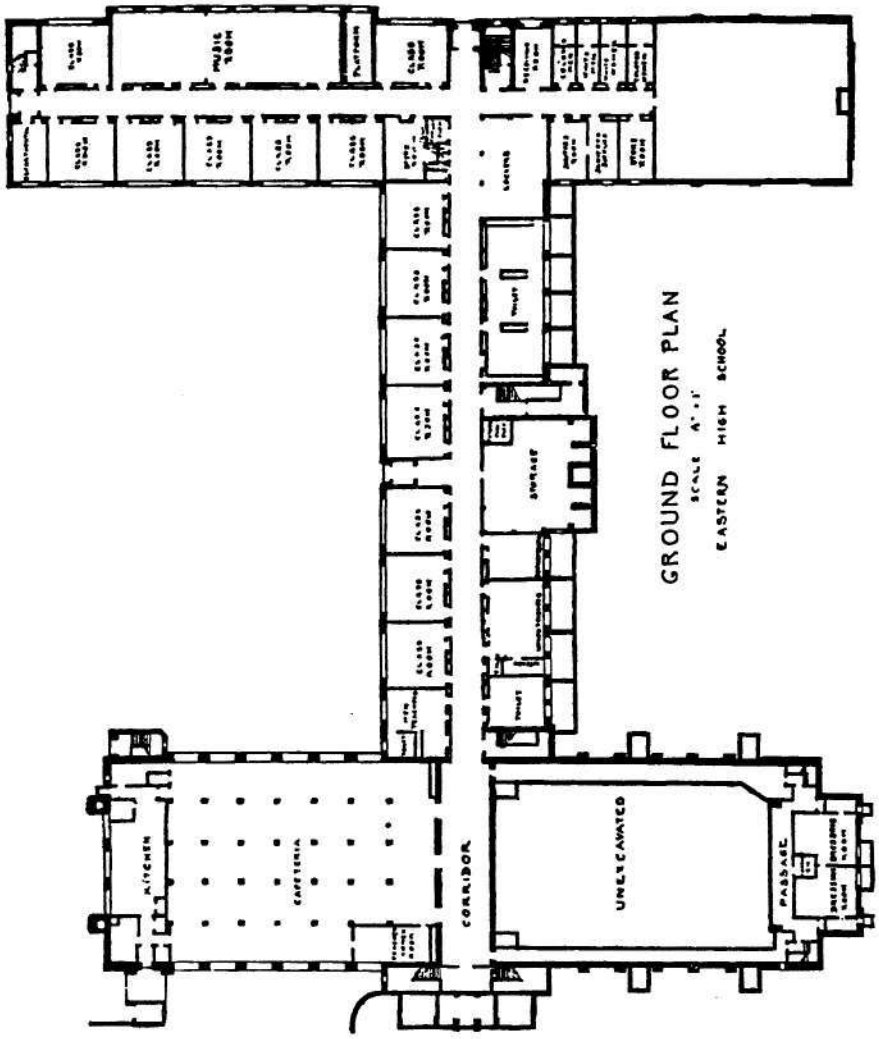

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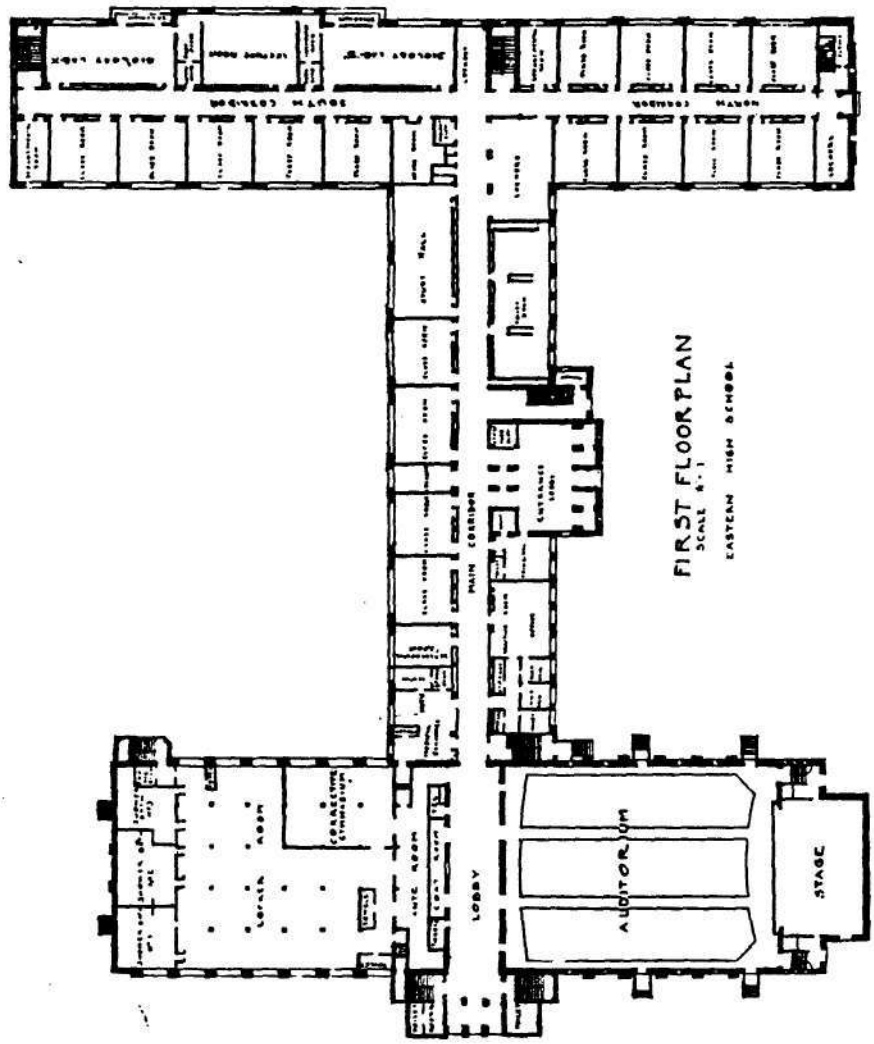

