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A Plan for PS103 – Thurgood Marshall's Elementary School

Prepared for the Mayor's Commission on Former PS103 under the auspices of the Baltimore National Heritage Area











Point Heritage Development Consulting Tallahassee, FL

A Plan for PS103 – Thurgood Marshall's Elementary School

Project Summary

In 2008, the City of Baltimore embarked on a project to rehabilitate Public School 103 (PS103), the Henry Highland Garnet School. The school, built in 1877, sits at 1315 Division Street in the Upton community of West Baltimore. Among the thousands of children educated in the building in its century as a public school is Thurgood Marshall, the nation's most renowned civil rights lawyer and the first African American Supreme Court Justice.

The City's vision for the school includes sharing Marshall's story with the public. The roots of what Marshall would achieve lie deep in West Baltimore, where there exists a proud legacy of the legal struggle for civil rights. PS103 is a tangible connection to this nationally significant story. The school sits at the heart of the community that shaped Marshall. It represents his first exposure to public education, a system upon which he would have a profound impact. Finally, the school witnessed the dramatic change that our society experienced in the 20th Century as desegregation helped us grow into the ideals set forth at our nation's founding.



PS103, the Henry Highland Garnet School, at 1315 Division Street

In recognition of this history, the City of Baltimore established the *Mayor's Commission on Former PS103—Thurgood Marshall's Elementary School* to chart a course for the future of the school building. The PS103 Commission, with assistance from the Baltimore National Heritage Area, began working toward the creation of an interpretive center that will contribute to education and heritage tourism in the City.

Guiding Principles

The plan for PS103 is based on substantial public involvement. Interviews with 45 individuals representing more than 30 organizations, public meetings, and workshops on community history led to the development of five principles to guide the future of the historic school.

These five principles include:

Thurgood Marshall
Marshall is a nationally significant figure whose accomplishments on behalf of all Americans will be shared with the public at PS103. The building will illustrate Marshall's story, including the legal and social roots of the community in which he was raised.

Community
The historic school will continue to serve the community in which it sits. While not all of the building will be public, there must be community access to at least a portion of the rehabilitated PS103.

History
PS103's future function will be compatible with its significant history. As part of this, an exhibit will share the stories of West Baltimore's evolution, Thurgood Marshall and other people and organizations connected to PS103, and Baltimore's civil rights legacy.

Education
PS103 will continue to provide education in Baltimore. Education is a way to aid the surrounding community, whether through a facility that serves residents directly or one with a function that brings role models from different walks of life into the community.

Sustainability
PS103 will be economically sustainable.

Three Reports, One Plan

The PS103 Commission oversaw the development of three interrelated studies that will guide rehabilitation and interpretation of the historic property–a Historical Study, a Historic Structure Report, and an Interpretive Plan. Together, these three reports comprise a long-range plan for the future of PS103.



A busy classroom in PS103 in the 1950s
Courtesy of Danny Marrow

Historical Study

The Historical Study outlines the major stories associated with PS103—the life of Thurgood Marshall, the history of PS103, and Baltimore's struggle for civil rights.

The document identifies where and how these stories are being told, a first step in assessing the opportunity to interpret these topics at PS103. The report provides information for further study of the topics, especially for identification of primary materials for interpretive exhibits and media. The report also includes 30 individual oral histories on the topics above and an inventory of and preliminary recommendations for the contents remaining in the building.

Thurgood Marshall
Marshall was a brilliant lawyer who led the charge to defeat racial segregation in education. He later became the first African American to sit on the Supreme Court. His belief in education and the law was forged in Baltimore, his native city. State and national archives hold collections that chronicle his entire career. At present, no interpretive facility tells his story comprehensively.



Marshall as a young attorney for the NAACP, taken between 1935 and 1940

PS103/Henry Highland Garnet School
The school, designed by George Frederick, was built in 1877 for West Baltimore's white immigrant population. In 1911, it became an African American school, earning a reputation as one of the city's finest. In the early 1970s, PS103 closed and the Upton Planning Committee occupied the building. Oral histories and school board records provide primary sources on PS103.

Baltimore's Long Civil Rights Legacy
Baltimore's civil rights legacy stretches back over 200 years. Trends that remain constant in this history are leadership of the churches; the importance of West Baltimore's middle class families, institutions, and individuals; and use of law to combat racial inequality. Newspapers, area churches, state repositories, and oral histories offer key primary sources.

Historic Structure Report

The Historic Structure Report chronicles PS103's architectural history and community context, as well as makes recommendations for rehabilitation of the structure in accordance with the *Secretary of the Interior's Standards for the Treatment of Historic Properties.*

The school bears national significance in its association with Thurgood Marshall, who attended 1st through 8th grades (1914-1921). PS103 is where Marshall became familiar with the Constitution of the United States, the document whose ideals guided him throughout his illustrious career. The school is a landmark in the midst of Marshall's formative world—West Baltimore, where religious, civic, political, and business leaders laid important groundwork in the legal battle for civil rights. Because Marshall's greatest achievement is closely tied to education—the desegregation of our nation's schools through the Supreme Court victory in *Brown v. Board of Education* (1954)—and because Baltimore played a major role in advancing this cause, PS103 is the ideal place in which to tell this important American story.

The rehabilitated school will provide a connection to the past with a restored façade and an interior that recalls memories of busy classrooms. The school will serve future generations with engaging exhibits and the use of public space for purposes that will add an element of continual change at the site. In addition to public space, a large portion of the building would function as private offices for a non-profit organization or small business, thereby providing a sustainable use and daily activity in the building.



PS103 in the 1950s



Lillie Mae Carroll Jackson (right), influential president of the Baltimore City Branch of the NAACP, 1935 to 1970

Interpretive Plan

The Interpretive Plan sets forth recommendations for sharing the stories of PS103 with local, regional, and national audiences. The plan provides a thematic, and programmatic approach for exhibits and other interpretive media at the historic school. Interpretation will complement the building, the Upton neighborhood of West Baltimore, and other heritage education and tourism efforts in Baltimore.

The interpretive plan includes information on existing conditions for the site, such as stakeholder priorities, context, audience needs, and travel trends. It describes goals for visitor experience, resource stewardship, interpretation, and education. Finally, the plan offers recommendations on how to achieve those goals through facilities, interpretive media and programs.

Interpretive Themes

Exhibits and other media will present the following five themes:

- Baltimore native Thurgood Marshall dedicated his life's work to ensuring equal rights for all Americans.
- Baltimore provided the legal foundation for our nation's civil rights struggle.
- In past and present, the African American community of West Baltimore has played a notable role in Baltimore's history.
- PS103 was one of the city's most respected African American grammar schools from 1911 until it closed.
- Public schools were legally segregated by race until 1954, when Thurgood Marshall won the Supreme Court case *Brown v. Board of Education.*

A Special Place

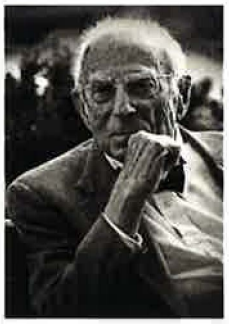
The plan provides for a balance among maintaining the building as a historic structure, having sufficient interpretive areas in which to tell a compelling story, and providing flexible space for community events and education enrichment programs. Exhibits will not overpower the interior view of the historic architecture, because the architecture provides an important sense of place for the stories, grounding them in a particular location and time.



The first integrated class at Baltimore's Public School No. 99, 1954



Marshall and his fellow justices during his first term on the United States Supreme Court, 1967



Walter Sondheim, Jr. President of Baltimore's Board of School Commissioners, a leader in school integration in 1954



Looking Forward

The PS103 planning project established a framework within which redevelopment should occur. The three reports that comprise the plan provide guidance for the rehabilitation and interpretation of the building and identify potential partnerships that will contribute to carrying out the plan.

In addition, the Management, Financing, and Phasing section appended to the Historic Structure Report sets forth possible scenarios for redevelopment that will help to create ownership, partnership, and funding structures to serve the property going forward. The Mayor of the City of Baltimore has reviewed the recommendations offered by the PS103 Commission, and the Baltimore Development Corporation has agreed to provide leadership for the redevelopment of the property under the principles established by the PS103 Commission.

The plan clearly demonstrates that the rehabilitation of the historic school is an important project for Baltimore. The redevelopment of PS103 will have a profound impact on the future of the Upton neighborhood. The facility will engage visitors and residents alike, and the rehabilitation of the historic school will serve as an inspiration and a catalyst to bring life back to the many vacant properties in the surrounding area.

Moreover, PS103 will provide a historical experience that is meaningful for the residents of Upton, the citizens of the city, and our nation as a whole.



Thurgood Marshall's high school graduation picture at age 17

Courtesy Supreme Court Historical Society



Children at play in front of PS103, 1934-1935

Courtesy Enoch Pratt Free Library

Mayor of the City of Baltimore
The Honorable Stephanie Rawlings-Blake

PS103 Commission

Co-Chairmen

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John "Jake" Oliver *CEO, Afro-American Newspapers*

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October 31, 2010

Report to the Mayor's Commission on Former P.S. 103 - Thurgood Marshall's Elementary School

Historical Study



Report prepared by:
POINT•Heritage Development Consulting, *Tallahassee, FL*

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Learning and Law: Thurgood Marshall, PS 103, and the Legacy of West Baltimore

A Historical Study

Background

In 2008, The City of Baltimore embarked on a project to rehabilitate Public School 103 (PS103), the Henry Highland Garnet School. The school, built in 1877, sits at 1315 Division Street in the Upton community of West Baltimore. Among the hundreds of children educated in the building in its century as a public school is Thurgood Marshall, the nation's most renowned civil rights lawyer and the first African American Supreme Court Justice. The City's vision for the school included a place to share the story of Thurgood Marshall with the public. His story is grounded in the city of his birth—the roots of what Marshall would achieve lie deep in West Baltimore, where the legal struggle for civil rights and the emphasis on education began long before his birth. PS103 is a tangible connection to this nationally significant story—the school sits at the heart of the community that shaped Marshall; it represents his first exposure to public education, a system upon which he would have a profound national impact; and it witnessed the dramatic change that our nation experienced in the 20th Century as we grew into the ideals set forth at our founding.

In recognition of the importance of this history, the City of Baltimore established the *Mayor's Commission on Former PS103—Thurgood Marshall's Elementary School* to chart a course for the future of the school building. The PS103 Commission, with assistance from the Baltimore National Heritage Area, began working toward the development of an interpretive facility that could contribute to education and heritage tourism in the City. The PS103 Commission oversaw the development of a long-range plan for PS103 comprised of three interrelated studies undertaken to guide rehabilitation and interpretation of the historic property. Point Heritage Development Consulting led the current planning effort, which includes a Historical Study, a Historic Structure Report, and an Interpretive Plan.

Planning Components

This document represents the Historical Study, the first of the three components. The Historical Study outlines the major stories associated with PS103—the life and accomplishments of Thurgood Marshall, the history of PS103, and the legacy of Baltimore's struggle for civil rights. The document identifies where and how these stories are being told, a first step in assessing the opportunity to interpret these topics at PS103. The study also provides information to enhance further study of the topics, especially for the identification of primary materials that can be used to create interpretive exhibits and media. In addition, the Historical Study includes the collection of 30 individual oral histories on the topics above, and an inventory of and preliminary recommendations for the contents remaining in the building.

The second component is a Historic Structure Report, a study that chronicles the building's architectural history and community context, as well as makes recommendations for rehabilitation of the structure in accordance with the Secretary of the Interior's *Standards for the Treatment of Historic Properties*.

The third major component of the project is an interpretive plan that includes a thematic, and programmatic approach for possible exhibits and other interpretive media at the historic school.

All aspects of the project were heavily informed by the involvement of the public and individuals and organizations that have a direct or indirect stake in the future of PS103.

Common Concepts

Planning for PS103 has been guided by the identification of five common concepts that arose from public and stakeholder participation in the initial phase of the project. Found in their entirety in the *Stakeholder Findings and Architectural Survey* report, these concepts are summarized below:

- **Thurgood Marshall**
  Marshall is unanimously recognized as the nationally significant figure whose accomplishments on behalf of all Americans need to be shared with a public audience. While people feel that it is important to share Marshall's story, they also want to illustrate the legal and social roots of the community in which he was raised.

- **Sustainability**
  The historic property must be economically sustainable. All people accept an exhibit function for the building, but recognize that a private/non-profit stand-alone museum is likely not a feasible option.

- **Community**
  The building must serve the community in which it sits. While not all of the building needs to be public, there should be community access to at least a portion of a rehabilitated PS103.

- **History**
  PS103's future function must be compatible with its historic significance. This includes having an exhibit that will share information on the evolution of West Baltimore, the people and organizations historically connected to PS103 (especially Marshall), and Baltimore's civil rights legacy.

- **Education**
  PS103 should continue to make a contribution to education in Baltimore. Education is a way to aid the surrounding community, whether through a facility that serves residents directly or an educational function that brings role models from different walks of life into the community.

Thurgood Marshall

Thurgood Marshall stands tall among the most influential Americans of the 20th century. From the beginning of his career as an attorney in Baltimore through the end of his service on the highest court in the land, Marshall made our nation live up to the ideals of freedom and equality upon which it was founded. He is best known as the lead counsel for the landmark school desegregation case, *Brown v. Board of Education* (1954) and as the first African American Supreme Court Justice. Marshall's life, and his life's work, began in Baltimore—it is the city where he was born, where he began his public education, and where he won his first civil rights cases as a young attorney. The following pages include a biography of Marshall with an emphasis on his early years in Baltimore; a timeline that charts significant events in his personal and professional life; and a description of the resources and interpretation available to scholars, school children, and the general public.

Biography

Thurgood Marshall was born on July 2, 1908, at 543 McMechen Street in the Upton community of West Baltimore. He was the son of Norma Arica (Williams) Marshall, a schoolteacher, and William Canfield Marshall, a railroad porter and head steward at a white country club; he followed an older brother, Aubrey. Thurgood's grandparents on both sides owned grocery stores in the community—one at the corner of Dolphin and Division Street, and the other with a house and store on Orchard Street and a larger store on Denmead Street.[1] Aside from two years during Marshall's early childhood that his family spent living with relatives in New York, the Upton community defined Marshall's formative years. Three of his childhood homes, his grandparents' grocery stores, PS103, St. Katherine's Episcopal Church, and the Colored High and Training School were all located in close proximity to one another.

Education and the law are influences that can be identified in Marshall's life from his earliest days. His mother, aunt, and grandmother were all college graduates and schoolteachers. His mother's education had been interrupted to raise a family, but during his childhood she finished her degree and began working as a teacher.[2] There are several biographical and oral historical accounts of Marshall following his father's interest in legal affairs, attending trials, and arguing issues at the dinner table[3]—a seemingly logical source for the passion that Marshall exhibited throughout his career. However, perhaps his passion had a deeper source than his father's interest, or perhaps his father's interest was attributable to greater forces in the community in which the Marshalls lived. West Baltimore in the last quarter of the 19th century and the first quarter of the 20th century was an important source of religious, civic, and legal leadership in African Americans' struggle for civil rights.

The West Baltimore community in which Marshall was raised was nearing the end of its transition from a predominately German/Jewish community to a predominately African American one. Professionals, merchants, and laborers contributed to the composition of a multi-racial, multi-class environment. Churches whose leadership fueled the drive for equality

[1] Williams, Juan, *Thurgood Marshall: American Revolutionary* (New York :Three Rivers Press, 1998), 15-39.
[2] Williams, *Thurgood Marshall: American Revolutionary*, 175.
[3] e.g. Williams, *Thurgood Marshall: American Revolutionary*; Kluger, Richard, *Simple Justice* (New York: Alfred A Knopf, 1976); Tushnet, Mark V., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences* (Chicago: Lawrence Hill Books, Chicago Review Press, 2001).

during Marshall's childhood, as well as the law practices and homes of significant African American attorneys and civic leaders, were key features of the urban landscape of Marshall's youth. The congregations of Bethel A.M.E. on Etting Street and Sharp Street Memorial United Methodist's at nearby Dolphin and Etting were founded out of a schism in the Methodist Church over the issue of segregated seating. Later, Sharp Street Memorial United Methodist Church served as the home of the Baltimore City Chapter of the NAACP following that organization's establishment in 1912. Union Baptist was under the leadership of Rev. Harvey Johnson for 50 years, until 1923. Rev. Johnson led the establishment of the Mutual Brotherhood of Liberty, which paved the way for many civil rights accomplishments, including opening the door to African Americans in the Maryland Bar Association.[4]

Many notable figures practiced at the Maryland bar during this time period, and the legal profession and civic leadership were closely knit in Baltimore. Attorney Harry Cummings became the first African American to serve on Baltimore's city council in 1890. He shared a practice for a short time with Warner T. McGuinn, who—along with George McMechen and Ashbie Hawkins—successfully overturned residential segregation laws, first in Baltimore and then nationwide (1910 to 1917). The *Afro-American Newspaper* was established in 1892, and early in that publication's existence the Murphy family began to use its powerful voice in advancing the rights of Baltimore's African American citizens.[5] For brevity's sake, the men mentioned here are but a few of the individuals whose prominent leadership shaped the world that shaped young Thurgood.

"Jim Crow" segregation laws, upheld in the 1896 U.S. Supreme Court decision *Plessy v. Ferguson*, held sway over many aspects of public life in the nation. Accordingly, Marshall attended primary and secondary school in Baltimore's segregated public education system, and continued his post-secondary education in two reputable African American institutions. He entered 1st Grade at PS103 in 1914 and attended school there through the 8th grade, moving ahead a year in the 7th grade. In 1921, he began high school at the Colored High and Training School, where he graduated in 1925.[6] Although Marshall finished at the old high school, a new school was built to replace it in 1923, and it opened as Frederick Douglass High School the year Marshall graduated. It is challenging to glimpse the man Marshall would become in the fragmented history left to us from his early years. He earned a reputation as an indifferent student with a penchant for mischief in elementary and secondary school. A common story, oft repeated but difficult to verify, is that he was punished at school by being sent to the basement and memorizing the U.S. Constitution, opening his eyes to the possibilities it held. The story, related in an interview by Marshall himself, is tied to PS103 in a *Time* article from 1955.[7] Perhaps a glimmer of his later success can be seen in high school and college, where Marshall was recognized as a keen debater. According to Juan Williams, on Marshall's college application he answered "lawyer" in response to the question about his future career.[8]

Marshall spent his college years at Lincoln College, the same Pennsylvania institution in which older brother, Aubrey, pursued a medical degree. Despite the intention indicated on his application, dentistry—not law—was his initial course of study. He married Vivien "Buster"

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[4] "The Road from Frederick to Thurgood: Black Baltimore in Transition, 1870 to 1920," a Maryland State Archives, Maryland Historical Trust, Baltimore Heritage Research Collaborative, accessed October 1, 2010, www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html.
[5] "The Road from Frederick to Thurgood."
[6] Williams, Thurgood Marshall: American Revolutionary, 28-34; Kluger, *Simple Justice*, 176.
[7] "The Law: The Tension of Change," *Time*, September 19, 1055, pg. 26. Kluger, Simple Justice, 176-177 also identifies grade school as the place where Marshall memorized the constitution, attributing the information directly to Marshall.
[8] Williams, *Thurgood Marshall: American Revolutionary*, 39.

Burey in 1929, graduated with honors in 1930, and returned to Baltimore so that he could commute to Howard University's Law School in Washington, DC, beginning that fall.[9]

Howard University, with its cadre of Ivy League-educated professors, was in the process of building a strong reputation for its law school in the late 1920s. By 1929, a quarter of the nation's African American lawyers were being trained there. In particular, Charles Hamilton Houston and his cousin William Henry Hastie, both Harvard graduates and the first and second African Americans that served as editors of the Harvard Law Review, were instrumental in building the law school's reputation. At Howard, Marshall studied under both men, and was greatly influenced by them, especially Houston. Houston believed that lawyers needed to be "social engineers," using the rule of law as an instrument for justice and change—his vision of and commitment to the law would influence not only Marshall, but also an entire generation of African American lawyers.[10] Marshall graduated at the top of his class in 1933, then returned to Baltimore to open a private legal practice.

Marshall's office in Baltimore was located in the Phoenix Building at the corner of Charles and East Redwood streets.[11] His private practice never flourished, however, as his clientele often could not afford to pay for his services. Moreover, Marshall was increasingly drawn towards civil rights cases through the influence of his mentor, Houston. As early as 1935, he was working with Houston on desegregating the University of Maryland's School of Law. The *Afro-American* and the NAACP both had a role in this case, in which Donald Gaines Murray won admittance to the university's law school (*Murray v. Pearson*, 169 Md. 478 [1936]).[12] This was the first case to test the strategy to attack the 'separate but equal' doctrine using the equal protection clause of the 14th Amendment to the U.S. Constitution, an important step on the road to the 1954 Supreme Court decision to desegregate all public schools.

Two other Maryland cases argued by Marshall were important in ultimately setting the stage for the landmark 1954 case. In 1936, Marshall lost the NAACP's case *Williams v. Zimmerman*, in which he attempted to get Baltimore County to admit an African American student to Catonsville High School. Despite the loss, the case helped to establish the "separate can never be equal" argument that would eventually lead to victory.[13] The same year, Marshall accepted a position as counsel for the NAACP under Houston's leadership. This career move took him to New York, never to live in Baltimore again. He returned to Maryland to argue the NAACP's case for equalization of teacher pay in *Mills vs. Board of Education of Anne Arundel County* (30 F Supp 245 [1939]), a victory that set a precedent shortly followed in 14 other states.[14]

Marshall enjoyed a long and distinguished legal career, first as a civil rights attorney and then as a judge. Much of the rest of Marshall's illustrious career is chronicled elsewhere[15], but some highlights are described below and listed in the timeline that follows. Marshall became the Chief Legal Officer for the NAACP in 1938, and continued to work with Houston on a legal strategy for desegregation that would take two decades years to fulfill. Marshall's legal career

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[9] Williams, *Thurgood Marshall: American Revolutionary*, 40-53. Kluger, *Simple Justice*, 177-179.
[10] "Charles Hamilton Houston, Separate Is Not Equal, Brown v. Board of Education," Smithsonian Institution, Behring Center, accessed September 20, 2010, americanhistory.si.edu/brown/history/3-organized/charles-houston.html.
[11] Kluger, *Simple Justice*, 181. The exact address is 4 Redwood Street.
[12] Kluger, Simple Justice, 183-193; "From Segregation to Integration, the Donald Gaines Murray Case: 1935-1937," Maryland State Archives, accessed July 29, 2010, teachinga.mericanhistorymd.net/000001/000000/000035/html/t35.html.
[13] "Thurgood Marshall," *The Baltimore Sun*, February 26, 2007, accessed online at www.baltimoresun.com/features/bal-blackhistory-thurgood,0,5169717.story.
[14] "Thurgood Marshall," *The Baltimore Sun.*
[15] e.g. Kluger, *Simple Justice*; Williams, *Thurgood Marshall: American Revolutionary*; Goldman, Roger and David Gallen, *Thurgood Marshall: Justice for All* (New York: Carroll and Graf, 1992); among others.

before the bar included civil rights victories in education, voting rights, housing, racial equality in criminal cases, and segregation in the military, among others. Marshall traveled throughout the nation, especially the Deep South, to seek out cases of inequality and injustice, building precedents to dismantle legal segregation case by case. He argued 32 cases before the Supreme Court, winning 29 of them.

Of his Supreme Court victories, likely the most significant was the *Brown v. Board of Education* (347 U.S. 143 [1954]) decision. Chief Justice Warren declared that in the field of education "We conclude that the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."[16] This decision overturned the legal premise of segregation as established through *Plessy v. Fergusson* a half-century earlier. *Brown v. Board* included five distinct cases from northern and southern states that reached the Supreme Court as a single case. Marshall was lead counsel, although his primary involvement was on the South Carolina component of the case. *Brown v. Board* is notable for its approach, in which psychological evidence was admitted to support justification for desegregation, as well its far-reaching impact as the death knell for segregation in all aspects of public life.

The year following the decision brought major changes in Marshall's life. "Buster," his wife of 25 years, passed away early in 1955. Late in the year, Marshall married Cecilia Suyat, with whom he would have two sons, Thurgood, Jr. (b. 1956) and John William (b. 1958).[17] Also, *Brown v. Board* was revisited in 1955, as the justices could not reach agreement on how quickly to implement their ruling. By 1957, the *Brown v. Board of Education* ruling had still not been fully implemented by Southern segregationist leadership. Marshall was drawn into the fringes of integration battles in places like Little Rock Central High School, Arkansas, in which the governor called out the National Guard during the attempted integration of the school.[18]

The 1960s saw important shifts in Marshall's career. As he went from arguing before the bar that the "color line" should not legally exist, to breaking it himself in a series of unprecedented appointments to governmental positions, Marshall faced fierce opposition. In 1961, Marshall was appointed to the U.S. Court of Appeals, 2nd Circuit (New York), by President John F. Kennedy. On this body, he wrote over 150 decisions including support for the rights of immigrants, limiting government intrusion in cases involving illegal search and seizure, double jeopardy, and right to privacy issues. None of his majority decisions was reversed by the Supreme Court. Marshall visited Kenya in 1963, helping that nation draft a constitution similar to the one whose ideals he spent his career upholding. At home, President Lyndon B. Johnson and Marshall worked together to advance civil rights in a nation consumed in the increasingly polarized struggle over racial equality. Johnson appointed Marshall as the first African American U.S. Solicitor General, a position in which he won 14 of 19 cases for the government between 1965 and 1967. The president went on to appoint Marshall as the first African American Supreme Court Justice in 1967.[19]

Marshall's tenure on the Supreme Court bridged a major ideological change for that institution. In his early years on the bench, he was part of a liberal majority under Chief Justice Earl Warren's leadership. Over time, however, many of his closest allies retired or passed away, their positions filled by conservative justices nominated by Republican presidents. By the time

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[16] "*Brown v. Board of Education II*", Oyez Supreme Court Media, accessed June 16, 2010, www.oyez.org/cases/1950-1959/1954/1954_1.
[17] Williams, *Thurgood Marshall: American Revolutionary*, 236, 243.
[18] "Little Rock Central National Historic Site," accessed April 5, 2009, www.nps.gov/chsc.
[19] E.g. see Goldman and Gallen, *Justice for All;* Williams, *Thurgood Marshall: American Revolutionary.*

he retired, Marshall had earned a reputation as "the Great Dissenter," one of the last remaining liberal members of a Supreme Court dominated by a conservative majority. Marshall served as an associate justice for 24 years, his consistently liberal record continuing to demonstrate his lifelong belief in a constitution under which all people must have equal rights.[20]

Marshall retired from the Supreme Court in 1991, citing health reasons. He passed away 18 months later, on January 24, 1993, in Bethesda, Maryland. He is survived by his wife, Cecilia, and both sons and their families.

Marshall's legal career is unparalleled in the 20th century. Indeed, it has been noted that his life "is the story of the 20th century, particularly from the standpoint of the nation's efforts to live up to the founding principles of liberty and equality."[21] A true 'social engineer,' he was tireless in using the law to advance all Americans' civil rights. One NAACP official characterized his legal victories by saying: "He brought us the Constitution as a document, like Moses brought his people the Ten Commandments."[22] Marshall's accomplishment in systematically dismantling the legal framework for "Jim Crow" segregation is the foundation upon which the success of the Civil Rights Movement was built—because of Marshall, his mentor, and his colleagues, the law was on the side of the men and women who fought for justice and equality in the turbulent 1960s. Toward the end of Marshall's career, distinguished historian John Hope Franklin mused:

> If you study the history of Marshall's career, the history of his rulings on the Supreme Court, even his dissents, you will understand that when he speaks, he is not just speaking for black Americans, but for Americans of all times. He reminds us constantly of the great promise this country has made of equality, and he reminds us that it has not been fulfilled. Through his life he has been a great watchdog, insisting that this nation live up to the Constitution.[23]

As the place where he was born, shaped, and tested as a young attorney, Baltimore has a clear stake in Marshall's nationally significant story.

Timeline

1908: July 2, Thurgood Marshall is born in Baltimore, Maryland, at 543 McMechen Street in the Upton community. He joined his parents (William Canfield Marshall and Norma Arica [Williams] Marshall) and an older brother (Aubrey).

1909 or 1910: Moved to Harlem, New York, with his family to live with an aunt and uncle (mother's sister Denmedia and Clarence Dodson).

1914: Returned with family to live in Baltimore. Resided at 1632 Division Street with his mother's brother's family (Fearless Mentor Williams). Attended St. James Episcopal Church at Lafayette Square (the corner of N. Arlington and W. Lafayette avenues), and

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[20] E.g. see Goldman and Gallen; *Justice for All*; Williams, *Thurgood Marshall, American Revolutionary;* and Davis, Michael D. and Hunter R. Clark, *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench* (New York: Birch Lane Press, Carol Publishing Group, 1992).
[21] Quoted from Shaw, Stephen K., *Library Journal*, in book review for Davis and Clark, *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench*, www.amazon.com, accessed October 10, 2010.
[22] Williams, Juan, "Marshall's Law," *Washington Post Magazine*, January 7, 1990.
[23] Williams, "Marshall's Law."

spent significant time in grandparents' grocery at the corner of Dolphin and Division streets.

1914-1921: Attended elementary school at Baltimore's P.S. No. 103, beginning in the first grade in 1914 and finishing the 8th grade. The school, which later became known as the Henry Highland Garnet School, is located at 1315 Division Street in the Upton community.

1920: Moved to 2327 McCulloh Street, just north of the Upton community.

1920 or 1921: Returned to live at 1838 Druid Hill Avenue in Upton.

1921-1925: Attended Colored High and Training School. Immediately following Marshall's time there, the school was relocated to a new facility and renamed Frederick Douglass High School.

1925-1930: Attended Lincoln University in Lincoln, PA.

1929: Married Vivian "Buster" Burey after his junior year at Lincoln.

1930: Graduated *cum laude* from Lincoln University.

1930-1933: Attended Howard University Law School, where he met professor and mentor Charles Hamilton Houston.

1933: Graduated first in his class from Howard University Law School.

1933: Began private practice in Baltimore after his admission to the Maryland bar. His office was located in the Phoenix Building at the corner of Charles and East Redwood streets.

1934: Began working for the Baltimore branch of the National Association for the Advancement of Colored People (NAACP).

1935-1936: With Charles Hamilton Houston and Nicholas Gosnell, won his first major civil rights case, *Murray v. Pearson*. As a result of this victory, the University of Maryland's law school was desegregated, and Donald Gaines Murray was admitted.

1936: Argued *Williams v. Zimmerman* for the NAACP. He failed to get Maryland state courts to order Baltimore County to admit a black student to Catonsville High School, but the case contributed to the concept that would eventually win *Brown v. Board of Education*--separate can never be equal.

1936: Became the NAACP's assistant special counsel, under Houston's leadership, in New York.

1938: Charles Houston, with the help of Thurgood Marshall, became the first African American lawyer to win a case before the U.S. Supreme Court, *Missourri ex rel. Gaines v. Canada*. The ruling forced states that offered schools for whites to also provide in-state schools for African Americans.

1938: Became Chief Legal Officer for the NAACP.

1939: Won case for equalization of teacher pay in *Mills vs. Board of Education of Anne Arundel County*, setting precedent for 14 other states.

1940: Won first Supreme Court victory with *Chambers v. Florida*, which dealt with the extent that police pressure resulting in a criminal defendant's confession violates due process.

1940: Founded and became the first President Director-Counsel of the NAACP Legal Defense and Educational Fund, Inc., a nonprofit law firm focused on fighting for racial justice.

1940-1961: Served as President Director-Counsel of the NAACP Legal Defense and Education Fund. Over the course of his career, Marshall would ultimately win 29 of 32 cases argued in front of the U.S. Supreme Court.

1943: Won a disparity case regarding integration of the schools of Hillburn, NY, eleven years before the landmark case of Brown v. Board of Education.

1944: Successfully argued *Smith v. Allwright*, overthrowing the South's "white primary."

1946: Won 31st Springarn Medal by NAACP for his work in the Allwright case.

1948: Won *Shelley v. Kraemer*, in which Supreme Court struck down legality of racially restrictive covenants prohibiting sale of real property to African Americans.

1950: Won Supreme Court victories in two graduate school integration cases, *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents*.

1951: Visited South Korea and Japan, at request of President Harry S Truman, reporting on policy of strict segregation in the U.S. armed forces.

1954: Won *Brown v. Board of Education* case, the landmark lawsuit that ended the legal segregation of schools in America.

1955: Vivian Marshall died (February)

1955: Married Cecilia A. Suyat (December); Marshall's second marriage resulted in two sons, Thurgood Jr. and John William.

1956: Won *Browder v. Gayle*, curtailing the practice of segregation on buses and ending the Montgomery Bus Boycott.

1961: Defended civil rights demonstrators, winning Circuit Court victory in *Garner v. Louisiana.*

1961: Nominated and appointed to the U.S. Court of Appeals, 2nd Circuit, in New York, by President John F. Kennedy.

1961-1965: Made 112 rulings on the U.S. Court of Appeals, 2nd Circuit, all of them later upheld by the Supreme Court.

1963: Visited Kenya as a U.S. Circuit Court Judge, drafted that country's Bill of Rights.

1965: Appointed as the U.S. Solicitor General by President Lyndon B. Johnson

1965-1967: As U.S. Solicitor General, won 14 of the 19 cases he argued for the government.

1967: Became first African American appointed to the U.S. Supreme Court, nominated by President Lyndon B. Johnson.

1967-1991: Served as Associate Justice on the U.S. Supreme Court.

1991: Retired from the U.S. Supreme Court.

1992: Received the Liberty Medal recognizing his long history of protecting individual rights under the Constitution.

1993: January 24, Thurgood Marshall died in Bethesda, Maryland, at age 84.

1993: Received Presidential Medal of Freedom, posthumously, from President Bill Clinton.

2010: Granted sainthood in the Episcopal church for his lifelong dedication to equal justice under the law for all Americans. Marshall is commemorated each May 17, in recognition of the date of the *Brown v. Board of Education* decision in 1954.

Inventory Synopsis

Thurgood Marshall's accomplishments on behalf of our nation are among the most significant of the previous century. As we approached, then passed, the 50th anniversary of the landmark *Brown v. Board of Education* victory, the significance of this achievement was recognized across the country in a virtual explosion of exhibits, websites, biographies, lesson plans, and even the establishment of two national parks centered on the desegregation of public education. Marshall's story is tied inextricably to the seminal moment in American history when "Jim Crow" segregation was defeated. Yet Marshall's story begins long before the *Brown* victory, deep in the history of the city where he was raised. And it continues for a half century after the victory, culminating in a quarter century's service as the first African American justice on the Supreme Court of the United States.

The following pages provide a synopsis of the collections, interpretation, and published materials related to Thurgood Marshall's life and accomplishments.[24] The purpose of this section is twofold. First, it can be utilized as a guide to important resources, including primary materials, in the development of future interpretation regarding Marshall. Second, it demonstrates that despite Marshall's contributions to our collective experience as a nation, there currently exists no place where Americans can go to understand Marshall's whole story—the forces that influenced him and the heights to which he rose, carrying his nation with him.

Publications

Marshall has been the focus of a large number of publications, both scholarly and popular. This section does not attempt to be comprehensive in recognizing all of these works, but rather

[24] Because the intent of the project is to identify resources related to Marshall, the following section serves as the selected bibliography for this portion of the document.

identifies some of the major biographies based on thorough documentary research of the primary sources. A larger selection of publications can be found in the project's bibliographic database, created through the publicly accessible bibliography program *Zotero* at www.zotero.org/groups/p.s._103 (for further explanation, see *Appendix—PS103 Library: Information and Instructions for Zotero*). None of the myriad magazine and journal articles written about Marshall throughout his career are included here, but many may be found in the project database. Similarly, a great many children's books have been written with Marshall as the focus—because these generally are not based on primary materials, they are not included in this study.[25]

- **Davis, Michael D. and Hunter R. Clark. *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench.* New York: Birch Lane Press, Carol Publishing Group, 1992.**
  This biography of Marshall offers a survey of his legal career from his beginnings as an attorney to his work as the first African American Supreme Court justice. One of the authors, Clark, was a former clerk for Justice Marshall.

- **Goldman, Roger and David Gallen. *Thurgood Marshall: Justice for All.* New York: Carrol and Graf, 1992.**
  This book provides a comprehensive study of Thurgood Marshall's career, including 15 transcribed opinions and dissents, and personal recollections of several close associates.

- **Kluger, Richard. *Simple Justice: The History of* Brown v. Board of Education *and Black America's Struggle for Equality.* New York: Vintage Books (Random House), 2004, reprinted from the original, Alfred A. Knopf, 1974.**
  This book is a thorough treatment of *Brown v. Board* and the lead attorney for the Legal Defense Fund, Thurgood Marshall. Regarding Marshall's early years in Baltimore, Kluger offers some of the most thorough treatment to date.

- **James, Rawn Jr. *Root and Branch: Charles Hamilton Houston, Thurgood Marshall, and the Struggle to End Segregation.* New York: Bloomsbury Press, 2010.**
  James documents how Charles Hamilton Houston and Thurgood Marshall—first as teacher and student, and later as trusted friends and colleagues—spearheaded the NAACP's legal assault on Jim Crow.

- **Rowan, Carl T. *Dream Makers, Dream Breakers: The World of Justice Thurgood Marshall.* New York: Little, Brown, and Company, 1993.**
  This biographical account of Thurgood Marshall is set within a description of the "social, legal, economic, and moral history" of the 20th Century in the United States. The book draws heavily on the NAACP Legal Defense and Education Fund files and personal interviews. It highlights Marshall's interaction with prominent Americans who helped or hindered Marshall's efforts from his quest for desegregation to his tenure on the Supreme Court.

- **Tushnet, Mark V. *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences.* Chicago: Lawrence Hill Books, Chicago Review Press, Inc., 2001.**
  This biographical book is a collection of Marshall's own words—oral reminiscences,

[25] In his decades of research on Marshall, Larry S. Gibson has compiled titles of children's books about Thurgood Marshall and facilities—especially schools and courthouses—that are named after him. (personal communication with the author, December 4, 2009).

briefs, oral arguments, speeches, articles, and interviews. The complete transcript of an oral historical interview with Marshall, conducted for the Oral History Research Office at Columbia University (1977) is the highlight of this volume. This volume of work was compiled by Mark Tushnet, a law professor at Georgetown University and a former Marshall clerk.

- **Williams, Juan. *Thurgood Marshall: American Revolutionary*. New York: Times Books, 1998.**
  Williams presents a thorough biography of Thurgood Marshall based on documentary research and 150 interviews. The interviews included Marshall, himself (1989), however Williams was not able to work with the NAACP Legal Defense Fund files to compile the book. The author provides solid treatment of Marshall's family and youth in Baltimore.

Exhibits and Interpretive Centers

Despite Thurgood Marshall's accomplishments in the field of civil rights, very few interpretive exhibits focus on his life and his accomplishments. Given the 50th anniversary of the *Brown v. Board of Education* decision in 2004, more exhibits are dedicated to that particular case, its precedents, and its far-reaching impact.

- **Thurgood Marshall**
  Two existing exhibits are dedicated to Marshall's life and career, both located in Baltimore and both designed by Marshall scholar, professor, and attorney Larry S. Gibson. The exhibit located at the University of Maryland's Thurgood Marshall School of Law, entitled "Thurgood Marshall's Early Career in Maryland: 1933-1937," focuses on Marshall's legal career. "Thurgood Marshall Tribute," the exhibit at Baltimore/Washington International Thurgood Marshall Airport, takes a broader look at Marshall's life. Both exhibits utilize significant images and artifacts from Marshall's life. Due to their locations, the exhibits are necessarily limited in size and in audience. While both are accessible to the general public, both are situated in locations in which a specific audience is most likely to visit them—law students and travelers with a few minutes to spare before their flight. They provide excellent tributes to Marshall's life, but they do not take the place of a larger exhibit or interpretive center that can tell Marshall's story to a broader audience.

  Three Baltimore museums incorporate parts of Marshall's story—The Reginald F. Lewis Museum of Maryland African American History and Culture, the Great Blacks in Wax Museum, and the emerging Lillie Mae Carroll Jackson Museum. In none of the three, however, is he a primary focus--rather he is part of the much larger interpretation of the national and regional history of civil rights.

  In 2008, the U.S. Supreme Court honored the 100th anniversary of Marshall's birth with a static exhibit comprised of two cases under his official portrait. The temporary exhibit was biographical in nature, consisting of objects and images from the Supreme Court's collection, described below.

- **National Park Service**
  Two new national parks were established as the nation approached the 50th anniversary of public school desegregation—Brown v. Board of Education National Historic Site in Topeka, Kansas (www.nps.gov/brvb), and Little Rock Central High School National Historic Site in Little Rock, Arkansas (www.nps.gov/chsc). Both sites witnessed significant historical events. Monroe Elementary School, home to the Brown v. Board of Education National Historical Site, is the school that the children of Rev. Oliver Brown attended, although the "white" school, Sumner Elementary, was closer and required no dangerous railroad crossings. Brown and thirteen other parents sought and won the right for their children to attend Sumner in the 1954 Supreme Court case involving cases in five states. Little Rock Central faced massive public demonstrations in 1957 when nine African American students, with the support of the local chapter of the NAACP, attempted to integrate the all-white high school in compliance with the *Brown v. Board* ruling. The near-violent opposition prompted Governor Orval Faubus to call out the National Guard, and put the governor at odds with President Dwight D. Eisenhower over the issue.

  Both national parks contain visitor centers with substantial interpretation of the events at both sites. They interpret desegregation issues with a broad prospective, stretching from 19th century abolitionists through the heart of the Civil Rights Movement of the 1960s and down to the present. Both sites also have distance learning capabilities, strong heritage education programs, and are among the National Park Service sites that, together, tell the story of Americans' struggle for racial equality.