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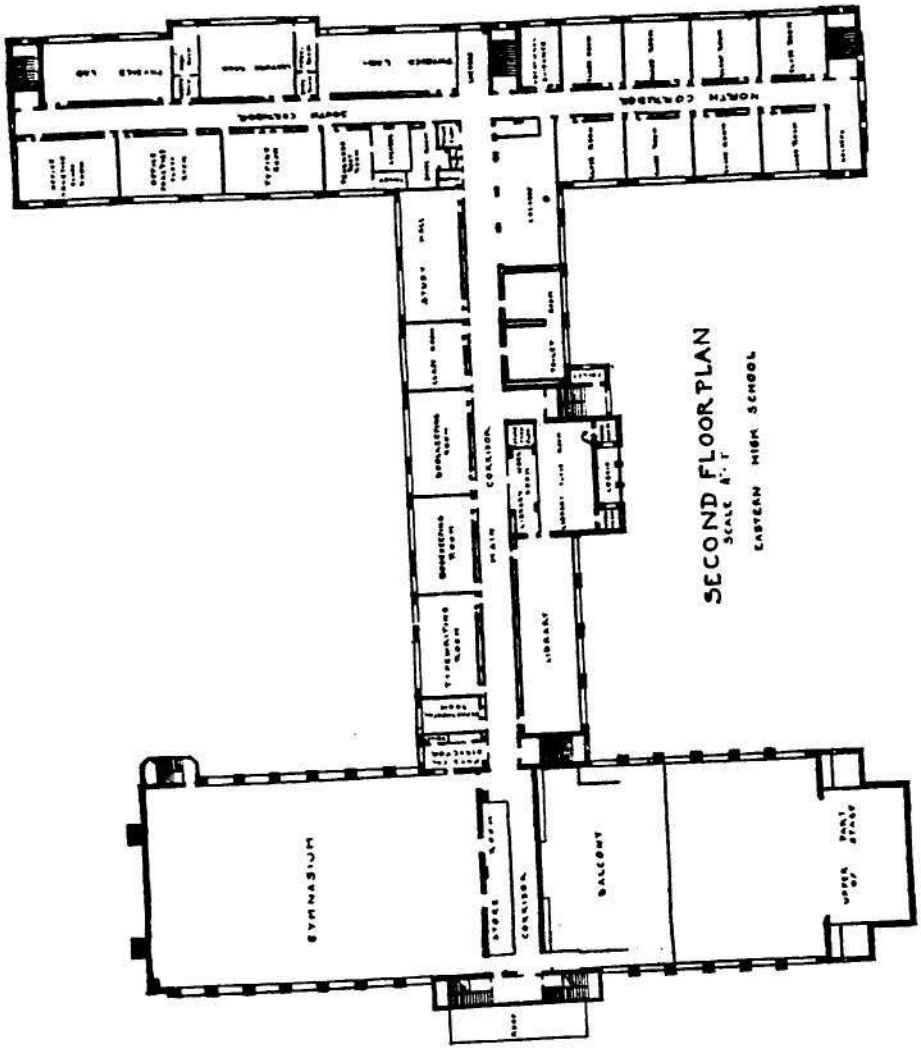