  While Thurgood Marshall has a presence at both parks, his story is not a focal point at either park, and neither one has collections specific to Marshall. Although he was the lead counsel for all five cases heard together under Brown v. Board, he argued the South

  Carolina case, not the Topeka, Kansas one. Jack Greenberg, another attorney for the NAACP's Legal Defense and Educational Fund, argued the Topeka case. Greenberg's role, as well as that of the local attorney and families impacted, is given more interpretive attention at Brown v. Board than Marshall's participation. Similarly, although Marshall visited Little Rock as a representative of the NAACP Legal Defense and Educational Fund once the crisis had escalated, he was not central to events at the site. Accordingly, he remains on the fringes of interpretation at Little Rock Central, recognized as a key player in desegregation in general, but a minor participant in the events of September 1957.

  Marshall is also recognized at Martin Luther King Jr. National Historic Site in the International Civil Rights Walk of Fame. This walk, leading up to the visitor center for the national park, is made up of 34 granite markers dedicated to civic and religious leaders, activists, entertainers, and athletes.

- ***Brown v. Board* Exhibits**
  In 2004, a variety of institutions mounted special exhibitions commemorating the 1954 defeat of segregation in our nation's public schools. All of these were temporary and are no longer available to the public. The most important of these are described here, but others may be found in the project bibliographic database.

The largest exhibit was displayed at the Smithsonian National Museum of American History, Behring Center. *Separate is Not Equal: Brown v. Board of Education*, was a yearlong exhibit that used objects, graphics, photographs, and video presentations to tell the story of how lawyers, parents, students, and community activists worked to overcome segregation.

The exhibit contained a general description of the segregated nation, a 1950s classroom, a section dedicated to the legal strategy, a description of the five communities from which the cases came, and a courtroom set. The exhibition interwove personal stories with broad historical themes, and was accompanied by special public programming, an educational program, and an interactive website that has remained active after the exhibition ended (*see below*).

Another notable exhibit was the Library of Congress' "*With an Even Hand": Brown v. Board at Fifty*. This temporary exhibition, which closed near the end of 2004, examined precedent-setting court cases that laid the ground work for the *Brown v. Board* decision, explored the Supreme Court argument and the public's response to it, and gave an overview of the decision's aftermath. The exhibition featured items from the Library's holdings, including books, documents, photographs, personal papers, manuscripts, maps, music, films, political cartoons, and prints. The exhibit was accompanied by a website and special programming, and the website is still up (*see below*).

Significant Collections

Thurgood Marshall's career spanned nearly sixty years, most of it in very public roles. He began working on cases for the Baltimore City Branch of the NAACP within a year of his graduation from Howard University's law school and, over the course of three years, moved from a position of the Baltimore City branch's attorney to become Charles Houston's assistant for the national organization. For the first three decades of his career, Marshall was in correspondence with many leading organizations and individuals involved in the struggle for civil rights.

After two decades as the Legal Defense Fund's President Director-Counsel, he served as a federal judge, the General Solicitor of the United States, and finally an associate justice on the Supreme Court of the United States. Due to the public nature of the organizations and institutions he served, virtually all of Marshall's career has been captured in archival collections.

- ***The Afro-American Newspaper* Archives**
  Website: www.afro.com/sections/archives/index.htm
  The Afro-American newspaper is an incredible source of primary material regarding the last century in Baltimore. *The Afro-American* newspaper was established by John H. Murphy, Sr., in 1892, when he merged three church publications. Today, the newspaper is still owned and managed by the Murphy family, and has one of the nation's largest circulations of an African American newspaper. The Afro-American recorded local, state, and national events; furthermore, the Murphy family was very involved in the struggle for civil rights and used the Afro-American as a voice to further the cause. Thurgood Marshall's relationship with the NAACP, and the Afro's strong support of the NAACP and school desegregation, have resulted in good coverage of Marshall from his early career to his retirement from the Supreme Court. The *Afro-American* featured the

most extensive coverage of any paper of Murray v. Pearson, the case that desegregated the University of Maryland's law school. The newspaper's electronic archive has an excellent search engine and provides access to full copies of the newspapers from the 1902 through the 1980s. Although not all newspapers are available, most are and the collection continues to be digitized. The newspapers are a good source for photographs and articles.

- ***The Baltimore Sun* Archives**
  Website: pqasb.pqarchiver.com/baltsun/search.html
  Baltimore's largest newspaper maintains an electronic archive from 1837 to 1985, offering full page and article images with searchable full text back to the first issue. The collection includes digital reproductions that provide access to every page from every available issue. Coverage of civil rights issues and prominent African Americans is not as thorough as in *The Afro-American*, but the newspaper is of great value for images and primary source articles related to civil rights cases, Baltimore politics, and major events. Abstracts are free, but there is a fee for full images of the paper.

- **Corbis/The Bettman Archive**
  Website: www.corbis.com/BettMann100/Archive/BettmannArchive.asp
  The Bettman Archive holds over a hundred high quality images and a dozen video clips of Thurgood Marshall. The commercial archive is easily searchable and holds a wide-variety of images, many from news organizations whose pictures and video images chronicled his career and accomplishments.

- **Federal Bureau of Investigations (FBI)**
  Website: foia.fbi.gov/foiaindex/marshall.htm
  Given Marshall's professional stature and his role in overturning a contentious national policy, it is no surprise that he is represented in the FBI's files, many of which have been released under the Freedom of Information Act. Coverage includes Marshall's efforts in school desegregation, correspondence between Marshall and J. Edgar Hoover concerning lynching investigations, and Marshall's concern about communist infiltration of the NAACP.

  Death threats and extortion threats against Marshall, as well as information from his background check upon joining federal service are also found in the files. A controversial matter associated with these files is the extent to which Marshall may have provided information to the FBI that was used to fight communism during the McCarthy era. Many of the 1,394 documents in the collection are available as PDFs, although names of almost all other individuals have been excised from the electronic copies of the records.

- **Howard University Moorland-Springarn Research Center**
  Website: www.howard.edu/msrc
  Marshall's law school alma mater, Howard University, is the home of the Moorland-Springarn Research Center. The center is recognized as one of the world's largest and most comprehensive repositories for the documentation of the history and culture of people of African descent in Africa, the Americas, and other parts of the world. A bibliography/finding aid was developed for materials related to Thurgood Marshall (www.howard.edu/library/moorland-spingarn/MARSHALL.htm), identifying books, newspaper and journal articles, and special collections. Given the international focus of

the center, the bibliography contains several references to articles about Marshall's experience in Kenya and other African nations in the 1960s, a unique trait among the various finding aids related to Marshall. Also, the Howardiana and General vertical files contain some copies of images of Marshall and his family, including a few from his youth.

- **Library of Congress**
  Website: www.loc.gov
  The Library of Congress, the richest source of civil rights records in the world, holds primary materials relating to Marshall's career in three major collections: the NAACP Collection, the NAACP Legal Defense Fund Collection, and Thurgood Marshall's Papers. As Marshall was first the attorney for Baltimore's Chapter of the NAACP, then the General Counsel for the NAACP in New York, a federal judge, U.S. Solicitor General, and finally a Supreme Court justice, these three collections, together, cover Marshall's career from beginning to end.

  NAACP Records
  This is an extensive file documenting the evolution, operations, and accomplishments of the national NAACP organization and its work with local chapters across the United States. The collection contains information relating to Marshall's early legal cases in Maryland, as well as correspondence, speeches, information on annual conventions, awards, and images related to all of the above. A finding aid is available for this large collection. (www.loc.gov/rr/mss/text/naacp-front.html)

  NAACP Legal Defense Fund
  A separate collection pertains to the NAACP Legal Defense Fund (LDF), founded in 1940. Though there is some crossover of materials with the larger NAACP collection, the LDF records contain information related to the activities of the legal arm of the NAACP. There is no fining aid available to the public, and scholars have had varying success in gaining permission to these files over time. The LDF remains sensitive to the legal information contained therein, and suggests that records of the court cases in which the LDF was involved are publicly accessible through other means. It is possible, however, to request permission to view specific documents within this collection.

  Thurgood Marshall Papers
  Marshall decided to house his personal papers at the Library of Congress shortly after his retirement in 1991. The papers span almost three-quarters of his career, from 1949 to 1991, with the bulk of archived materials falling between 1961 and 1991, especially Marshall's service on the Supreme Court. The papers reflect Marshall's strong advocacy of the rights of minority and disadvantaged individuals, his support for the rights of criminal defendants, and his arguments against capital punishment as a cruel and unusual form of punishment. The collection includes his records from court, diaries, speeches, and correspondence. A finding aid is available for this collection. (www.loc.gov/rr/mss/text/marshall.html)

  Other Library of Congress Collections
  Several other collections at the library are from notable people or organizations involved in the struggle for civil rights or also serving on the Supreme Court. Correspondence from and images of Marshall often show up in other collections. For example, the

papers of Roy Wilkins, a NAACP official concurrent with Marshall, hold significant correspondence between the two civil rights leaders. The papers of Chief Justice Earl Warren, who led the court during the *Brown v. Board* decision, have memorabilia related to that case, including congratulatory notes from his colleagues on the bench. The New York World-Telegram & the Sun Newspaper Photograph Collection contains several well-known photographs, including Marshall on the steps of the Supreme Court immediately following his *Brown v. Board* victory. These are but a few of the collections where Marshall may be found.

- **Lyndon Baines Johnson Library and Museum**
  Website: www.lbjlibrary.org
  Marshall had a long and significant relationship with Lyndon Baines Johnson (LBJ), the 36th President of the United States. President Kennedy initially was responsible for moving Marshall to the other side of the bar when he nominated Marshall as a federal judge. After Kennedy's assassination, his successor Johnson continued to move Marshall's career forward during the tumultuous height of the Civil Rights Movement. Marshall served as Solicitor General under Johnson, and then was nominated by the president as an Associate Justice on the Supreme Court. He was the first African American in both of these positions, and faced fierce opposition from Southern segregationist politicians. Johnson has a strong civil rights record, and Marshall helped advance that. Once Marshall rose to his tenure on the Supreme Court, however, their relationship necessarily narrowed to respect the separation of governmental branches. The LBJ Presidential Library in Austin, Texas, has primary materials on Marshall concerning his relationship with the president. Most significant in this collection are images from the oval office on the day of his nomination, images of his swearing in as an Associate Justice, and an oral history with Marshall concerning his work with Johnson.

- **National Archives**
  Website: www.archives.gov
  The National Archives hold all the official proceedings of the Supreme Court of the United States. As such, they are an excellent resource for primary materials relating to the cases that Marshall argued as a prominent civil rights attorney, and also the cases he heard as an Associate Justice on the Supreme Court. The proceedings include sound recordings beginning in 1955. Of particular note is the case file for Brown v. Board of Education, for which there are also heritage education lesson plans. The archives contain some official photography for the Supreme Court and the Department of Justice. The repository also holds an eclectic mix of Marshall-related materials from a wide range of different collections. Among them are several holdings of presidential libraries, including a news recording with Marshall following President Kennedy's assassination; images with President Johnson as well as remarks made by Johnson at an awards dinner and in a telephone conversation about Marshall's Supreme Court nomination; correspondence or images with presidents Truman, Nixon, Ford, Carter, and Reagan; and recorded remarks by President Clinton following Marshall's death. The National Archives also contain some correspondence on civil rights issues, from litigation of a voting rights case in Georgia to segregation of a girls camp in Pennsylvania. Several notable sound and video recordings are in the archives, including newsreels related to Marshall's nomination to the Supreme Court, remarks on his confirmation by key

members of Congress, and recorded speeches given by Marshall at various points in his career. The archives include news recordings about his swearing in of the first elected governor of the U.S. Virgin Islands and a trip to Uganda in the mid 1960s.

- **The Supreme Court of the United States**
  The Supreme Court maintains collections related to the administrative history of the institution. "Administrative history" refers to the business of running the court, especially events and organizations involving the court or individual justices (for example, investitures, retirements, and appearances at special events). All records pertaining to the legal history are transferred to the National Archives or whatever institution individual justices designate as a repository for their papers. The Office of the Curator for the Supreme Court holds in its collections Marshall's official court portrait; his oath of office and his commission; a memorial booklet; political cartoons; some archived materials relating to correspondence, speeches, and Marshall's funeral; and photography. Marshall's morning robes are part of this collection, as well, but are currently on loan to the Thurgood Marshall exhibit at BWI. The Supreme Court owns some photographs and has copies of many more. Subjects of images and copies in their collection include Marshall in his chambers, official Supreme Court photos, retirement photos, and photos with other justices. An associate curator in The Office of the Curator stated that the office could be of use in directing researchers to partner institutions that hold significant objects and original photographs for which the Supreme Court holds copies. This could be of use in obtaining use rights in many cases.

- **Maryland State Archives**
  The Maryland State Archives hold significant photographs of and articles concerning Thurgood Marshall. In addition, information on the memorial statue at the Maryland Statehouse in Annapolis (sculptor Antonio Tobias Mendez) is included in the collection. Reference materials were prepared for the consideration of the Commission on the Thurgood Marshall Memorial Statue (www.msa.md.gov/msa/stagser/s1259/121/6259/html/guide.html).
  The Maryland State Archives are the depository for government records and "certain designated private records of permanent value."[26] As such, the archives contain legal records from Marshall's Maryland cases. A teaching packet provides an excellent record of holdings for Murray v. Pearson (see below or visit teachingamericanhistorymd.net/000001/000000/000035/html/t35.html)

- **Professor Larry S. Gibson**
  Baltimore native, practicing attorney, civic leader, and professor of law Larry Gibson is among the foremost Marshall scholars in the United States. He designed the only two existing exhibits dedicated to Thurgood Marshall, as well as others that deal with civil rights history in Maryland—his most recent exhibit honors the NAACP. Gibson spearheaded the process to rename Baltimore's airport in honor of Thurgood Marshall, and served as co-chair of the current planning project. In the course of his research, Gibson has conducted numerous oral historical interviews and has spent significant time familiarizing himself with the myriad primary sources related to Marshall. He has worked closely with Marshall's family in recent years. Gibson is an excellent resource for the development of an exhibit at PS103, as well as a conduit for working with the Marshall family.

[26] "Maryland State Archives Transition Briefing, www.msa.md.gov/msa/stagser/s1259/118/html/transition_doc.html, accessed Oct. 31, 2010.

- **The Marshall Family**
  As described above, an incredible amount of primary materials related to Marshall's career exist in publicly accessible archives. For the most part, the images and artifacts connected to his personal life—those that might resonate best with younger audiences—are absent from the major collections above. Marshall's family will be the most important source for images of Marshall's childhood, his family, and personal effects. Marshall is survived by his wife, Cecilia Suyat Marshall, and two sons and their families (Thurgood, Jr., and John William). Due to the conceptual nature of this planning project, the consultant team was directed not to impose upon the family at this stage. The family has been made aware of the project by Commission leadership, and their involvement can be furthered by the Commission at a later date. As mentioned above, Professor Larry Gibson can serve as the nexus with the family.

Internet Resources

The Internet is rich with resources concerning Thurgood Marshall and his accomplishments—if he gets his historical due anywhere, perhaps it is online. As with the *Publications* section, above, the goal of this document is to list significant resources, not to be comprehensive. Many of the Internet resources described below relate to the publications, exhibits and interpretive centers, and collections listed in the previous pages. Please note that resources specific to heritage education materials can be found in the Interpretive Plan, and additional Internet resources can be found in the accompanying database and through online searches.

- **American Public Media**
  Title: Thurgood Marshall Before the Court - American RadioWorks
  Website: americanradioworks.publicradio.org/features/marshall
  Summary: Public radio website about Marshall with a chronology of his work in civil rights, enhanced with images, essays, and audio clips. The site is built around an audio documentary of the same name as the website. The audio file and the transcript are found on the site.

- **Answers.com**
  Title: Thurgood Marshall: Biography
  Website: www.answers.com/topic/thurgood-marshall
  Summary: Compilation of biographical information on Marshall found in a variety of online sources, including Wikipedia, other encyclopedias and historical websites

- **Biography**
  Title: Thurgood Marshall Biography
  Website: www.biography.com/articles/Thurgood-Marshall-9400241?part=0
  Summary: Website that houses the documentary developed by the Biography channel, also includes a short written biography

- **Biography by Juan Williams**
  Title: Thurgood Marshall: American Revolutionary
  Website: www.thurgoodmarshall.com/home.htm
  Summary: Companion site to the biography authored by Williams, including transcripts of interviews with Marshall, an image gallery, and excerpts of speeches and articles

- **Library of Congress**
  Title: African American Odyssey: The Civil Rights Era (Part 1)
  Website: http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9.html
  Summary: Interpretive website highlighting significant historical events with specific documents, including several items related to Marshall and the desegregation of public schools

- **Howard University School of Law**
  Title: Brown at 50
  Website: brownat50.org
  Summary: Website about the landmark Supreme Court case, hosted by Marshall's *alma mater*

- **Maryland State Archives**
  Title: From Segregation to Integration: Donald Murray Case, 1935-1937
  Website: www.msa.md.gov/msa/stagser/s1259/121/1844/html/0000.html
  Summary: Guide to documents pertaining to Marshall's first major civil rights case, suggested readings, related interpretation, and a chronology for civil rights in the United States

  Title: Road From Frederick to Thurgood, Black Baltimore in Transition
  Website: www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html
  Summary: Interpretive site with information on Baltimore's long civil rights legacy, particularly the civic, religious, business, and educational leaders in Baltimore in the late 19th and early 20th century—people who profoundly influenced Marshall's world

- **NAACP Legal Defense and Educational Fund**
  Title: History | NAACP LDF
  Website: naacpldf.org/history
  Summary: Page within the organization's current website that describes the history of leadership for LDF, beginning with its founding President Director-Counsel, Thurgood Marshall

- **National Park Service**
  Title: Brown v. Board of Education National Historic Site
  Website: www.nps.gov/brvb
  Summary: Home page for the National Park commemorating the landmark 1954 Supreme Court case that led to desegregation of public schools

  Title: Little Rock Central High School National Historical Park
  Website: www.nps.gov/chsc
  Summary: Home page for the National Park commemorating the 1957 struggle to integrate schools in the wake of the *Brown v. Board* decision

- **Smithsonian National Museum of American History, Behring Center**
  Title: "Mr. Civil Rights" - Separate Is Not Equal
  Website: americanhistory.si.edu/brown/history/3-organized/mr-civil-rights
  Summary: Marshall page within the interpretive website that initially accompanied the Smithsonian's exhibit commemorating the 50th anniversary of *Brown v. Board*

- **The Supreme Court of the United States**
  Title: Marshall | The Oyez Project
  Website: www.oyez.org/justices/thurgood_marshall/
  Summary: Official Supreme Court site for Associate Justice Marshall

Audio and Video Media

- **American Public Media**
  Title: Thurgood Marshall Before the Court - American RadioWorks
  Summary: American RadioWorks created a radio documentary that highlights Marshall's career, especially the importance of Brown v. Board. The documentary contains excerpts from many interviews with scholars, colleagues and friends, as well as Marshall himself. The accompanying website has a great deal of complementary information. (Approximately 1 hour)
  Website: americanradioworks.publicradio.org/features/marshall
  Author/Director Credit: Stephen Smith and Kate Ellis

- **Biography, A & E Television Networks**
  Title: Thurgood Marshall: Justice for All
  Summary: This documentary was developed by the Biography channel. It includes interviews with colleagues, scholars, family members, and former clerks, as well as video, audio, and still images that tell Marshall's story. The accompanying website is listed in the previous section. (Approximately 50 minutes)
  Website: www.biography.com/articles/Thurgood-Marshall-9400241?part=0

- **C-Span, *Law Review,* Mississippi College School of Law**
  Title: The Life and Legacy of Thurgood Marshall
  Summary: This 3-part panel discussion was held in 2008 to commemorate the 100th anniversary of Thurgood Marshall's birth. The panelists included Marshall scholars and former clerks. Topics discussed included Marshall's historical impact, as well as what his views may have been on current issues. (Approximately 3 hours)
  Website: www.c-spanvideo.org/videoLibrary/event.php?id=165128

- **Google Video, TVDays.com**
  Title: Night Beat with Mike Wallace, Interview with Thurgood Marshall
  Summary: Brief video clip of a news interview with Marshall in 1956. Marshall discusses response to violence, President's Eisenhower's lack of leadership in publicly supporting the Brown v. Board decision, politics in general, and Marshall's conviction and compassion regarding the challenges of desegregation. (7 minutes)

  Website: www.video.google.com/videoplay?docid=2531594984326849079#
  Credits: Restored by Ira H. Gallen

- **National Public Radio**
  Title: Marshall's Historic Nomination
  Summary: Brief audio clips of President Lyndon Baines Johnson's nomination of Marshall to the Supreme Court and Marshall's reflection on that moment, followed by an interview with Marshall biographer Juan Williams. (10 minutes)
  Website: www.npr.org/templates/story/story.php?storyId=11012268

- **PBS, New Images Productions**
  Title: The American Experience—Simple Justice
  Summary: This 1993 dramatic presentation, based on the book of the same name by Richard Kluger, looks at the people, places, and social struggle involved in the landmark school desegregation case, *Brown v. Board of Education*. (3 episodes, 137 minutes)
  Credits: Avon Kirkland, Yanna Kroyt, Preston Holmes (producers)

- **Thurgood Marshall Oral Histories**
  Thurgood Marshall Interview I, July 7, 1969
  Location: Lyndon Baines Johnson Library Oral History
  Summary: This oral history focuses on Thurgood Marshall's relationship with President Lyndon Baines Johnson. Content includes Marshall's appointments and service under the Johnson administration; Marshall's personal and professional relationship with Johnson from the 1940s forward; and Marshall's views on President's actions and attitudes regarding the turbulent Civil Rights era.
  Transcript:www.lbjlib.utexas.edu/johnson/archives.hom/oralhistory.hom/MarshallT/marshall.pdf

  Reminiscences of Thurgood Marshall, Oral History, February 15, 1977
  Location: Columbia University Libraries Oral History Research Office
  (www.clio.cul.columbia.edu:7018/vwebv/holdingsInfo?bibId=4074888)
  Summary: This oral history conducted by Edwin Ed contains information from childhood through Marshall's career in the year of the interview (1977). Topics include Marshall's education; his work with the NAACP; impressions of civil rights cases, leaders, and organizations; international work; and his time as a federal judge, Solicitor General, and Supreme court Justice.
  Transcript: The transcript of this interview is published in Mark V. Tushnet's book entitled *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences* (Lawrence Hill Books, 2001).

  Thurgood Marshall Interview (1964), The John F. Kennedy Presidential Library and Museum Oral History Program
  Location: John F. Kennedy Presidential Library and Museum
  (www.jfklibrary.org)
  Summary: Interview with Marshall conducted in 1964, after the assassination of President Kennedy. Kennedy appointed Marshall to the U.S. 2nd Circuit Court of Appeals in 1961. The interview contains information on Marshall's relationship with the president and his activities as a civil rights lawyer and federal judge. The transcript is 24 pages.

  Thurgood Marshall: The Man, Interview, December 13, 1987
  Location: WUSA-TV
  Summary: This interview with conducted by the CBS affiliate in Washington, DC, is referenced in several biographies. No additional information is available at present, but the interview should be accessible through the station's archive.

Theatrical Productions

A few theatrical productions are notable as major pieces of interpretation regarding Thurgood Marshall's life. From Broadway to classrooms across the U.S., theater has proved a powerful vehicle for sharing this story.

- ***Thurgood***
  Playwright George Stevens Jr. used Marshall's own words in creating a one-man show that presents a biography of Marshall's life, from his Baltimore beginnings to the last decade of his career. The premise of the show is an address to students at Marshall's law alma mater, Howard University, fifty years after his graduation. Laurence Fishburne vividly brought Marshall to life on Broadway in 2008 and at the Kennedy Center in 2010. The combination of the story and Fishburne's powerful portrayal caused one critic to question whether "Marshall has yet received his historical due."[27]

- ***Now Let Me Fly***
  This play, by Marcia Cebulska, was commissioned by the Brown Foundation for the 50th anniversary of the *Brown v. Board* decision. Based on oral histories and personal interviews, the play tells the story real people involved in the grassroots struggle leading to the Supreme Court's landmark education decision. Marshall and the ghost of his mentor, Charles Houston, are the primary characters. The play was intended for reading, and is frequently utilized in classroom situations, although it can be staged with as few as 8 and as many as 22 actors.

- ***The American Historical Theater***
  This professional theater company has developed interpretation of Thurgood Marshall's life. Marshall's story is one of many famous Americans they will present to schools and special audiences across the U.S.

Bibliographies

Several finding aids and bibliographies have been identified in the paragraphs above (see FBI, two for the Library of Congress, and Howard University). In addition, two more resources are worth mentioning to aid in the search for primary documentary materials and photographs concerning Thurgood Marshall.

- **National Union Catalog of Manuscript Collections (NUCMC), Library of Congress**
  Website: www.loc.gov/coll/nucmc/
  The NUCMC is a bibliographic service of the Library of Congress that helps repositories make their catalogs available to researchers. The NUCMC is a gateway to catalog records describing archival and manuscript collections, individual manuscripts, and oral histories in public, college and university, and special libraries throughout North America and around the world. Because Thurgood Marshall worked across large portions of the nation, this tool broadens the possible scope of search for materials related to his career and accomplishments.

- **Thurgood Marshall Bibliography, African Americans in the Law Collection, Thurgood Marshall Law Library, University of Maryland School of Law**
  Website: www.law.umaryland.edu/marshall/researchguides/marshallbib.html
  The Thurgood Marshall Law Library has compiled a biographical and bibliographical resource related to Thurgood Marshall.

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[27] "Theater: Ardor in the Court," *New York Press*, May 6, 2008.

Public School No. 103 —Henry Highland Garnet School

History

The school at 1315 Division Street was constructed by order of Baltimore's Board of School Commissioners between 1876 and 1877 to address overcrowding in the Male and Female Grammar School No. 6 on Druid Hill Avenue. The new school was built to serve the white children of the Anglos, Italians, and Jewish Germans and Russians that lived in Druid Hill area in the late 1800s.

Articles from *The Baltimore Sun* give the clearest picture of the school's establishment. The school was designed and put out for bid by the city administration and the Inspector of School Buildings in fall of 1876. The architect for the building was George A. Frederick (1842-1924), a prominent architect of German descent whose legacy in Baltimore includes City Hall, many public buildings, and a number of churches; he was often sought out to work in German communities in the city.[28] A description of the plans is that the school will be "large, comfortable, and substantial."[29] An appropriation of $25,000 was made by the city for construction of the new school, and the newspaper states:

> In view of the large outlay of money in school buildings, it is greatly to be desired that they be constructed in the best possible manner to afford permanency, ample ventilation, and sufficient means of ingress and egress. It is sometimes found necessary to build in the centre of the city, where there is little or no ground for yard area, however necessary playgrounds may be to the school buildings, but this can readily be avoided in the outer sections of the city.[30]

In October of that year, the construction contract was awarded to Philip Walsh and Sons, the low bid at a proposed cost of $21,997.[31] *The Baltimore Sun* reported that the school was completed in late July of 1877 at a cost of $27,000.[32]

The dedication of the school in October 1877 gives some indication of the school's architecture and function. The school is described as having two floors and a basement, and is separated into boys' and girls' departments by floor. Opening exercises were held on the 2nd floor, the girls' department, and the glass partitions between classrooms were raised during the event. M.C. Hogsdon furnished furniture for the school—the "new 'Victor' desks."[33]

At the dedication event, the messages were of reform and the importance of public education. Mayor Ferdinand C. Latrobe, nearing his first term's end, recounted his last act before the city

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[28] George A. Frederick: Prominent Architect of Historic Baltimore Landmarks, accessed Oct 27, 2010, www.georgeafrederick.com.
[29] "New Grammar School," *The Baltimore Sun,* October 27, 1876, 4.
[30] "Additional School Buildings," *The Baltimore Sun* September 15, 1876, 4.
[31] "New Grammar School," *The Baltimore Sun*, 4
[32] "Dedication of a Public School," *The Baltimore Sun*, October 27, 1877, 4. The *1877 Baltimore Board of School Commissioners Annual Report* reported that the school was completed on June 1, and that the total cost was $28,255; possible reasons for the discrepancy in costs could be the inclusion of architectural fees or furnishings.
[33] "Dedication of a Public School," *The Baltimore Sun*, 4.

council adjourned was to appoint [Baltimore Board of Public School] "commissioners to revise the public school system." In the same vein, Superintendent of Schools, Prof. Henry E. Shepherd commented that "reform was needed in the appointment of teachers for public schools, which should be made solely with reference to the merits of the candidates." Mayor Latrobe expressed his belief that "It was as important to provide for education as it was to give good government, for without education there never could be good government."[34] This is a singularly appropriate statement for the dedication of a school in which Thurgood Marshall—whose commitment to the law would change the nation—would be educated.

When it opened, the school served 350 boys and 250 girls in grades 1 through 8, a small portion of the 45,000 children in Baltimore's public school system at that time. The first principal of the boys' department was William C. Rob[in]son; the first principal of the girl's department was Miss Eliza Adams.

The first change came in 1899, when the school was designated "Public School No. 46," one of several "English-German" schools that were built for white children in the city. In 1908, the school became an annex of the city's Polytechnic Institute, a training high school also serving white students only.[35]

Demographics in West Baltimore began to shift in the 1890s, becoming a predominately African American area by the first decade of the 20th century. The school on Division Street kept pace with the change. In 1910, the building was converted to a "colored" school, absorbing the overflow from nearby Public School No. 112, located at Carey and Chappelle streets.[36] (African American schools always bore three digit numbers). In March 1911, the school was designated as No. 103, a "colored" school with 14 teachers, male and female, and 566 students.[37]

The first mention of PS103 in the *Afro American Newspaper* came in 1914, when 12 students are listed as graduating from the 8th grade and moving to the high school.[38] During the time when Thurgood Marshall attended the school (1914 to 1921), the principal of the school was an African American, William H. Lee. A few brief articles give us a glimpse of the school, mentioning the children participating in buying Liberty Bonds for World War I, and a soldier coming to the school to give them a patriotic talk.[39]

The school was known simply as "No. 103" until 1925, when it was named after the African American orator and abolitionist, Henry Highland Garnet. By 1931, it was one of only ten "colored" schools with a proper name, as opposed to 21 schools that were designated by number only.[40]

From newspaper articles and Board of School Commissioners' Reports, a few names of administrators, teachers, and students are known from the early years. More are known from the 1950s and 1960s through the *Afro-American* and the oral histories collected for the planning

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[34] "Dedication of a Public School," *The Baltimore Sun*, 4.
[35] 46th Annual Report of Board of School Commissioners to the Mayor and City Council of Baltimore for the Fiscal Year ending December 31, 1907, Public Printer 1908, 8.
[36] 48th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31, 1909, Public Printer 1910, 29.
[37] 49th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31st,1910, Public Printer 1911.
[38] "Many Go To High School" *The Afro-American Ledger*, June 27, 1914, 4.
[39] "'Round About the Town" *The Afro-American*, October 27, 1917, 6.
[40] "54 Washington Schools Have Been Given Names" *The Afro-American*, March 14, 1931, 3.

project. See *Appendix - Faculty and Students* for a listing of known principals, teachers, and students compiled from the sources above.)

In a period from the 1940s through the middle 1950s, there are comparatively more articles about the school than in the years that precede or follow this era. During that time, we get a fuller picture of daily life at PS103. Children took field trips to places like the zoo, the train station, and Fort McHenry.[41] Classes included the usual subjects, as well as a range of other interesting topics. For example:

- Children celebrated Arbor Day by planting trees with parents and neighbors (1948)[42]
- 3rd graders held a Mexican fiesta and performed a play during a unit on "Latin American Life" (1951)[43]
- Children at the elementary school participated in a play performed by Douglass High School Students (1953)[44]
- 6th graders participated in a panel discussion on why receiving an allowance was good for children (1955)[45]

Most of the oral history participants attended PS103 in the 1940s and 1950s. From their stories, we learn about the community's involvement in school success and alumni's feelings about the quality of education they received. For example, Ms. Ann Davis recalled that the teachers:

> ...really put a lot of effort in taking us to cultural events, and we went a lot to Sharp Street Church, which is right behind PS103, to concerts. I remember going to hear Philippa Schuyler, who was the same age as I was, and was a famous pianist from New York.[46]

Another recollection from Ms. Davis referred to PS103's contribution to the war effort during World War II.

> [We] purchased a jeep for the armed forces. We presented this jeep at a big ceremony at the school. I don't know where the money came from or how much it was, but somehow it was connected with buying these saving bonds. All of the children in school were saving their pennies to buy saving bonds.[47]

Reverend Alvin Hathaway reminded us that Thurgood Marshall's interest in law was likely sparked when as a PS103 student he was forced to memorize the Constitution as part of disciplinary action.[48] His recollection of those events was reiterated by another PS103 graduate, Michael Bowen Mitchell. Mr. Mitchell also recalled that as early as kindergarten, "we had to recite parts of Henry Highland Garnet's speech," referring to the 19th century abolitionist and

[41] "Parents to be Partners at Henry Highland Garnet," *The Baltimore Afro-American*, October 12, 1954, 8.
[42] "School News" *The Baltimore Afro-American*, May 11, 1948, 6.
[43] "In Our Schools" *The Baltimore Afro-American*, May 19, 1951, 16.
[44] "In Our Schools" *The Baltimore Afro-American*, June 13, 1953,7.
[45] "School Page" *The Baltimore Afro-American*, March 19, 1955, 10.
[46] Ann Davis, oral history interview, February 19, 2010.
[47] Ann Davis, oral history interview, February 19, 2010.
[48] Rev. Alvin Hathaway, oral history interview, DATE.

orator for whom the school was named. The part he still remembers today is the quote by Garnet that states "I'd rather die a free man than live to be a slave."[49]

The school was also the location for children's extra-curricular activities. In 1948, students from PS103 participated in a new band program.[50] The school offered space for Girl Scout troops to meet after hours—in 1954, five separate troops held regular meetings in the building.[51]

One of the things most striking about the news articles is how active parents at the school were in their children's education. A Parent-Teacher Association (PTA) was in existence from the 1920s. In 1925, Mrs. Vashti Murphy served as president of that organization.[52] Mrs. Murphy was the wife of Carl Murphy, the second generation of that family to run the *Afro-American Newspaper*. In the late 1940s throughout the 1950s, there are several articles about the PTA, parent clubs for individual grades, and childhood education classes that the school sponsored for parents. The PTA held fundraising events, such as barn dances and bingo parties, and sponsored an annual Halloween Carnival for the children.[53] The PTA also produced a parents' bulletin and worked with teachers to provide opportunities for all parents to observe their children in class on special days during the school year.[54] Parents' clubs for each grade met to address issues related to children's emotional and educational development, and a 1952 article describes a "Get Acquainted" orientation that the school held for parents to encourage them to remain involved in their children's schooling.[55]

In the 1960s, only a few references to activities involving the school are in the newspaper. In 1963, parents that visited the school wrote a letter to the editor about the ban on prayer in school, which they saw in effect at kindergarten snack time.[56] The last article that appears about the school discusses the activities of summer school in 1968.[57]

The school was closed in the early 1970s, when the new No. 125 was built at Dolphin St. and Pennsylvania Ave.[58] In 1972, the Upton Planning Committee began leasing the building for use as office space to house the organization's community services.[59] The Upton Planning Committee was responsible for housing, sanitation, and redevelopment of the area bounded by Bloom and Laurens streets to the north, McCulloh and Dolphin streets to the east, small parts of Biddle, Brune and George Streets on the south, and Freemont Ave. on the west.[60] During that organization's occupation, the building was called the Upton Cultural and Arts Center.
In 1989, the Upton Planning Committee received a $2,500 grant through the City of Baltimore's Neighborhood Incentive Program to renovate the office. According to a newspaper article about the grant, funds were used to repair the former library's walls and ceilings, and to install a

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[49] Michael Bowen Mitchell, oral history interview, DATE.
[50] "Jr. High School Band to Give 1st Concert April 2" *The Baltimore Afro-American*, March 13, 1948, 13.
[51] "Parents to be Partners at Henry Highland Garnet" *The Baltimore Afro-American.*
[52] "Public Schools" *The Afro-American*, November 21, 1925, 16.
[53] "In Our Schools" *The Baltimore Afro-American*, October 21, 1952, 26; "Plans Now Complete for Halloween Affair at Garnet School 103" *The Baltimore Afro-American Newspaper*, September 24, 1955, 9.
[54] "Parents to be Partners at Henry Highland Garnet" in *The Baltimore Afro-American.*
[55] "In Our Schools" *The Baltimore Afro-American*, October 21, 1952, 26.
[56] "What Our Readers Say" *The Baltimore Afro-American,* November 23, 1963, 4.
[57] "School 103 Pupils Meet City Leaders" *The Baltimore Afro-American*, August 13, 1968, 13.
[58] The date of PS103's closure was not confirmed through research for the current project. The date must lie between fall 1968 (the date of the last known Afro-American article about the school) and 1972, when the Upton Planning Committee took occupancy of PS103. Students from the school were moved to No. 125 at Dolphin and Pennsylvania when that school building there was replaced with a new facility. The new facility was named Furman Templeton Elementary School, after a local civil rights leader who died in February 1970—as the school would likely have been named upon its dedication, and it would not have been named prior to the leader's death, the author speculates that the new PS125 opened in 1970 or 1971, and that PS103 closed the same year.
[59] A *Baltimore Afro-American* article from July 16, 1966 (Seeking Lights, pg. 4) mentions the "Henry Highland Garnett Neighborhood Council" active in the area; an article from April 15, 1967 (pg. 3) lists Lena Boone as president. This organization appears to be the precursor to the Upton Planning Committee, which occupied the school under Boone's leadership.
[60] "Mrs. Boone Gets Award Tonight" *The Baltimore Afro-American*, October 14, 1975, 1-2.

faux fireplace[61]. The Upton Planning Committee occupied the building into the 1990s.[62] Since that time, the building has remained vacant.

Timeline

1876: Construction began on new Male and Female Grammar School #6. The architect for the building was George A. Frederick; the contractor was Philip Walsh and Sons.

1877: New co-ed school completed in the summer at a cost of approximately $27,000.

1899: Became "English-German" School No. 46

1908: Became annex for the Polytechnic Institute, a training high school for white students

1910: Converted to a "colored school", overflow for No. 112

1911: (March) designated as No. 103

1914: Thurgood Marshall began 1st grade at No. 103

1925: Named the Henry Highland Garnet School

1954: Baltimore City Public School System integrated, following Supreme Court's *Brown v. Board* decision

Early 1970s: PS103, Henry Highland Garnet School, closed. Students transferred to PS125, Furman Templeton Elementary School, located at Dolphin St. and Pennsylvania Ave.

1972: Upton Planning Committee leases building from City of Baltimore, creates Upton Cultural and Arts Center

1990s: Upton Planning Committee vacates building

[61] "Neighborhood Gets Grants for Rehabs" *The Baltimore Afro-American*, February 18, 1989, A3.

[62] The date that the Upton Planning Committee vacated the building was not confirmed through research for the current project. The date must lie after 1989, when the organization received a grant to renovate their office space within the building; the author speculates that the date predates August 2000, when Lena Boone, longtime president of the organization, passed away.

Inventory Synopsis

Despite the fact that a few hundred children passed through the halls of PS103 each year from the time it was established, publicly available information on the school is limited. Luckily, the key sources that exist tend to focus on different topics, helping to present a fairly balanced picture of the school. The Board of School Commissioners annual reports, copies of which are found in the Baltimore City Archives and the Maryland Room of the Enoch Pratt Free Library, document physical, fiscal, and administrative aspects of the school. *The Afro-American Newspaper* provided news to the community, including articles and updates on interesting activities of students, teachers, and parents. Two aspects of the current project complement these critical sources; both are summarized in the subsequent sections. Oral historical interviews with alumni, parents, and former faculty contribute personal recollections with a deeper level of detail than the other sources can provide (see section entitled *Oral History*). The educational artifacts remaining in the building are physical reminders of classroom and playground activities over time (see section entitled *Preliminary Assessment and Documentation of PS103 Contents*). Finally, images and memorabilia from the private collections of alumni and former faculty help to round out our understanding of P.S 103, the Henry Highland Garnet School.

- ***The Afro-American Newspaper* Archives**
  Website: www.afro.com/sections/archives/index.htm
  The archives of the *Afro-American* are easily searchable on the Google-powered search engine available on the historic newspaper's website. The archive contains news items specific to PS103 from 1914 through the 1960s. The electronic archive holds full copies of editions from the late 1800s through 1999. From the 1920s to the 1950s, the newspaper frequently included a column focused on activities in all of the city's "colored" schools. In the late 1920s, this was simply titled "Schools;" in the 1940s, it was called "School News;" and in the 1950s, it was named "In Our Schools." Short paragraphs in these columns mentioned activities from class projects to field trips, from teacher absences to school carnivals. These brief items often include names of students and teachers. In addition, articles on the active Parent-Teacher Association (PTA) and parents clubs for various grades give a glimpse of the families connected to PS103. Although there are articles from all the decades in which PS103 was active, some time periods are better represented than others, notably the late 1920s and the late 1940s through the middle 1950s. It is unclear if this uneven treatment is a result of preservation, limitations of the search mechanism, or different reporting priorities within the community over time. A search of the electronic archive turned up few images related to the school and none of the building itself.

- **Baltimore Board of School Commissioners' Records**
  The annual reports of the Baltimore Board of School Commissioners date back to when the commission was first established in 1828 and continue to the present. The current project examined records from the mid to late 19th century through the middle of the 20th century. The annual reports during this time period generally included:

    - Lists of officers and board members
    - School statistics
    - School census

- Receipts of expenditures
- School building conditions and locations
- School curriculum
- Drawings of new school buildings being constructed
- Superintendent and Assistant Superintendent reports
- Tables of school attendance

The emphasis on certain types of information shifted over time. Later reports provided less information about school building conditions and locations and more concerning curriculum and census data.

The Board of School Commissioners annual reports can be found in the Maryland Department (www.prattlibrary.org/locations/maryland/index.aspx), also known as the Maryland Room, on the second floor of the Enoch Pratt Free Library on Cathedral Street in Baltimore. They can also be found in the Baltimore City Archives (baltimorecityhistory.net), located at 2615 Matthews Street in Baltimore; because of staffing shortages, an appointment is needed to access the Baltimore City Archives. The Baltimore City Archives are managed by the Maryland State Archives through a cooperative agreement with the City of Baltimore.