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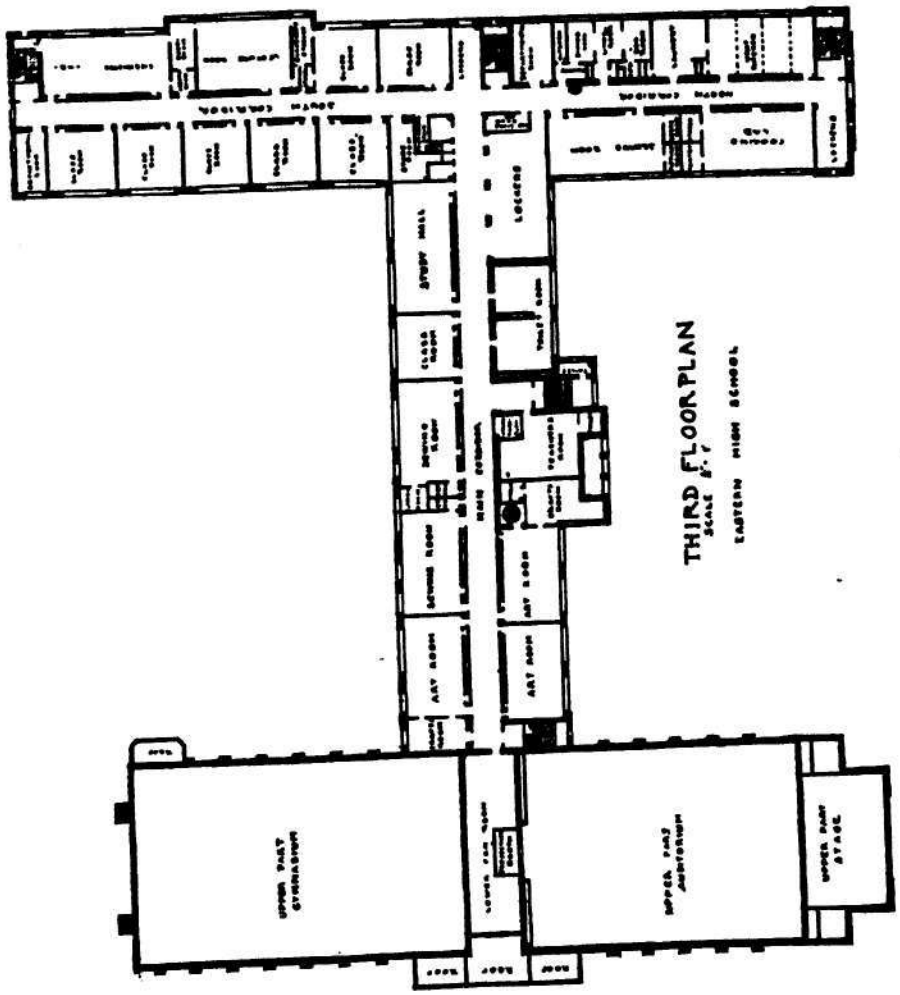