- ***The Baltimore Sun* Archives**
  Website: pqasb.pqarchiver.com/baltsun/search.html
  The city's largest newspaper, *The Baltimore Sun*, maintains an electronic archive from 1837 to 1985, offering full page and article images with searchable full text back to the first issue. In 1877, two articles provide information on the design and construction of PS103, naming the architect and the contractor. Abstracts are free, but there is a fee for full images of the paper.

- **Maryland Digital Cultural Heritage**
  Website: www.mdch.org
  The Maryland Digital Cultural Heritage collection (www.mdch.org) contains three black and white photographs of PS103 from the 1934-35 school year. All three are Works Progress Administration (W.P.A) photos of children playing organized games in the street with the school in the background. All three items in this series share the name "Children at Play on Division Street, Baltimore."

- **Private Collections**
  The biggest source of images and memorabilia is undoubtedly the private collections of alumni and former faculty. Families whose children grew up in the neighborhood often will have saved items from school days, including pictures, report cards, and certificates of completion. Through the oral history project, several alumni shared pictures and mementos from PS103. Only a small number of alumni could be reached as part of the current project, however, and private collections remain largely untapped.

The Long Civil Rights Legacy in Baltimore

History

Any summary of the struggle for civil rights in Baltimore necessarily starts in the 17th century, with the arrival of Africans in colonial Maryland and the passage of laws that legalized and perpetuated slavery. Slaves were present in the colony from 1619 in Jamestown, when John Rolfe purchased 20 Africans from a Dutch man-o'-war.[63] In 1638, the colony passed a bill of rights that specifically excluded enslaved people. In 1664, slavery was legalized in the colony, and in the following two decades several laws were passed to limit the rights of people of African descent, free and enslaved.[64] In 1808, the international slave trade was abolished, although smuggling continued for decades afterward. Abolition of the international trade increased the planter class' reliance on Africans already in the United States to supply labor. In the 1830s, the state legislature established the Maryland Colonization Society with a sizable budget, demonstrating their preference to send blacks to Africa rather than make a place for them in Maryland society. By the middle of the 19th century, Baltimore would boast the largest urban black population in the nation, the majority of whom were free.[65]

These conditions described above shaped the struggle for racial equality in the city. The following pages provide an outline of Baltimoreans' efforts in this endeavor. As the motivation for the current study is the history of PS103, including the people and events associated with it, the emphasis in this document lies on West Baltimore. East Baltimore was the first area of the city to be settled in numbers by African Americans, particularly with respect to the maritime industries located there. As the city evolved, the African American population in West Baltimore continued to grow. Eventually, it would become the commercial, educational, entertainment, and political hub for African Americans in the city. In 2004, the Old West Baltimore Historic District was listed in the National Register of Historic Places as "the premier early African American neighborhood."[66]

Early leadership in the realm of civil rights in the city came out of the religious establishment, especially the Methodist faith with its strong anti-slavery stance. Racial divisions, including the issue of segregated seating, led to rifts in the Methodist Church that resulted in the founding of two African American congregations in the 1780s and 1790s. One would become Bethel African Methodist Episcopal, which split completely from the original church.[67] The other would become Sharp Street United Methodist, which chose to maintain a relationship with the mother church.[68] These early churches established a legacy of leadership, education, social consciousness, and activism that is resonant throughout Baltimore's history.

In the early part of the 19th century, Baltimore and the surrounding region produced some of the nation's leading abolitionists. The skilled orators Frederick Douglass and Henry Highland Garnet were both born in bondage in Maryland, and Douglass acquired his education in

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[63] Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*, Cambridge: Belknap Press of Harvard University Press, 2000.
[64] "A Maryland Slave Timeline," mdroots.thinkport.org/interactives/slaverytimeline/intro.asp, accessed October 21, 2010.
[65] Phillips, Christopher. *Freedom's Port: The African American Community of Baltimore, 1790-1860*, Urbana: University of Illinois Press, 1997.
[66] See listing on the Maryland Historical Trust's website, *Maryland's National Register Properties*, www.mht.maryland.gov/nr/, accessed October 18, 2010.
[67] "The History of Bethel A.M.E. Church," www.bethel1.org/page.php?id=1, accessed October 18, 2010.
[68] "Our History," www.sharpstreet.org/history.html, accessed October 18, 2010.

Baltimore. The religious establishment's continued interest in civil rights and societal reform in the 19th century is demonstrated in both these men's experience. Garnet, the man for whom PS103 is named, was a Presbyterian minister.[69] Douglass is one of many abolitionists who spoke from pulpits in Baltimore's black churches, including the church on Sharp Street.[70]

Education was a community priority in Baltimore, resulting in a much higher literacy rate among African Americans in the city than in most parts of the U.S. at that time. Prior to the Civil War, 70% of free blacks under the age of thirty and 40% over thirty were literate. Many churches in the mid-1850s had schools associated with them, and by 1860, there were 15 secular "colored" schools.[71]

In the 1870s, an individual rose to leadership in Union Baptist Church whose actions laid the foundation for significant legal accomplishments in the battle for civil rights. Reverend Harvey Johnson was connected to a national network of ministers, and with his wife, Amelia, he used that network to share ideas, distribute literature and propaganda, and build momentum in the crusade for equality. In 1885, Rev. Johnson led a group of black preachers to establish the Mutual United Brotherhood of Liberty, the city's first civil rights organization, "to use all legal means within our power to procure and maintain our rights as citizens in this common country."[72] Within three years, with the admittance of Everett J. Waring to the Maryland Bar Association, the group had broken the color line for all qualified African American men to practice law in the state. The Brotherhood began an assault on laws that promulgated racial inequality, addressing issues ranging from exclusion from juries, to the lack of African American educators and the condition of "colored" schools, and the significant ruling that "negros" could not be considered cargo in interstate commerce.[73]

Johnson and four other members of the Brotherhood shared their approach in attacking the legality of racial inequality with W.E. DuBois' Niagara Movement, which was the precursor to the National Association for the Advancement of Colored People (NAACP). Thus, a strategy born in Baltimore evolved into the guiding legal strategy of the NAACP.[74] Whether through coincidence or fate, another Baltimorean, Thurgood Marshall, would eventually perfect and carry out the strategy with unprecedented success.

By the 1890s, the demographics of West Baltimore shifted from a predominately white community with a large Jewish population to a predominately African American community. Harry Cummings, a black lawyer in West Baltimore, became the first person of color on the City Council. Black doctors and nurses trained at Provident Hospital. John Murphy established the *Afro-American Newspaper*. The Lansey family established Ideal Federal Savings and Loan.[75] In the struggle for civil rights, religious leadership now was complemented by civic, professional, and business leadership, and the hub of all this activity was West Baltimore. West Baltimore was a mixed-class community, with lawyers, doctors, entertainers, teachers, merchants, politicians, and laborers living amongst each other. The wealth, power, and numbers of the city's black middle class were rising. For children, all the possibilities of what you could

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[69] "Henry Highland Garnet," accessed October 18, 2010, en.wikipedia.org/wiki/Henry_Highland_Garnet.
[70] Reverend Dellyne Hinton, personal communication with the author, Sharp Street Memorial United Methodist Church, October 2009.
[71] Miagkji, Nina, ed. "Baltimore: Civic, Literary, and Mutual Aid Societies," in *Organizing Black America: An Encyclopedia of African American Associations*, (New York: Garland Publishing, 2001), 88.
[72] "Baltimore," *Organizing Black America*, 88.
[73] "Union Baptist Church," accessed October 13, 2010, www.unionbaptistbalt.org.
[74] Mills, Barbara. *Got My Mind Set on Freedom: Maryland's Story of Black and White Activism, 1663-2000* (Bowie, MD: Heritage Books, 2002), 84.
[75] "The Road from Frederick to Thurgood: Black Baltimore in Transition, 1870-1920," A Maryland State Archives, Maryland Historical Trust, Baltimore Heritage Research Collaborative, accessed October 18, 2010, www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html.

become when you grew up were in front of you every day. This was the world into which Thurgood Marshall was born.

Yet as prospects and wealth increased in the African American community, a backlash of segregationist laws arose to limit further opportunities. White leaders developed a restrictive zoning plan based on race when a black lawyer, George McMechen moved into a previously white area in 1910. McMechen, Ashbie Hawkins, and Warner T. McGuinn challenged the restrictions in court, overturning them over several years. In this same era, the Baltimore City Chapter of the NAACP was established as the second chapter in the United States (1912).[76]

By the mid-1930s, battles for social change were being fought in the courts and on the streets. The "Buy Where You Can Work" boycott effectively opened employment opportunities in white-owned establishments along Pennsylvania Avenue.[77] In the same era—with the NAACP's support—Thurgood Marshall and Charles Houston were taking their first steps on the road to the Brown decision with a legal victory that allowed Donald Gaines Murray to study law at the University of Maryland.[78] Although Marshall had opened a private practice in Baltimore immediately after his graduation from Howard University's School of Law, he was drawn almost immediately into civil rights cases for the NAACP, beginning with the Murray case. *The Afro-American*, now under second-generation ownership by the Murphy family (Dr. Carl Murphy), supported and publicized all aspects of the burgeoning movement. Lillie Mae Carroll Jackson became the president of the Baltimore Chapter of the NAACP in 1935, a role she would serve for 35 years. Marshall, Murphy, and Jackson were key not only to the success of the movement in Baltimore, but also in making Baltimore's contributions critical to the national effort.[79]

In the oral histories, more than one individual interviewed referred to the middle of the 20th century as a time when West Baltimore was home to a "black intelligentsia." Powerful, educated, socially conscious institutions, families, and individuals in that time and place included Morgan and Coppin colleges, *The Afro-American*, a whole community of professionals, the NAACP, and the Mitchells, the Murphys, and the Lanseys, among others.[80]

A major milestone in this era was the 1942 March on Annapolis, in which 2,000 people held a demonstration and hearing with the governor on the issues of racial bias and police brutality. The march was organized by Juanita Jackson Mitchell and her mother, Lillie Mae Carroll Jackson, of the Baltimore City Chapter of the NAACP, and sponsored by the Citizens' Committee for Justice, chaired by Carl Murphy.[81]

Once again, the religious establishment was at the heart of the event. Sharp Street Memorial United Methodist Church hosted a large community meeting the evening prior to the march, and was also the staging area for the busses to Annapolis. Two years later, Sharp Street Memorial also hosted First Lady Eleanor Roosevelt, who had come to Baltimore to speak on problems of the city's poor and the African American community.[82] In the 1950s and 1960s, there occurred a groundswell of challenges to the status quo in Baltimore. In education, Esther McCready

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[76] "The Road from Frederick to Thurgood."
[77] "Pickets Hurt Trade" *The Afro-American*, May 6, 1934, 1.
[78] "White State University Feels Weight of Court Attacks" *The Afro-American*, May 25, 1935, 7.
[79] Williams, Juan. *Thurgood Marshall: American Revolutionary* (New York: Random House, 1998).
[80] Evelyn Chatmon, oral history interview, February 24, 2010; John "Jake" Oliver, oral history interview, Marsh 23, 2010.
[81] "2,000 Baltimore Citizens in Impressive March on Annapolis," *The Afro-American Newspaper*, May 2, 1942, 12.
[82] "Keep On Movin' Toward Freedom, The "Free" State's Trouble with Equality," accessed October 4, 2010, www.mdcivilrights.org/churches.html.

sought admittance to the University of Maryland's School of Nursing. With the help of Charles Houston and Donald Gaines Murray, she won admittance, thereby dismantling segregation in the other professional schools associated with the university.[83] Walter Sondheim, President of the Baltimore Board of School Commissioners, helped desegregate a prestigious engineering course at the Polytechnic Institute in 1952.[84] Two years later, he led the school board to the decision to integrate the public school system immediately rather than employ delaying tactics like many major cities.[85] As a result of his efforts, Baltimore became the first system south of the Mason-Dixon line to comply with the ruling. In addition to education, residents in Baltimore challenged segregation in a variety of other aspects of life: transit; dining; theaters; municipal agencies such as the police and fire departments; Gwynn Oak Amusement Park; and tennis, swimming, and golf at the city's parks and recreation facilities.

Continuing in the two hundred year-old legacy of civil rights leadership in the churches, Union Baptist, under the leadership of Rev. Vernon Dobson, organized buses for the 1963 March on Washington. Dobson, Rev. Marion Bascomb (Douglass Memorial Community Church) and Congressman Parren Mitchell, among others, were members of "The Goon Squad," a small contingent of powerful men that sought political and social change in Baltimore.[86]

Although Baltimore met with a modicum of success in desegregating many aspects of public life, sentiment among many residents of the city—as it was across the nation—was that change was not happening fast enough. Militancy was on the rise, and a Baltimore chapter of the Black Panthers was established in 1968.[87] A sad turning point in West Baltimore history followed the assassination of Martin Luther King, Jr. Riots erupted in April 1968, as they did in more than a 125 cities across the U.S. Seven people were killed, more than 5,500 were jailed, and martial law was imposed to control the disaster. More than $12 million of damage was done in five days.[88]

The 1968 riots were a watershed for West Baltimore. The devastation left by the riots quickened a process that had begun slowly in the late 1950s and early 1960s—middle class migration to the suburbs. This had a dramatic impact on the power base and the spirit of community in West Baltimore, although many families that fled to the suburbs retain their church ties to congregations in the city.

The story of the struggle for civil rights in Baltimore does not stop after 1968, but it changes. After that year, West Baltimore was less a source of organized political and economic power, and the "movement" was less pronounced. Positive things continued to happen, but the emphasis in recent decades has been on community building and broad social and economic change. For example, Sharp Street Memorial founded a soup kitchen, and Union Baptist established Baltimoreans United in Leadership Development (BUILD).[89] The Baltimore City Chapter of the NAACP is nearing its century mark, and the national headquarters of that organization relocated to Baltimore from New York in 1980s, and in 2010 renewed its commitment to stay.[90]

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[83] Esther McCready, oral history interview, DATE.
[84] "School Board Voted 5 to 3 to Open Polytechnic Institute," *The Afro-American Newspaper*, June 1952, 1.
[85] "Board Votes Unanimously to End School Segregation," *The Afro-American Newspaper*, June 5, 1954, 1.
[86] "Now and Then," *The Baltimore Afro-American*, May 1978, 5.
[87] Paul Coates, oral history interview, DATE.
[88] "City in Turmoil as Rioters Roam" *The Baltimore Afro-American*, April 9,1968, 1; www. en.wikipedia.org/wiki/Baltimore_riot_of_1968, accessed October 17, 2010.
[89] "Keep On Movin' Towards Freedom."
[90] "NAACP to Keep National Headquarters in Baltimore, Officials Say" *The Baltimore Sun*, August 12, 2010, articles.baltimoresun.com/2010-08-12/business/bs-bz-naacp-headquarters-20100812_1_naacp-s-baltimore-naacp-employees-ellis-l-staten, accessed October 18, 2010.

Baltimore has a remarkable civil rights legacy that stretches over 200 years. The trends that remain constant throughout this history are the involvement and leadership of the churches; the importance of West Baltimore's middle class families, institutions, and leading individuals; and the use of the law as a tool to combat racial inequality. Historian Sandy Shoemaker summarized the role of the churches in Baltimore's struggle for civil rights, saying: "The church not only helped legitimize the activism of civil rights supporters, but also provided them the theoretical basis for their struggle."[91] People such as Carl Murphy, Lillie Mae Carroll Jackson, Ashbie Hawkins, and Rev. Harvey Johnson still loom large in local history, and Baltimoreans appreciate their contributions to the struggle. Interwoven with these stories is the story of the nation's greatest constitutional lawyer, Thurgood Marshall—a product of the civil rights legacy in Baltimore, his life turned the city's legacy into a national one.

Timeline

1619: John Rolfe, of Jamestown, purchased "20 Negras" from a Dutch man-o'-war, the first such purchase in the colony noted in historical documents.

1638: The term "slave" appears in official documents in Maryland for the first time, and a bill of rights specifically excludes slaves.

1664: Slavery is legalized in the Maryland colony.

1671: Law is passed stating that even if slaves become Christians, they remain slaves.

1681: Law is passed stipulating that all children born in the colony follow the condition of their mother (free or enslaved).

1692: Law is passed stipulating miscegenation is illegal; white and black men are punished for sexual and marital relations with women not of their race. A law preventing cruel treatment of slaves is also passed.

1698: Parliament opens the slave trade to all merchants.

1784: A group of African Americans withdrew from the Methodist Church because of racially segregated seating. The legacy of this split is two powerful churches and a new branch of Methodism—African Methodist Episcopal (A.M.E.), the first church organized for Africans in the Western hemisphere. Sharp Street Memorial United Methodist Church traces its ancestry to this event, as does Bethel A.M.E.; over time, both churches continued to provide leadership in the struggle for civil rights.

1789 to 1832: Joshua Johnson (also signed as Johnston) painted portraits of Baltimore residents. He is recognized as the first prominent African American portrait artist. The Baltimore Museum of Art and the Maryland Historical Society own and exhibit some of Johnson's work.

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[91]Shoemaker, Sandy M."We Shall Overcome, Someday: The Equal Rights Movement in Baltimore 1935-1942" *Maryland Historical Magazine* 89: 3 (1994): 266.

1808: International slave trade declared illegal, although smuggling continued. Planter class depended on African Americans born in this country to supply labor needed.

1816: The African Methodist Episcopal Church was formally established. Rev. Daniel Coker of Bethel Methodist Church in Baltimore was one of the early leaders.

1818: Frederick Augustus Washington Bailey, later known as Frederick Douglass, was born in February near Easton, Maryland. He was the son of Harriet Bailey, an enslaved woman. Captain Aaron Anthony claimed ownership of Douglass.

1825: Frances Ellen Watkins Harper was born in Baltimore. She attended the Baltimore Academy for Negro Youth School. Harper published a collection of poetry called *Forrest Leaves* in 1845, but is perhaps best known for her novel *Iola LeRoy*, the story of a young woman who went South to offer help to the freed slaves following the Civil War.

1825: Former slave Truman Pratt founded the Orchard Street Church, which is now home to the Greater Baltimore Urban League (founded in 1924). A passageway in the church leads to a sub-basement that may have housed a stop on the Underground Railroad.

1826: Frederick Douglass' mother, Harriet Bailey, dies. He is sent to Baltimore to live with Hugh Auld and his wife Sophia, who taught Douglass his letters. His master, Aaron Anthony, dies late in the year, and Douglass returns to plantation slavery on the Eastern Shore.

1831: Frederick Douglass reads newspaper article on John Quincy Adams's antislavery petitions in Congress and learns of the abolitionist movement. He buys Caleb Bingham's *The Columbian Orator*, with which he hones his reading and speaking skills.

1831: Maryland Colonization Society formed by the Maryland state legislature. Their goal was to support the emigration of Africans back to Africa. This demonstrates the prevailing attitude of the white establishment's tendency toward limiting civil rights of Africans—their preference was to send Africans away rather than make a place for them in Maryland.

1836: Frederick Douglass returns to work for Hugh and Sophia Auld in Baltimore and is hired out to work as a caulker in a Baltimore shipyard. The knowledge he gains there helps him escape slavery two years later.

1838: Frederick Douglass borrows papers from a free black sailor. He escapes from slavery to New York and changes his last name to Johnson, and then to Douglass.

1838: Frederick Douglass becomes a licensed preacher for the African Methodist Episcopal Zion Church in New Bedford, Rhode Island.

1852: The congregation that would become Union Baptist Church was organized on Lewis Street with 57 members. Throughout the 19th and 20th centuries, this congregation and its strong pastoral leadership would be instrumental in the struggle for equality for Baltimore's African Americans.

1863 to 1864: Since slavery prohibited African Americans from receiving a formal education, many learned to read and write from the Catholic Church school that was started in the basement at St. Francis Xavier Catholic Church. Lessons were taught by the Oblate Sisters (the first African American Catholic religious order of nuns). In 1968, the church was moved to its present location on Caroline and Oliver Streets, where it still holds services and houses a high school academy.

1865: On February 12, Henry Highland Garnet was the first African American to preach to the U.S. House of Representatives. Both the Henry Highland Garnet School (PS103) and the Henry Highland Garnet Park were named after the famous Presbyterian preacher and lecturer from Maryland.

1865: At the former site of Newton University, 40 African Americans purchased land and renamed the existing building the Douglass Institute. The doors to the facility officially opened on October 1st with Frederick Douglass as the featured speaker.

1866: John W. Locks and Isaac Myers helped found the Chesapeake Railway and Dry Dock Company, chartered in 1868, employing white and black men. Both Locks and Myers were at the hub of a circle of African American civic and business leaders. When Locks died in 1884, he was the oldest and wealthiest African American hackman in Baltimore. Among many other accomplishments, Myers is remembered for his leadership in organizing African American workers into labor unions.

1867: Centenary Biblical Institute, which eventually became Morgan State University, was established. The school has undergone several name changes over time. It became a public institution in 1939, and in 1975 received its current name. The school is the largest HBCU in Maryland.

1867: Maryland's Republicans held "the Border States Convention," with the issue of universal manhood suffrage as a priority. Dr. H. J. Brown, long-time leader and activist, was appointed to a Committee of Nine on the Permanent Organization at the convention. Although Brown would eventually break from the mainstream Republicans, he provided leadership in the struggle for civil rights throughout his life.

1868: Reverend John Nelson McTilton was ousted from his role as the school system's first superintendent, allegedly for trying to provide schools for African American children. An Episcopal rector, poet, and educator, Johnson began to lend his reputation, his pulpit, and his finances to a burgeoning "race" effort among African American leaders nationally.

1872: Rev. Harvey Johnson became pastor of Union Baptist Church. Over a decade, he increased the congregation by nearly tenfold. His struggle for equality within the Maryland Baptist Union Association was the proving ground for his leadership in the civil rights movement. Rev. Johnson was one of several strong African American pastors in the 19th century that set a precedent for leadership from the pulpit in the 20th century.

1877: Rev. Harvey Johnson married Amelia E. Hall, an Afro-Canadian born in Montreal (1858). Amelia Johnson published juvenile and religious literature, including the monthly magazine, *The Joy*. Her work was especially inspirational for black writers, women, and youth.

1880s: When Frederick Douglass was in his 70's, he returned to Baltimore as a prosperous man and built five houses with the intended use as affordable rental houses for black shipyard workers in Fell's Point, whose housing options were otherwise limited. The houses on Strawberry Alley were called Douglass Place. Today this area is known as Dallas Street and is located just north of Fleet Street.

1885: Rev. Dr. Harvey Johnson helped with the formation of the Mutual United Brotherhood of Liberty of the United States of America (MUBL). The MUBL held a three-day conference on the status of black civil rights, which Frederick Douglass keynoted. Johnson and the MUBL successfully engineered the admittance of Everett J. Waring to the Maryland Bar, opening the door for a series of legal attacks on inequalities.

1888: Saint Peter Claver Roman Catholic Church became the first church in the world dedicated to the South American Apostle for the Slaves. The year the church was established, two lay women began a school in the church's basement. Until it closed in 2010, the school was one of the oldest private elementary schools for African Americans in the nation.

1890: Harry S. Cummings was elected to City Council, breaking the color line for first time. He served in city government on and off for more than two decades. He also practiced law with Warner T. McGuinn, another African American city councilman who made public welfare, especially for African Americans, his top priority.

1892: The *Afro-American* was started by John Murphy. Through the years, the newspaper provided leadership in the national struggle for equal rights, and was very involved in the effort to desegregate education. The family-run paper is still managed by the Murphy family.

1894: Provident Hospital was established by African American physicians to provide training for black nurses and doctors, as well as treatment for the African American community. Provident closed in 1986, reopening in 1987 as Liberty Medical Center.

1895: Frederick Douglass died of heart failure.

1897: George M. Lane was one of the first African Americans in Maryland to be admitted to the bar. His status as a community leader is evidenced through his role as one of its founders and primary depositors at the Lexington Savings Bank. Lane along with other prominent community men formed a group called the "Committee of 100". They developed a slate of candidates for the fall municipal and state elections, however the ticket failed to appear on the ballot--it was disqualified on the eve of the election due to faulty petitions.

1898: At the Colored Baptist Convention of Maryland, Harvey Johnson developed a plan for race progress known as the "Texas Purchase Movement." This initiative called for the separation of the races of the U.S. with African Americans removing themselves to an independent state, formerly Texas.

1900: Coppin State College was originally set up at Douglass High School on Pennsylvania Avenue as a one-year training school for teachers. By 1938, the curriculum had been lengthened to a four-year Bachelor's of Science degree program, and the college had its own facility.

1905: Members of the Mutual Brotherhood of Liberty, including Rev. Johnson, attended the Niagara Conference, an organization that became the precursor to the NAACP. The MUBL strategy influenced that of the Niagara Movement, and eventually underpinned the NAACP's legal strategy in defeating racial inequality.

1908: Thurgood Marshall was born on July 2nd in Baltimore, Maryland.

1910: Baltimore enacted the first "racial zoning" ordinance in the U.S. Local attorney Milton Dashiel fashioned Baltimore's racial zoning plan immediately following the momentous decision of another attorney, George W. F. McMechen, to move into the fashionable Eutaw Place. McMechen, W. Ashbie Hawkins, and Warner T. McGuinn fought the restrictive covenants in a series of legal battles in the second decade of the 20th century. In 1915 McMechen ran for the 14th Ward seat on the City Council and lost. In 1944 McMechen was appointed to the Board of School Commissioners, where he served for six years as its first African American member.

1912: The Arch Social Club was formed, the first social club for African Americans. Early rosters show that—much like West Baltimore's population—club members represented a variety of economic and employment backgrounds, including laborers, merchants, and professionals. The club's lounge and restaurant still regularly feature jazz music.

1912: The Baltimore Chapter of the NAACP was formed, the second chapter in the United States.

1913: Harriet Tubman died in Auburn, New York. A Maryland native, Tubman is renowned for her courage and leadership as a conductor on the Underground Railroad; an abolitionist; a nurse and Union spy during the Civil War; and a suffragist in the post-war era.

1917: Ashbie Hawkins won a unanimous decision from the U.S. Supreme Court in the case of Buchannan vs. Worley. This decision declared that the Louisville, Kentucky, ordinance compelling racial segregation of residential housing was unconstitutional in respect to the Fourteenth Amendment.

1920: Teackle Wallis Lansey founded the Ideal Federal Savings Bank to help African American families buy homes. Lansey and several black community leaders, including a janitor, a high school principal, and a chauffeur, committed $100,000 and opened the bank across the street from Lansey's Laundry Company, which had a contract to wash linens for the Baltimore & Ohio Railroad. Until it closed in 2010, the bank was the longest-running African American financial institution in Maryland.

1922: The Douglass Theater, which would later become the world-famous Royal Theater, opened as the finest black theater in America owned and controlled by African American people. The Pennsylvania Avenue theater saw the performances of entertainers from Cab Calloway, to Billie Holliday, to the Temptations. Although the theater was demolished in the 1970s, the site is marked by monuments to the theater and to Billie Holliday, and a mural of the theater is on exhibition at the Maryland Historical Society.

1926: The Baltimore City Public School System equalizes pay for black teachers. The legal push for pay equalization came from the Defense League, whose legal representation was led by W. Ashbie Hawkins and Warner T. McGuinn. The Afro-American strongly supported the cause.

1933: The Baltimore City Branch of the NAACP launches the "Don't Buy Where You Can't Work" campaign to confront racially discriminatory hiring practices.

1934: The "Don't Buy Where You Can't Work" campaign concluded successfully with the hiring of African American employee Thomas Hawkins at A&P.

1935: Lillie Mae Carroll Jackson rose to presidency of the Baltimore City Branch of the NAACP, a position she would hold until 1970. She was also the founder of the Maryland Conference of the NAACP. She pioneered the tactic of non-violent resistance to racial segregation used by Martin Luther King and others during the early civil rights movement. Her children and grandchildren have been instrumental leaders in Maryland politics at all levels of government. Mrs. Jackson died in 1975.

1935: Along with his mentor, NAACP lawyer Charles Hamilton Houston, Marshall won his first major civil rights case - Murray vs. Pearson - successfully integrating the University of Maryland School of Law. Donald Gaines Murray eventually became an attorney and continued to help advance the cause of civil rights.

1935: Warner T. McGuinn, W. Ashbie Hawkins, and a young Thurgood Marshall were among the founding members of the Monumental Bar Association, a coalition of African American lawyers dedicated to pursuing justice for all people and to mentoring and training young lawyers in the profession.

1936: Court of Appeals of Maryland upholds Judge Eugene O' Dunnc's decision to overturn segregation policy of University of Maryland School of Law, which cemented Donald Gaines Murray's entrance to the school.

1936: Thurgood Marshall led a Maryland discrimination case, Williams vs. Zimmerman - the second step on the road to Brown v. Board of Education. Representing Margaret Williams' family, a young girl denied entry into a public high school, Marshall argued that the county was obligated to either create a black high school in the county or allow black students to attend Catonsville High.

1939: Thurgood Marshall argued for the equalization of pay in Anne Arundel County on behalf of an African American teacher there.

1941: Five hundred Baltimoreans pledged to join the 100,000 people who pledged participation in the Brotherhood of Sleeping Car Porters' proposed march on Washington. The march was canceled when President Franklin D. Roosevelt issued an Executive Order to bar discrimination in federal bureaus and defense industries.

1942: The March to Annapolis took place to stop the brutalities of African Americans by white police officers. Juanita Mitchell coordinated the march, bringing national attention to the Baltimore Chapter run by her mother, Lillie Mae Carroll Jackson. The meeting to kick-off the march was at Sharp Street United Methodist.

1944: Eleanor Roosevelt spoke at Sharp Street Memorial United Methodist Church.

1947: The first African American was promoted to the rank of sergeant on the Baltimore City Police Department. This marked the first time an African American on the force outranked a white patrolmen.

1947: Presentation of "Deep Are The Roots" to integrated audiences at Morgan State College, after the playwrights had refused to permit the play to be presented at Ford's Theatre because of its segregation policy.

1948: Judge Calvin W. Chestnut ruled that African American golfers were entitled to play on all municipal courses. The Board of Recreation and Parks acted promptly by designating certain days of the week on which "Negroes and Negroes only," could use each of the four public courses.

1948: Judge Chestnut ruled that the Maryland Art Institute, although a recipient of some public funds, could restrict its enrollment to white students.

1948: The Progressive Party of Maryland staged an interracial tennis match in Druid Hill Park in defiance of the segregation policy of the Board of Recreation and Parks. Police stopped the match and arrested 34 people. Twenty-two were charged by the Grand Jury with conspiring to riot and seven were convicted.

1950: The Maryland Court of Appeals ruled in favor of Esther McCready, who won the right to attend the University of Maryland's School of Nursing. Her case opened the way for African Americans not only at the University's School of Nursing, but also at the other professional schools, as well as the undergraduate school at College Park. Donald Gaines Murray and Charles Hamilton Houston were her attorneys.

1950: African American professionals were appearing regularly in International League games at Baltimore's Municipal Stadium. A scheduled baseball game on a park diamond between Baltimore Junior College and York (Pennsylvania) Junior College was cancelled because the York team had two African American players.

1950: African Americans protested against exclusion from Fort Smallwood, a city bathing beach.

1950s: This time period marked the beginning of the Mitchell Family dynasty, which was composed of a group of African American politicians and lawyers who contributed to the City of Baltimore, the State of Maryland and the NAACP. Many members of the

family were the trailblazers amongst Maryland's African Americans. The central courthouse of Baltimore City is named in honor of Clarence M. Mitchell, Jr., the head of the family and chief lobbyist for the NAACP for nearly 30 years. Lillie Mae Carroll Jackson was the matriarch of the family.

1951: The Board of Recreation and Parks abandoned its "white" and "colored" days at municipal golf courses, and also relaxed it rule against mixed play at more than a score of its baseball diamonds, tennis courts, and other athletic facilities. Some segregated facilities remained, particularly the swimming pools.

1951: As a result of court action, the Fort Smallwood bathing beach was opened to African Americans on a limited basis. For example, during the first two-thirds of each summer month the beach was reserved for white bathers; during the last third, for African Americans.

1951: The Maryland State Teachers Association became an integrated organization.

1952: The Baltimore Transit Company began hiring African Americans as operators.

1952: The Baltimore Polytechnic Institute admitted African Americans to the "A" course at the school.

1952: Ford's Theatre abolished segregated seating.

1953: The Baltimore Fire Department ended 95 years as an all-white municipal agency by appointing ten African Americans to its force.

1953: The Enoch Pratt Free Library opened its largest and newest branch on the corner of Pennsylvania and North Avenues with an integrated staff.

1954: Baltimore native Thurgood Marshall, head of the NAACP Legal Defense and Educational Fund, won the Supreme Court case *Brown v. Board of Education of Topeka, Kansas*. The Supreme Court unanimously decided that segregation in public schools is unconstitutional.

1954: Walter Sondheim, president of the Baltimore City Board of School Commissioners, led the school board in expediting desegregation of the city's schools. He drew parallels between the discrimination he experienced as a Jew and the bigotry directed at African Americans.

1954: Following the *Brown* victory, the Catholic parochial schools announced that all parochial schools in the Baltimore area would be desegregated (Catholic high schools and colleges already functioned on a non-segregated basis).

1954: Around 500 students stayed away from classes in protest of school integration.

1954: Friends School announced that it would take African American students, beginning with the first grade.

1954: The Park School decided it would admit qualified African Americans to any grade.

1954: The Baltimore City Dental Society voted to continue its exclusion of African American dentists.

1954: Three African Americans were elected to the Maryland General Assembly: Harry A. Cole was elected to the State Senate; Emory Cole and Truly Hatchett to the House of Delegates.

1955: Read's Drug Stores, the largest local chain, opened its lunch counters on a city-wide basis to seat "Negroes."

1955: Two downtown motion picture theatres quietly dropped their white-only policies, and a court test brought a reversal of the Liquor Board's regulation against serving alcoholic drinks to mixed clientele.

1955: On April 29th, between 100-125 Morgan State students tried to gain entry to the movie theatre at Northwood Shopping Center. They were denied.

1956: Mondawmin opened in northwest Baltimore in an African American neighborhood. Most of the more than 50 stores showed a willingness to serve colored patrons without discrimination but one restaurant admitted whites only. Mondawmin's tenants also exposed shoppers, predominantly white, to African American salespeople on an unprecedented scale.

1958: Reverend Dobson was named assistant pastor of Union Baptist Church in Baltimore, MD. He became the pastor of Union Baptist Church in 1963, and served in that role for 39 years. Rev. Dobson's community leadership was instrumental during the heart of the Civil Rights Movement in Baltimore.

1959: The Maryland Senate finally ratified the 14th amendment to the Constitution, which grants citizenship to all individuals born in the United States. This post-Civil War amendment was ratified by Congress in 1868, with its passage by three-fourths of the states' legislatures and conventions.

1960: A sit-in was held at Hooper's Restaurant. The case eventually went to the U.S. Supreme Court in Bell v. Maryland. It was one of five cases involving segregation protests decided on June 22, 1964. Robert Mack Bell, the first named appellant, was attending Harvard Law School as his case went through court, and today presides over the Maryland Court of Appeals, which originally heard the case and ruled against him.

1963: Northwood Theatre was integrated due to protests by Morgan State students and the Civic Interest Group (CIG).

1963: Baltimoreans participate in the March on Washington. Union Baptist, under Rev. Dobson's leadership, was one of several institutions that helped organize busses from Baltimore.

1963: Protestors went to Gwynn Oak Park to challenge its segregation policy; hundreds were arrested. Rev. Dobson was one of the many community activists who attempted to integrate the amusement park.

1967: Rev. Dobson, Rev. Marion Bascomb, and Parren Mitchell were among the group of Baltimore-based ministers and lawyers who advocated for civil rights. Among their activities, the self-titled "Goon Squad" advocated for a black mayor and sought the reinstatement of Joseph C. Howard, the prosecutor who exposed Baltimore's unequal treatment of rape victims.

1968: Black Panther Party chapter organized.

1968: Rev. Dobson founded the Union Baptist Church Head Start program, still in existence today.

1968: The Baltimore Riots began two days after the assassination of Martin Luther King, Jr. The Governor of Maryland, Spiro T. Agnew, called out thousands of National Guard troops and 500 Maryland State Police to quell the disturbance. When it was determined that the state forces could not control the riot, Agnew requested Federal troops from President Lyndon B. Johnson. The riots lasted from April 6 -14. There were more than 5,500 arrests, seven deaths, and arsonists set more than 1,200 fires during the disturbance. Damage was estimated at over $12 million in 1968 dollars.

1971: The Baltimore Branch of the Black Panthers opened the People's Free Clothing Program at 1829 Edmondson Ave.

1973: The Maryland Senate finally ratified the 15th amendment to the Constitution, which guarantees the right to vote for all men, regardless of their "race, color, or previous condition of servitude." This post-Civil War amendment was ratified by Congress in 1870, with its passage by three-fourths of the states' legislatures and conventions.

1976: Oprah Winfrey becomes one of the nation's earliest African American women to co-anchor the news and host a talk show at Baltimore's WJZ-TV.

1977: Rev. Dobson was one of the founders of Baltimoreans United in Leadership Development (BUILD). The broad-based community power organization is rooted in neighborhoods and churches, but acts non-denominationally for change at all levels.

1986: The NAACP, founded in 1909 and the nation's oldest and largest civil rights organization, moved its national headquarters to Baltimore.

2007: The Maryland Senate and House of Delegates issued a resolution apologizing for slavery.

Inventory Synopsis

The centuries-long struggle for civil rights by residents of Baltimore is a broad topic for which any number of lines of scholarly inquiry could be followed. In order to narrow the focus to align with the current planning project, the information below was compiled with development

of future interpretation at PS103 in mind. The resources below include primary source materials and current interpretation of civil rights in the city that can be found on the internet or in existing exhibits.[92]

Significant Collections

There are several archival collections exist that hold primary source materials related to Baltimore's civil rights legacy. All are excellent resources, but the degree of accessibility varies among them.

- ***The Afro-American Newspaper* Archives**
  Website: www.afro.com/sections/archives/index.htm
  The Afro-American newspaper is an incredible source of primary material regarding the last century in Baltimore. *The Afro-American* newspaper was established by John H. Murphy, Sr., in 1892, when he merged three church publications. Today, the newspaper is still owned and managed by the Murphy family, and has one of the nation's largest circulations of an African American newspaper. The Afro-American recorded local, state, and national events; furthermore, the Murphy family was very involved in the struggle for civil rights and used the Afro-American as a voice to further the cause. As such, the newspaper provides a window on civil rights in Baltimore, as well as context for national events at the time. The newspaper's electronic archive has an excellent search engine and provides access to full copies of the newspapers from the 1902 through the 1980s. Although not all newspapers are available, most are and the collection continues to be digitized. The newspapers are a good source for photographs and articles.

- **The Baltimore City Archives**
  Website: baltimorecityhistory.net
  The official archives for the City are managed in cooperation with the Maryland State Archives. For scholarly research, governmental records and other primary materials would be of great use. For the current project, more accessible materials concerning civil rights in the city can be found through the Afro-American, the Maryland Room at Enoch Pratt, and the Maryland State Archives.

- ***The Baltimore Sun* Archives**
  Website: pqasb.pqarchiver.com/baltsun/search.html
  The city's largest newspaper, *The Baltimore Sun*, maintains an electronic archive from 1837 to 1985, offering full page and article images with searchable full text back to the first issue. The collection includes digital reproductions that provide access to every page from every available issue. Coverage of civil rights issues and prominent African Americans is not as thorough as in *The Afro-American*, but the newspaper is of great value for images and primary source articles related to civil rights cases, Baltimore politics, and major events. Abstracts are free, but there is a fee for full images of the paper.

- **Church Archives—Union Baptist and Sharp Street Memorial United Methodist**
  Both Union Baptist and Sharp Street Memorial United Methodist have archives associated with their respective institutions, each with church records, images, and

[92] Because the intent of the project is to identify resources related to Baltimore's civil rights history, the following section serves as the selected bibliography for this portion of the document.

manuscripts. Given the long-standing involvement of both churches in civil rights activism, the collections at both institutions are valuable resources. The Sharp Street Archival Center was established in 1987 "to preserve and showcase the spiritual, social, cultural, and ethnic contributions and experiences of Sharp Street Memorial United Methodist Church to the community of Baltimore City and beyond."[93] Union Baptist has set up a volunteer ministry in 1999 dedicated to "recovering, preserving, storing, and maintaining the print, photographic, graphic, visual, and audio history of Union Baptist Church contained in manuscripts, printed portraits and books."[94] Portraits of Rev. Harvey Johnson and Rev. Vernon Dobson are part of Union Baptist's collection, and Sharp Street holds items that once belonged to Frederick Douglass. Both institutions have an exhibit area and an archivist dedicated to their collections. Due to the extensive nature of the holdings at both institutions, the collections are still in the process of being organized and can be difficult to search without the help of the archivists or others familiar with the collection.

- **Maryland Department—Enoch Pratt Free Library**
  Website: www.prattlibrary.org/locations/maryland/index.aspx
  The "Maryland Room" has an extensive collection including a vertical file; newspaper indexes; local magazines and serials; a large photograph collection; annual reports for various governmental entities; and books related to Maryland history, culture, and politics. The photograph collection includes black and white images from the World War I era through the 1950s, with an emphasis on the 1930s. The vertical file begins in the 1930s, although some of the information included within it predates that. Indexes for the Baltimore Sun and the Evening Sun are a good source to search for images and articles on particular individuals and events. Some of the specific serials may also be of interest to researchers.

- **Maryland Historical Society**
  Website: www.mdhs.org/museum/online_collections.html
  The Maryland Historical Society owns 800,000 photographs and images related to the history of the state. This includes Thurgood Marshall in the portrait collection, as well as historic images in their African American collection. The collections broadly address all epochs in Maryland history. The exhibit archive includes previous presentations concerning Baltimore in 1968 and the pursuit of freedom in Maryland.

- **Maryland State Archives**
  Website: www.msa.md.gov
  The Maryland State Archives is likely the largest repository of historical resources that relate to Baltimore's civil rights legacy. Particularly relevant are court records, images of a large number of individuals that made contributions to the city's civil rights struggle, and access to the magazine and newspaper sources that chronicled the struggle for more than a century. The website, www.msa.md.gov, includes an efficient electronic search engine. Particularly relevant for this project is The Archives of Maryland *Documents for the Classroom* series, located at www.teachingamericanhistorymd.net/html/packets.html. This series includes teaching

[93] Sharp Street Memorial United Methodist Church: Archival Center," www.sharpstreet.org/archival.html, accessed October 19, 2010.
[94] "Union Baptist Church: Archives and Artifacts," www.unionbaptistball.org/article.php?id=23, accessed October 19, 2010.

packets developed around the institution's holdings and including some primary materials from other large archives. The packets are comprised of archival references to images, primary documents, and publications related to specific topics, including:

American Colonization Society—The materials referenced in this packet are related to the establishment of a colony in Liberia to which free African Americans could emigrate. Materials will expose students to the various motivations for colonization, as well as the outcome of the attempt.

Famous Marylanders: Frederick Douglass—Sources that help tell the story of Douglass' life include many materials that are located elsewhere but are accessible to the public. The National Park Service, which manages the Frederick Douglass National Historic Site, owns many of the primary documents and images.

Jim Crow in Maryland—Many of the segregation-related materials in this packet relate to Baltimore, although some are housed in other collections.

From Segregation to Integration: The Donald Murray Case, 1935-1937—This packet includes primary documents and reporting of the desegregation case that forced open the University of Maryland's law school.

Education in Maryland: Separate and Unequal—Most of the materials in this packet are related to the 2nd step on the "Road to Brown," in which Margaret Williams attempted to attend the all-white Catonsville High School.

Echoes of Thurgood: The Impact of University v. Murray Through its Alumni—Information on the careers and accomplishments of African American alumni of the University of Maryland's School of Law, following Marshall and Houston's 1935 desegregation victory.

Brown v. Board of Education and the Question of Segregation—Another look at the famous school desegregation case. Especially relevant for the topic of civil rights in Baltimore are the articles listed from *The Evening Sun.*

Desegregation of Maryland's Restaurants: Robert Mack Bell v. Maryland—Materials relating to the event and the following court battle that occurred when students from Dunbar High School and Morgan State College attempted to integrate Hooper's Restaurant on June 17, 1960. The students' representation included Juanita Jackson Mitchell and Thurgood Marshall. The case eventually went to the Supreme Court, where the decision was not upheld. In the meantime, however, the state changed its public laws to integrate restaurants.

Is Baltimore Burning?—Materials including newspaper and other accounts of the Cambridge Riot of 1967 and the Baltimore Riot of 1968, and selection of Governor Agnew's speeches relating to both events.

Streets of Fire: Governor Spiro Agnew and the Baltimore City Riots, April 1968—These materials mostly consist of primary source news articles about the riots in Baltimore that followed M.L. King's assassination. Much of the packet focuses on the governor's handling of the event.

Internet Resources

Several excellent resources exist regarding the struggle for civil rights in Baltimore. Many of them include oral historical resources, some of which provide access to transcripts and one of which provides the interviews, themselves. Interestingly, high school and college students were integral in developing most of the internet resources below, and are responsible for conducting all of the oral histories described in this section.

- **Maryland Historical Trust and Doris M. Johnson High School**
  Title: Keep On Movin' Toward Freedom: The "Free" State's Struggle with Equality
  Address: www.mdcivilrights.org
  Summary: This website presents information collected in a collaborative research project funded by the Annie E. Casey Foundation. The site includes a timeline, essays on particular people, places, and events; and 13 oral histories that can be downloaded from the site. The oral histories include a few notable individuals with respect to the current project:

  Judge Robert Bell—Arrested for restaurant sit-in; Juanita Mitchell and Thurgood Marshall helped with defense.

  Rev. Marion Bascomb—An activist and leader involved with "The Goon Squad," as well as part of the PS103 Commission.

  Walter Sondheim, Jr.—President of the Board of School Commissioners that integration the public school system in 1954. Sondheim has since passed away.

- **Maryland State Archives, Maryland Historical Trust, Baltimore Heritage Research Collaborative**
  Title: From Frederick to Thurgood
  Address: www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html
  This website chronicles Baltimore's important African American individuals and their accomplishments in the years between the eras of leadership provided by Frederick Douglass and Thurgood Marshall. The website contains short biographies of people integral to civil rights struggles; business and industry; arts; education; and religion from 1870 to 1920. The site examines the continuities in a city that produced two of our nation's great civil rights leaders.

- **University of Baltimore, Langsdale Library Special Collections**
  Title: Baltimore 68: Riots and Rebirth
  Address: archives.ubalt.edu/bsr/index.html
  This website is built around the oral history project conducted in 2008, 40 years after M. L. King's assassination and the resulting riots that devastated West Baltimore. The site includes an overview of the historical event and the project; interviews and transcripts from 70 people from a wide variety of perspectives; a driving tour; and a gallery of photos and news videos.

Title: Baltimore Neighborhood Heritage Project
Address: archives.ubalt.edu/bnhp/table.htm
The university also conducted an oral history project focused on elderly residents of seven Baltimore neighborhoods in the late 1970s and early 1980s. Of interest for this project are the 35 oral histories collected in Old West Baltimore. Interview topics include "immigration and migration and adjustment to life in Baltimore, residential patterns, neighborhood institutions, work experiences, family and social life, housing conditions, the impact of local and national events on the neighborhood, and perceived changes in the neighborhood over time."[95]

- **Maryland Digital Cultural Heritage**
Address: www.mdch.org
Summary: This growing collection—managed by the Enoch Pratt Free Library but housed in locations across the state—includes photographs, images, and documents covering a variety of eras and subjects. The collections are searchable. One collection has direct applicability to civil rights:

> *American Century Project*—An extensive oral history collection has been developed by juniors at St. Andrew's Episcopal School in Potomac, Maryland. The collection, begun in 1997, contains over 800 oral historical interviews. More than 100 of the interviews deal with different aspects of the struggle for civil rights. The collection is located at Dreyfuss Library, St. Andrew's Episcopal School.

Publications

The list of publications below represents a broad-brush approach to civil rights history in Baltimore. It is not intended to be comprehensive, but rather to identify a starting point for secondary sources based on primary sources concerning the trends, events, individuals, and organizations that impacted the struggle for racial equality in Baltimore. Additional resources are found in the PS103 bibliographic database in Zotero.

- **Baum, Howell S. *Brown in Baltimore: School Desegregation and the Limits of Liberalism.* Ithaca: University of Cornell Press, 2010.**
This examination of the desegregation of the public school system in Baltimore looks at the successes and failures in the wake of the landmark Supreme Court case. Baum looks at the process of desegregation, acknowledges the early leadership provided by a liberal school board in following the decision, and then looks at the social and historical influences

- **Berlin, Ira. *Many Thousands Gone: The First two Centuries of Slavery in North America*. Cambridge and London: The Belknap Press of Harvard University Press, 1998.**
Berlin explores the complex history of the institution of slavery in North America. His work examines the regional variation in the institution, as well as the responses of the enslaved people in those regions, including the Chesapeake, the South Carolina-Georgia-Florida coastal area, and the French and Spanish colonies in the Mississippi Delta area.

[95] "Baltimore Neighborhood Heritage Project," accessed October 19, 2010, www.archives.ubalt.edu/bnhp/table.htm.

- **Brugger, Robert J. *Maryland, a Middle Temperament—1690 to 1980.* Baltimore: The Johns Hopkins University Press, 1996.**
  Brugger presents a sweeping history of the state from its colonial origins to the latter half of the 20th century. He looks at tobacco culture, slavery, the industrial revolution, the civil war, and civil rights.
- **McFeely, William S. *Frederick Douglass.* New York and London: W.W. Norton & Company, 1995.**
  Biographical account of Frederick Douglass, the great American orator and abolitionist who spent formative years as a young adult in Baltimore, and returned to the city periodically throughout his life.

- **Phillips, Christopher. *Freedom's Fort: The African American Community of Baltimore, 1790-1860.* Urbana and Chicago: The University of Illinois Press, 1997.**
  Phillips provides an analysis of the development of Baltimore's African American community in the early national and antebellum United States. Baltimore hosted the nation's largest black urban community before the Civil War.

- **Scotnes, Andor. *The Black Freedom Movement and the Workers Movement, 1930-1939.* Ph.D. dissertation, Ruttgers University, 1990.**
  Andor takes an in-depth look at the Great Depression decade in Baltimore, including the resurgence and convergence of the political, labor, and organizational movement toward equality in the city.
- **Terry, David T. *Tramping for Justice: The Dismantling of Jim Crow in Baltimore, 1942-1945.* Ph.D. dissertation, Howard University, 2002.**
  Terry's research incorporates some of the specific actions that built up to the end of legal segregation in Baltimore, including the historic March to Annapolis.

- **Thompson, Bruce A. *The Civil Rights Vanguard: The NAACP and the Black Community, 1931-1942.* Ph.D. dissertation, University of Maryland, 1996.**
  History of the influence and actions of the nation's second oldest branch of the NAACP, including Lillie Mae Carroll Jackson and the emerging leadership of the Mitchell family, the NAACP's relationship with the Afro-American newspaper and civil rights organizations, the "Don't Buy Where You Can't Work" campaign, and the March on Annapolis.

- **Whitman, T. Stephen. *The Price of Freedom: Slavery and Freedom in Baltimore and Early National Maryland.* New York and London: Routledge, 2000.**
  Whitman examines the complexities of the institution of slavery in early Federal Baltimore. The book illustrates the various forms of access that enslaved people had of gaining freedom, and how the institution in Baltimore and other fringe areas had an impact on slavery in the heart of the South.

Museums/Exhibits

- **Frederick Douglass/Isaac Myers Maritime Park**
  Website: www.douglassmyers.org
  This heritage site is located in a historic warehouse near Baltimore's old shipyards. Through interactive exhibits and hands-on activities, the museum interprets several stories, several of which are relevant for the current project—the lives of Frederick

Douglass and Isaac Myers; African American life and culture (especially maritime history); and the development of Baltimore's African American community through time.

- **Lillie Mae Carroll Jackson House**
  Morgan State University has acquired the home and former museum of Lillie Mae Carroll Jackson, long-time president of the Baltimore City Branch of the NAACP, the nation's second oldest chapter of that organization. Jackson's daughter, Juanita Mitchell, is matriarch to one of Maryland's oldest civil rights families, and many members of the family were involved in city, state, and national politics. The struggle for civil rights, the history of the Baltimore branch of the NAACP, and the contributions of the family will be highlighted at the museum when it opens next year. Although Thurgood Marshall will have a presence in the new museum, the university and the family want the focus to remain on the local story.[96] The carriage house on the property will be converted to a research/resource center for scholars and the public. Given the proximity of PS103 to the museum at 1320 Eutaw Place, the involvement of Morgan State University, and the close alignment of interpretive themes between the sites, the Lillie Mae Carroll Jackson House has the potential to be a close partner organization to the future management entity of PS103.

- **NAACP Exhibit**
  Prof. Larry Gibson developed a commemorative exhibit about the history of the National Association for the Advancement of the Colored People (NAACP) Baltimore City Branch based on photos, posters, documents, newspaper clippings, and memorabilia from the archives of that organization. In 2010, the exhibit was hosted by the Enoch Pratt Free Library and the Reginald F. Lewis Museum of African American Maryland History, among other venues.

- **National Great Blacks in Wax Museum**
  Website: www.greatblacksinwax.org
  A wax museum committed to preserving and presenting the history of African Americans, National Great Blacks in Wax is unique in the nation. Although its interpretation is national in scope, many of the figures and stories presented reflect important Baltimoreans, including Thurgood Marshall and Frederick Douglass.

- **Pennsylvania Avenue Heritage Trail**
  Website: www.pennsylvaniaavenuebaltimore.com
  A walking trail through the Old West Baltimore Historic District is an important venue for understanding the history and contributions of Baltimore's "premier African American neighborhood." Through a website, brochures, and interpretive signage placed along the trail, stories of community development, entertainment, religious and civic leadership, and civil rights are shared with the public. PS103 sits along this route, as do other sites tied to Thurgood Marshall. The trail is managed by the Baltimore National Heritage Area is part of the

[96] Dr. Debra Newman Ham, personal communication with the author, September 15, 2010.

- **Private Collections**
  Another source of images and memorabilia related to the struggle for civil rights is undoubtedly the private collections of Baltimoreans who participated in the movement. Through the oral history component of the current project, some individuals shared such images. Private collections are a source that could be tapped eventually, especially if there is an ongoing program by which interested individuals can share their artifacts and images through a future interpretive program at PS103.

- **Reginald F. Lewis Museum of Maryland African American Culture and History**
  Website: www.africanamericanculture.org
  This is the largest African American museum on the East Coast, with extensive permanent exhibits and an ever-changing array of special exhibits. Civil rights is an important aspect of the stories told in the three permanent galleries—including Marylanders' struggles and successes at home, as well as their contributions to the national effort. Moreover, the museum has a permanent partnership with the Maryland State Department of Education that includes curriculum development, teacher training, and field trips.

Oral History Interviews

Purpose and Methods

Oral histories help in the understanding of historical events as witnessed by actual participants. They provide an opportunity for people to tell important stories in their own voices, with their own words. They also provide personal perspectives and details that allow others an opportunity to experience the information being discussed on a more human and personal level.

One component of the *PS103 Assessment and Planning Project* is the collection of no less than 30 oral histories relevant for the topics of:

1. Thurgood Marshall's life and career
2. The history of PS103, including alumni and faculty
3. The history of the Civil Rights movement in the region

The primary focus of the oral history component of the project was to identify information, photographs, and stories that could help illustrate the rich history of P.S.103 and the important events and people associated with it. Members of the Mayor's Commission on Former PS103 and other project stakeholders recommended Baltimoreans whom they felt should be contacted for interviews due to their knowledge of at least one of the above three topics. Additional oral history participants were identified through a convenience sampling technique, "snowball sampling," in which interviewees recommended additional people to interview. All interviews were filmed in Baltimore. A list of participants is provided below.

The Interviews

Thurgood Marshall

A multitude of literature, documentaries, and websites address the life of legendary civil rights lawyer and former Supreme Court Justice Thurgood Marshall. As such, the number of people interviewed who knew or worked with him was limited in order to better address the other two topics, about which less information exists. Marshall's cousin, Charlotte Marshall Perry, provided insight into his loyalty towards family and community members. According to Mrs. Perry, after her cousin rose to his position on the Supreme Court, he often arranged for transportation so that his family members and friends in Baltimore could attend various functions in his honor that were being held in Washington, D.C.[97] Stories such as this demonstrate Marshall's commitment to former acquaintances and family.

Two of Marshall's close associates—his mentor, Charles Hamilton Houston, and Donald Gaines Murray, for whom Marshall sought admission to the University of Maryland's School of Law—are the subject of Esther McCready's interview, as those attorneys fought to help her integrate the University of Maryland's School of Nursing.[98] In addition, Marshall's professional relationship to the politically prominent Mitchells, also of West Baltimore, is addressed briefly in interviews by members of that family. Finally, Baltimore attorney and Marshall scholar Larry Gibson provided insight as to why many people felt that Thurgood Marshall was the most

[97] Charlotte Marshall Perry, oral history interview, DATE.
[98] Esther McCready, oral history interview, DATE.

important American lawyer of the century. According to Dr. Gibson, "There is no person who did more to shape the Constitutional Law of this country or to realize its creed" than Thurgood.[99]

A future recommendation to expand on the collection of oral histories related to Marshall would be to interview some of Marshall's former law clerks from his years on the Supreme Court.[100] Slightly more difficult but also worthwhile is the identification of living family members who have memories or knowledge of the early Baltimore cases argued by Marshall.

PS103

Many of the interviewees participating in the current project (12), spoke about their personal experiences at the Henry Highland Garnet Elementary School (PS103). Their oral histories provide information to augment the somewhat sparse documentary collections that currently exist regarding the historic school. Several of the storytellers were able to provide intimate details that aid in the understanding of daily life at the school. Many easily recalled the names of former teachers and principals. A few of the stories collected regarding the historic school are:

- May Day celebrations were held the first day of May to mark that spring had arrived. These celebrations included wrapping the May Pole with pretty pastel colors and eating lots of food.
- War drills were held during World War II. According to one project participant, "When the bells would ring, we would have to go into the basement and sit up against the wall. There was something outside the school we could spiral down and slide like a sliding board."
- Several significant people are alumni of PS103. The most prominent individual, Thurgood Marshall, began his elementary education at PS103, attending from 1914 to 1921 Another such important person was Jim Gillian, who made important contributions in the developmental history of Morgan State University. Secretary of Appointments for the state, Jeanne Hitchcock, is also an alumnus of PS103. Numerous doctors, lawyers, and educators began their education at the school on Division Street.

Civil Rights

Baltimore has a long civil rights legacy, including a lot of grassroots activism during the 1950s and 1960s, a time period when our nation struggled mightily to rise to the ideals of equality and justice upon which it was founded. In the final topic of the oral history component, the Civil Rights Movement in Baltimore, several interviewees discussed:

- The integration of public educational facilities, such as the University of Maryland
- Experiences of racism during the first few years of school integration
- Training sessions for sit-ins at local lunch counters and department stores
- The role of prominent institutions in the movement, such as *The Afro-American Newspaper,* the Baltimore City Chapter of the NAACP, and area churches

[99] Dr. Larry S. Gibson, oral history interview, December 4, 2009.

[100] The Wikipedia web page "List of Law Clerks of the Supreme Court of the United States" contains a list of the individuals who clerked for Marshall during his tenure (1967 to 1991), en.wikipedia.org/wiki/List_of_law_clerks_of_the_Supreme_Court_of_the_United_States, accessed August 10, 1010.

- The role of local families such as the Murphys, the Lanseys, and the Mitchells in advancing civil rights
- The role of Baltimore's Chapter of the Black Panther Party in city and national civil rights events

Each of the 30 interviews is intended to help identify themes and provide information that can be used to interpret PS103 and the people and events associated with it. The interpretive planning component of this project presents possible exhibits and other interpretive media that will include information generated in the collection of the oral histories. Portions of the oral histories may be featured in electronic and static exhibits at the site, as excerpts on a website, or in other interpretive ways.

Other products of this project, including copies of the interviews in an archivally stable electronic format, transcripts and abstracts of the interviews, and legal releases outlining usage of the interview materials, have been filed with the Baltimore National Heritage Area. All of the 30 interviews and their transcripts eventually will be archived in a publicly-accessible institution. Plans are underway to identify a suitable archival facility to take possession of the interviews.

Participants

Rev. Marion Bascomb
Evelyn Chatmon
Marvin "Doc" Cheatham
Paul Coates
Darryl Cribb
Dorothy Dauerty
Ann Davis
Dr. Larry S. Gibson
Rose Jones
Rev. Alvin Hathaway
Ed Hayes
Jeanne Hitchcock
Frances Lansey
Josephine Lansey
Sheryl Lansey
Danny Marrow
Eleanor Matthews
Esther McCready
Jean Mitchell
Michael Bowen Mitchell
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Preliminary Assessment and Documentation of PS103 Contents

Background

In keeping with its mission of heritage preservation, Cultural Lore was recruited to assist Point Heritage Development Consulting in establishing a collections management documentation and assessment strategy for the artifacts and archives contained in Baltimore's former Public School 103 (PS103), the Henry Highland Garnet School. In addition to oral historical fieldwork conducted by Rolonda Teal, Dustin "Dusty" Fuqua of Cultural Lore was enlisted to conduct the documentation and assessment of the heritage resources currently stored in the PS103 structure. In preparation for this project component, Fuqua reviewed PS103-related information, Point HDC reports, Baltimore National Heritage Area (NHA) publications, and other pertinent civil rights heritage resources to gain an understanding of the cultural and historical significance of the PS103 site and its impact on contemporary social life. Moreover, Fuqua was fortunate to partake in personal communications with Point HDC, the Upton Planning Commission, and Baltimore NHA staff for additional insight into the goals for and future interpretation of the PS103 site.[101]

The documentation and assessment data in this report was generated with the understanding of several major themes and principles and written in a "state the obvious" style. First, documentation was conducted under the premise of comprehensively capturing everything that is currently stored within the PS103 site without bias, regardless of any inferred significance. Documentation activities were conducted in-depth and at a high level of control when contents related to general themes including education, civil rights, Thurgood Marshall, PS103, the City of Baltimore, and the Upton Planning Commission. Assessment in regard to preservation conditions was based on the feasibility of "what can be saved" as well as personal safety and what tasks could be completed during the limited periods of site access. Finally, rather than conduct field collections and relocate artifacts and archives, heritage resources were documented and assessed *in situ* in an effort to preserve not only the material culture, but also the aesthetic value represented therein.

Function

The Collections Management, Documentation & Assessment component of the *PS103 Assessment and Planning Project* is intended for use by planners in determining preservation measures in regard to the collection of archives and artifacts currently located in or on the property of PS103. The Collections Documentation & Assessment section is a narrative account of the contents of and conditions within rooms and spaces of PS103. The Collections Profiles & Management Strategies section consists of suggestions for interpretive themes,

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[101] *Acknowledgements*—Fuqua would like to express gratitude to Point HDC and the City of Baltimore. Dr. Nancy Morgan (Point HDC) provided the opportunity, know-how, and inspiration for the author's participation in this project. The Baltimore NHA Executive Director, Mr. Jeffrey Buchheit, provided both the vision and the means by which this fieldwork was accomplished. The Upton Planning Commission (Upton PC) provided community hospitality and organizational history without which this project could have not taken place. In particular, Upton PC representative and community leader Mr. Ernest Green provided hospitality, knowledge, and hands-on assistance with the physical investigation of the PS103 structure. The knowledge Mr. Green provided during the project proved invaluable in determining the pivotal role of PS103 to the Upton community. The crew of contract workers whose names I unfortunately cannot recall provided physical and technical assistance. Upon visiting the Baltimore NHA and personally investigating the PS103 collection, the author gained an enhanced sense of appreciation for often under-represented aspects of the American Civil Rights Movement.

descriptions of significant artifacts and archives, and recommendations for a scope of collections. Project participants including architects, historians, museum managers, exhibit designers, and local stakeholders can utilize this document in preparation of the PS103 structure for rehabilitation and restoration efforts. Ultimately, the documentation contained in this report serves to illustrate conditions of the structure and its contents in regard to potential use of its original collection of artifacts and archives.



Collections Documentation & Assessment

In keeping with work plans and goals previously set forth between Cultural Lore, Point HDC, and Baltimore NHA, Dustin Fuqua traveled to Baltimore to personally investigate the PS103 structure. The overarching goal of this trip was to survey and assess the structure's contents in order to gain an understanding of what comprises the collection. Potentially unsafe conditions and the lack of electricity limited documentation in the structure, and in some cases did not allow for close inspection of PS103 contents. The object of documentation was to develop a survey of the structure in order to begin planning for the potential accession and management of a museum collection. Fuqua's work included documentation of archives and artifacts and a preliminary analysis of resource preservation feasibility. The following narrative details the project goals, collections management-related tasks, and work conditions on a daily basis over the course of Fuqua's participation. Note also descriptions of artifacts and archives, architectural feature observations, and suggestions for preservation per PS103 floor and room-levels. Refer to the Architectural Floor Plans developed by project architect SP Arch, Inc. provided in the Historic Structure Report for PS103.

Overall Collection Documentation & Conditions Assessment

November 18, 2009

- PS103 site access provided 11/18 courtesy of Baltimore NHA,[102] City of Baltimore, and Upton Planning Committee. Technical support and orientation to the area provided by Shauntee Daniels (Baltimore NHA). Generator, work lights, and personal protective equipment provided by City of Baltimore contractor.

[102] Jeffrey Buchheit, Director of Baltimore NHA, met with Fuqua on the evening of 11/17 and provided regional orientation, background information, personal contacts, and the key to PS103.

- Site tour, overview, and background provided by Ernest Green.[103] Green offered Fuqua access to artifacts and records previously collected by Upton PC.
    - Wanda Best, Executive Director of Upton PC, visited the site and tentatively planned to meet with Fuqua on 11/19Furnaces & boilers
- Daniels contacted Baltimore's Department of General Services to acquire additional personal protective equipment (tyvek suits, vinyl/latex gloves, respirator), flashlights, boxes, and folders. Supplies expected on-site by 10:00 am 11/19.
- Jeff Buchheit, Baltimore NHA Director, contacted Fuqua and tentatively planned to meet on-site by 10:30 am 11/19.
- City Contractor agreed to meet on-site at 10:00 am 11/19 and each day thereafter to provide electricity and lighting via generator-produced power.
    - Generator-produced power will be used for lighting inside the structure. This process involves transportation of a generator to and from the site each day, running extension cords into the structure and throughout the interior, from which two sets of work lights are plugged and hand-carried.
- Following site tour and discussion with Green, Fuqua worked to document artifacts, records, and conditions at the PS103 100-Level.
- Note historic chemicals currently located at 103, 105, & 108.
    - Historic chemicals and dangerous substances also currently located throughout Basement 000-Level.
- Note broken glass, rusted metals, sharp edges, etc. located throughout structure.
- Note mold contamination throughout 100-Level (not as severe as 000-Level).
- Note lead paint flaking from wall finishes, windows, architectural features, etc. throughout entire structure.
- Note bird carcasses currently located throughout structure.
- Note lack of pest damage with paper-based and wooden artifacts throughout structure.
- Note standing water puddles (111) and visible moisture (105) in some areas. The roof seems to be actively leaking,[104] or water infiltrates structure via wall crevices.

Investigation of 000-Level (Basement)

November 19, 2009

- The goal of this day's work was to investigate and document the collection of artifacts and preservation conditions within the Basement of PS103 (000-Level).
- Due to roof leaks and invasive moisture over the past several decades, the entire 000-Level is severely contaminated by mold. As a result, all organic-based artifacts (paper and wood) possess active mold infestation.

[103] Ernest Green is a lifelong resident of the Upton Community and the current Vice-President of the Upton Planning Commission. Mr. Green is a great source of local information as well as a source for additional PS103-related personal contacts.

[104] Note that on 11/19/2009, Baltimore and the Upton community experienced rain. During the rain, Fuqua observed water actively falling through the ceiling of the 200-Level. Water puddles were also observed at the 100-Level, thus demonstrating the compromised roof of PS103.

- Moreover, the invasive moisture has contributed to the failure of lead-based paint finishes on walls, ceilings, and architectural features throughout this level. This has resulted in flaking and peeling of said finishes at a much more advanced level than in 100 & 200-Levels. Moisture has also led to the deterioration of metal-based artifacts, with advanced rusting observed throughout the 000-Level.
    - The combination of active mold coupled with failed lead paint finishes provides for potentially unsafe working conditions and severely impacts the capacity for preservation of artifacts therein.
- Fuqua & Green were provided with personal protective equipment (PPE) and safety supplies by Baltimore NHA staff and the City of Baltimore contractor.
    - PPE included tyvek suits, respirators, and gloves
    - Buchheit also provided corrugated containers, folders, trash bags, and flashlights
- Note the *in situ* nature of the artifact collection within the 000-Level:
    - Bookcases, school supplies, equipment, and other objects appear to be in nearly the same position that they were placed in during the late PS103/early Upton PC.
    - Directional signage, bookcase labeling, wall hangings, etc. remain similarly posted from the late PS103 era
- Haphazard storage and other space-clearing activities (probably during the early Upton PC era) also have contributed to the poor state of preservation.
    - Improperly stacked cardboard boxes and school furniture have collapsed and become otherwise damaged.
    - Architectural features such as intrusion barriers and fence.
    - Sections removed from the structure also were haphazardly strewn throughout the 000-Level, damaging artifacts and features in some instances.
- Aside from documentation via digital photography (included as an appendix to this report), the safety conditions in the 000-Level prohibited precise, detailed documentation. Refer to the architectural floor plans developed by SP Arch, Inc.
- According to Green, the Upton PC did not utilize any rooms in the 000-Level during their occupancy of the PS103 site.

PS103 000-Level/Basement—Documentation and Assessment

Personal safety concerns in the PS103 Basement trump most other priorities and documentation goals. Unsafe conditions (lack of adequate lighting, ventilation, and abundance of mold) and time constraints per site access did not allow for development of a sketch map or floor plan as in the case of the 100 & 200-Levels. Refer to the architectural floor plan and room labels developed by SP Arch, Inc.

The Basement level of PS103 is apparently similar in architectural design to several other structures along Upton's Division Street. The 000-Level/Basement possesses a Boiler Room & Coal Storage Area, two primary book storage rooms, an educational supplies room, a toilet room/restroom, and additional rooms used at various periods for the purposes of printing, photographic development, recreation, general storage, and maintenance supplies storage. Refer to the images included in this report and the architectural floor plan for more information.

Due to contamination from mold, lead paint, and additional hazardous materials, it is recommended that the vast majority of the artifacts from the 000-Level be disposed in keeping with MD state and City of Baltimore City. During the disposition process, significant objects can be more accurately identified and potentially collected for eventual integration into the PS103 collection. At this early stage in the assessment process, collection of artifacts from this area would prove not only unsafe for project staff, but also could also jeopardize the rest of the collection by potentially introducing advanced mold into less-contaminated artifact storage areas. Although a time-consuming task, individual identification activities should be conducted to properly gauge what artifacts are included in this collection. The disposition process itself should be strictly regulated as to prohibit "dumpster-diving" and unregulated trash collecting, as implications for personal safety and harm are present. Subsequently, there exists a potential for recovery of personally identifiable data such as Social Security numbers and sensitive contact information.

In regard to artifacts related to Thurgood Marshall and the time he attended the school (ca. 1914 to ca. 1919), the highest potential for material culture from this era will likely be recovered from the educational supplies storage room (009). Therein, Fuqua and Green observed a relatively high concentration of early 20th century artifacts including but not limited to:

- 48-Star USA Flags
- Basket-making supplies[105]
- Globes & maps (with antiquated political geography)
- Wire milk crates ("Clover Land")
- Ceramic crock with broken Lid
- Educational games: abacus-style counting toy, beanbag toy, etc.
- School supplies: paste, paints, chalk, food service accessories, etc.

Due to the abundance of mold and poor lighting conditions, however, a detailed investigation of this room proved infeasible. The contents of this room should be closely examined during the disposition process, and early 20th century artifacts should be photographed and possibly collected for potential links to the Thurgood Marshall era.

Collections Profile

- Architectural Features:
    - Furnaces & boilers
    - Coal chutes (vent flues)
    - Ironwork grating
    - Doors
- Appliances & equipment
- Classroom furniture
- Educational artifacts

[105] During oral history interviews conducted for this project, subjects noted that basket-making was an educational activity that students participated in at PS103. Refer to the oral history transcripts for more information.

Investigation of 200-Level (Second Floor)

November 20, 2009

- The goal of the day's work was to document and assess the artifacts and current conditions of the 200-Level of PS103.
- Moreover, due to limited site access, this day's work goal also included initial cataloging of significant artifacts from both the 100 & 200-Levels of PS103.
- Discussion and inquiries with Green provided insight into Upton PC era functions, individuals' names and contacts, and Civil Rights Movement era oral history.
- The majority of paper-based records relate to the Upton PC's many economic and educational programs.
- Aside from paper-based records, at least two rooms of the 200-Level contain Upton Planning Commission film-based media. Such includes photographic negatives & slides, motion picture rolled film, as well as BETA and early VHS videocassette tapes.
    - Much of the film-based records are contaminated by mold and are otherwise damaged beyond preservation. Moreover, contemporary historians would be hard-pressed to locate the obsolete electronics necessary to view the records. However, if significance deems such a worthwhile task, then migration to electronic format would be possible, albeit expensive and time-consuming.

PS103 200-Level/Second Floor—Documentation & Assessment

Conditions suggest that several rooms of the 200-Level of PS103 were vandalized and inhabited by vagrants at several instances since the 1990s. Such evidence includes makeshift bedding, candle wax melt, recent foodstuffs containers and packages, burnt papers, and possibly drug paraphernalia. Aside from the threat of improvised security, it is pertinent that all unauthorized access routes be identified and closed-off prior to the onset of advanced project work.

Based on observations by the author, it appears that the majority of paper-based archives from the 200-Level of PS103 are the property of the Upton Planning Commission. The Upton Planning Commission should be involved in the survey and deaccession process to ensure that no valuable data is mistakenly culled. Note the presence of much personally identifiable data including Upton PC era timecards, check stubs, bank statements, and documents with social security numbers. The proper disposition of such data by controlled shredding should be a priority upon the onset of advanced project work.

Investigation of 100-Level (First Floor)

PS103 100-Level—Documentation & Assessment

Due to the prevalence of artifacts and concentration of archives throughout the 100-Level, this area was in receipt of the highest level of documentation and assessment activities during this project component. Refer to sketch floor plan for room numbers and provenience data.

- **101 Foyer**
    - Classroom Furniture: student chairs (3-4), modern office desk, etc.
    - Educational Artifacts: files, loose paper records

- **102 Office (Upton Era)**
  - Architectural Features: bulletin board
  - Classroom Furniture: student chairs (2-3 plastic orange)
  - Educational Artifacts: copier fluid container
- **103 Classroom West**
  - Architectural Features: chalkboard, radiator heater
  - Classroom Furniture: student chairs (5-6 Wooden & Plastic), student table
  - Educational Artifacts: photos ca. 1970s mounted on panels (2), student-produced arts &crafts (collages, bark painting, other painting)
- **104 Classroom/Office West**
  - Architectural Features: radiator heater
  - Classroom Furniture: student chairs (2-3), clock
  - Educational Artifacts: vintage typewriter, files
- **105 Classroom West**
  - Architectural Features: radiator heater, chalkboard
  - Classroom Furniture: student chairs, student tables, modern desks, modern file cabinets, bed
  - Educational Artifacts: "New Stafford's School Paste," pencil sharpener, musical instruments (drums), records/LP's ("Songs of Our Heritage for Young Americans," "Songs From Singing Every Day"), books, files
  - Other: wing lade ("Property of Baltimore City" tag)
- **106 Stairwell 200-Level NW**
  - Architectural Features: handrails
- **107 Foyer/Rear Entrance**
  - Architectural Features: doorway, exit sign
- **108 A. Kitchen**
  - Architectural Features: bathroom stalls
  - Classroom Furniture: table & chairs (water-damaged)
  - Appliances & Equipment: stove (ca. 1950s), Refrigerator (ca. 1970s)
  - Other: fork (bone handle), coffee pots
- **108 B. Kitchen Hallway/Storage**
  - Classroom Furniture: wooden cabinet ("A&P Charcoal Lighter Fluid")
  - Educational Artifacts: PS103 & UPC files
- **109 Classroom East (Adjacent to Kitchen 108)**
  - Classroom Furniture: student chairs (2-3 Wooden), locker
  - Architectural Features: shelf/cabinet (cube storage), drinking/water fountain
  - Educational Artifacts: student-produced wall hangings ("Wheat Bread"; "Meats")
- **110 Classroom East**
  - Classroom Furniture: student chairs (25-30), student tables (wooden round), bulletin boards
  - Educational Artifacts: books (hundreds) – toys
- **111 Classroom East**
  - Architectural Features (chimney & mantel, modern closet)
  - Classroom Furniture (library card catalog file cabinet, student desk)

- **112 Stairwell Basement/000-Level SE**
  - Classroom Furniture: display case (for trophies?)
  - Educational Artifacts: files
- **113 Stairwell 200-Level SE**
  - Architectural Features: handrails
- **114 Hallway**
  - Northern Side: Architectural Features (school bell, fire alarm, doorway & hardware), exit sign, wall hangings & signs
  - Southern Side: architectural features, student tables (round & square), student chairs (plastic 4-6; wooden 6-8)

Collections Profiles & Management Strategies

Interpretive Topics and Scope of Interpretation

Based on the contents currently located at the PS103 structure, the author identified five classes of artifacts and archival resources that could contribute to interpretation of the site. The concepts below reflect those set forth as topics in the Interpretive Plan for PS103. The collections in PS103 will allow visitors to make connections between the intangible interpretive concepts and the tangible, authentic objects and documents.

Artifacts & Archives	Timeline	Core Concepts
Educational History	1870s – 1970s	History of PS103 Desegregation of public schools The life of Thurgood Marshall
Thurgood Marshall-related	1900s – 1920s	Thurgood Marshall Evolution of West Baltimore
Civil Rights Movement	1890s – 1970s	Evolution of West Baltimore Legal foundation for civil rights
Upton Community of Baltimore	1890s – Present	History of PS103 Evolution of West Baltimore Thurgood Marshall Legal foundation for civil rights
Upton Planning Committee	1960s – Present	Evolution of West Baltimore

Field Collections Models & Approaches

Although the interior conditions of the PS103 structure have been less than suitable for preservation, a significant number of artifacts, archives, and architectural features may be considered for inclusion in a permanent museum and heritage collection. In keeping with its roles as a school, community center, and administrative center, the contents of PS103 illustrate the evolution of the structure and site. The author suggests that the PS103 Commission carefully consider its long-term capacity for sustainability of preservation during advanced planning stages. As such, interpretation at the site may be based on or supplemented with a permanent museum or heritage collection. Regardless of the field collection techniques that the PS103 Commission chooses to employ, the author recommends an artifact and archives-collection model based on the five interpretive themes identified by the consultant team and further described in the Interpretive Plan.

In discussing options for preservation of the collection, the PS103 Commission may choose from strategies involving conservative accessioning, statistical sampling, or maximum materials preservation approaches. In doing so, the PS103 Commission may consider each alternative for collections sampling in terms of individual pros and cons. The author suggests that the PS103 Commission include in these discussions not only current project stakeholders but also representatives from the Baltimore City Public Schools system, local universities with archives and/or museum management programs, and partners with revenue-generating interests.

Alternatives for Field Collections Techniques

1. **Alternative: Conservative Approach**
   In regard to a conservative accessioning approach, the PS103 Commission may choose to collect a very limited sample of the artifacts in keeping with sustainability goals. Collecting a small sample would, however, limit the amount of original material culture through which the site can be interpreted. On the other hand, a carefully considered, quantitatively small sample would also limit the amount of space necessary to curate such a collection, as well as limit the amount of objects impacted by potentially-harmful mold and pests to be integrated alongside better-preserved artifacts.

2. **Alternative: Maximum Preservation**
   The PS103 Commission may choose to consider preservation of the maximum amount of artifacts and archives currently contained within the structure. Such would provide for an interpretive analysis of a Civil Rights-focused school currently unrivaled among many contemporary institutions. However, such a vast collection may prove burdensome within the framework of sustainability and preservation for perpetuity.

3. **Alternative: Statistical Sample**
   In keeping with a scientific approach, the PS103 Commission may choose to develop a museum collection based on statistically-sampling the structure's contents. Through careful analysis of the entire collection of artifacts and archives at PS103, a collection model by which a sample is maintained would provide for unbiased, statistically inclusive, and equally documentable amounts of material to be preserved. The ability to resist the urge to cull unsightly or difficult-to-manage materials and preserve only the aesthetically pleasing and storage-friendly is difficult to overcome; therefore a collection based on a statistical sample would provide for an inclusive, non-skewed data set.

Considerations & Opportunities

Deaccession and Culling

Unfortunately, much material from PS103 is either contaminated beyond salvage or does not fit the requirements for inclusion in a permanent museum collection. The majority of paper-based archives are contaminated with various molds and pest waste products. Attempts at preservation of such contaminated materials pose a threat to the safety of the viable museum collection components.

At this point, the PS103 Commission has not yet chosen a storage space for the museum collection aside from the PS103 structure itself. With this in mind, project participants must ensure that temporary haphazard storage techniques are not employed, nor should potentially viable materials be integrated with contaminated objects. It may be logical to assume that artifacts and archives can be shifted to various areas of PS103 during increments of ongoing work. The author recommends such an approach only as a last resort scenario, as there exists the potential for additional damage and contamination upon less-than-sensitive handling. A more ideal scenario would involve lease of commercial storage space, complete with regulated HVAC controls. An acceptable yet less-than-ideal scenario would involve storage in nearby warehouse-type space that could be negotiated by project participants. At the least, temporary storage of objects for consideration into a permanent museum collection for PS103 should involve factors including security, basic environmental controls, and proximity to the site.

In dealing with objects identified for deaccession and culling, project participants should be provided with a secure space with which to house refuse from PS103. The PS103 Commission should consider the liability involved with unauthorized "dumpster diving" by passers-by, collectors, and/or economically challenged citizens. The majority of the objects to –be culled are contaminated with mold and pest waste; thus, the items pose a risk to the PS103 Commission if anyone were to become hurt or sick while handling such property. An ideal situation would involve use of an approved dumpster or container[106] with a lockable capacity that could be carried off for dumping on a daily or semi-daily basis. At the least, the refuse container should be guarded to thwart unauthorized rummaging or collecting.

Hazardous Waste & Caustic Chemicals

Several spaces, primarily in the Basement 000-Level of PS103, possess liquid and semi-solid chemicals used during the course of PS103's history. Although none of these chemicals were tested during this portion of the project, it is safe to assume these have become hazardous to human health and should be disposed of properly. Potentially hazardous materials include the liquid contents of numerous glass vessels utilized during the photographic development process once instructed at PS103. Other chemicals that may seem less harmful due to their nostalgic appearance include school paste used by students during the early to mid 20th century.

Factors including the potential for interpretation and historical significance should be discussed prior to complete disposition of such vessels and containers. In this regard, it may be worthwhile to dispose of the contents of said containers, yet preserve the vessel(s) for integration into the permanent museum collection. Low-cost museum techniques including

[106] A dumpster or garbage container for potential use should be approved by the City of Baltimore, the Upton Planning Commission, and/or the Environmental Protection Agency (EPA).

using colored sand inside original containers can often prove effective in interpretation of such objects, rather than "saving" potentially dangerous contents. In such instances, the availability of standardized, custom-fabricated waste receptacles should be determined prior to undertaking disposition.