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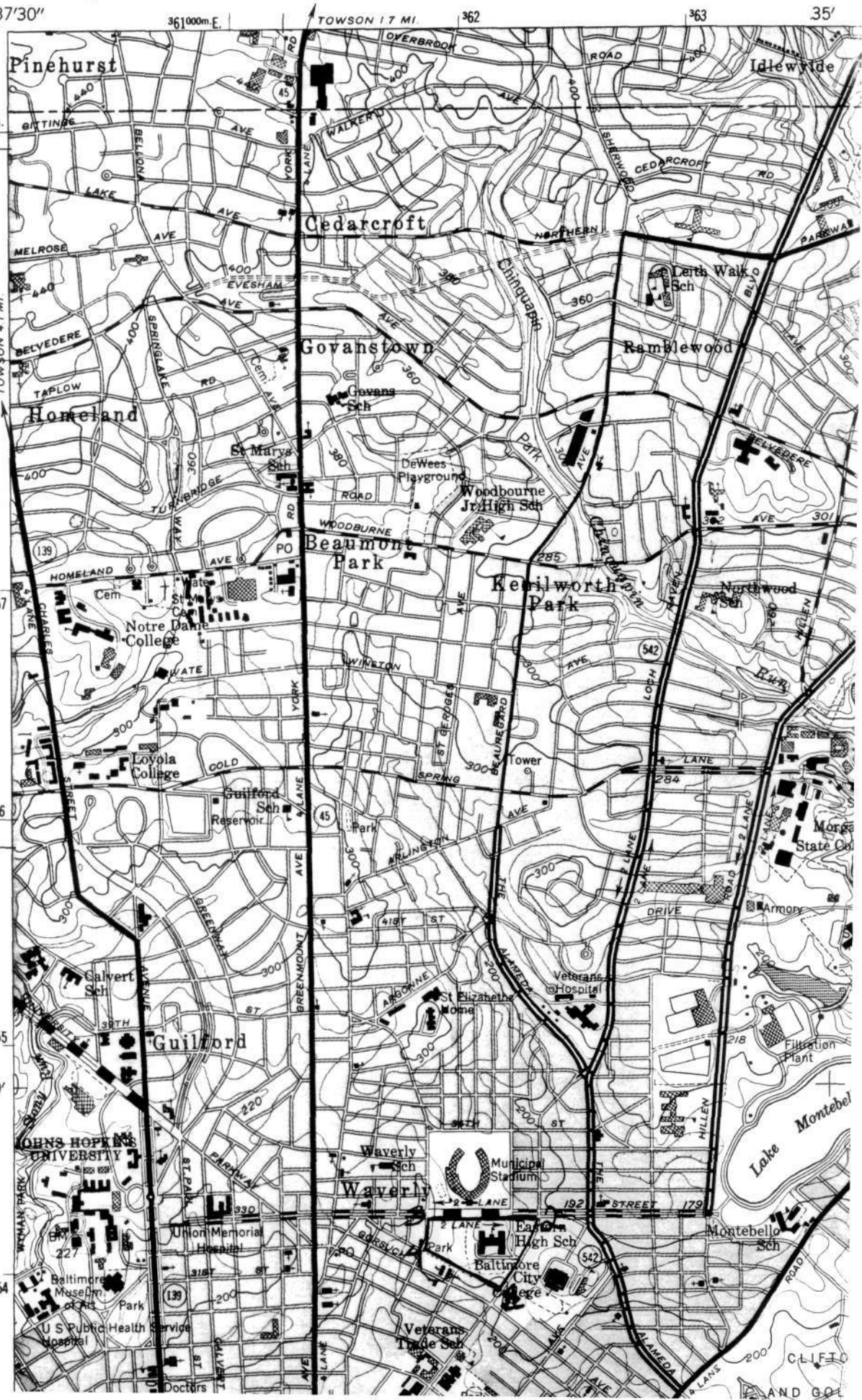

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OMB Approval No. 1024-0018

United States Department of the Interior
National Park Service

lational Register of Historic Places
Continuation Sheet

Section number _____ **Page** _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 0000870 Date Listed: 8/16/00

Property Name: Eastern High School City ~~County~~: Baltimore State: MD

_____
Multiple Name

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

Patrick Andrus 8/16/00
Signature of the Keeper Date of Action

Amended Items in Nomination:

In consultation with the Maryland State Historic Preservation Office, the Period of Significance for Eastern High School is amended. The registration form defines the Period of Significance as ending in 1986, but does not justify this date under the National Register Criteria for Evaluation. The Period of Significance is amended to end in 1950, the 50 year cut-off point.

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Eastern High School
Baltimore, Maryland
EHT Traceries, Inc.
1998
MD SHPO
View of east elevation
1 of 6

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Eastern High School
Baltimore, Maryland
EHT Traceries, Inc
1998
MDSHPO
View of North elevation
2 of 6

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Eastern High School
Baltimore, Maryland
EHT Traceries, Inc.
1998
MDSHPO
View of South elevation
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Eastern High School
Baltimore, Maryland
EHT Traceries, Inc.
1998
MDSHPO
view of west elevation
4 of 6

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Eastern High School
Baltimore, Maryland
EHT Traceries, Inc.
1998
MDSHPO
Detail of North elevation

5 of 6

B-3663
Eastern High School
Baltimore, Maryland
EHT Traceries, Inc.
1998
MDSHPO
Detail of windows at east elevation
6 of 6