Identity Theft & Intellectual Property Issues

Although the history of PS103 serves to interpret the past, it is not without its vulnerability to 21st century misdeeds. In this regard, the PS103 Commission should be careful to destroy personally identifiable materials in a responsible fashion. During this project, the author identified a cache of materials related to the Upton Planning Commission that included personal data and social security numbers. This issue was brought forth to Baltimore NHA Director Jeffrey Buchheit upon discovery. While this data may have been managed, there exists a great potential for additional related discoveries within the vast trove of archival data and paper-based records. Moreover, records bearing individual names and original manuscripts can be misused contemporarily for criminal purposes. The PS103 Commission may also choose to discuss all angles in regard to potentially using original student artwork, manuscript writings, or photographic images in anticipation of intellectual property issues.

Opportunities for Partnership & Revenue Generation

While the PS103 Commission may not maintain the capacity to preserve all material culture original to the structure, project participants may be able to develop partnerships to provide deaccessioned artifacts and archives to institutions that may have a need or use for such. For example, such may be the case for the hundreds of books – texts, manuscripts, and recreational literature – original to the PS103 structure. The author recommends that the maximum amount of books be preserved for the PS103 museum collection. However, books with duplicate copies or otherwise non-pertinent literature should be made available for potential use by other institutions.

Another scenario for "sharing" rather than disposing of potentially deaccessioned objects may involve revenue generating. Although ethical considerations should be addressed, there exists an angle to generate revenue via the sale of objects that are not useful for the PS103 Commission's purposes. Inasmuch, fundraising activities may involve the sale, raffle, auction, benefit, etc. of certain materials original to PS103. While perhaps controversial, such a model may be expanded to include architectural features or scanned original images. Although some professionals may argue that the benefit of such is at the exploit of heritage, others may make the case for preservation based on making the objects available for the public or private enjoyment.

A collaborative approach also could be taken regarding collections to be maintained or exhibited at the site. There are several educational and archival institutions in the area that offer museum programs or that have trained archivists—especially universities, public libraries, historical societies, and museums. Partnerships could entail a variety of activities, including but not limited to technical assistance, shared programming, and collaboration on grant applications. The commission could compile a list of local curators, archivists, research librarians, heritage professionals, and historians who have experience implementing preservation and programming similar to that planned for PS103. Among the programs that could be strongly considered are:

- Maryland Institute College of Art (MICA) Curatorial Practice program, an emerging program in which students research collections, design and build exhibits, and craft marketing and community programming around their exhibit development.

- Morgan University's Public History program, which also has previously offered hands-on archival projects to its students
- Morgan University's Office of Museums, which includes the Lillie Mae Carroll Jackson Museum currently in development in close proximity to PS103.

Other partnerships could be explored through the following, which should not be considered a comprehensive listing:

- Baltimore City Historical Society
- Baltimore City Public School System
- Coppin State University
- Fort McHenry National Monument and Historic Shrine, National Park Service
- Enoch Pratt Free Library
- Johns Hopkins University's Africana Studies program
- Maryland Historical Society
- Maryland State Archives
- The Reginald F. Lewis Museum of Maryland African American History
- University of Baltimore
- University of Maryland, Baltimore County

Collections-Specific Recommendations

Books & Library Collection

There are a large number of books for potential inclusion in a permanent collection. The PS103 Commission should attempt to document the interior of each book to note past users. Several dozen books bear PS103 Library Catalog Cards complete with dates of use and patrons' names. In many instances, the past users are still alive and in some cases still reside in the Upton community[107]. Moreover, many books maintain a unique sense of character due to an abundance of handwritten graffiti still located inside. The author suggests photography of book interiors, and in some instances more advanced scanning of these to preserve original handwritten graffiti. Library support materials including an original steel card catalog cabinet can serve numerous functions per interpretation of the PS103 library and reference collection. Furthermore, while the books may serve a limited function in regard to use per library reference, documentation of the titles and authors alone would provide insight into the subject matter of education at PS103.

Books, along with other paper documents, photographs, and art, have the special environmental requirements regarding temperature and humidity regulation. These requirements could affect the design and construction of exhibit space or cases, including determining what materials should be used on walls and windows to protect objects from heat, cold, and UV rays. As such, planners should research UV-filtering glass panes, acrylite panels, or adhesive film.

School Desks & Chairs

During the assessment of PS103, the author worked with diligence to identify classroom-specific artifacts per the structure's role in the City of Baltimore educational system. At least 7 unique varieties of student chairs were identified, the majority of which are constructed of plastic and steel. At least 3 unique varieties of student desks were identified, the majority of which are a combination of synthetic materials and steel. Wooden chairs and desks represent the smallest percentage of this collection, yet comprise the most obvious older category. Although the collection of desks and chairs may seem somewhat unbalanced per age or date, the author suggests preservation of each school chair and integration into the permanent museum collection. The student desks and chairs represent the most obvious and perhaps most powerful tool for the interpretation of education at PS103.

Educational and Recreational Materials

Throughout the PS103 structure there exists an abundance of original student artwork and handicrafts. This subset of the PS103 collection includes student-generated products at various levels of completion and will prove very effective with such interpretation. The collection subset further includes basket-making supplies, wooden hoop toys, balls, etc. Educational games and toys including clocks, abacuses, and ballot-casting games were also identified. Furthermore, original educational devices including pencil sharpeners, world globes, maps, and other wall-hanging school aids were documented therein. Recreational features including hopscotch and other painted lines, bicycle racks, and basketball hoops were observed at the interior and exterior of PS103. The author recommends the utmost level of preservation in regard to artifacts, archives, and features pertaining to this subset of the collection.

Artifacts, Archives, and Architecture

[107] During fieldwork, Mr. Green was able to identify individuals that reside in the Upton Community per names documented on library catalog cards.

During the collections management, documentation, and assessment project, a number of significant artifacts, archives, and architectural features were identified:

- Student Desks & Chairs – Teacher Desks & Chairs
- Recreational: Wooden Hoops – Balls
- Educational Toys & Games: Abacuses – Clock – Ballot-Casting Game
- Arts & Crafts: Basket-Making Supplies – Paste
- School Supplies: Crayons – Chalk – Pencils – Pads & Notebooks
- Exhibit Image Panels per Significant Baltimore Civil Rights & African American Heritage Sites
- Upton Mural ca. 1988
- Books: Note student data and graffiti
    - Arabian Nights ca. 1900s
    - Various civil rights-era publications
- Fork ca. 1890's-1900's (Kitchen)
    - Tin enameled pot & pan
- Student Arts & Crafts
- Photographs, Negatives, & Slides (Upton Planning Commission & PS103-related)
- Swing Blade
- Lena Boone Notebook ca. 1960s

Significant Architectural Features

- Radiator Heaters
- Boilers & Coal Furnaces
- Coal Chutes/Vent Flues
- "Hopscotch" & Recreational Markings
- Chalkboards
- Coal/Backpack Storage Rooms
- Bicycle Rack

Interim Recommendations

- **Exhibits and Displays**—The PS103 Commission could select a sample of the PS103 Collection for use in project-related meetings and stakeholder activities. Such an exhibit or display could potentially be comprised of student artwork, lesson materials, or other portable artifacts. This would serve as a powerful interpretive and outreach tool.
- **Restoration of Recreational Features**—Restore the playground features that are part of the school's immediate landscape:
    - Hopscotch – Jumping Line Games – Bicycle Rack – Rear Lot
- **Documentation of Rolodex Contacts and Library Patrons**—Numerous library books and textbooks bear names of former students. Moreover, the author recovered a Rolodex ca. 1970s that contains an abundance of PS103-related contact data. The author suggests the documentation of this information is a high priority for preservation. Perhaps the development of a contacts database would be an efficient way to manage and preserve such data.
- **Classroom Kits**—Begin to brainstorm and develop "Classroom Kits" including artifacts from various historic periods to historically furnish classrooms as exhibit spaces.
- **Additional Research**—To date, the documentary evidence related to the school is fairly limited. Develop a plan to further explore existing documentary and artifact sources. Two resources that bear further exploration are the Baltimore City Archives (where additional information may exist, despite challenging access to some collections) and private collections from former faculty and alumni. The Maryland State Archives and the Baltimore City Public School System may be able to inform this process.
- **PS103 School Reunion and Alumni Mixer**—Host a "PS103 School Reunion." Such an event would provide an opportunity for alumni to gather on-site. This would allow for the collection of additional oral histories, the opportunity to discuss the use of original objects and features, and the development of an important future base of support.
- **PS103 Timeline**—Develop a timeline for the school to interpret the use of the building and the artifacts associated with it within the framework of broad American heritage.

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Appendix—PS103 Students and Faculty *(Partial List)*

PS103 was designed to hold 600 students when it opened as Grammar School No. 6 in 1877, and over the course of almost a hundred years more than seven thousand children may have been educated in its classrooms. As such, compiling a list of teachers and alumni would be a daunting task for any researcher. This was not the aim of the current project, but during the course of documentary research and oral historical interviews, the consultant team encountered many names associated with the school. The list below was compiled from the names the team encountered and the contribution of names from Rev. Marion Bascomb of the PS103 Commission. It is not intended to be comprehensive, but rather is part of a growing base of knowledge about the school.

Faculty of PS103 (Henry Highland Garnett School)

1877

(School opened as Grammar School No. 6)

Principals

Miss Eliza Adams (2nd Floor, girls' dept.)
Mr. William C. Rob(in)son (1st Floor, boys' dept.)

1910s

(School became PS103 in 1911)

Principal

William H. Lee

1920s

(School named Henry Highland Garnet School in 1925)

Principals

Miss Ella R. Browne
Harry T. Pratt

Teachers

Miss Irene Blay
Miss Letitia Brown
Miss Ann Carson
Miss Dean Chambers
Miss Nannie Gray
Mrs. Reuben Jones
Miss Sadie Prince (Kindergarten
Miss Luvenia Stanford
Miss Pearl Rhoades
Mrs. Martha Thompson
Mrs. M. Wilson

1930s

Principals

Miles W. Connor
Adah B. Watts

Teacher

Miss Georgia Lawrence

1940s

Principals

Gladys H. Derry
C.J. Roberts

Teachers

C. Paul Anderson
John Pullman
Mrs. Elizabeth Wilson Bavard
Miss Bernice White
Miss Wahsseola Mae

1950s

Principals

Mrs. Viola C. Jackson
Beatrice Rawlings
Clarence J. Roberts

Teachers

Myrtle Coker
Mrs. Marguerite J. Freeland
Mrs. Catherine Greene (Counselor)
Mrs. Irma Gilmore
Mrs. Estelle Hagan

Gwendolyn Lynch (Kindergarten)
Miss Agnes Pilgrim (Nurse)
Mrs. Geraldine Powell
Miss Ruth Russell
Ms. Shields
Mrs. Louise Smallwood
Wilbur Valentine (Counselor)
Frances Wooten

1960s

Principal

Irma O. Dancy

Teachers

Mrs. Margaret Gassaway
Mrs. Clyde Leadum

Dates Unknown

Principals

Doris Battle
Olivia Battle
John "Jack" Gloucester
Gladys Hesper
Dr. Donald Hughes
Josephine Lansey
Cora Lee
Lena K. Lee
Frances Logan
Anne Hughes McAllister
Helen Scuryler (Schuyler?) Perry
Margie Barbara Rea
Abner Roberts
Elliott Roberts
Mary Lee Trelton (Principal)

Teachers

Victorine Adams
Elaine Carson Davis
Clarence Giddings
Coach Moak
Ms. Quill
Rosalie Rawlings
Ms. Ray
Marian Ross
Clifford Smith (Art)

Students Who Attended PS103 (Henry Highland Garnett School)

1877

(School first opened as Grammar School No. 6)

Joseph Cummings
W. Flaherty
? Goodman
? Rodgers

1910s

(School became PS103 in 1911)

Wanda Croxton
Rhoda Day
Xaveria Fenwick
Ida Hall
Goldsboro Johnson
Lytton Kyler
Willie Lee
Clinton Lowty
Aubrey Marshall
Thurgood Marshall
Mabel Newsome
Authur Prettyman
William Rawlings
Ruth Scott
Elsie Turner

1920s

(School named Henry Highland Garnet School in 1925)

Leon Booze
Morris Booze
Arnetta Davis
Victoria Davis
Delores Green
Dorothea Green
Gwendolyn Selby
Blanche Jackson
Cecilia Jones
Doretta Jones
Florene Jones
Margaret Jones
Archibald Lewis
Bernard Lewis
Irma Masters
Elsie Myers
Georgia Myers
Margarette (Myers?) Mylers
Donald Palmer

Donald Palmer
Cleveland Pritchett
Leroy Pritchett
Jeanette Skinner
Doris Williams
Grace Williams
Harry Woolford

1930s

John Day
Ruth Howell Fauntleroy
Wendell Freeland
Shelia Garlington
Hazel Hill Givens
Ruth McQuinn Glenn
Airley Hilburn
Mary Boston Lee
Bowen Jackson
Herschel Mallory
Audrey Jones Pinderhughes
Jean Thomas Simms
Madessa Hill Wallace

1940s

Ann Davis
Barbara Gamby

1950s

Timothy Batty
Reginald Barton
Thomas Bell
William Boddie
Barrington Branch
Marcia Briscoe
Sylvia Briscoe
Ursula Cain
Shirley Caldwell
Barbara Campbell
Judy Carter
Betty Ann Conley Robert Conrad
Cynthia Cosby
Roscoe Crawford
Denis Day
John Day
Harold DeShields
James Duger
Ronald Easton
Ivey Edmond
Margaret Gray
Jim Gillian
Sylvia Hunt
Delores Jackson
Edna Johnson
Eric Johnson
Barbara Jones
Alvin Jones
Chauncey Linsey
Helena Lopes
Danny Marrow
Marsha Mallory
Harold Marshall
Michael Matthews
Charlotte Mitchell
Marjorie Mosely
Juanita Myers
Michael Olesker
Jake Oliver
Joyce Pettiford
Rosalind Porter
Dorothy Pryor
Ralph Reckling
Mattie Satterfield
Edith Saunders
Janice Smith
Albert Spencer
Maisie Stoakley
Diana Wagner
Barnard Washington
Gloria Washington
Betty Wells
Frank Weston
LeRoy Williams
Brenda White
Mattie Wyche

1960s

Horace Bryant
Nathaniel Chatmon
Frances Hance
Frank Lansey
Thurron Mallory
Darlene Ward
Irvina Whittico

Dates of Attendance Unknown

James Ames
Blanche Augins
Charles Augins
George Augins
Inez Augins
Donald Bailey

James Baker
Theodore Barnes
Joyce Batty
Geraldine Bell
John Bell
Maxine Bell
Stanley Bell
Everett Berry
Christine Blake
Charles Hayes
Cynthia Blake
William Blake
James Blunt
Betty Brown
Joyce Brown
Milton Brown
Rosalind Burnett
Doris Campbell
Philip Carter
Frank Chester
Philip Chester
Aaron Childs
Catherine Christian
Blanche Coleman
Lawrence Coleman
Otha Coleman
Robert Coleman
Sandra Coleman
Howard Crosby
Lloyd Crosby
John Crosby
Teresa Crosby
William Crosby
Rachell Cumming
Ray Cumming
Vernon Cumming
Ed Daniels
Samuel Daniels
George Davis
Joe Davis
John Davis
Patricia Davis
Rosie Davis
Claudia Diggs
Donald Doltree
Douglas Dyson
Ben Eaton
Minerva Eaton
Olga Eaton
Antoinette Thornton
Clementine Evans
Gwendolyn Evans
James Evans Jr.
Theodore Evans
Ann Ferguson
Anna Franklin
Bernice Franklin
Calvin Franklin
Edith Franklin
George Franklin
Teresa Freedman
Robert Garland
Lavern Giles
Otis Giles
Ordea Gilmore
Catherine Gordon
Edith Gordon
Lenora Gordon
Lois Gordon
Mary Lou Gordon
Rudolph Gordon
Wendell Grier
Charles Hall
David Hall
Jackie Harris
Patricia Harris
Portia Harris
Ronald Harris
Saundra Harris
Walter Harris
Ed Hayes
John Hill
Alma Holsey
Augusta Holsey
Charlotte Holsey
Marion Holsey
Dewitt Howard
Garnetta Jackson
Ben Jefferson
Gloria Johnson
Yvette Johnson
Thomas Joner
Betty Jones
Barbara Jones
Catherine Jones
Gwendolyn Jones
Charles Jones
Irving Jones
Judy Jones
Lou Jones
Walter Jones
Will Jones

Charles Jordan
Charlene Jordan
Jacqueline Jordan
Erma Kellum
Julius Knots
Gaines Lansey
Josephine Lansey
Patrick Lansey
Pricilla Lansey
Yvonne Lansey
Wallace Lansey
Dolly Larkins
Ellis Larkins
Eloise Larkins
George Larkins
Gloria Larkins
Kenneth Las
Rosalyn Lee
Gloria Lewis
Mary Lewis
Philip Lewis
Richard Lewis
Lillie Mae Little
Grace Lonesome
Marjorie Esther Lynch
Francine Mallory
Thurman Mallory
Sonya Manning
Eleanor Peters Matthews
Sheila Matthews
Malzetta McAllister
Beatrice McKay
Clarence Mitchell
Ramona Moore
Sandra Moore
Wendell Moore
Margaret Newman
Roland Newman
Ernestine Noel
Leon Noel
Marie Noel
Robert Noel
Winifred Noel
Dwight Oliver
Quinton Orion
Harold Owens
Robert Owens
Willie Parham
Leonard Parker
Arthur Peacock
Brady Peacock
Peggy Peacock
Gwendolyn Penn
Faye Pines
Dorothy Proctor
William Raikes
Charles Richardson
Felicia Ringgold
Mary Rivers
Ben Robinson
Zoe Robinson
Raymond Roman
Harley Ross
Doris Russell
Catherine Russell
George Russell
Helen Russell
Renee Russell
Robert Russell
Theodore Russell
Harold Shelton
Carol Sherrington
Walter Sherrington
Eugene Skates
Adrienne Smith
Attalay Smith
Bernard Smith
Bertha Smith
Betty Ann Smith
Dwight Smith
Edgar Smith
Gilbert Smith
Joann Smith
Josephine Smith
Oliver Smith
Rena Smith
Rudolph Smith
Alice Spriggs
Emily Spriggs
Leroy Stearns
Joseph Sullivan
Tully Sullivan
Elise Tannerhill
Antoinette Thornton
Barbara Tolliver
Elwood Tolliver
Leland Walker
Larry Walls
Doris Weems
Ann West
Beverly West
Billy West

Granger West
Harry Wheeler
Katrina White
Joyce Williams
Albert Wright
Angela Wright
Barbara Wright
Bernadette Wright
Carolyn Wright
Clifford Wright
Darlene Wright
Doris Wright
Harry Wright
Henry Wright
Howard Wright
Kennard Wright
Kenneth Wright
Margaret Wright
Melvin Wright Jr.
Melvin Wright Sr.
Pamela Wright
Rebecca Wright
Rhonda Wright
Steven Wright
James "Biddy" Wood
George Woodland
Chandla Wynn
Charmaine Yates
Delores Young

Appendix—Contents Inventory Images


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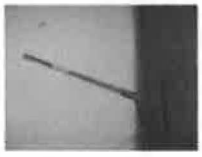

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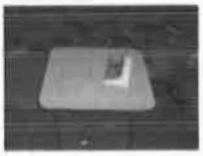
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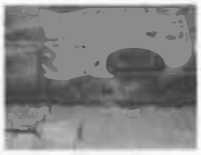

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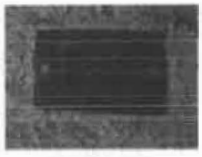

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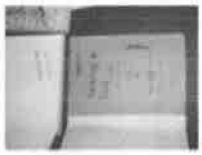

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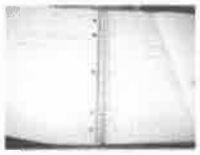

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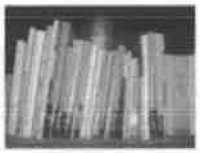

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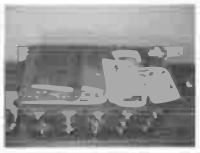

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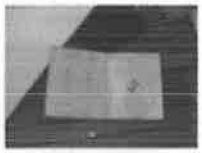

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PS 103 America is My Country

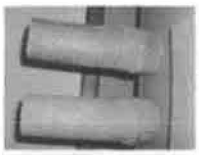

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Appendix—PS103 Library: Information and Instructions for Zotero

What is Zotero?

Zotero is a web-based research and bibliography tool that is useful in organizing and sharing information. Created by George Mason University and the Center for History and New Media, the free program is available for public download and use (www.zotero.org).

The PS103 Assessment and Planning Project on Zotero

During the planning project, the consultant team utilized Zotero to help coordinate and organize our research. The consultant team created the PS103 Library on Zotero, in which we gathered resources related to the project. The collaborative online bibliography contains publication and/or location information and a brief description of contents for individual resources and collections pertaining to the PS103 project. The primary topical areas included in the bibliography are Baltimore's Public School 103 (Henry Highland Garnet School), Thurgood Marshall, and Baltimore's long civil rights legacy.

Accessibility and Ownership

The library is accessible to the public. Management of the library is under the control of the Baltimore National Heritage Area, meaning that only the Baltimore National Heritage Area has the ability to add, change, or delete references in the library. Once a future management entity for the proposed interpretive facility is named, the library may be transferred to that entity's control and may continue to be a place to organize and share resources related to the history and interpretation of the site.

Instructions for Use

The Zotero Library for PS103 can be viewed on any browser. It is located at www.zotero.org/groups/p.s._103. At present, the user must work within a Firefox browser with a Zotero plug-in in order to administer the library. Zotero is currently working "Zotero Everywhere," a version compatible with all browsers. Visit www.zotero.org for more information on the plug-in and the status of Zotero Everywhere.

October 31, 2010

Historic Structure Report

Prepared for the Mayor's Commission on Former PS103
under the auspices of the Baltimore National Heritage Area

Defining a place in our time...









Point Heritage Development Consulting Tallahassee, FL
Dawson Associates Scituate, MA
SP Arch Inc. Baltimore, MD
Hanbury Preservation Consulting Raleigh, NC
PDRG Baltimore, MD
Avalon Construction Baltimore, MD

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Introduction

Study Summary

Baltimore's Public School 103 (PS103), the Henry Highland Garnet School, sits at 1315 Division Street in the Upton community of West Baltimore. The school was built in 1877 and served as a public grammar and elementary school for nearly a century. Among the thousands of children educated in the building during its use as a public school is Thurgood Marshall, the nation's most renowned civil rights lawyer and the first African American Supreme Court Justice.

In 2008, the City of Baltimore embarked on a project to rehabilitate PS103. The Historic Structure Report contained in these pages is one of three components of a planning process led by the City through the Mayor's Commission on Former PS103—Thurgood Marshall's Elementary School, with facilitation by the Baltimore National Heritage Area.

This Historic Structure Report chronicles the historical and community context for PS103, presents an architectural history of the structure, provides an evaluation of the property's significance, and makes recommendations in accordance with the *Secretary of the Interior's Standards for the Treatment of Historic Properties.*

Historical Summary of PS103

The school, designed by Baltimore architect George A. Frederick and constructed by Phillip Walsh and Sons, was built in 1877 for white children in West Baltimore. As discussed below, its design and layout followed common building practices for educational institutions supported by Baltimore's Board of School Commissioners in the mid to late 19th century. The property's historical trajectory mirrors that of many other schools in Baltimore, as the city experienced major demographic shifts and a huge increase in overall population in the late 19th and early 20th centuries.

Few structural alterations were made to the property through time, but the school kept pace with the changing neighborhood in which it sat. From the 1870s through the first decade of the 19th century, the school served different student populations in order to meet the needs of the rapidly evolving community. Beginning as a male and female grammar school, the facility became an English-German school in 1899, and briefly functioned as an annex to the Baltimore Polytechnic Institute from 1908 to 1910. In 1910, the school operated as an overflow to nearby Public School no. 112, which served African American children. In 1911, it was given its own designation, Public School no. 103, serving African American children in the 1st through 8th grades. In 1925, it was granted the name of Henry Highland Garnet, which it would bear until it closed. For the remainder of its time as a school, the property served the predominately African American community in which it sat, experiencing little demographic change in its student population with Baltimore's decision to desegregate schools in 1954. The school closed between 1969 and 1971. Beginning in the early 1970s, the Upton Planning Committee occupied the building. Since the 1990s, the property has been vacant.

PS103 bears national significance in its association with Thurgood Marshall, who attended 1st through 8th grades (1914-1921). PS103 is where Marshall became familiar with the Constitution of the United States, the document whose ideals guided him throughout his illustrious career. The school is a landmark in the midst of Marshall's formative world—West Baltimore—where religious, civic, political, and business leaders laid important groundwork in the legal battle for civil rights.

Architectural Summary

Although the historic school's major significance is derived from its role in educating Marshall, a discussion of its significant architectural characteristics is also relevant. The school is a rare surviving example of a building following the program established by the Board of School Commissioners in 1868. PS103 does not align exactly with the model school plans developed by architect John Husband, but few schools in the building program did. PS103 reflects the basic dimensions and layout of the model school plans—2 stories, 14 classrooms, a principal's office on each level, stairs at the front and rear, sash partitions, standing approximately 60 feet wide and 129 feet deep.[1] Furthermore, the school exemplifies the Board's stated priority of design that promotes health and safety, especially through lighting, ventilation, and appropriate egress in case of fire.

Façades and exterior architectural detailing often varied under the building program. The architect of record, George A. Frederick, designed the school on Division Street. Frederick was arguably one of Baltimore's most prominent nineteenth century architects. Awarded the commission for Baltimore's City Hall at the tender age of 21 he enjoyed a long career designing a variety of buildings from churches to schools, commercial buildings and residences. Frederick has a strong command of many stylistic vocabularies allowing him to employ varied styles and designs. In PS103 he combines design elements of modern educational theory with Classical and Italianate detailing. The school is not extravagant by any measure, but the use of quality materials such as stone as well as brick and the strong symmetry of the façade express a certain gravitas and dignity that reflects the important role of education in society.

The building retains excellent integrity. The National Park Service defines integrity as "the ability of a property to convey its significance."[2] Further, it outlines seven aspects of integrity: location, design, setting, materials, workmanship, feeling, and association. PS103 stands in its original location and remains in an urban residential setting. The workmanship, design, and materials have sustained only minor alterations and some deterioration. The association and feeling also retain integrity, and it is hoped that proposed future use including some interpretation of Marshall and education will enhance that.

For the most part, changes made to PS103 have been minor, practical alterations that helped the school continue to meet community needs over time but had little impact on the basic structure or materials of the building. The necessary changes to the building postdated Marshall's attendance as a student. Images and records found in area archives provide the most evidence of how the interior and exterior appeared from the 1930s through the 1950s.

Project Data

Property Information

PS103 is a contributing property in the Old West Baltimore Historic District, listed in the National Register of Historic Places. The following property information is from the Maryland Department of Assessments and Taxation:

- Building: Public School 103– Henry Highland Garnet School
- Primary Building Use: Permitted Use–Public School (vacant)
- Owner: Mayor and City Council of Baltimore
- Address: 1315 Division Street

[1] Dimensions taken on site are 60 feet 1.5 inches width in front, 58 feet at the rear, and 129 feet 7 inches deep.
[2] "National Register Bulletin: How to Apply the National Register Criteria for Evaluation," accessed June 2, 2010, http://www.nps.gove/nr/publications/bulletins/nrb15/nrb15_8htm.

- Ward: 17
- Section: 01
- Block: 0396
- Lot: 038
- Lot Area: 17,716 SF (.40 acres)

The Planning Process
The Mayor's Commission on Former PS103 oversaw the development of the three interrelated studies that will guide rehabilitation and interpretation of the historic property—a Historical Study, a Historic Structure Report, and an Interpretive Plan. Together, these three reports comprise a long-range plan for the future of PS103. The 18-month planning process was managed by the Baltimore National Heritage Area. Point Heritage Development Consulting led a multi-disciplinary team to carry out the development of the three reports. The Historic Structure Report was compiled by Point Heritage Development Consulting in cooperation with SP Arch, Inc., and with the assistance of Hanbury Preservation Consulting, PDRG, and Avalon Construction. The planning process involved stakeholder interviews, a public meeting, oral history workshops, and an assessment of the building and its contents.

Five guiding principles for the project are based on key concepts that emerged from early visioning and public involvement. Found in their entirety in an interim project report, *Stakeholder Findings and Architectural Survey*, these principles are listed below:

- **Thurgood Marshall**— as the school's most famous alumnus, the story of the famed civil rights lawyer and first African American to sit on the U.S. Supreme Court should be told there.
- **Sustainability**—the historic property must be economically sustainable.
- **Community**—the building must serve the community in which it sits.
- **History**—the future function of the building must be compatible with its historic significance.
- **Education**—the building should continue to make a contribution to education.

In addition to these five guiding principles for the future use of PS103, the Commission set one additional parameter for development—**any future work treatment of the building must adhere to recommendations for rehabilitation under the *Secretary of the Interior's Standards for the Treatment of Historic Properties.***

Looking Forward
The process described above served as a vehicle for considering a variety of options for the future of PS103. As of this writing, the Commission has agreed upon a future use for the building in which a portion of the first floor functions as an interpretive facility and the remainder of the building is occupied by a tenant compatible with the historical significance of the property. This premise informs the treatment recommendations presented in Section II of the Historic Structure Report.

The rehabilitated school will provide a connection to the past with a restored façade and an interior that recalls memories of busy classrooms. The school will serve future generations with engaging exhibits and the use of public space for purposes that will add an element of continual change at the site. In addition to public space, a large portion of the building will function as private offices for a non-profit organization or small business, thereby providing a sustainable use and daily activity in the building.

Developmental History

Historical Background and Context

The historical background and context for PS103, the Henry Highland Garnet School, touches on many aspects of American, Baltimorean, and architectural history. Although the school, itself, has a fairly concise history and developmental trajectory, through its most famous alumnus, Thurgood Marshall, its history is tied to larger issues including the education of African Americans and the desegregation of public education in the United States.

The following pages take a telescopic approach to topics that provide relevant context to PS103's history and development, starting with a broad national framework and focusing on increasingly specific topics within Baltimore. The section begins with a brief look at public education for African Americans in the United States prior to integration. This is followed by a description of how that system was overturned under the leadership of Thurgood Marshall, and a biography of Marshall with a strong focus on his youth—those years in which PS103 and the Upton neighborhood of West Baltimore were critical in shaping his life and contributing to his future accomplishments. Next comes a discussion of the history of public education for African Americans in Baltimore and a description of the architectural practices related to Baltimore's public education system. The section concludes with a description of the neighborhood context in which PS103 sits, highlighting West Baltimore's historical importance in our nation's struggle for equality for all citizens, regardless of race. Together, all of these topics provide important context necessary to understand the specific history and detailed account of the school's development, provided in the subsequent section entitled "Chronology of Development and Use."

Regarding the National Polity and the Education of African Americans up to the 20th Century

The concept of educating a race of people who were expected to remain in bondage throughout their natural lives was the institution of slavery's greatest insult to the people of African descent. Prescribing a quality of life that maintained a level of poverty and ignorance and that ordained the denial of opportunity for personal enlightenment contributed to a perpetual reinforcing cycle of extreme poverty and disenfranchisement for the majority of the black population. From colonial times through the 20th century, education has been a central tenet of the African American struggle for liberation and equality[3].

Surprisingly, the education of enslaved and freed blacks took place quietly as well as overtly until the Jim Crow polity began to dominate the American sentiment around the turn of the 20th century. The context for this debate, whether to educate enslaved people or not, predates the American Revolutionary War. It is primarily founded within the ecclesiastical community, where the justification for educating enslaved people was attributable in part to the need of missionaries to improve the number of souls in their flock, and to slave owners' concern with the spiritual wellbeing of their labor force. For this early period, the early sentiment regarding black education was somewhat liberal, especially in the Northern Colonies. That is, the general attitude of slave owners, abolitionists, and individuals who did not own slaves was that African Americans should be educated at least well enough to enable Biblical study and understanding. In the South, the impetus to formally educate enslaved people was led by Quakers and Presbyterians, but "rice counted for more than righteousness in the Southern Colonies."[4]

[3] Salvatore, Susan C. and Waldo E. Martin, Jr., Vicki L. Ruiz, Patricia Sullivan, Harvard Sitkoff. "Brown v. Board of Education: Racial Desegregation in Public Education in the United States Theme Study," National Historic Landmarks Program, National Park Service, U.S. Department of Interior, August 2000, 2.
[4] Salvatore, et. al., "Racial Desegregation Theme Study," 3.

Nearly a century ago, noted historian Carter G. Woodson identified the crux of the early debate concerning the education of people of color. General sentiment acknowledged that a well-trained slave who could read and write could be more useful. However, below the surface of the call for the enlightenment of "Negroes" was the fear that slaves could not be educated without becoming confident enough to fight for their freedom. This sentiment started as a minority opinion, but later it became the basis for a fundamental gestalt shift in the nation. Slaveholders generally felt that enslaved people should not be educated, and the dominant class' lobbying and economic models would support their ideas.[5]

The moderately liberal attitude toward the education of people of African descent during the colonial era grew progressively more conservative as the 19th century progressed. In the North, opportunities for education continued to increase, but became increasingly segregated.[6] In the South, a major watershed in the social and legal stance regarding education was Nat Turner's rebellion in 1831. Almost 60 white people lost their lives, an equal number of African Americans were executed as punishment for the revolt, and mob action affected hundreds of other people of African descent across the South.[7] Following this incident and others like it earlier in the century, fear of further uprisings led to stricter laws and harsher penalties against any activity that could incite rebellion—education was one of the activities targeted.[8]

In 1848, black attorney Robert Morris and white attorney Charles Sumner jointly filed a brief for the opportunity for a young African American girl in Boston to attend a white school close to her home. According to the National Historic Landmarks theme study concerning racial desegregation in public education, this civil rights case was the first use of the concept that segregation constituted inequality, thus violating equal protection of the laws.[9] In 1851, the Massachusetts Supreme Court decided against Morris and Sumner in a decision that presaged, and eventually buttressed, the 1896 *Plessy v. Ferguson* (163 U.S. 537) decision that established Jim Crow segregation as the law of the land. In 1855, however, the effort to desegregate schools in Massachusetts reached the state legislature, which prohibited racial segregation in education. This case and its aftermath comprised an important first step on the century-long road to the landmark desegregation case, *Brown v. Board of Education* (347 U.S. 483 [1954]).[10]

By the eve of the Civil War (1861-1865), more than 32,000 African Americans were enrolled in educational institutions of all levels, and an estimated 200,000 were literate.[11] During and immediately following the Civil War, thousands more pursued educational opportunities as the route to advancement and equality in their newfound freedom. In 1866, the Civil Rights Act recognized the citizenship of all Americans. This legality was elaborated in the post-Civil War amendments to the Constitution (the 13th, 14th, and 15th amendments), with the 14th amendment providing the "equal protection of the laws" and the same unalienable rights that white Americans had enjoyed for generations. Furthermore, Reconstruction policy recognized education as a priority, and the U.S. government collaborated with religious and other benevolent aid organizations to provide support for buildings and teachers across the South.[12] In addition, African Americans took great initiative to build and support schools in the North and the South. By 1877, more than 600,000 African Americans were enrolled in schools.[13]

A handful of northern and western states prohibited segregated education by the 1870s and 1880s. Even in places where segregation was legally prohibited, the practical result was not full

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[5] Woodson, Carter G. *The Education of the Negro Prior to 1861 – A History of the Education of the Colored People of the United States from the Beginning of Slavery to the Civil War*, Google Edition, originally published in 1919, 4.
[6] Salvatore, et. al., "Racial Desegregation Theme Study," 6.
[7] "Wikipedia: Nat Turner," accessed December 28, 2010, en.wikipedia.org/wiki/Nat_Turner.
[8] Salvatore, et. al., "Racial Desegregation Theme Study," 5.
[9] Salvatore, et. al., "Racial Desegregation Theme Study," 8.
[10] Kluger, Richard, *Simple Justice* (New York: Alfred A Knopf, 1976), 75-77.
[11] Salvatore, et. al., "Racial Desegregation Theme Study," 9.
[12] Salvatore, et. al., "Racial Desegregation Theme Study," 12.
[13] Salvatore, et. al., "Racial Desegregation Theme Study," 13-16.

racial integration of schools. Throughout the South, however, segregation was required by legislation or administrative policy of governing boards. Although Massachusetts Senator Charles Sumner was able to get legislation passed in 1875 that prohibited racial segregation in various public facilities, education had to be deleted from the bill in order for it to pass into law. In a few short years, with Reconstruction's failure, an increasing number of laws were put in place that helped to perpetuate racial segregation.

In the same vein, funding for public education for African Americans saw a drastic reduction after Reconstruction, and the gap between the quality of education for whites and that for blacks grew wider. By the turn of the century, African Americans made up one-third of the school population in the South, yet received only 12% of the funding.[14]

Regardless of financial and legal limitations, African Americans continued to prioritize education. This is clearly visible in the meteoric rise in literacy rates from the 1860s (5%) to 1880 (30%) to 1910 (70%). Leadership in the realm of education came from a variety of individuals and institutions representing often-conflicting philosophies—Booker T. Washington and the Tuskegee Institute; W.E.B. Du Bois; Fisk University; philanthropists such as Julius Rosenwald and the Anna T. Jeanes Foundation; and both black and white religious organizations, among others. Despite disagreement as to the *approach* to education, throughout the nation the *concept* of education continued to be tied to concepts of equality and social and economic advancement for African Americans.

From Segregation to Integration

Although the Civil War brought freedom and citizenship to previously enslaved African Americans, an immense legal structure was set in place that kept all African Americans in a second-class status from the end of Reconstruction to the 1950s. Their rights were guaranteed by the Constitution—especially the 13th, 14th, and 15th Amendments passed after the Civil War. In the latter portion of the 19th century and the first several decades of the 20th, however, both law and social practice combined to perpetuate racial segregation, eroding the equality promised in our nation's founding document.

As the turn of the 20th century approached and then passed, a series of rulings by the United States Supreme Court lent increasingly narrow interpretation to the 14th amendment that guaranteed equal protection under law for all citizens. The most devastating of these was the court's 1896 decision against Homer Plessy in the New Orleanian's challenge to state-imposed segregation of railcars. In *Plessy v. Ferguson*, the high court ruled that Louisiana's law requiring separate streetcars for whites and blacks was constitutional. In short, racial segregation was legal. African Americans were guaranteed the right to *political*—but not *social*—equality. This ruling firmly established the "separate but equal" doctrine that would dominate legal questions of racial equality for the next half-century.[15]

As described previously, from the late 19th century and into the 20th, school segregation was practiced across the United States. The almost unanimous result of this convention was that facilities for African Americans were inferior to facilities for white children. In order to maintain schools, African Americans were faced with what was referred to as a "second tax," often using their own resources for facilities, supplies, and teachers.[16]

In 1916, the U. S. Department of Interior conducted a study of the "colored" schools in the country in order to address the rising sentiment of inequality and the problem of racial segregation.[17] The purpose of the project was to create a real picture of the status of "colored"

[14] Salvatore, et. al., "Racial Desegregation Theme Study," 28.
[15] Kluger, *Simple Justice*, 82.
[16] Kluger, *Simple Justice*, 165-168.
[17] "Negro Education – A Study of the Private and Higher Schools for Colored People in the United States," U.S. Department of Interior Bureau of Education, Washington, DC, Bulletin No. 39, Vol. II, 1916.

school education based on empirical evidence that was derived from an objective source. The investigation was concerned with private schools for African Americans at the elementary level and higher and, for comparison, all schools at the elementary grades whether public or private. Although the public school system was studied only as background for the private and higher institutions, the findings presented in the report underscore the extent to which racial discrepancies in education were pervasive across the nation.

The report found that the "colored" elementary schools were grossly inadequate when public schools were compared to white schools across the nation. Financial appropriations were not equal across schools, and the school buildings in the rural districts were in "wretched condition." The administrating school boards provided little monitoring of the conditions and there was no evidence of effort to improve the schools or address community needs.[18] In Georgia and Alabama, teachers in "colored" schools had third grade or temporary certificates. This lack of preparation was characteristic for teachers in "colored" public elementary schools throughout the nation. Furthermore, black teachers' salaries were very low in the public schools.[19] Although integration was not a recommendation in the report, the document highlights a growing consciousness of the inadequacies of the segregated system.

The strongest resistance to integration in public schools was led by white Southerners. Their opposition ranged from worries of social mixing, to concerns of a diluting of educational quality that would affect their own children, to fears that integration would threaten the social order that placed whites in a dominant socio-economic and political position.

The challenge to dismantle segregation in public education was met with courage and brilliance by individuals and organizations across the nation who believed passionately in the importance of education in attaining equality for all citizens. The National Association for the Advancement of Colored People (NAACP) was among the leading organizations in challenging segregation. Black civil rights activists and white progressives founded the NAACP, the nation's oldest civil rights organization, in 1909. This organization worked to assure legal rights for African Americans and to improve race relations. The organization's favored means by which to improve the conditions of a segregated society was through the court system.

In 1925, the NAACP, in conjunction with the American Fund for Public Service (also known as the Garland Fund), conducted a study that documented the inequities in financing schools for African Americans. Results of the study were published in the NAACP's publication, *The Crisis*, edited by W.E.B. Du Bois. Du Bois asserted that the NAACP needed to lead "a forward movement all along the line to secure justice for the Negro children in the schools of the nation… There must be a way to bring their cases before both state and federal courts."[20]

Charles Hamilton Houston, dean of Howard University's School of Law, shared this vision of the importance of the law as an agent of change. Houston subscribed to the theory of social jurisprudence advanced at his alma mater, Harvard, by Roscoe Pound, Felix Frankfurter, and others. This theory held that through the creative exploration and application of the Constitution, black lawyers could achieve reforms that were unattainable through traditional political channels.[21] Houston, along with his cousin and fellow law professor William Hastie, thought that successfully integrating schools would lead to the fall of legal segregation in public facilities of all kinds. At Howard, Houston and Hastie set about training a generation of African American civil rights lawyers as "social engineers," men who would use the law as a tool for societal change. Thurgood Marshall, who went on to lead the assault envisioned by Houston,

[18] U.S. Dept. of Interior, "Negro Education," 9-11.
[19] U.S. Dept. of Interior, "Negro Education," 18.
[20] Tushnet, Mark V. Du Bois quoted in *The NAACP Legal Strategy against Segregated Education, 1925-1950* (Chapel Hill: University of North Carolina Press, 1987), 1-6.
[21] McNeil, Genna Rae. *Groundwork: Charles Hamilton Houston and the Struggle for Civil Rights* (Philadelphia: University of Pennsylvania Press, 1983), 84-85.

was among the lawyers educated at Howard under Houston's astute mentorship.

Charles Houston became first special counsel to the NAACP in 1934, working with that organization to implement the social engineering he advocated at Howard. As early as the 1920s, Houston believed the strategy to bringing down Jim Crow segregation was based on attacking state-funded schools. From his earliest days as a lawyer, Thurgood Marshall worked with Houston in the courts to lay the groundwork for the fall of segregation. The two also traveled extensively throughout the South to understand conditions, to raise grass-roots support and financing, and to identify courageous plaintiffs willing to take the risk of litigation that would contribute to the NAACP's long-term legal strategy. Houston filmed a compelling documentary to illustrate conditions in African American schools in the South.

The main legal tactic against segregated schools was to "bring Negro schools up to absolute equality with White Schools," thereby creating a situation in which equalizing and maintaining two distinct school systems would prove too expensive for local governments to support.[22] Between 1933 and 1950, the focus of NAACP lawyers as they implemented this strategy was the "desegregation of graduate and professional schools, the equalization of teacher salaries, and the equalization of physical facilities at black and white elementary and high schools."[23] Many of the important cases occurred in "border states" between the North and the South; this reflects the fact that the NAACP had limited resources and focused their efforts in places where litigation was likely to go more quickly and be less expensive.[24]

Three of the early and important steps toward the landmark desegregation case took place in Maryland in the 1930s. In the first and most significant of these, Houston and Marshall worked to desegregate the University of Maryland's School of Law. Houston encouraged citizens to attend the trial, demonstrating their interest in equal opportunities for education. The cause was also supported by the extensive coverage presented in the *Afro-American Newspaper*. The University of Maryland did not appeal the state court's decision. Because the case was never reviewed by the Supreme Court of the United States, the ruling's application was limited. Regardless, the model became important in future cases building toward *Brown v. Board.* [25]

For the next 20 years, lawyers for the NAACP tirelessly attacked segregation, obtaining victories in fields as varied as education, voting rights, residential segregation, and judicial procedure. The strategy relied on flexibility and broad grass-roots support. Regarding the former, lawyers were able to respond to local circumstances and pursue cases where opportunities presented themselves. As to the latter, the twenty-year effort was sustained by the commitment, participation, and support of people who believed in the importance of education for the future of African Americans.[26]

The effort to build support gained momentum beginning with New Deal political ideology and rising dramatically with World War II. Membership in the NAACP increased from 18,000 in the 1930s to a half million by the end of the war. This growth mirrored a national rise in black consciousness, as returning African American GIs who had fought for freedom abroad bolstered the fight for equality at home. Democratic losses in the 1946 mid-term elections were attributed, in part, to the growing concern for civil rights, prompting President Truman to issue Executive Order 9981 to desegregate the Armed Forces. [27]

The NAACP was not the only organization working to desegregate public schools, and African Americans were not the only people of color denied the right to equal education. The National

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[22] Kluger, *Simple Justice*, 193.
[23] Salvatore, et. al., "Racial Desegregation Theme Study," 58.
[24] Salvatore, et. al., "Racial Desegregation Theme Study," 62.
[25] Salvatore, et. al., "Racial Desegregation Theme Study," 61.
[26] Tushnet, *NAACP Legal Strategy*, 45.
[27] Salvatore, et. al., "Racial Desegregation Theme Study," 64-65.

Historic Landmarks Program's theme study on racial desegregation in public education traces the history of Asian Americans, Latinos, and American Indians as they battled the inequities in the segregated national system.[28] An important California case involving Mexican American schoolchildren, *Mendez v. Westminster*, was watched closely by the NAACP. That organization and many other civil rights organizations filed *Amicus curiae* briefs in support of the case initiated by the League of United Latin American Citizens (LULAC). Mexican American children won the right to integrate in state courts; no appeal was made, so the case never reached the Supreme Court.[29]

By the 1950s, the strategy to bring down segregated education shifted from an economic approach to a sociological one. The NAACP legally attacked school segregation using the negative sociological implications of segregating the races—a tactic used in 1950 in two Supreme Court cases, *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents for Higher Education*. On behalf of the court, Chief Justice Fred Vinson acknowledged that unequal educational facilities for African Americans violated the mandates set forth in the 14th Amendment. Sociological factors were cited, including differences in prestige between black and white institutions and the ability of students to learn by interaction with fellow students.[30]

In *Sweatt v. Painter*, the high court agreed that whites received a superior education at the University of Texas Law School. Chief Justice Vinson furthered this conclusion in the *McLaurin* case by acknowledging that the separation of black doctoral student George McLaurin within the University of Oklahoma "handicapped" him "in his pursuit of effective graduate study." He concluded that: "Such restriction impair and inhibit his ability to study, to engage in discussion and exchange views with other students, and, in general, to learn his profession."[31] As a result, the Supreme Court ruled in both cases for full and equal admission to the previously all-white institutions. These landmark decisions set the stage for the successful overturn of the *Plessy v. Ferguson* decision that was the legal benchmark by which African-American students were denied access to an equal college level education.

The NAACP was now confident in their continued fight against unequal educational facilities. Under Marshall's leadership, the decision was made to pursue full equality in education at all levels. The organization passed a resolution that declared that all new cases addressing unequal education would strive for "education on a non-segregated basis and that no relief other than that will be accepted."[32] The NAACP's resolution culminated in the five school desegregation cases that were eventually combined into one, *Brown v. Board of Education*, the case that ultimately overturned *Plessy v. Ferguson*.

The five school desegregation cases that the Supreme Court agreed to hear in the fall of 1952 included: *Brown v. Board of Education* (Kansas), *Briggs v. Elliot* (South Carolina), *Davis v. Prince Edward County School Board* (Virginia), *Belton v. Gebhart* (Delaware), and *Bolling v. Sharpe* (District of Columbia). The Court heard the cases under *Oliver Brown et al. v. the Board of Education of Topeka* and convened to hear arguments on December 9, 1952. Thurgood Marshall and the other NAACP attorneys argued that segregated schools violated the 14th Amendment's guarantee to "equal protection of the laws." Lawyers in the case from the District of Columbia charged that segregation violated students' 5th Amendment rights to not "be deprived of life, liberty, or property, without due process of law." Sociological jurisprudence played a large role in the Supreme Court case, including the doll-test pioneered by

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[28] Salvatore, Susan C. and Waldo E. Martin, Jr., Vicki L. Ruiz, Patricia Sullivan, Harvard Sitkoff. "Brown v. Board of Education: Racial Desegregation in Public Education in the United States Theme Study," National Historic Landmarks Program, National Park Service, U.S. Department of Interior, August 2000.
[29] Salvatore, et. al., "Racial Desegregation Theme Study," 67.
[30] Salvatore, et. al., "Racial Desegregation Theme Study," 70.
[31] "Justia.com, U.S. Supreme Court Center: McLaurin v. Oklahoma State Regents, 339 U.S. 637 (1950)," accessed Nov. 2, 2010, http://supreme.justia.com/us/339/637/ .
[32] Tushnet, *NAACP Legal Strategy*, 136.

psychologists Kenneth and Mamie Clark. The plaintiffs in the cases argued for immediate integration based on the physical, economic, and social inequities in a legally segregated educational system. The defendants in the cases claimed that operating segregated schools was consistent with custom and law and should be maintained, and that ensuring black and white schools were equal was an acceptable compromise.[33]

In the 1954 landmark ruling, the court decided unanimously to overturn the separate but equal doctrine established in *Plessy v. Ferguson*. Chief Justice Warren delivered the court's opinion, excerpted here:

> ...In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.
>
> We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does...[34]
>
> We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment...[35]

The battle was won. Legal segregation in public education was declared unconstitutional. Unfortunately, the difficult political reality of implementing integration on a national scale led the Supreme Court to set an intentionally vague timetable for compliance. The high court's 1955 directive that integration was to proceed "with all deliberate speed" left the door open for years of resistance to integration by staunch segregationists throughout the South.

Despite the weak compliance language, the *Brown* victory that struck down *Plessy v. Ferguson* was a watershed moment in the 20th century. The decision was the bedrock upon which the grass-roots activism of the 1960s was built. Based on the *Brown* ruling, the nation saw a shift from a fight for equal rights under law to a fight for the honest application of those rights.

To *Brown* and Beyond—Thurgood Marshall's Career

This section provides a synopsis of the long life and illustrious career of PS103's most famous alumnus, Thurgood Marshall—the boy from Upton who grew into a lawyer and jurist that dedicated his life to ensuring that all Americans experienced "Equal Justice Under Law."[36] Because Marshall's greatest accomplishment was the dismantling of Jim Crow segregation,

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[33] Salvatore, et. al., "Racial Desegregation Theme Study," 71-79. A detailed account of all five cases can be found in Salvatore, et. al, "Racial Desegregation Theme Study," and Kluger, *Simple Justice*, among others.

[34] In the full opinion written by Chief Justice Earl Warren, this statement was followed by references to *Sweatt v. Painter*, *McLaurin v. Oklahoma State Regents*, and a statement in the *Brown v. Board* decision in the lower courts, where, despite ruling against the plaintiffs, the judge allowed that "Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system." "Justia.com, U.S. Supreme Court Center: Brown v. Board of Education of Topeka 347 U.S. 483 (1954), accessed Nov. 2, 2010, http://supreme.justia.com/us/347/483/case.html.

[35] "Justia.com: Brown v. Board."

[36] This phrase is engraved on the front of the Supreme Court Building in Washington, D.C., completed in 1935, and reflects the sentiment of the 14th amendment that lay at the heart of *Brown v. Board*.

portions of the biography below articulate directly with the description above. Furthermore, a similar biography and a timeline are provided in the *Historical Study* published in conjunction with this report. Additionally, there are several full-length biographies chronicling Marshall's personality, his career as a lawyer and a jurist, cases that he won and lost, and the implementation of the strategy that ended the "separate but equal" doctrine for the United States.[37]

Thurgood Marshall was born in 1908 to an upwardly mobile, black family on the west side of Baltimore. As described in a subsequent section of this report, West Baltimore in the last quarter of the 19th century and the first quarter of the 20th century was an important source of religious, civic, and legal leadership in African Americans' struggle for civil rights. Except for a short period of time in New York City when he was a toddler, the world of Marshall's formative years was focused on a fairly compact area in the Upton community of West Baltimore. Three of his childhood homes, his family's church, grocery stores belonging to both sets of grandparents, his grammar school, his high school, and the important commercial and entertainment corridor of Pennsylvania Avenue all lay in close proximity to one another.[38]

Much of Marshall's youth was spent in his maternal uncle Fearless Mentor Williams' house at 1632 Division Street in Baltimore. The families on Division Street were among black Baltimore's lower middle class; they were steadily employed and owned their own businesses. There were also Jewish families who lived in the neighborhood; when the Marshall family first returned to Baltimore from New York City, the Upton neighborhood had many German, Russian and Italian families living among the black families. As the neighborhood changed, the white families moved out and more African American families moved in.

Marshall was clearly impacted by the active intellect of his mother and father, uncles, aunts, and grandmother, all of whom played significant roles in shaping his young mind. Education and the law are influences that can be identified in Marshall's life from his earliest days. His mother, aunt, and grandmother were all college graduates and schoolteachers. His mother's education had been interrupted to raise a family, but during his childhood she finished her degree and began working as a teacher.[39] There are several biographical and oral historical accounts of Marshall following his father's interest in legal affairs, attending trials, and arguing issues at the dinner table[40]—a seemingly logical source for the passion that Marshall exhibited throughout his career. Considering the civil rights history of West Baltimore, however, this passion may have had a deeper source than his father's interest, or perhaps his father's interest was attributable to greater forces in the community in which the Marshalls lived.

Biographical accounts describe the very young Thurgood as a timid child whose nickname was "Goody." He showed early signs of independence, however, when at six years old he asked his mother to change his birth certificate name to "Thurgood" from "Thoroughgood" because the longer name was too hard to spell.[41]

Jim Crow segregation laws, upheld in the 1896 U.S. Supreme Court decision *Plessy v. Ferguson*, held sway over many aspects of public life in the nation. African Americans were not allowed to enter some stores and they could not try on clothes or eat in certain restaurants in the same neighborhoods where they lived. As with much of the nation, the public school system was segregated. The academic year at the "colored" schools in Baltimore was a month shorter than the white schools. African American children were expected to get jobs; most did, which

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[37] e.g. Kluger, *Simple Justice*; Williams, Juan, *Thurgood Marshall: American Revolutionary* (New York: Three Rivers Press, 1998); Goldman, Roger and David Gallen, *Thurgood Marshall: Justice for All* (New York: Carroll and Graf, 1992); among others.
[38] [38] Williams, *Thurgood Marshall: American Revolutionary*, 15-39.
[39] Williams, *Thurgood Marshall: American Revolutionary*, 175.
[40] e.g. Williams, *Thurgood Marshall: American Revolutionary*; Kluger, Richard, *Simple Justice* (New York: Alfred A Knopf, 1976); Tushnet, Mark V., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences* (Chicago: Lawrence Hill Books, Chicago Review Press, 2001).
[41] Kluger, *Simple Justice*, 176.

resulted in their leaving school earlier in the spring, especially when the strawberry crop was ready to be picked.[42]

When he was six years old, in 1914, Thurgood started at "colored" school Number 103 on Division Street, just three blocks from his uncle's house.[43] Classmates of Thurgood recall that he was very energetic and had to sit in the front of the room so the teacher could control his constant playing and teasing. After school, he worked for Jewish storekeepers in Upton. When Thurgood entered the 7th grade, his casual attitude shifted and his grades began to reflect the true intellect that he was, according to oral accounts of persons who were familiar with his childhood. He moved ahead a grade, finishing the 8th grade a year before his peers.[44] An oft told story, one that Marshall himself recounted in a *Time Magazine* interview in 1955, is that he learned the Constitution at PS103. As punishment for youthful transgressions, the principal would send him to the basement to memorize sections of the document whose ideals Marshall would spend his career upholding.[45]

In 1921, he began high school at the Colored High and Training School, where he graduated in 1925.[46] When Marshall attended, this was the only "colored" high school in the city, and was in an older building without a cafeteria, a library, or a gymnasium. From his freshman year forward, the debate team was an important part of Marshall's high school career.

According to biographer Juan Williams, from early on, Marshall's father taught him to fight for his dignity and to abhor injustice. His father had white friends, including a policeman that was a regular visitor, and Willie Marshall held strong views about the respect with which white people should treat African Americans.[47] By the time Thurgood entered high school, race relations in the United States had reached a tense state. Besides the oppressive restrictions of Jim Crow, black soldiers returning after World War I suffered with their lack of equal rights at home and at the hands of whites who disapproved of the honorable treatment the French gave African American GIs. There were reports of many race riots in Baltimore as well as other urban areas, and street fights were common among small groups of black and white men. Marshall remembered his father, who was very light-skinned, was worried that his skin color would accidentally land him in trouble with both groups.

Marshall spent his college years at Lincoln College, the same Pennsylvania institution in which his older brother, Aubrey, pursued a medical degree. Although his application indicated an interest in law, he initially pursued dentistry as his course of study. He married Vivien "Buster" Burey in 1929, graduated with honors in 1930, and returned to Baltimore so that he could commute to Howard University's Law School in Washington, DC, beginning that fall.[48]

Howard University, with its cadre of Ivy League-educated professors, was in the process of building a strong reputation for its law school in the late 1920s. By 1929, a quarter of the nation's African American lawyers were being trained there under the capable leadership of Charles Hamilton Houston. Houston's vision was to create an army of civil rights lawyers who would use the courts to dismantle segregation in the United States.[49]
After graduating from law school at the top of his class in 1933, Thurgood Marshall returned to Baltimore to open a private legal practice. Marshall's office in Baltimore was located in the Phoenix Building at the corner of Charles and East Redwood streets.[50] His private practice never flourished, however, as his clientele often could not afford to pay for his services.

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[42] Williams, *Thurgood Marshall: American Revolutionary*, 29.
[43] Williams, *Thurgood Marshall: American Revolutionary*, 28.
[44] Williams, *Thurgood Marshall: American Revolutionary*, 34.
[45] "The Law: The Tension of Change," *Time*, September 19, 1055, pg. 26. Kluger, Simple Justice, 176-177 also identifies grade school as the place where Marshall memorized the constitution, attributing the information directly to Marshall.
[46] Williams, *Thurgood Marshall: American Revolutionary*, 28-34; Kluger, *Simple Justice*, 176.
[47] Williams, *Thurgood Marshall: American Revolutionary*, 30.
[48] Williams, *Thurgood Marshall: American Revolutionary*, 40-53. Kluger, *Simple Justice*, 177-179.
[49] McNeil, *Groundwork*, 32, 42.
[50] Kluger, *Simple Justice*, 181. The exact address is 4 Redwood Street.

Moreover, Marshall was increasingly drawn towards civil rights cases through the influence of his mentor, Houston. As early as 1935, he was working with Houston on desegregating the University of Maryland's School of Law. The *Afro-American* and the NAACP both had a role in this case, in which Donald Gaines Murray won admittance to the university's law school (*Murray v. Pearson*, 169 Md. 478 [1936]).[51] This was the first case to test the strategy to attack the 'separate but equal' doctrine using the equal protection clause of the 14th Amendment to the U.S. Constitution, an important step on the road to the 1954 Supreme Court decision to desegregate all public schools.

Two other Maryland cases argued by Marshall were important in ultimately setting the stage for the landmark 1954 case. In 1936, Marshall lost the NAACP's case *Williams v. Zimmerman*, in which he attempted to get Baltimore County to admit an African American student to Catonsville High School. Despite the loss, the case helped to establish the "separate can never be equal" argument that would eventually lead to victory.[52] The same year, Marshall moved to New York to work for the NAACP's national organization under Houston's leadership, never to live in Baltimore again. In 1938, he became Chief Legal Officer for the NAACP. He returned to Maryland to argue the NAACP's case for equalization of teacher pay in *Mills vs. Board of Education of Anne Arundel County* (30 F Supp 245 [1939]), a victory that set a precedent shortly followed in 14 other states.[53] Following that case, he helped organize and took leadership of the NAACP's newly formed Legal Defense Fund, Inc. in 1940.

Marshall enjoyed a long and distinguished legal career, first as a civil rights attorney and then as a judge. Much of the rest of Marshall's illustrious career is chronicled elsewhere,[54] but some highlights are described below. Marshall's legal career before the bar included civil rights victories in education, voting rights, housing, racial equality in criminal cases, and segregation in the military, among others. He argued 32 cases before the Supreme Court, winning 29 of them.

In his tireless efforts, Marshall was not only a leader in litigation, but also in a host of other activities related to the cause of racial justice. Marshall traveled throughout the nation, especially the Deep South, to raise the grass-roots support so important to the success of the long-term strategy to desegregate public education. In the more than 10,000 miles he often traveled in a year, he also sought out cases of inequality and injustice, building precedents to dismantle legal segregation case by case.[55] Throughout the 1940s and 1950s, he gave speeches and wrote pamphlets and articles that were critical in galvanizing public support for his mission. He also worked to raise funds for the NAACP in countless meetings held everywhere from churches to schools to funeral homes. In this latter effort, he often turned to his old neighborhood in Baltimore. Anchored by the local branch of the NAACP, capably led by Lillie Mae Carroll Jackson, and the *Afro-American*, under the astute leadership of Carl Murphy, Baltimore always stepped up when Marshall called, arguably contributing more to the cause than any other place in the United States.[56]

In 1950, Marshall led the NAACP's Legal Defense Fund to further progress in the battles at the professional and graduate school level with the cases of *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents for Higher Education.* As discussed previously, with the introduction of sociological jurisprudence to the fight for desegregation, these cases were critical in the success of *Brown* four years later.[57]

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[51] Kluger, Simple Justice, 183-193; "Maryland State Archives: From Segregation to Integration, the Donald Gaines Murray Case: 1935-1937," accessed July 29, 2010, teachinga.mericanhistorymd.net/000001/000000/000035/html/t35.html.
[52] "Thurgood Marshall," *The Baltimore Sun*, February 26, 2007, accessed online at www.baltimoresun.com/features/bal-blackhistory-thurgood,0,5169717.story.
[53] "Thurgood Marshall," *The Baltimore Sun.*
[54] e.g. Kluger, *Simple Justice*; Williams, *Thurgood Marshall: American Revolutionary*; Goldman, Roger and David Gallen, *Thurgood Marshall: Justice for All* (New York: Carroll and Graf, 1992); among others.
[55] Kluger, *Simple Justice,* 198; McNeil, *Groundwork,* 140-142.
[56] Dr. Debra Hamm, personal communication with Nancy Morgan, Point HDC, September 15, 2010.
[57] Salvatore, et. al., "Racial Desegregation Theme Study," 69.

Following these two cases, Thurgood Marshall, as the leading NAACP lawyer, called a conference with other lawyers to decide how to conduct an all-out attack on segregated educational facilities. Marshall proclaimed at the end of the meeting: "We are going to insist on non-segregation in American public education from top to bottom – from law school to kindergarten."[58] This resulted in the NAACP's formal resolution to strive for nothing less than total desegregation.

Of his Supreme Court victories, the most significant was the 1954 *Brown v. Board of Education* decision. Chief Justice Earl Warren declared that in the field of education "We conclude that the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."[59] This decision overturned the legal premise of segregation as established through *Plessy v. Fergusson* a half-century earlier. *Brown v. Board* included five distinct cases from northern and southern states that reached the Supreme Court as a single case. Marshall was lead counsel for all of the cases and argued *Briggs v. Elliot*, the South Carolina component of the case. The *Brown* case is notable for its approach, in which psychological evidence was admitted to support justification for desegregation, as well its far-reaching impact as the death knell for segregation in all aspects of public life.

Brown v. Board was revisited in 1955, as the justices could not reach agreement on how quickly to implement their ruling. By 1957, the *Brown v. Board of Education* ruling had still not been fully implemented by Southern segregationist leadership. Marshall was drawn into integration battles in places like Little Rock Central High School, Arkansas, in which the governor called out the National Guard during the attempted integration of the school.[60]

The 1960s saw important shifts in Marshall's career. Marshall faced fierce opposition as he went from arguing before the bar that the "color line" should not legally exist, to breaking it himself in a series of unprecedented appointments to governmental positions. In 1961, Marshall was appointed to the U.S. Court of Appeals, 2nd Circuit (New York), by President John F. Kennedy. On this body, he wrote over 150 decisions including support for thc rights of immigrants, limiting government intrusion in cases involving illegal search and seizure, double jeopardy, and right to privacy issues. None of his majority decisions was reversed by the Supreme Court. Marshall visited Kenya in 1963, helping that nation draft a constitution similar to the one whose ideals he spent his career upholding. At home, President Lyndon B. Johnson and Marshall worked together to advance civil rights in a nation consumed in the increasingly polarized struggle over racial equality. Johnson appointed Marshall as the first African American U.S. Solicitor General, a position in which he won 14 of 19 cases for the government between 1965 and 1967. The president went on to appoint Marshall as the first African American Supreme Court Justice in 1967.[61]

Marshall's tenure on the Supreme Court bridged a major ideological change for that institution. In his early years on the bench, he was part of a liberal majority under Chief Justice Earl Warren's leadership. Over time, however, many of his closest allies retired or passed away, their positions filled by conservative justices nominated by Republican presidents. By the time he retired, Marshall had earned a reputation as "the Great Dissenter," one of the last remaining liberal members of a Supreme Court dominated by a conservative majority. Marshall served as an associate justice for 24 years, his consistently liberal record continuing to demonstrate his lifelong belief in a Constitution under which all people must have equal rights.[62]

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[58] Salvatore, et. al., "Racial Desegregation Theme Study," 69.
[59] "*Brown v. Board of Education II*", Oyez Supreme Court Media, accessed June 16, 2010, www.oyez.org/cases/1950-1959/1954/1954_1.
[60] "Little Rock Central National Historic Site," accessed April 5, 2009, www.nps.gov/chsc.
[61] E.g. see Goldman and Gallen, *Justice for All;* Williams, *Thurgood Marshall: American Revolutionary.*
[62] See, e.g., Goldman and Gallen; *Justice for All*; Williams, *Thurgood Marshall, American Revolutionary;* and Davis, Michael D. and Hunter R. Clark, *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench* (New York: Birch Lane Press, Carol Publishing Group, 1992).

Marshall retired from the Supreme Court in 1991, citing health reasons. He passed away 18 months later, on January 24, 1993, in Bethesda, Maryland. He is survived by his wife, Cecilia, and both sons and their families.

The Public School System and the Education of African Americans in Baltimore

The school at 1315 Division Street was built under the auspices of Baltimore's public school system. A short history of that system, as well the education of African Americans within it, provides relevant historical context for PS103. For much of its history, PS103 operated as a "colored" school in Baltimore's segregated system. Thurgood Marshall was both a product of that system and the crusader who contributed to its defeat in Baltimore and nationally.

The Baltimore public school system has its roots in 1826 when the State of Maryland authorized the establishment of a municipally funded educational system. A Board of School Commissioners was created in 1828, and they managed four schools by 1829. The Board's responsibility was to administer the curricula, teaching methods, personnel, buildings, and supplies. As the number of schools increased, the Board decided to hire a Superintendent of Public Instruction in 1866.[63] Educational records in the Baltimore City Archives consist of materials that were maintained by the Board of School Commissioners. These records include financial information; physical information on facilities; curricula and texts; and hiring, disciplining, and firing teachers. There are very few records from individual schools, and fewer, still, from African American schools.

Although public education in Baltimore began in the 1820s, this privilege was not initially extended to African American children. Education for African Americans was available through private or "charity" schools associated with churches in the city. The first such school was the African Academy, established by the Quakers in 1794 for the children of free black parents. Over time, black and white churches—including Baptist, Catholic, Methodist, Quaker, and Presbyterian denominations—offered private instruction to African American children. By 1854, 1,200 children attended these schools annually.[64]

Under 1826 law, African Americans paid school taxes, but the revenue supported only white schools. Accordingly, black leaders asked Baltimore City government either to relieve them of the taxes or provide schools for their children. The mayor and city council rejected petitions in 1839 and 1844. In 1850, 90 African Americans petitioned for public funding for schools for free black children, and 126 whites signed a supporting document, but the city government rejected this, as well.[65]
In 1859, African American leaders formed the Colored Sabbath School Union of Baltimore to improve education and to fund poor children to attend the private schools. At that time, the city had 15 such schools. In 1864, 30 white businessmen, lawyers and ministers, mostly Quakers, formed the Baltimore Association for the Moral and Educational Improvement of Colored People to promote a system of African American schools funded by Northern aid societies, Quaker philanthropists, and Jewish congregations. Within a year, they had 7 schools in Baltimore with an enrollment of 3,000, and by 1867 this group had set up more than 100 schools in Baltimore and Maryland's Eastern Shore.[66]

In 1867, the City passed an ordinance providing for the "Education of the Children of Colored Parents in the City of Baltimore," and the Board of School Commissioners oversaw the establishment of a separate school system for African American children.[67] Following the Civil

[63] Maryland Historical Society, Records Management Office, 211 E. Pleasant St, Baltimore, 21202; RG 21 Department of Education (1829-1972), History, 52-55.
[64] Baum, Howell S. *Brown in Baltimore: School Desegregation and the Limits of Liberalism* (Ithaca, NY: Cornell University Press, 2010), 26.
[65] Baum, *Brown in Baltimore*, 8.
[66] *Baum, Brown in Baltimore*, 26.
[67] Maryland Historical Society, History, 52-55.

War, Baltimore was mandated by the State of Maryland to provide for the education of the black population. The Ordinance stated that… "it shall be the duty of the Board of School Commissioners of the City of Baltimore to proceed at once to establish as many separate schools for the education of colored children as may in the judgment of said Board be necessary."[68] The "colored" system was to be physically and fiscally separate from the white system, with tax revenue from white households funding white schools, and tax revenue from black households funding black schools. Given the common economic disparity between white and black communities, this immediately translated into African American schools receiving far less funding than white schools.

At that time, a delegation of leaders from the Baltimore Association for the Moral and Educational Improvement of Colored People proposed to deliver the schools that they had established to the City for operations beginning in 1867.[69] The annual report from the Board of School Commissioners to the Mayor and City Council that year noted that the educators and leaders were pleased to give the schools to the City. "…Instead of delivering the schools into the possession of the Board…the Association for the Improvement of the Colored People retired from their care as though their obligations in relation to them ceased with the passage of the Ordinance…"[70]

The concept of school districts in Baltimore was conceived for the African American population during this era. The City was separated into two separate districts with Calvert Street as the dividing line, and several wards comprising each district.[71] The annual report proceeds to list the schools including the number of teachers and pupils and the salaries of the teachers. The salaries were being paid by the Association for the Improvement of the Colored People. The list of colored schools that were turned over was as follows:

School # 1, Douglass Institute – 200 pupils, 4 classes, 4 teachers
School # 2 at East St near Douglass St. – 150 pupils, 3 classes, 3 teachers
School # 3, Sharp St., rear of African Church – 150 pupils, 3 classes, 3 teachers
School # 4, Orchard St., near Ross St.- 140 pupils, 3 classes, 3 teachers
School #5, Dallas St., near Canton Ave.,- 140 pupils, 3 classes, 3 teachers
School # 6 Little Montgomery, near Howard St. – 80 pupils, 2 classes, 2 teachers
School # 7, Biddle Alley, near Pennsylvania Ave. – 50 pupils, 1 class, 1 teacher
School # 8, Montgomery, near Hanover St. – 65 pupils, w classes, 2 teachers
School # 9, Thompson, near Aisquith St. – 50 pupils, 1 class, 1 teacher[72]

The report continues by providing information regarding the salaries of the teachers. The principal of School No. 1, M. F. Shockley, who was white, received $50 per month or $450 per annum. The author notes on page 75 that "the salaries of teachers should be equalized." A brief accounting of the number of boys and girls is given on page 76 of the 1867 report:

Wards 1-20

3,482 Male Colored Children
4,609 Female Colored Children
8,091 Total Colored Children

During the early years of this new system, schools for African American children often were located in rented facilities. Furthermore, the Board of School Commissioners felt that schools need only address primary education, as African American children frequently entered the work

[68] 39th Annual Report of the Board of Commissioners of Public Schools to the Mayor and City Council of Baltimore, John Cos, City Printer, 1868, 69.
[69] 39th Annual Report, 70.
[70] 39th Annual Report, 70.
[71] 39th Annual Report, 72.
[72] 39th Annual Report, 72.

force at a young age and attendance was low.[73] The first new school for African American children was constructed in 1873, and shortly thereafter there were 14 primary schools, five of which had been newly built specifically for African Americans. By the mid 1870s, many schools offered both primary and grammar school education.[74]

In the early years of the new system, buildings built as "colored" schools shared similar characteristics to their white counterparts. The Board of School Commissioners observed that the quality of materials and work of one of the new schools, Colored School No. 7, would "compare favorably with its congeners in the city."[75]

In 1873, the Board of School Commissioners established a system of English-German schools. These were specialized institutions in which instruction was giving in both German and English, located in communities with large immigrant populations.[76]

The city underwent rapid population expansion in the last quarter of the 19th century. The school systems had difficulty keeping pace with the increase, and overcrowding became a problem in "colored" and white schools during this era. Over time, a pattern emerged in which schools often were "handed down" from one population to another, just as neighborhoods were. New schools were built for the white middle class as they occupied new areas. Schools originally built for that population in the1840s were designated for the English-German schools beginning in the 1870s, and then designated for the "colored" schools around the turn of the century.[77] As discussed later, PS103 follows this historical trajectory.

Each step forward for African Americans seeking equality in the public education system was met with resistance. In the 1870s, African American leaders submitted two unsuccessful petitions for a "colored" high school. In the 1882-1883 school year, high school classes began to be offered within an existing Grammar School.[78] By the mid-1880s, a new building for the Grammar and High School was built to accommodate 1,000 pupils, both male and female, and in 1889—when the first class graduated—a city ordinance officially established the high school.[79] The combined grammar/high school was one of the largest in the city, and was the only high school not separated by gender. Much of the curricular focus was on manual training for boys and industrial training for girls, offering what was considered practical experience for their adult lives.[80]

Until the 1880s, all instruction in black schools was given by white teachers. In 1883, African Americans lobbied the City for the hiring of black teachers. In 1888, a City ordinance was passed that directed the employment of black teachers in all schools for black children, and in 1889 the first black teacher was hired. By 1896, "colored" schools employed 175 white teachers and 38 black teachers, and by 1907 all teachers in "colored" schools were black.[81]

In 1900, additional educational opportunity for African Americans arose when teacher training classes were offered in the Colored High and Training School on Pennsylvania Avenue. By 1902, this program had expanded to become the Normal Department, a two-year training program. By the end of the decade, the program had outgrown the high school and was placed under its own principal. This training program, named the Fanny Coppin Normal School,

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[73] Kurtze, E. Peter, and Marcia M. Miller, *Baltimore City School Architecture, 1829-1941*. Report prepared for the Maryland Historical Trust's Office of Research, Survey, and Registration, Annapolis, 1990, 31.
[74] Kurtze, *Baltimore City School Architecture,* 31.
[75] Kurtze, *Baltimore City School Architecture,* 31.
[76] 1899 Annual Report, Baltimore Board of School Commissioners, 18.
[77] Kurtze, *Baltimore City School Architecture*, 31.
[78] Baum, *Brown in Baltimore*, 27.
[79] "Frederick Douglass High | Our History," accessed November 1, 2010, https://www.baltimorecityschools.org/258020729113420617/site/default.asp.
[80] Kurtze, *Baltimore City School Architecture*, 32.
[81] Baum, *Brown in Baltimore*, 33-38.

would eventually become today's Coppin State University.[82] Coppin joined the University of Maryland[83] and the private Morgan College (today's public Morgan State University) to broaden educational opportunities for African Americans in Baltimore in the early 20th Century.

In 1920, George Strayer of Columbia University Teachers College was hired to conduct a survey of Baltimore's schools, including organization, administration, curriculum, and physical conditions.[84] His report described dilapidated conditions for both white and black schools, and he recommended renovating, replacing, or closing 34% of the white schools (38) and 43% of black (12). The average age of the white elementary and junior high schools was 30 years while the black schools averaged 43 years. A commission established by the Board of School Commissioners worked to address Strayer's survey findings.

Strayer suggested that an African American be hired to a new position of Colored Schools Supervisor. The Board of Commissioners hired Francis Russell, who was replaced within two years by Francis Wood, a Kentucky high school principal who held the post for 2 decades.

In 1933, Wood issued a progress report on "colored" schools during his tenure. Enrollment had doubled from 14,444 at the time of Strayer's report to 26,295. The number of "colored" school buildings had increased from 29 to 31, including 10 new schools that had been built for black students and 12 schools "handed-down" from the city's white students.

One of the new buildings opened in the mid 1920s was Frederick Douglass High School, which replaced the old Colored High and Training School on Pennsylvania Avenue. The new school was the first to offer African American high school students in Baltimore their own library, gymnasium, and cafeteria. It remained the only "colored" high school in Baltimore until Paul Laurence Dunbar High School graduated its first class in 1940. Dunbar had begun as an elementary school in 1918, adding a junior high school component in 1925, and eventually adding high school curriculum.[85] From that point until 1954, Douglass High School served the African American students in West Baltimore and Dunbar High School served East Baltimore.

The 1950s brought the next great changes in education for African American students in Baltimore. During this era, Thurgood Marshall was leading the legal charge in the courts in the South, the Northeast, and the Midwest to terminate segregation in the nation's public schools. In Baltimore, both small and large steps toward integration were visible. A retrospective report published in 1955 cited an increasing number of occasions in the early 1950s in which black and white teachers and pupils were involved in mixed race activities, including teacher training, assemblies, classroom exhibits, glee clubs, and debates. The report states that the purpose of these activities was not in anticipation of integration, but rather was "to promote whatever educational benefits might be derived from a better understanding between white and colored communities…"[86] Adult education classes were partially integrated in the early 1950s, and in 1952 the Baltimore Polytechnic Institute quietly, but momentously, integrated its "A" course, an advanced engineering preparatory course for the city's top male students.

The integration of the Baltimore Polytechnic Institute laid important groundwork for the full integration of the public school system two years later. The Baltimore Urban League, with assistance from the Baltimore City Branch of the NAACP, urged 16 of the city's brightest African American male students to apply to the course—13 did so. Under the law of the land, "separate but equal," the Board of School Commissioners of Baltimore City wrestled with

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[82] "Coppin State University: About Coppin," accessed November 1, 2010, www.coppin.edu/About/History.aspx.
[83] Later, the University of Maryland closed its doors to African Americans, only to be reopened in the 1930s with the help of Thurgood Marshall, his mentor Charles Houston, and prospective law student Donald Gaines Murray.
[84] Strayer, George D., "Report of the Survey of the Public School System of Baltimore, Maryland," Vol. 1, 1921.
[85] "Wikipedia: Paul Laurence Dunbar High School (Baltimore, Maryland)," accessed Nov. 1, 2010, en.wikipedia.org/Paul_Laurence_Dunbar_High_School_(Baltimore,_Maryland).
[86] Pancoast, Elinor, "The Report of a Study on Desegregation in the Baltimore City Schools, Baltimore" (Baltimore, MD: The Maryland Commission on Interracial Problems and Relations and the Baltimore Commission on Human Relations), 1956.

whether to admit the boys to "Poly's 'A' course" or to create an equivalent course and laboratory facilities within an existing black high school, Douglass. According to Board President Roszel Thomsen, the crux of the matter was whether or not "the proposed curriculum in one of the Negro schools would be substantially equal to the Polytechnic 'A' course."[87]

Thurgood Marshall was in attendance at the school board meeting where the issue was decided, and made the final statement in the four-hour debate. Marshall's point reinforced others who believed that although the separate curriculum might be equivalent, students in a segregated facility would not have the benefits of the stellar reputation of Poly's "A" course. Marshall stated that whether a truly equal course could be created at Douglass "was at best... a gamble. And a gamble is not what I consider equality."[88] In a split decision of 5-3, the Board approved the admittance of the young men to Poly's "A" course.

A week later, 13 African American boys became the first to integrate Baltimore's public school system. Their attendance was met with no resistance, or even attention, from citizens or other students. In part, the successful, understated integration was a calculated effort by the Polytechnic Principal, Wilmer DeHuff.[89]

Two years later, in the wake of the Supreme Court's decision in *Brown v. Board* in May of 1954, the Board of School Commissioners voted unanimously to integrate the entire Baltimore public school system. This diverged from the Maryland State Board of Education's position, which was that the state segregation law remained in effect until the Supreme Court action was final and an effective date was set for the nation. In Baltimore, however, School Commissioners believed they should immediately uphold the opinion of the highest court in the land, eliminating all racial barriers to equal education. Integration in Baltimore was planned start for the start of the new school year in the fall of 1954.[90]

Walter Sondheim, a Jewish businessman who was on the Board during the integration of the Polytechnic Institute, presided as President of the Board of School Commissioners in 1954. Sondheim was a strong advocate for integration; he related his compassion for African Americans' struggle for equality to the prejudice Jewish people had experienced. According to Sondheim, the Board's composition in the middle of the 20th century was almost "assigned seating," with positions occupied by representatives of a couple of higher learning institutions, a Catholic, an African American, a Jew, and "someone from south of North Avenue."[91] This diverse, liberal mix did not necessarily reflect the general sentiment in the city or across Maryland, but it did provide leadership that was ready to embrace full integration.

The Board of School Commissioners utilized a "freedom of choice" philosophy to integration rather than a compulsory approach that involved rezoning or bussing of students. Students could choose to attend the school they desired, with principals retaining final decisions so that they could control overpopulation. Because neighborhoods were often segregated in practice, not by law, there were no major shifts in student populations. Sixty-one schools remained all white, while 48 formerly white schools received some African American students.[92]

The hope was that integration could be achieved with the same quiet success of Baltimore's Polytechnic Institute. Compared to many cities across the South, integration went relatively smoothly in Baltimore. It was not without incident, however. In early October of 1954, nearly a month after schools had opened for the fall term, demonstrations against integration erupted in

[87] Glazer, Aaron M. "Course Correction," Baltimore City Paper, accessed Nov. 1, 2010, www2.citypaper.com/news/story.asp?id=3485.
[88] Glazer, "Course Correction."
[89] Glazer, "Course Correction."
[90] Pancoast, "Desegregation in the Baltimore City Schools" 12-13.
[91] Glazer, "Course Correction."
[92] Pancoast, "Desegregation in the Baltimore City Schools," 18.

a handful of schools. The largest demonstration was at Southern High School, were approximately 2,000 people protested the admittance of 30 African American students to a school of more than 1,700 white students. Officials took swift action to quell the disturbances, closing schools briefly and threatening legal action against unruly demonstrators. The events included few acts of violence and no serious injuries. Thurgood Marshall visited Baltimore to lend support to the officials committed to upholding the law and keeping peace. The *Afro American Newspaper* headlines once again underscored Marshall's personal, integral role in desegregating Baltimore's schools in its lead story on October 5, 1954—"Thurgood's Here!"[93]

All anti-integration demonstrations were at schools where the student population was overwhelmingly white, primarily in southern Baltimore. Those schools with a more racially balanced population reported no problems.[94] One of the schools that experienced protestors was the Baltimore Polytechnic Institute—it was the first incident protesting the integration that had occurred more than two years prior.[95]

In historical perspective, Baltimore's handling of integration has received both accolades and criticisms, as explored in *Brown in Baltimore: School Desegregation and the Limits of Liberalism*.[96] Integration occurred early and with only a small amount of resistance in comparison to many other cities. Immediately and in years to follow, African American leaders supported the liberal School Board's philosophy of "freedom of choice" as the method used to desegregate schools. The lack of compulsory action likely eased tensions in the process, but also contributed to its practical failure in the long run. Today, Baltimore's schools remain fairly segregated, reflecting neighborhood compositions as they did in years immediately following desegregation.

The Architecture of Baltimore's Schoolhouses

In addition to the historical context of African American education in Baltimore's public school system, an understanding of the architectural context of PS103's development is also relevant for this Historic Structure Report. As discussed above, Baltimore's public school system, overseen by the Board of School Commissioners, was established in 1828 and the first public schools were opened in 1829. In an article to provide background for development of a historic context for the architecture of Baltimore City's schools,[97] four developmental periods were established, two of which are relevant for the current project. That report is critical in understanding the establishment and continued development of Grammar School No. 6 on Division Street, which would become PS103 and eventually the Henry Highland Garnet School.

The first developmental period for Baltimore's public schools (1829 to 1867) began with the establishment of the public system. It was marked by the rise and fall of experimentation with the Lancasterian, or monitorial, method of school instruction. The Lancasterian method required large, open classrooms in which a single teacher was aided by "pupil monitors" in instructing hundreds of students.[98] Some schools were built to accommodate that system, but lack of existing facilities that worked under the system and lackluster enrollment eventually led to the abandonment of that method of instruction by the Board of School Commissioners. Instead, they moved to a philosophy of smaller, neighborhood-oriented schools with good ventilation and proper lighting, a philosophy that dominated school architecture in Baltimore into the 20th century. During the latter half of this first developmental period, the innovation of glazed sash partitions between classrooms was introduced. The partitions allowed some

[93] "Thurgood's Here!—No Disorder," *The Baltimore Afro-American,* October 5, 1954, pp. 1-2.
[94] Pancoast, "Desegregation in the Baltimore City Schools," 21.
[95] Glazer, "Course Correction."
[96] Baum, Howell S. *Brown in Baltimore: School Desegregation and the Limits of Liberalism* (Ithaca, NY: Cornell University Press).
[97] Kurtze, E. Peter, and Marcia M. Miller, *Baltimore City School Architecture, 1829-1941*. Report prepared for the Maryland Historical Trust's Office of Research, Survey, and Registration, Annapolis, 1990.
[98] Kurtze, *Baltimore City School Architecture*, 2.

flexibility of space, good natural lighting conditions, and the ability of principals to monitor classroom activities with ease.

The construction of the school on Division Street falls squarely into the second period of school development in Baltimore, which stretches from 1868 to 1895. This period is marked less by innovation than it is by consistency of what came before, as the Board of School Commissioners sought to establish an "orderly and efficient educational system" in the face of a population explosion in Baltimore.[99] Between 1870 and 1880, the city's population rose from 267,354 to 434,539, and by 1890 it had surpassed 500,000. For the school system, this led to a severe overcrowding problem as population expansion exceeded the ability to fund new schools.[100] The result was that "limited funds held the number of new schools completed between 1868 and 1887 to only a handful, while the student population almost doubled." [101] One of the schools constructed was Grammar School No. 6 on Division Street. Another of these schools was Male and Female Colored School No. 3, the first public school built for African American children in the City.

During the second developmental period, the Board of School Commissioners placed significant emphasis on health and safety concerns, especially ventilation, sanitation, and fire.[102] Design that contributed to good health and safety is cited as important in the annual reports of the Board of School Commissioners and newspaper articles from that time period.[103]

Consistent with educational reform across the nation that arose in the wake of the Civil War, the Board of School Commissioners sought to develop a model school plan that would support educational principles and be economically viable. According to the Board, "by the adoption of some general and well digested plan, to be varied only as the condition of the premises may indicate, there must be the securing of convenience and comfort, while there may be the saving of a large expenditure of money."[104]

Floor plans and elevations for the model schools by architect John H. Husband were printed in the 1868 *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, along with detailed descriptions. The description of a Grammar School, included in Kurtze and Miller's historical context study, is as follows:

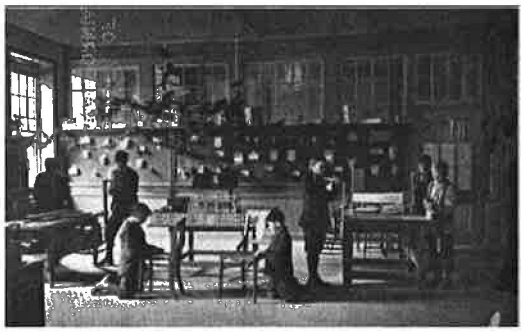
> The plan of a Grammar School shows seven school-rooms on each floor, with Hat and Bonnet rooms, stairways, &c. The Principal's room in each story is 36 by 52 feet, containing an area of 1,872 square feet, and capable of seating 250 students, without interference with the aisles which lead from the apartment to the rooms of the Assistant Teachers. The class-rooms of the Assistant Teachers are six in number. They are varied in their dimensions. In each of these rooms 70 or more pupils may be seated. Each floor will afford accommodations for 670 to 700 pupils. The rooms are so arranged that the Principal at his desk, or in any part of his room, can have a view through the sash partitions of all the rooms, and of all the pupils in them. The pupils may be so seated as to face the side wall at which the Principal's desk is placed, and by a slight turn of the head their faces may be directed towards the desk whenever it may be necessary. By throwing up the sash of the petitions [*sic*], the whole floor may be used as a single room. On occasion when addresses are to be delivered to

[99] Kurtze, *Baltimore City School Architecture*, 22.
[100] Kurtze, *Baltimore City School Architecture*,18.
[101] Vernon S. Vavrina, *The History of Public Education in the City of Baltimore, 1829 to 1956*, Ph.D. dissertation, Catholic University of America, Washington D.C., 1958, pg. 12.
[102] Kurtze, *Baltimore City School Architecture*, 20.
[103] See, for example, "Additional School Buildings," *The Baltimore Sun,* September 15, 1876, pg. 4; Kurtze, Peter E., "A School House Well Arranged: Baltimore Public School Buildings on the Lancasterian Plan, 1829-1839," *Perspectives in Vernacular Architecture*, 5(1995): 70.
[104] Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore, 1868, 235.

the school, or general orders given, it may be done with great convenience. There are two stairways on the plans—one near the front, the other near the rear wall. By these stairways, whenever it becomes necessary, the pupils may be removed room the building in a few minutes. It is designed that the doors of all the rooms, and those leading from the building, shall open outwardly. This will prevent the risk of danger, in cases of alarm, by the pressure of a crowd against doors opening inwardly. In crowded apartments, accidents of a most fearful nature are produced by this cause. All school buildings should be protected against the possibility of its occurrence.[105]

1912 images from Baltimore grammar schools

The glass partitions (left) are common in schools built in Baltimore during the latter half of the 19th century.





A couple of schools were built specifically on Husband's plan, and many others followed the basic dimensions and layout—2 stories, 14 classrooms, principal's office on the lower level, stairs at the front and rear, sash partitions, standing approximately 55-60 feet wide and 80-100 feet deep. Façades and exterior architectural detailing often varied.

West Baltimore—Community Context for PS103

PS103 sits in the heart of the Upton community of West Baltimore, the same neighborhood in which Thurgood Marshall was born and raised. A chronological compilation of facts and events that helped shape the black communities of West Baltimore is provided in Roderick Ryon's book, *West Baltimore Neighborhoods* (1993).[106] His scope reaches beyond the scale of this study, but the documentation of the process of consolidation is relevant for the current project.

The area close to the Henry Highland Garnet School neighborhood had been referred to as the "Bottom" since it was located at a lower elevation to Dolphin Street and was comprised of older settlers in the area, a mix of working-poor ethnics who had moved in during the early 19th Century. Similarly, the upper end of the community (Uptown) was nicknamed "Sugar Hill" in deference to the famous sections of Harlem in Manhattan, New York City.
Pennsylvania Avenue, the spine of the West side community, was identified as Reisterstown Turnpike in 1801. Although the area was not fully developed until 1840, there were four types of construction activity that were in demand: townhouses, mostly narrow, two-story, and brick, lined the streets and alleys below Dolphin before the Civil War. The three-story row houses that extended up to North Avenue were constructed between 1870 and 1900. From the 1930s through 1950s, a series of low- and high-rise public housing units were constructed following the demolition of the older rows during a period of urban renewal. Consequently, more apartments, new row houses, commercial and religious buildings were built west of Division into the 1960s.

Ryon's research supports the folk memory of African Americans in Baltimore that states the first generation of African Americans who resided along Pennsylvania Avenue were

[105] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1868, 236.
[106] Ryon, Roderick N., *West Baltimore Neighborhoods: Sketches of Their History 1840-1960*, eds. D. Randall Beirne and Joan Henley (Baltimore: University of Baltimore, 1993).

descendants from a group of free blacks who had settled in the city before the Civil War. In addition, slave families had moved to the city from rural Maryland and the "upper South" during the 19th Century. The residents were bonded by their commonalities in a world where skin color dictated many aspects of life, and the support of an informal network of benevolent societies whose main purpose was to assist each other during this volatile period:

> "...City freedmen and women lived a highly precarious existence at the very edge of the system of slavery. State and city statutes alike incorporated black codes which denied them citizenship rights and severely restricted privileges: freedmen were barred from public schools, denied the right to vote, forbidden from owning firearms or testifying against whites, and if convicted, threatened with sale into slavery. Churches were shut down and free people were required to carry passes certifying their status. Maryland even debated bills to ...abolish 'Free-Negroism' in 1860."[107]

During the early period of the community's formation, black men were represented in a variety of trades and occupations. The men organized competitive trade organizations and labor associations to protect their jobs in brick making, huckstering, and stevedore work. These tasks were monopolized by African Americans, and the labor associations were very effective in keeping these jobs for black men. Following the Civil War, African American residents who had roots in the city began to obtain employment in the service trades:

> "...Teachers [were able to] locate jobs in an expanding 'colored' school system; clergy built up large congregations, caterers, headwaiters, and butlers acquired a monopoly of responsible positions in the homes, hotels and clubs of wealthy whites." [108]

The Pennsylvania Avenue commuter rail station was built in 1884. By the 1920s, Upton was home to most educated African American property owners in Baltimore. To its south and west were the poor and neighborhoods of "The Bottom," and to its east were German and Jewish neighborhoods.

Pennsylvania Avenue was the premiere shopping strip for African Americans, inspiring comparisons to Harlem. It was home to professionals such as doctors and lawyers, retailers who served an upscale clientele, jazz clubs, dance halls, theaters, and other public and private institutions for the black community. The area was well known for the jazz greats who resided and entertained in the clubs on Pennsylvania Avenue, including Cab Calloway, Eubie Blake, and Billie Holiday. The Royal Theater was an important draw for African Americans that grew up in Upton.

Upton was also the staging ground for much of the local and national Civil Rights movement. The movement was rooted initially in religious leadership and the activism of churches such as Bethel African Methodist Episcopal, Sharp Street Memorial United Methodist, and Union Baptist. Notables such as Frederick Douglass, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey all visited Upton and its churches through time.

In the late 19th century, religious leadership evolved into civic leadership. Rev. Harvey Johnson, of Union Baptist Church, led the establishment of the Mutual United Brotherhood of Liberty, the first civil rights organization in Baltimore. The organization secured the admittance of the first African American to the Maryland Bar Association, and subsequently engaged in an attack on laws that limited the rights of African Americans.[109] The Mutual Brotherhood of

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[107] Ryon, *West Baltimore Neighborhoods*, p. 27
[108] Ryon, *West Baltimore Neighborhoods*, p. 27
[109] "Union Baptist Church," accessed October 13, 2010, www.unionbaptistbalt.org.

Liberty's strategy eventually evolved into the guiding legal strategy of the NAACP.[110] The Baltimore City Branch of the NAACP, which played a powerful role in early school desegregation cases, as described above, was established in Upton in 1912.

In the 20th century, West Baltimore was home to an influential African American middle-class that included lawyers, newspapermen, doctors, and bankers whose efforts in the realm of civil rights complemented the religious leadership of previous eras.[111] The increase of wealth and power in West Baltimore led to a backlash of residential segregationist laws in the early 20th century. The community was well-equipped to battle these, and lawyers George McMechen, W. Ashbie Hawkins, and Warner T. McGuinn successfully overturned them between 1910 and 1917.[112]

In the mid-20th century, Upton's population swelled due to the popularity of the neighborhood and the pressures of segregation that kept African Americans confined to certain areas of the city. Later, single-family homes were subdivided into small apartments. Although Pennsylvania Avenue's sidewalks remained crowded with revelers on Saturday nights, upper income African American families began abandoning the area for neighborhoods further from the center of the city.

In 1968, West Baltimore suffered great destruction in rioting spurred by the assassination of Martin Luther King, Jr. Furthermore, in the 1960s and 1970s, controversial urban renewal projects destroyed much of Upton's historic architecture, especially in the southwestern portion of the neighborhood. The result ultimately replaced only a portion of what was removed, as once the buildings were razed it was difficult to secure developers to build new construction. The Royal Theater was demolished in 1971. Problems such as economic depression, housing abandonment, crime, and drug trafficking began during this era, many of which persist today.

Chronology of Development and Use

The previous section of this report presented a comprehensive historical and community context for PS103—The Henry Highland Garnet School. PS103 holds important links to all the topics set forth above, from the broad national themes of education for African Americans and the process of desegregation, to the life and career of Thurgood Marshall, to the histories of Baltimore's public education system and West Baltimore's civil rights legacy. This context helps to shape our understanding of the specific history of PS103—its physical development over time, as well as the changing function of the school building. The following pages describe PS103 from its construction to its closure.

As the City's population grew rapidly in the latter half of the 19th century, so did the need for public school buildings. In 1877, the Board of Commissioners of Public Schools of Baltimore addressed the problem of overcrowding in the Male and Female Grammar School No. 6 located on Druid Hill Avenue. The board decided to move the co-ed grammar school from 809-821 Druid Hill Avenue into a new building on Division Street near Lanvale Street in the Upton community of West Baltimore. The new school was built to serve the white children of the Anglos, Italians, and Jewish Germans and Russians that lived in Druid Hill area in the late 1800s. That property, at 1315 Division Street, is the subject of the current study.

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[110] Mills, Barbara. *Got My Mind Set on Freedom: Maryland's Story of Black and White Activism, 1663-2000* (Bowie, MD: Heritage Books, 2002), 84.

[111] "The Road from Frederick to Thurgood: Black Baltimore in Transition, 1870-1920," A Maryland State Archives, Maryland Historical Trust, Baltimore Heritage Research Collaborative, accessed October 18, 2010, www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html.

[112] "The Road from Frederick to Thurgood."

Articles from *The Baltimore Sun* give the clearest picture of the school's establishment. The school was designed and put out for bid by the city administration, under the leadership of Mayor F.C. Latrobe, and the Inspector of School Buildings in fall of 1876. At that time, the City also obtained the property through a 99-year lease with David M. Perrine.[113] The architect for the building was George A. Frederick (1842-1924), a prominent architect of German descent whose legacy in Baltimore includes City Hall, many public buildings, and a number of churches. As a son of two German immigrants, Frederick was often sought out to work in German communities in the city.[114] He is one of four architects in private practice that was designing schools in the 1870s, and is also responsible for Baltimore City College, built in 1873.[115] A description of the plans for the school on Division Street is that it would be "large, comfortable, and substantial."[116] An appropriation of $25,000 was made by the City for construction of the new school, and the newspaper described priorities for the new building:

> In view of the large outlay of money in school buildings, it is greatly to be desired that they be constructed in the best possible manner to afford permanency, ample ventilation, and sufficient means of ingress and egress. It is sometimes found necessary to build in the centre of the city, where there is little or no ground for yard area, however necessary playgrounds may be to the school buildings, but this can readily be avoided in the outer sections of the city.[117]

In October of that year, the construction contract was awarded to Philip Walsh and Sons, who provided the lowest bid at a proposed cost of $21,997.[118] Philip Walsh and Sons also served as the contractor under Frederick on Baltimore City College.[119] The *Baltimore Sun* reported that the school was completed in late July of 1877 at a cost of $27,000.[120]

The design for Grammar School No. 6 followed Husband's basic concept for a model school. The historical context study discusses the school on Division Street as typical for those built during this period. The two-story building had a principal's office and 6 or 7[121] classrooms on each floor; an Italian-influenced exterior with pressed-brick; granite sub-base and steps; and white marble trimmings. It sat on "roomy grounds for light and ventilation" and had a full-basement beneath the structure that could be used for recreation. According to the study, at least one other building was constructed on the same plan, but the authors do not identify it by name or location. Further information is found in the 1876 annual report of the Board of School Commissioners, in which the Commissioners described the design as "practical, substantial and pleasing," although not "extravagant."[122] Since there is no mention of school building aesthetics, it can be assumed that Frederick, the architect of record, had full architectural control as long as he was within budget and the board approved the design.

The dedication of the school in October 1877 gives some indication of the school's architecture and function. The school is described as having two floors and a basement, and is separated into boys' and girls' departments by floor. The glass partitions between classrooms, a notable aspect of the building's architecture, are mentioned in the article describing the dedication

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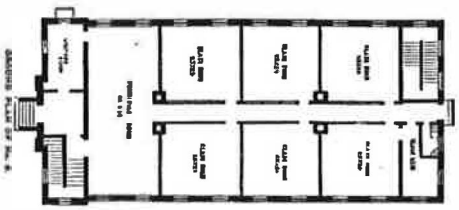
[113] Baltimore City Superior Land Court Records, 1876, Book GR750: 259.
[114] "George A. Frederick: Prominent Architect of Historic Baltimore Landmarks," accessed Oct 27, 2010, www.georgeafrederick.com.
[115] Kurtze, *Baltimore City School Architecture*, 28.
[116] "New Grammar School," *The Baltimore Sun*, October 27, 1876, pg. 4.
[117] "Additional School Buildings," *The Baltimore Sun,* September 15, 1876, pg. 4.
[118] "New Grammar School," *The Baltimore Sun*, 4
[119] Kurtze, *Baltimore City School Architecture,* 28.
[120] "Dedication of a Public School," *The Baltimore Sun*, October 27, 1877, pg. 4. The 1877 Baltimore Board of School Commissioners Annual Report reported that the school was completed on June 1, and that the total cost was $28,255; possible reasons for the discrepancy in costs could be the inclusion of architectural fees or furnishings.
[121] The report by Kurtze and Miller cites 6 classrooms on each floor, but the physical evidence shows 7 classrooms and a principal's office on each floor.
[122] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1876, 699.

event. The newspaper states that the exercises were held on the 2nd floor, the girls' department, and that the glass partitions between classrooms were raised during the event. A final detail left in the historical record is that M.C. Hogsdon furnished the school with the "new 'Victor' desks."[123]

1877 Rendering of Grammar School No. 6, reproduced from the 1877 Annual Report of the Board of School Commissioners (left)

First Floor plan of Grammar School No. 6 (right)





When it opened, the school served 350 boys and 250 girls in grades 1 through 8, a small portion of the 45,000 children in Baltimore's public school system at that time. The first principal of the boys' department was William C. Rob[in]son; the first principal of the girl's department was Miss Eliza Adams.[124]

The original floor plan included 14 classrooms with the average square footage of 584 sq. ft.[125] The first floor (the Boys' Department), had 6 classrooms, a Principal's office and support spaces, while the second floor (the Girls' Department) had only 8 classrooms. Each floor also had a long corridor that ran down the middle of the building. Because of previous fires that had occurred at other schoolhouses in the city and the lack of exits on each floor, the City decided to restrict new school buildings to two stories to provide easier egress from the building during a fire.[126] Windowed partitions separated the classrooms from each other and the corridor.

The next available record concerning the school dates nearly twenty years later. In 1896, a table in the Board of School Commissioners' annual report gives pertinent information about the property, including its estimated value of $21,000 at that time (see table below).[127] Although at the time of construction the classrooms were viewed as sufficient for the student body, by 1896 the growing student population became too large for the building, forcing teachers to hold off-site classes nearby. The size of the lot also became an issue as the student population grew. Originally designed with ample space for exercise during recess, as the number of students continued to increase, the open space became too cramped, and recess was held in shifts to accommodate all the children.

The first major change for the school came a few years later, in 1899-1900, when the school system was reorganized, schools were renumbered, and Grammar School No. 6 was designated "Public School No. 46," one of several "English-German" schools that were built for white children in predominantly German portions of the city. The English-German schools were part of a specialized program in the city that existed from 1873 to 1917, in which educational instruction was given in both English and German.[128]

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[123] "Dedication of a Public School," *The Baltimore Sun,* 4.
[124] "Dedication of a Public School," *The Baltimore Sun*, 4. A partial list of the faculty and students associated with the building over time is included in the *Historical Study* that was conducted in conjunction with the current report.
[125] An original floor plan is presented above. Actual construction did not conform to the layout in the plan shown here. Changes not reflected in construction drawings include flipping the staircase located near the front entrance; adding double doors at the southern end of the corridor to provide a second means of egress and direct access to the classrooms; dividing the principal's room into two spaces; and providing an entry into the rear staircase from the first floor. This appears to have been done during the original construction because archival research did not turn up any drawings that reflect the current changes. Furthermore, it is very difficult to flip an entire staircase once it is built, and the walls that divide the principal's room are nearly identical to the adjacent classroom walls.
[126] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1876, xxi.
[127] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1896, 22.
[128] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1899, 18.

In 1908, the school became an annex of the Baltimore Polytechnic Institute, a high school also serving white students.[129] At the time, the Polytechnic Institute was a manual training high school that provided education in engineering and related fields; it was only the second institute of its kind in the United States to be supported at public expense.[130]

Demographics in West Baltimore began to shift in the 1890s, becoming a predominately African American area by the first decade of the 20th century. The school on Division Street kept pace with the change. In 1910, the building was converted to a "colored" school, absorbing the overflow from nearby Public School No. 112, located at Carey and Chappelle streets.[131] (African American schools bore three digit numbers in the first half of the 20th century). In March 1911, the school was designated as No. 103, a "colored" school with 14 teachers, male and female, and 566 students.[132]

School inventory Table C, found in 1896 Annual Report of the Board of School Commissioners (highlight added for emphasis)

TABLE C. — 1896

SHOWING THE LOCATION OF SCHOOLS, SIZE OF LOTS, AMOUNT OF GROUND RENTS, AMOUNT PAID ON ACCOUNT OF LOTS, SIZE OF BUILDINGS, ESTIMATED VALUE OF BUILDINGS AND DATE OF ERECTION.

Schools.	Location.	Size of Lot.	Amount of Ground Rent.	Amount Paid on Account of Lot.	Size of Buliding.	Estimated Value of Building.	Date of Erection.
Baltimore City College	Howard, opposite Centre	208[6] x 260	$4,000 00	$50,000 00	165[10] x 221[6]	$203,639	1896
E. F. High School	Aisquith and Orleans	102 x 210	640 91	2,651 50	102 x 58	60,000	1848
	Side lot and rear building	38 x 180	75 00	15,000 00	51 x 58		
W. F. High School	McCulloh and Lafayette avenue	238[7] x 230		70,660 00	88[8] x 191[11]	125,970	1895
Polytechnic Institute	Courtland, near Saratoga (old building)	82 x 90		6,437 75	44 x 90	18,000	1868
	Courtland, near Saratoga (new building)	62[6] x 90	220 00	10,000 00	54 x 90	25,000	1890
	Courtland, near Saratoga (additional lot)	37[6] x 90		10,000 00			
Male G. and P. No. 1	N. E. corner Fayette and Greene	97 x 102	334 00	9,000 00	83 x 96[7]	25,000	1880
Female G. and P. No. 1	S. W. " " " "	77[6] x 170	1,094 75		62 x 140	27,000	1875
Grammar No. 2	Broadway and Bank	100 x 141	244 44		101 x 39	30,000	1868
	Broadway and Bank (rear bldg.)				52 x 87		
G. and P. No. 3	High, near Fayette	80 x 167[6]	800 00		50 x 145	28,800	1875
Grammar No. 4	Sharp, near Montgomery	100 x 155	600 00		50 x 85	18,000	1869
" " 5	Greenmount avenue and Eager	66 x 150[6]	600 00		56 x 100	17,000	1872
" " 6	Division, near Lanvale	104[6] x 171[3]	800 00		56 x 120	21,000	1877
" " 7	Eastern avenue, and Burke	100 x 130	300 00		52 x 136	24,000	1880
" " 8, old	Hollins, near Monroe	140 x 129	700 00		64 x 112	18,000	1877
" " 8, new	Hollins and Monroe	Old lot.			55 x 104	21,000	1890

REPORT OF THE

[129] 46th Annual Report of Board of School Commissioners to the Mayor and City Council of Baltimore for the Fiscal Year ending December 31, 1907, Public Printer 1908, 8.
[130] *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1907, 8.
[131] *48th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31, 1909*, Public Printer 1910, pg. 29.
[132] *49th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31st, 1910*, Public Printer 1911.

In 1925, PS103 got a name—Henry Highland Garnet School—which it carried until it was closed. Although Henry Highland Garnet[133] was a black man, the popular name for the school was simply "No. 103."
Between the 1930s and the 1950s, a few structural improvements to the building were accomplished. Archived drawings provided by the Baltimore City Department of Education reveal modifications to the building to include:

1930s

- Replacement of the original furnace with a boiler system to improve ventilation within the building
- Proposal to add a girls' restroom in the basement (*not completed*)

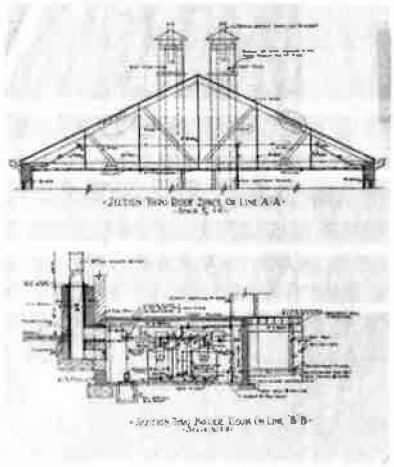
1940s

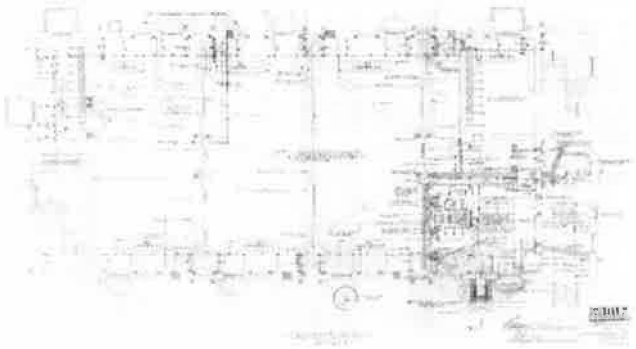
- Providing coat closets in each classroom
- Fireproofing the basement

1950s

- Adding incandescent light fixtures to the entire building

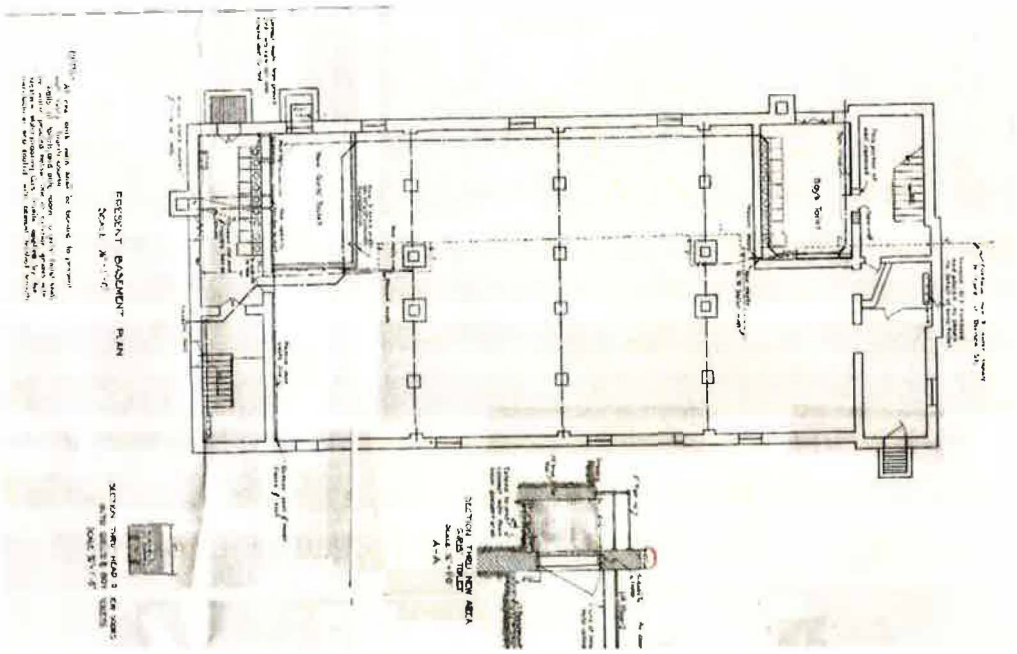
Drawings of boiler installation, 1930





[133] The story of Henry Highland Garnet (aka, Garnet) (1815-1882) is interesting. He was born on a plantation in Kent County, Maryland. Oral tradition holds that his grandfather was a former king in Africa. In 1924, Garnet's father escaped the plantation with his family. Garnet's father became a preacher in the AME church and Henry attended the African Free School. He became a sailor and also worked as a farmer's apprentice. He returned to school in New York and studied under the abolitionists Theodore S. Wright and Peter Williams, Jr. The abolitionist Alexander Crummell instructed Henry at the Noyes Academy in New Canaan, New Hampshire. The school was destroyed by racists, Henry and Crummel escaped and went to the Oneida Institute in Whitesboro, New York to study theology. He completed his studies and chose to reside in Troy, New York, where he preached abolition. His church became a station on the Underground Railroad. That same year he married Julia Williams and he became an ordained Presbyterian minister. He attended the National Convention of Colored Men in Buffalo New York, where Frederick Douglass and others were working toward the development of an organization that would eventually become the NAACP. Garnet acquired national fame for his talk: "Address to the Slaves of the United States of America" where he advocated that in order to fulfill God's will, all must seek abolition of slavery. He was in constant contact with the free black leadership and often came into conflict with Frederick Douglass, who favored a more gradual approach to the abolition of slavery. Douglass supported William Lloyd Garrison's approach. In 1850, Henry toured Europe to lead a boycott of cotton; he became a Delegate to the World Peace Congress in Frankfurt, Germany. In 1853, he was appointed Presbyterian minister to blacks in Jamaica. He returned to the US in 1856 due to illness and became pastor of Shiloh Presbyterian Church in New York City. He was President of the African Civilization Society and was known to be an eloquent speaker who had frequent confrontations with Frederick Douglas. Henry was a leader in the Pan African Movement and helped to persuade Lincoln to let blacks fight in the Civil War. In 1870, Julia died, later he married Sara Tompkins. In 1881 he became Minister to Liberia where he died in 1882. (*100 Greatest African Americans – A Biographical Encyclopedia* by Molefi Kete Asante, Prometheus Books, New York, 2002; pp.131-140; Biographies for Henry Highland Garnet, accessed October 8, 2010, www.answers.com/topic/henry-highland-garnet.)

Drawing of proposed restroom alterations, 1930



Archival sources on the building's usage between the 1920s and 1960s are limited. General trends noted during research on the Board of School Commissioners' annual reports show that during the late 19th century, the reports were structured to provide information on school buildings' conditions, student and teacher population, curriculum development, and budget. However during the 20th century, the focus of the annual reports shifted. Twentieth century reports tended to provide more information on student development skills, student and teacher curriculum, and budget, but only limited information on student and teacher population and physical conditions of the buildings.

Comparatively more information about PS103 comes from the Afro-American newspaper and oral histories conducted with regard to the school. These sources describe school curriculum and activities, teachers and faculty, parental involvement through clubs for various grade levels and a Parent Teacher Association (PTA). A fuller account of this aspect of PS103's history can be found in the *Historical Study* compiled in conjunction with the current project.

PS103 classroom, 1950s (left)

Teachers from PS103, ca. 1945-1950 (right)





No date or drawings have been found to reflect changes accomplished in the last decade of the building's function as a school, although it is evident that both the first and second floors were renovated to accommodate new office spaces. The second floor was altered more than the first. In almost all cases, original materials were left in-situ, covered by the newer materials. Visible changes made to the building include:

- Hanging drywall along the walls between each classroom and wood paneling along the corridor walls
- Constructing new partitions within the classrooms to accommodate smaller office spaces
- Laying carpet and asbestos tile down on the floors
- Hanging acoustical ceiling tiles and grid from the ceiling

Existing wall conditions, 1st floor (left)

Existing ceiling and wall alterations, 2nd floor (right)





Despite the major alterations on the second floor, original elements are still found throughout the building. Original materials include plastered ceiling and walls, wooden wainscot, hardwood floors, window frames, doors, hardware, masonry, granite, limestone, and marble.

The school was closed in the early 1970s, when the new No. 125 was built at Dolphin St. and Pennsylvania Ave.[134] In 1972, the Upton Planning Committee, a non-profit community development organization, began leasing the building for use as office space to house the organization's services.[135] The Upton Planning Committee was responsible for housing, sanitation, and redevelopment of the area bounded by Bloom and Laurens streets to the north, McCulloh and Dolphin streets to the east, small parts of Biddle, Brune and George Streets on the south, and Freemont Avenue on the west.[136]

During the Upton Planning Committee's occupation, the building was called the Upton Cultural and Arts Center.[137] In 1989, the Upton Planning Committee received a $2,500 grant through the

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[134] The date of PS103's closure was not confirmed through research for the current project. The date must lie between fall 1968 (the date of the last known *Afro-American* article about the school) and 1972, when the Upton Planning Committee took occupancy of PS103. Students from the school were moved to No. 125 at Dolphin and Pennsylvania when that school building there was replaced with a new facility. The new facility was named Furman Templeton Elementary School, after a local civil rights leader who died in February 1970—as the school would likely have been named upon its dedication, and it would not have been named prior to the leader's death, the author speculates that the new PS125 opened in 1970 or 1971, and that PS103 closed the same year.

[135] A *Baltimore Afro-American* article from July 16, 1966 (Seeking Lights, pg. 4) mentions the "Henry Highland Garnett Neighborhood Council" active in the area; an article from April 15, 1967 (pg. 3) lists Lena Boone as president. This organization appears to be the precursor to the Upton Planning Committee, which occupied the school under Boone's leadership.

[136] "Mrs. Boone Gets Award Tonight" *The Baltimore Afro-American*, pp.1-2, October 14, 1975.

[137] The building is also referenced as the Upton Cultural Arts Center. "Neighborhood Gets Grants for Rehabs," *The Baltimore Afro-American*, pg. A3, February 18, 1989.

City of Baltimore's Neighborhood Incentive Program (NIP), issued by Mayor Kurt L. Schmoke and Housing and Community Development Commissioner Robert W. Hearn. The NIP program awarded funds to neighborhoods in need of financial help for building repairs or improvements on various neighborhood projects. Many of the projects were located in ex-schools and other sturdy buildings that met the NIP qualifications of being operable for at least 20 years. According to a newspaper article about the grant, at PS103 funds were used to renovate office and library space, including stripping one of the walls to expose the brick; painting; and ceiling repair. Funds were also used to install a non-functional fireplace "to make the atmosphere cozy" in the library and reading room.[138] The Upton Planning Committee occupied the building into the 1990s.[139] Since that time, the building has remained vacant.

Students from PS103 play on Division Street, WPA photos, 1934-1935





[138] "Neighborhood Gets Grants for Rehabs," *The Baltimore Afro-American*, February 18, 1989, A3.

[139] The date that the Upton Planning Committee vacated the building was not confirmed through research for the current project. The date must lie after 1989, when the organization received a grant to renovate their office space within the building; the author speculates that the date predates August 2000, when Lena Boone, longtime president of the organization, passed away.

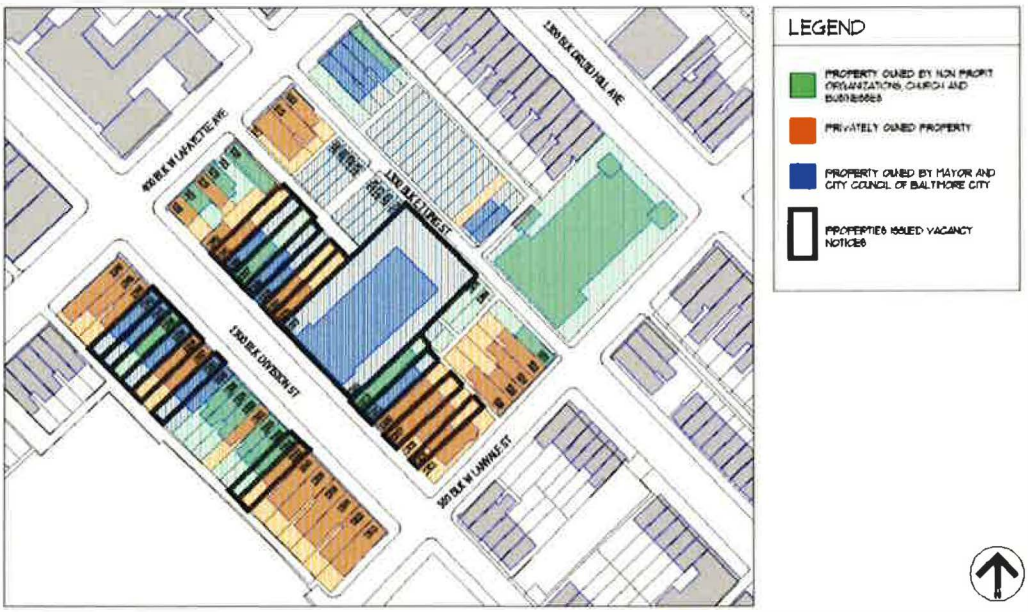
Physical Description

Property Information

Based on the Maryland Department of Assessments and Taxation and measurements taken on-site:

- Building: Public School 103– Henry Highland Garnet Elementary School
- Primary Building Use: Permitted Use– Public School (vacant)
- Owner: Mayor and City Council
- Address: 1315 Division St.
- Ward: 17
- Section: 01
- Block: 0396
- Lot: 038
- Lot Area: 17,716 SF (.40 acres)
- Existing building footprint: +/- 7,574 square feet
- Total building square footage (including basement): +/- 22,722 square feet
- Total floor area (including basement): +/- 20,662 square feet
- Typical classroom size: +/- 580 square feet

Property allocation plan



The estimated lot acreage is .40 acres (17,716 square feet). The building is positioned near the front property line in the middle of the lot. There are traces of paving in the rear and sides of the building. The lot is currently sited as "vacant" under the ownership of the Mayor and City Council of Baltimore City.

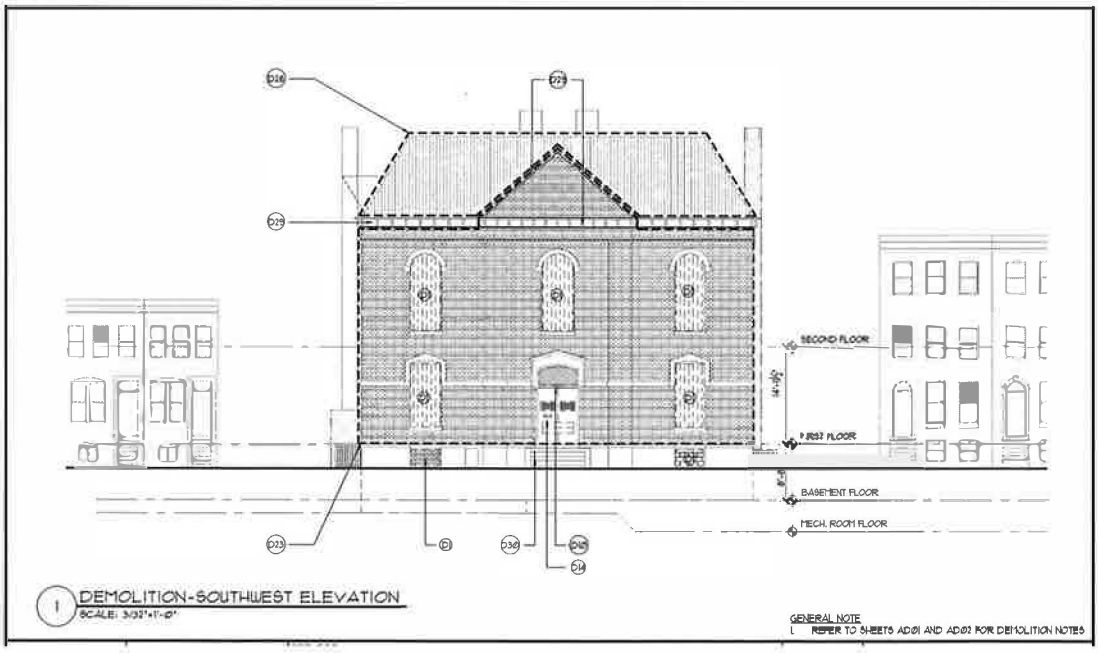
Architectural Description

PS 103 is a two-story, three-bay brick building. It is divided into two parts—a large gable roofed section containing classrooms and a hipped roof transverse wing that creates the façade and houses administrative and circulation functions. The plan and fenestration of the school reflect progressive trends in educational designs while the dignified style and material choices reinforce more traditional values and reinforce the dignity and importance of formal education in society.

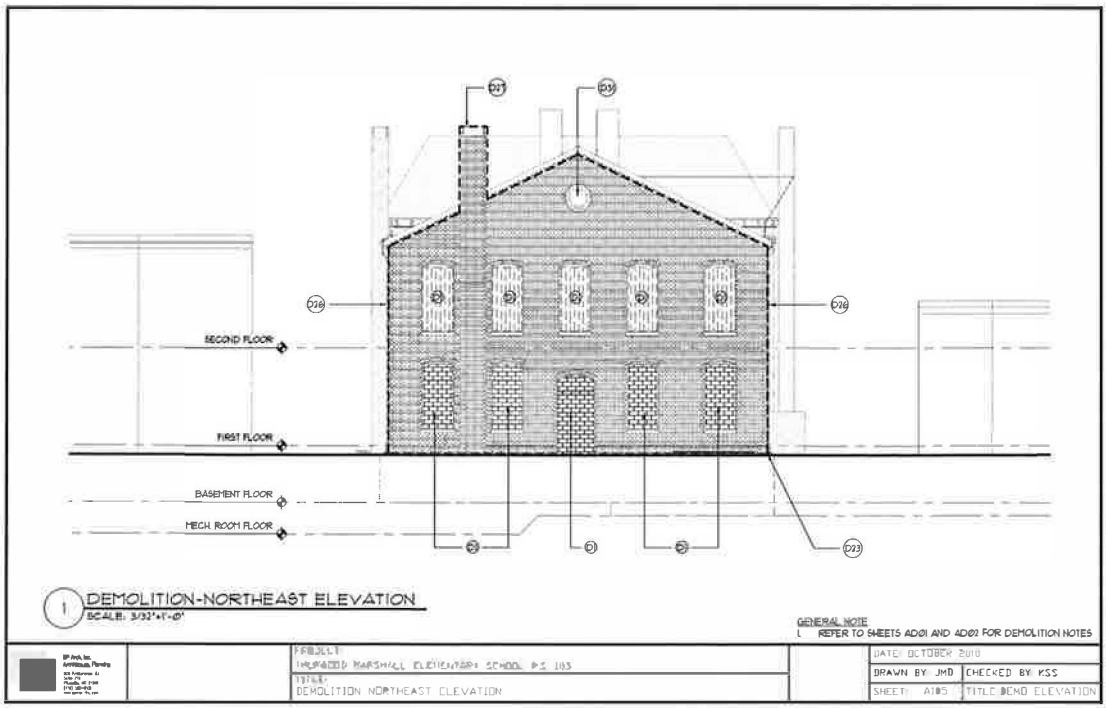
Exterior

PS103 stands roughly mid-block on the east side of Division Street between North Lafayette and North Lanvale Streets. It is flanked by residential row homes. PS103 provides a visual break from the continuous row of brick homes, with close to twenty feet of open space, some of which is paved, surrounding the building. Although larger in building mass, the two-story building fits within the community scale and serves as a subtle transition from the two-story row homes located to the west to the three-story row homes located on its east. The following architectural drawings show the building as it was constructed.[140]

Southwest Elevation

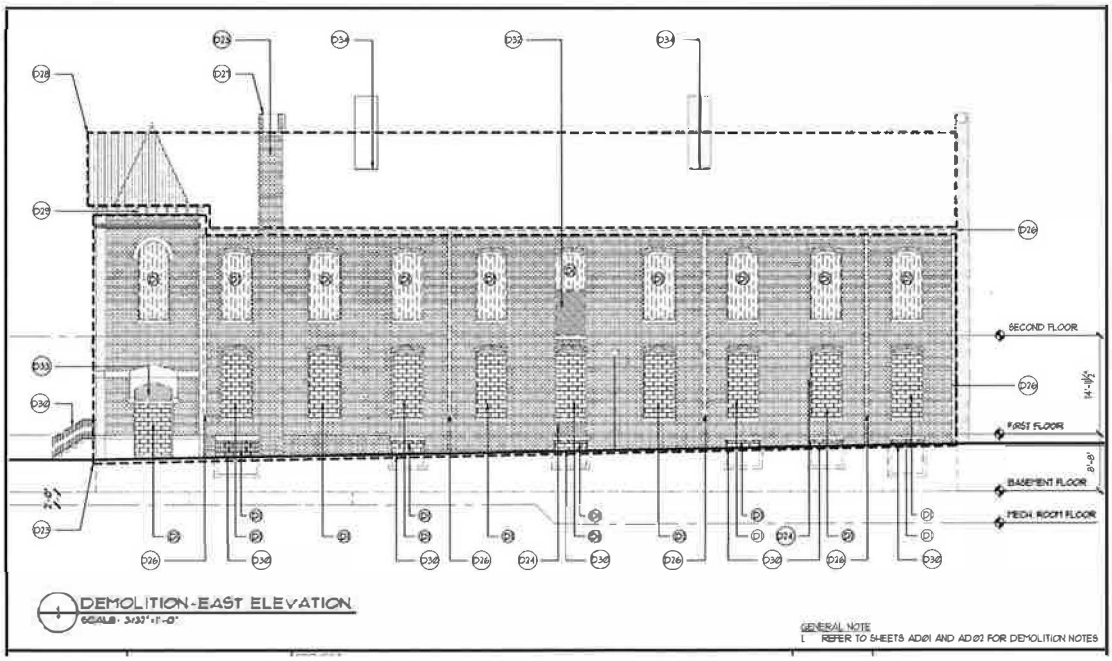


Northeast Elevation

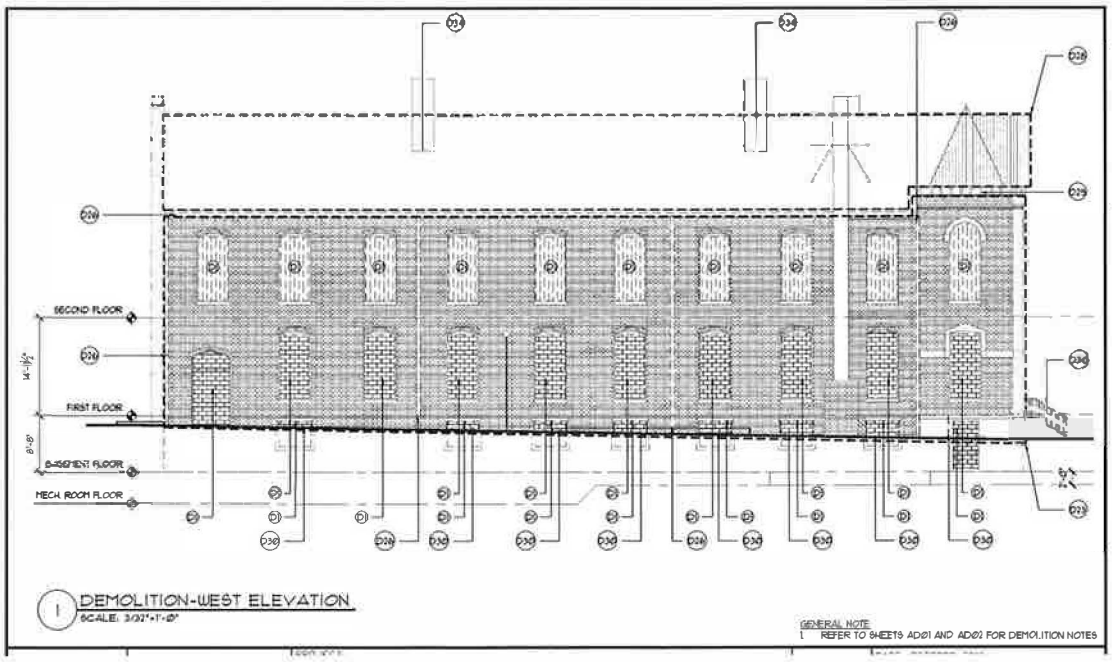


[140] The drawings used to illustrate the existing building were prepared as demolition drawings to aid in the rehabilitation project.

East Elevation



West Elevation



The historic school is a two-story, three-bay structure. It is gable-roofed with an intersecting hipped roof mass that itself has a cross gable at the southwest, in effect making the school cruciform in plan. The southwest volume is three bays wide and one bay deep and stands parallel to the street. It is constructed of quality materials such as granite, limestone, marble, metal and brick. A granite water table and a limestone stringcourse articulate the façade. The façade is laid in common bond with thin flush mortar joints. The façade is three bays across, with the central projecting bay supporting a pedimented cross gable. Windows on the façade and the one-bay elevations on the northwest and southeast have stone sills and label molds, rounded on the second floor and quasi-pedimented on the first where the molds are a continuation of the stringcourse. Windows have been obscured, but appear to be round-headed, two-over-two, double hung wooden sash.

The projecting central bay of the façade has full-height brick pilasters supporting a corbelled brick cornice that wraps the southwest volume on three sides. Above the corbelled brickwork is a modillioned cornice that also wraps the volume on three sides and continues in the central pediment. The entrance to the building has a slightly projecting stone pedimented hood which contains a round headed transom and a masonry entrance that most likely contained full-height double-leaf doors, but now contains an additional transom and metal double-leaf replacement doors.

The southeast elevation of this volume has a single-leaf door and arched transom trimmed with a flush limestone pediment, reminiscent of the entrance treatment on the façade.

The main mass of the building is nine bays deep (excluding the bays in the hipped roof portion of the building) and is laid in common bond with a standard clay brick and mortar joints that are wider than those on the façade. The windows located on this portion of the building are mostly obscured but there is evidence of some four-over-four double hung wooden sash windows. Some two-over-two double hung wooden sash windows are also evident.[141] The rear elevation is gabled and five bays across. Though it is partially infilled with cinderblock, there appears to be an entrance on the first floor in the central bay flanked by two windows on either side (also filled with cinderblock). The second floor has five two-over-two wooden sash double hung windows in round-headed openings with arched soldier course lintels and what appear to be stone sills. There is a round masonry opening in the gable ringed with a double course of rowlocks, which likely housed a louvered vent, but which is now open.

There are brick chimneys on southeastern and rear elevations. The northwestern elevation has a metal chimney stack with a brick base that was added in the 1930s to vent the new boiler system. Rain runoff is controlled by the original round metal gutters and downspouts located on both sides of the building. The façade has a hidden gutter behind the cornice that connects to the adjacent gutter and downspout.

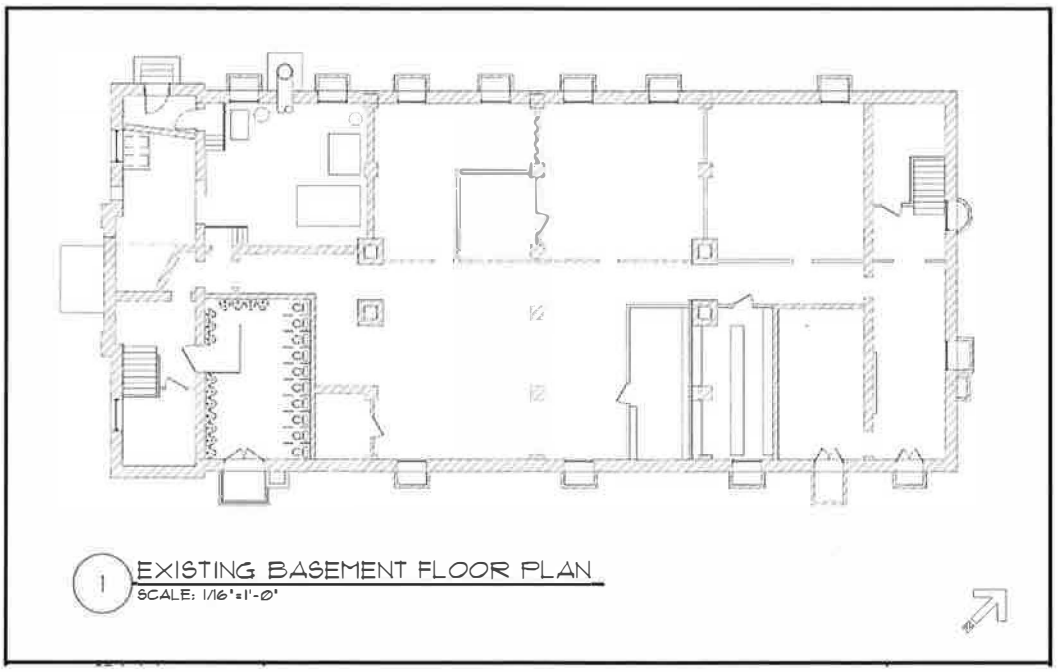
Interior

The interior of the southwestern portion of the building contains the main lobby with principal stairs and office spaces constituting approximately 12% of the entire floor area. Offices are to the northwest and a double-run staircase lies to the southeast.

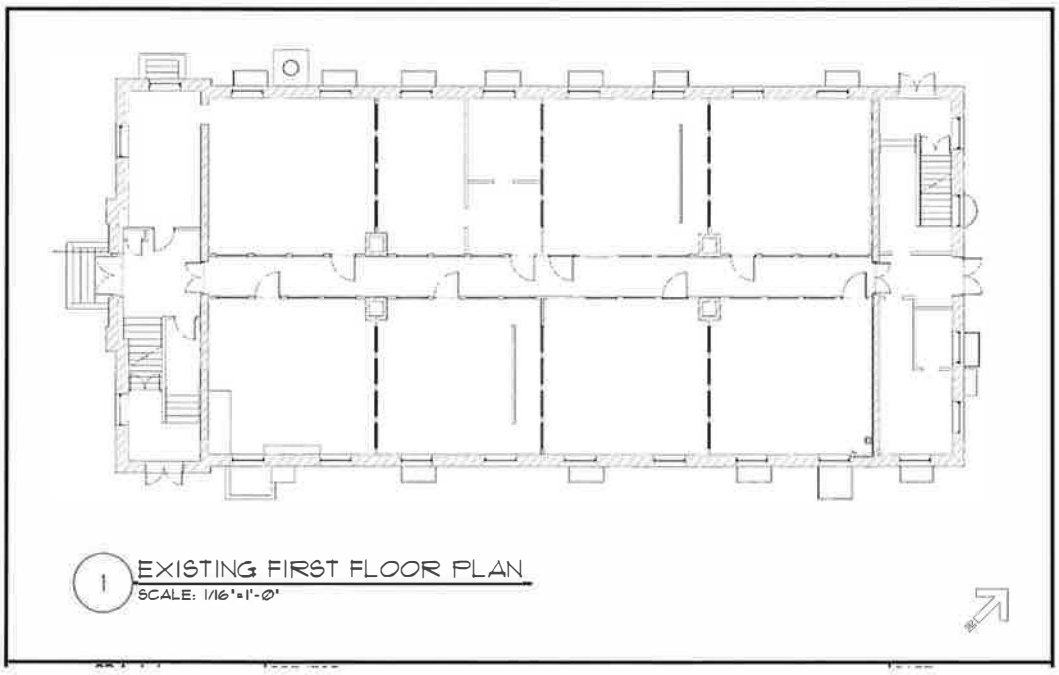
In the core of the building, the floor plan on both the first and second floors has a central corridor that runs southwest to northeast with four classroom spaces of uniform sizes on each side. The architectural drawings that follow show the interior layout of PS103 as it was originally constructed.

[141] At this time, the as-built drawings show only four-over-fours double hung windows, as nearly all of the window openings are obscured. Once windows are uncovered, the drawings can be adjusted to show the actual window form.

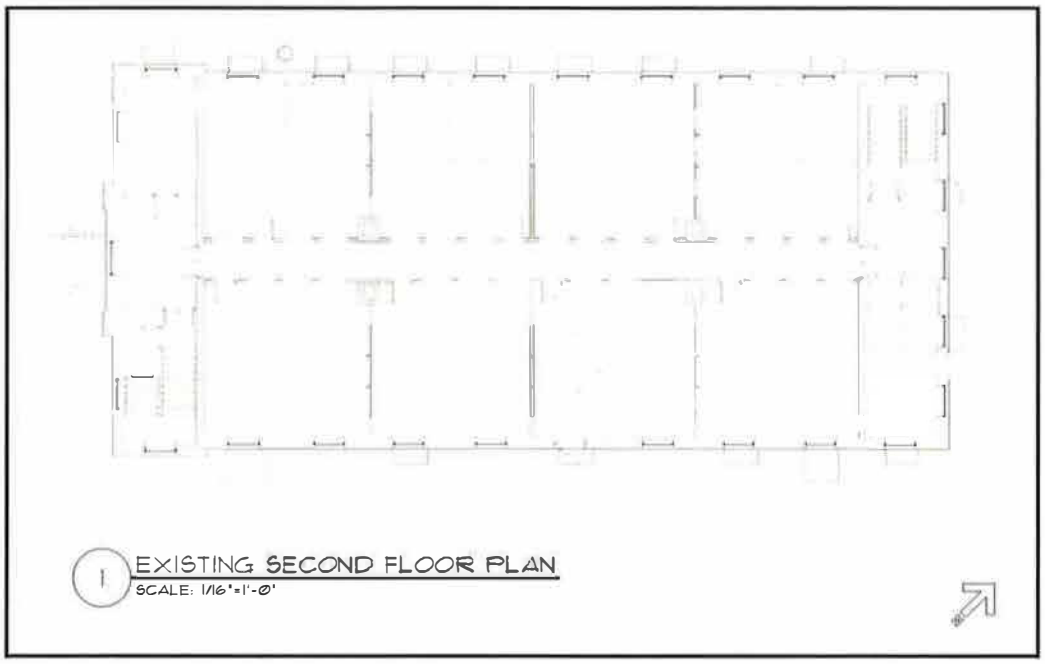
Existing Basement Floor Plan



Existing First Floor Plan



Existing Second Floor Plan



Classroom doors have a six-light transom over wooden two-panel four-light doors where the originals remain. The classroom partitions are obscured in every case but have a series of original operable multi-light sash that appear to be at least twelve-over-six, perhaps twelve-over-twelve with a panel beneath. Removal of blackboards and bulletin boards will allow for further investigation of the partitions.

In addition to the main stair in the lobby there is a second, two-run staircase in rear of the building that leads from the basement to the second floor.

The overall spatial relationship found in the basement is primarily utilitarian, with general storage space, boys' and girls' restrooms, and a boiler room. The foundation walls located in the basement are made of poured concrete and masonry with concrete masonry unit interior walls and columns that were added sometime later. Supported by the foundation walls and interior columns, the building is framed in wood with steel beams. The utility spaces found in the basement have window wells to allow natural light and ventilation into the space.

Division Street – PS103 sits just to the right of middle (above)



PS103

Division Street – adjacent lots facing PS103 (below)



Evaluation of Significance

PS103, a landmark in the Upton community of West Baltimore, is significant to Baltimore for its design and to the nation for its role in the education of Thurgood Marshall, one of the most influential Americans of the 20th Century. Marshall is known for his leadership in the desegregation of the nation's public school system, as well as for his service as the first African American Justice on the Supreme Court of the United States.

Architecture

PS103 is a fine example both of trends in school architecture of the period, described above, and of the work of Baltimore architect George Frederick.

Frederick was born in 1842 to German immigrants parents and at 16 became an apprentice in the Baltimore architecture office of Lind & Murdoch. In 1863, he established his own architectural practice and at the tender age of 21 submitted a design in the competition for Baltimore City Hall and won. He was hired to expand his drawings and oversee the construction. His practice grew with notable buildings in Baltimore and beyond, including Baltimore City College, the U.S. Marine Hospital, the Edgar Allen Poe monument, the Abell building warehouses and numerous residential and ecclesiastic commissions.

From 1863-1895, Frederick worked for the City of Baltimore as the architect for the Baltimore Park Commission. In this role, Frederick designed a number of whimsical structures in Druid Hill Park, including the Chinese and Moorish stations for the park's narrow gauge railroad.

A website about Fredrick lists close to 100 commissions by the architect.[142] His work is marked by versatility not only stylistically but in the types and scale of buildings he designed. He had an impressive command of a number of stylistic vocabularies that he employed to reinforce the program of the buildings.

Though his work at PS103 lacks the sophistication and scale of some of his other commissions, it is very much in keeping with the preeminent philosophies concerning educational architecture. Chief among these were an emphasis on ventilation and natural light through the use of large banks of windows and discreet orderly spaces for the efficient monitoring and direction of students.

Thurgood Marshall

Although it can be difficult to isolate specific influences in the early life of an individual that can be definitively said to contribute to the accomplishments of his or her adulthood, there are several factors present in Marshall's West Baltimore beginnings that are worth examining. Education, the law, and equality are all concepts that were part of the social conscience of the environment in which Marshall was raised. These three concepts, and their relationship to the Constitution of the United States, underpin Marshall's most significant accomplishment—the defeat of segregation in public schools through the landmark Supreme Court victory *Brown v. Board of Education* (1954). As such, it is worth examining Marshall's earliest exposure to these concepts as well as the role that PS103 played in his formative environment.

Regarding the seminal experience that led to Marshall's luminous career, much emphasis has been placed upon his time at Howard University's School of Law under the mentorship of Charles Hamilton Houston. While this experience cannot be overstated in its importance in shaping Marshall's career path, the experiences and influences of his youth in West Baltimore created the foundation upon which Charles Houston built.

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[142] "George A. Frederick, Prominent Architect of Historic Baltimore Landmarks," http://georgeafrederick.com, accessed October 27, 2010.

Marshall has deep roots in Baltimore. It is the city in which he was born, educated, and to which he returned to begin his legal career. By the time Marshall left the Upton community of West Baltimore for Lincoln College and then law school at Howard University, he had spent almost two decades immersed in an environment that emphasized education, law, and equality. PS103 stands at the heart of the community in which Marshall was raised, and his experience there marks the beginning of his lifelong commitment to the Constitution of the United States and the ideals upon which this nation was established.

Historic West Baltimore—Marshall's Beginnings

Marshall was born in the Upton community of West Baltimore, and but for a short period of time in New York City when he was a toddler, the world of his formative years was focused on an urban area of fairly small proportions. Three of his childhood homes, his family's church, the grocery stores belonging to both sets of grandparents, his grammar school, his high school, and the important commercial and entertainment corridor of Pennsylvania Avenue all lay within an area a few blocks wide and about a mile from end to end.

Marshall Sites

- **A** 1315 Division Street - PS 103 Marshall's Elementary School
- **B** 543 McMechen Street Marshall was born
- **C** 1632 Division Street Marshall's childhood home
- **D** 2001 Division Street Ste. Katherine's Episcopal Church
- **E** 1838 Druid Hill Marshall's 2ed childhood home
- **F** 11 Denmead Street Denmead Market
- **G** 535 Dolphin Street Marshall's Grocery
- **H** Dolphin St. & Pennsylvania Ave. Colored High & Training School



Although a great deal of the urban cultural landscape of this small area remains intact, many of the specific buildings associated with Marshall are gone. One childhood home (1632 Division Street, the home of his maternal uncle, Fearless Mentor Williams), PS103 (1315 Division Street), and St. Katherine's Episcopal Church (2100 Division Street) are among those remaining.

The Value of Education

PS103 represents Marshall's first encounter with public education. The school sits three blocks away from 1632 Division Street, the rowhouse where Marshall's family lived with his maternal uncle and aunt, "Uncle Fee and Aunt Flo" (Fearless Mentor and Florence Williams).[143] Marshall began his education at PS103 in 1914, when he entered the 1st grade. He would walk along the same streetscape visible today as made his way from his home to the familiar community landmark, Public School No. 103. He attended the school from 1914 to 1921. Although he was, by all accounts, high-spirited and mischievous, by the 7th grade his marks were good enough to allow him to skip into the 8th grade, finishing a year ahead of his peers at PS103.[144]

Marshall's experience at PS103 included his introduction to the Constitution of the United States. Marshall, himself, recounted a tale that is often told in regard to his upbringing.[145] As punishment for "cutting up" in school, the principal—likely William H. Lee—sent Marshall to the basement of PS103 to memorize the Constitution. The *Time Magazine* cover story from September 19, 1955, quotes Marshall directly, stating:

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[143] Williams, *Thurgood Marshall: American Revolutionary*, 27.
[144] Kluger, *Simple Justice*, 176.
[145] Kluger, *Simple Justice*, 177; Williams, *Thurgood Marshall: American Revolutionary*, 35.

> Up From the Basement
> In all-Negro Douglas (sic) High School, one of Marshall's uncles gave him an A in algebra, but in grammar school he was repeatedly punished for breaking rules. Day after day, the principal sentenced Marshall to the basement, and allowed him to leave only when he had learned a section of the U.S. Constitution. "Before I left that school" he says, "I knew the whole thing by heart." He does not contend that the seeds of his career sprouted in the basement, but such discipline did reinforce a respect for authority, which he retains in uneasy balance with the strongly rebellious elements in his makeup.[146]

Although Marshall does not claim that memorizing the Constitution was determinate in shaping his future career, in light of Marshall's lifelong commitment to upholding the ideals set forth in the United States' founding document, the experience is an important part of a constellation of influences to which Marshall was exposed early in life.

Education was one of those influences. Marshall was born into a family in which education was highly valued, and he spent his childhood surrounded by constant reminders of this. His maternal grandmother, Mary Williams, was a college graduate who had earned her teaching degree, although she also helped manage the family grocery during Marshall's youth. More than half a dozen relatives in the Williams family were teachers.[147]

The family's plan for Marshall's mother, Norma Arica Williams, was that she, too, would become a teacher. Her college education at Copping Normal was interrupted by marriage to his father, William Canfield Marshall, and the arrival of Marshall's older brother, Aubrey. Once both boys were out of grammar school, however, Marshall's mother returned to Morgan to finish her teaching degree. She took classes and worked as a teacher's aide for several years during Marshall's youth and eventually taught at two schools in West Baltimore.[148]

Marshall's father had left school early. According to biographer Juan Williams, Willie Marshall felt that his lack of schooling prevented him from "being more than a sleeping car porter and waiter. And his deep insecurities added to his conviction that the boys should have the very best education."[149]

Both parents put pressure on the boys to do well in school, and both boys did. After PS103, Aubrey and Thurgood attended the Colored Training and High School on Pennsylvania Avenue. Marshall maintained his reputation for mischief, but was also known as a decent student and an accomplished debater.

The Marshall family was not alone in the high value they placed on education. A historian reflected on the school and its relationship to the community, stating: "Everybody in the community relied on public neighborhood schools, but parents… were especially proud of school 103 on Division Street."[150] Articles in the *Afro-American newspapers* from the mid-1920s through the early 1950s demonstrate a high degree of parental involvement at the school in the form of "clubs" for parents of children in various grades and an active Parent-Teacher Association (PTA).[151] In the mid-1920s, the president of the PTA was Vashti Murphy, wife of Dr. Carl Murphy, who ran the *Afro-American* and would later play a key role in publicizing and

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[146] "The Law: The Tension of Change," *Time*, September 19, 1955: 27.
[147] Williams, *Thurgood Marshall: American Revolutionary,* 21.
[148] Williams, *Thurgood Marshall: American Revolutionary,* 22, 33.
[149] Williams, *Thurgood Marshall: American Revolutionary*, 34.
[150] Ryon, "Old West Baltimore," *Maryland Historical Magazine* 77 no. 1, (Spring 1982): 55.
[151] See, e.g., "Public Schools" *The Afro-American*, November 21, 1925, 16; School News" *The Baltimore Afro-American*, May 11, 1948, 6; "Parents to be Partners at Henry Highland Garnet," *The Baltimore Afro-American*, October 12, 1954, 8; among others. A longer discussion of activities and parental involvement at the school can be found in the "History of PS103" section of the *Historical Study* compiled in conjunction with this document.

financing cases that helped bring down segregated education.[152] Although some of this information post-dates Marshall's attendance at the school, there is a clear pattern of parental and community involvement in PS103 through time, including some of the most influential families of West Baltimore.

Law and the Pursuit of Racial Equality in West Baltimore

West Baltimore in the last quarter of the 19th century and the first quarter of the 20th century was an important source of religious, civic, and legal leadership in African Americans' struggle for civil rights. Thurgood Marshall was born into this multi-class, multi-racial community in 1908. As such, a brief recapping of the civil rights legacy in Baltimore is relevant for understanding the environment in which Marshall was raised and the community in which PS103 still stands.

In Baltimore, the pursuit for racial equality stretches back into the late 1700s, rising out of the religious establishment. Racial divisions, including the issue of segregated seating, led to rifts in the Methodist Church that resulted in the founding of two African American congregations in the 1780s and 1790s. One would become Bethel African Methodist Episcopal, which split completely from the original church.[153] The other would become Sharp Street Memorial United Methodist, which chose to maintain a relationship with the mother church.[154] These early churches established a legacy of leadership, education, social consciousness, and activism that is resonant throughout Baltimore's history.

Nearly a century later, in the 1870s, Rev. Harvey Johnson rose to leadership in Union Baptist Church. His actions during the next 50 years of service laid the foundation for significant legal accomplishments in the battle for civil rights. In 1885, he founded the Mutual United Brotherhood of Liberty, the city's first civil rights organization, "to use all legal means within our power to procure and maintain our rights as citizens in this common country."[155] Within three years, with the admittance of Everett J. Waring to the Maryland Bar Association, the group had broken the color line for all qualified African American men to practice law in the state. The Brotherhood began an assault on laws that promulgated racial inequality, addressing issues ranging from exclusion from juries, to the lack of African American educators and the condition of "colored" schools, and the significant ruling that "negros" could not be considered cargo in interstate commerce.[156]

Johnson and four other members of the Brotherhood shared their approach in attacking the legality of racial inequality with W.E. DuBois' Niagara Movement, which was the precursor to the National Association for the Advancement of Colored People (NAACP). Thus, a strategy born in Baltimore evolved into the guiding legal strategy of the NAACP.[157]

By the 1890s, the demographics of West Baltimore had shifted from a predominately white community with a large Jewish population to a predominately African American community. This section of the city witnessed the rise of an influential African American middle-class. Harry Cummings, a black lawyer in West Baltimore, became the first person of color on the City Council. Black doctors and nurses trained at Provident Hospital. John Murphy established the *Afro-American Newspaper*. The Lansey family established Ideal Federal Savings and

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[152] "Public Schools" *The Afro-American*, November 21, 1925, 16.
[153] "The History of Bethel A.M.E. Church," accessed October 18, 2010, www.bethel1.org/page.php?id=1.
[154] "Our History," accessed October 18, 2010, www.sharpstreet.org/history.html.
[155] Miagkji, Nina, ed. "Baltimore: Civic, Literary, and Mutual Aid Societies," in *Organizing Black America: An Encyclopedia of African American Associations*, (New York: Garland Publishing, 2001), 88. n
[156] "Union Baptist Church," accessed October 13, 2010, www.unionbaptistbalt.org.
[157] Mills, Barbara. *Got My Mind Set on Freedom: Maryland's Story of Black and White Activism, 1663-2000* (Bowie, MD: Heritage Books, 2002), 84.

Loan.[158] In the struggle for civil rights, religious leadership now was complemented by civic, professional, and business leadership, and the hub of all this activity was West Baltimore.

Yet as prospects and wealth increased in the African American community, a backlash of segregationist laws arose to limit further opportunities. White leaders developed a restrictive zoning plan based on race when a black lawyer, George McMechen moved into a previously white area in 1910. McMechen, Ashbie Hawkins, and Warner T. McGuinn challenged the restrictions in court, successfully overturning residential segregation laws first in Baltimore and then nationwide between 1910 and 1917.[159]

In 1912, the nation's second branch of the NAACP, the Baltimore City Branch, was established, making their early home at Sharp Street Memorial United Methodist Church. In 1921, African American teachers confronted the Board of School Commissioners to demand pay equal to that given to white teachers.[160] Union Baptist Church remained under Rev. Johnson's strong, activist leadership until 1923.

As demonstrated above, the residents of West Baltimore were active in confronting racial inequality in their city, and some of their actions laid significant legal groundwork for the Civil Rights Movement of the 20th century. Thurgood Marshall credits his father with creating Marshall's own interest in the law, as Willie Marshall had a keen interest in legal affairs in the community. Willie Marshall brought his boys to watch trials and argued over legal issues at the dinner table.[161] It is a reasonable supposition that Willie Marshall's interest is attributable to the long legacy of the struggle for equality in the community in which the Marshalls lived.

In an oral historical interview conducted in 1977, Thurgood Marshall reflected on the social consciousness that he and his family had of the injustice of racial inequality. In discussing his parents and his extended family, he stated:

> Everybody that I mentioned, everybody in my family, was mad about [segregation]. They went along with it, but they weren't for it. And I think I did what they would have done if they'd had legal training. I know my father would have. I know my mother would have. No question about it.[162]

Leaving Baltimore

Marshall left Baltimore for Lincoln College in Pennsylvania in 1925, following his brother Aubrey. Marshall's mother wanted him to pursue a career in dentistry, which Marshall attempted in his early days at Lincoln. In the end, however, he chose a track that would lead him to law school. This was not a random choice of career, but was a logical outcome of the influences in his youth. Perhaps the clearest indication that his education at PS103 and his upbringing in West Baltimore contributed to his future accomplishments can be found on his application to Lincoln. When asked "What do you plan as your life's work?", a sixteen-year old Marshall wrote "Lawyer."

After four and a half years at Lincoln, Marshall moved on to Howard University Law School in 1930. There, he was among the first of a cadre of lawyers trained by Charles Hamilton Houston to become a "social engineer," to use the law as a tool to deconstruct racial inequality. According to Jack Greenberg, one of the lawyers for the NAACP Legal Defense Fund who

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[158] "The Road from Frederick to Thurgood: Black Baltimore in Transition, 1870-1920," A Maryland State Archives, Maryland Historical Trust, Baltimore Heritage Research Collaborative, accessed October 18, 2010, www.msa.md.gov/msa/stagser/s1259/121/6050/html/1000.html.

[159] "The Road from Frederick to Thurgood."

[160] "Teachers Make Plea for Higher Salaries," *The Baltimore Sun*, September 17, 1921, 18.

[161] e.g. Williams, *Thurgood Marshall: American Revolutionary*; Kluger, Richard, *Simple Justice* (New York: Alfred A Knopf, 1976); Tushnet, Mark V., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences* (Chicago: Lawrence Hill Books, Chicago Review Press, 2001

[162] Tushnet, *Thurgood Marshall*, 424.

worked with Marshall on school desegregation, Houston's "greatest contribution lay in conceiving a grand strategic framework and in educating his students at Howard University Law School to do battle for racial equality, and in his continuing guidance of his protégés."[163] The National Historic Landmark nomination for Howard University's Andrew Rankin Chapel, Frederick Douglass Memorial Hall, and Founder's Library, states that Charles Houston:

> ...wanted to teach the students how the Constitution had been applied to deprive black people of equal protection under the law and how to use this constitutional knowledge to elevate the legal status of African Americans and their community.[164]

Because of his background—the formative experience of growing up in West Baltimore—Marshall bought wholeheartedly into Houston's vision. Marshall was raised in an environment in which the struggle for equal rights was an integral part of his community's history. He was taught from his early days at PS103 to respect the Constitution of the United States. He was brought up to believe education was of the utmost importance, and he was exposed to the law at a young age through his father's interest and his community's history.

History is complex. Events that shape a society are rarely the result of a single circumstance. People who change a nation stand on the shoulders and hold the hands of others as they do. Thurgood Marshall's leadership in dismantling the legal structure of oppression in American society stands as one of the greatest feats of the 20th century. His service to our nation continued beyond his victories before the bar, and he broke the color line to rise to a seat on the highest court in the land. PS103 and coming of age in early 20th century Upton are a significant place and time in the life of this American hero. The man who historian John Hope Franklin called "a great watchdog, insisting that this nation live up to the Constitution,"[165] was the boy who first memorized that document in his grammar school on Division Street.

Recommended Periods of Significance

Given the architectural and historical analysis above, three distinct periods of significance and one combined period stand out for PS103—The Henry Highland Garnet School. The opportunities and challenges of each of these periods are explored below.

- 1877—Original Date of Construction
  The property today appears much as it did in the year it was built. It has significance as a surviving example of the building program initiated by the Baltimore Board of School Commissioners in 1868, and as part of the body of work of George A. Frederick, one of Baltimore's most important architects of public buildings. However, a few notable changes were made to the building after its construction, most visibly the addition of the boiler system, coat closets, and incandescent lighting. Furthermore, few photographs or drawings that depict the building in 1877, and no images of the interior, exist to guide rehabilitation. Finally, this period predates Thurgood Marshall's attendance, the event that lends the property its greatest significance.

- 1914-1921—Thurgood Marshall's Enrollment
  This is the era in which Thurgood Marshall attended PS103 from the 1st through 8th grades. Adjusting the time period back to 1910, this era could also reflect the school's designation as a "colored" school within Baltimore's segregated public education system. Similar to the 1877 date, however, this time period predates the largest

[163] Greenberg, Jack, *Crusaders in the Court: Legal Battles of the Civil Rights Movement* (New York: Twelve Tables Press, 2004), 4.
[164] "Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and Founders Library," National Historic Landmark Nomination, National Historic Landmarks Survey, 2001, 15.
[165] Williams, Juan, "Marshall's Law," *Washington Post Magazine*, January 7, 1990, republished on "Thurgood Marshall: American Revolutionary, Speeches/Articles, Marshall's Law," accessed October 10, 2010, www.thurgoodmarshall.com/speeches/tmlaw_article.htm.

structural changes to the building. Also as discussed above, little visual documentation exists to guide rehabilitation, including no interior images.

- 1954—Year of the *Brown v. Board* Victory and Desegregation of Baltimore's Schools
  This date marks a watershed moment in American history—PS103 alumnus Thurgood Marshall's victory in the landmark desegregation case *Brown v. Board.* Because Baltimore's Board of School Commissioners took courageous steps to enforce the Supreme Court's ruling immediately, the date also holds local significance. In addition, the year postdates the majority of irreversible changes made to the building, and adequate evidence exists of the interior and exterior appearance to guide rehabilitation. The obvious drawback to 1954 is that it postdates Marshall's enrollment at the school. Furthermore, because Upton was a predominately African American community in the 1950s, under the "freedom of choice" philosophy, the school likely would have experienced little practical impact on student demographics as a result of desegregation.

- A Continuum from 1877 to 1954
  A possible approach to establishing a period of significance for the site is to rehabilitate the building to appear much as it did in 1954, with a period of significance that encompasses the time period from the school's establishment in 1877 to the year that American society changed forever as a result of the accomplishments of the school's most famous student.

Condition Assessment

Field inspections performed at PS103 consisted of surveying the site and building. At the time of inspection access to the roof was restricted, furniture and debris remained and there was limited lighting. Field inspections included:

- Visual inspections
- Measuring and surveying all accessible framing and building materials
- Visual analysis of finishes, doors, windows, and hardware

Roof

The existing conditions of the metal seamed roof, smoke pipes, and vent flues are unclear, however evidence from the second floor ceiling show severe leakage from the roof. Based on this, it is assumed that the existing conditions are poor due to deteriorated roof flashing, missing attic vents, and seam cracks in the copper sheeting.

Roof leaks and ceiling damage, second floor



Framing

The existing framing material consists of wood floor joists and truss with steel and concrete supports. The foundation is concrete with masonry exterior walls. The foundation and masonry

walls found in the basement are in fair condition, with the exception of water damage around the deteriorated window frames and wells. The cause for the water damage can be traced back to a combination of unsealed window joints, vine penetrations at the perimeter walls, and masonry lintel failure. On the eastern side of the building overgrown vines and weeds have penetrated and damaged the exterior walls and windows. The steel beams found in the basement show signs of rust, but appear to be structurally sound. The water-damaged wood floor joists have begun to mold and are infested with termites as well as rot, particularly along the perimeter walls. Fortunately damage to the center framing bays is not as severe, and the bays show less deterioration. The bearing pockets in the masonry walls are crumbling and deteriorating, which is contributing to the joist deterioration.

Damaged framing, first floor



Basement

The existing conditions found in the basement are fair despite extensive mold/mildew in the ceiling and water damage in the foundation walls. The windows and window wells are deteriorating and are allowing water and vegetation to enter the space, penetrating the windows and foundation walls. This is particularly evident in both the boys and girls restrooms, where large amounts of mud and debris have come in from the deteriorated windows. Original plumbing fixtures are found within the boys and girls restrooms, and existing mechanical equipment still remains in the mechanical room, including a boiler, water heater, and oil tanks.

First Floor

Throughout the years, the first floor has maintained many of its original elements. The interior walls are stable, but the plaster, paint, and wood wainscot finishes are damaged and chipping. Chipped remains of the original plaster are found in the corridor and a few of the classroom ceilings. The corridor and dividing partition walls are completely covered by peeling paint or gypsum wallboard, and the paint and plaster found on the ceilings is also chipping. The chalkboards still remain in most of the rooms. The original wood floor planking is present. Overall, the wood floors are in fair condition, with the exception of buckling in certain areas where water damage has occurred near windows and other openings.

First floor ceiling in corridor



Second Floor

The second floor was altered to accommodate office spaces for the Upton Planning Committee. Acoustical ceiling tiles and grid were installed throughout the second floor. The once-open window walls are covered from floor-to-ceiling with a combination of gypsum wall board and masonite wall paneling. The wood floor planking in the corridor is covered with carpet, while the adjacent spaces are covered with what appears to be asbestos tile. Water damage near window openings has allowed both water and birds to infiltrate the space and damage the finishes, including the acoustical ceiling tile. Water leakage from the roof has penetrated the second floor ceilings and damaged the floors and furring at the exterior walls.

Exterior Walls

The building's exterior walls are constructed of multiple withes of solid clay brick, granite water table, limestone trim, and marble stoop and stairs. Overall, the structural integrity of the masonry and stone are good, however there are several problem areas. These include stained/painted masonry and stone; chipped granite; and deteriorated mortar joints. Because of the population design practice of constructing the front façade and returns in a harder, sealed or polished brick, this part of the building's envelope has faired better than the sides and rear. The mortar joints have sustained less weathering and appear to require less maintenance on the front façade. The sides and rear are constructed out of a more porous brick and mortar, and therefore are in need of raking and re-pointing to extend the life of the brick. Efflorescence, a white substance caused by salt left after water evaporation, was also found on the exterior walls. The existing metal cornice and corbels are secure, but are chipped, stained, and rusting. All parapet walls need recapping and flashing. Missing bricks need to be replaced, and all holes left from equipment removal or other disturbances need to be filled.

Damaged granite water table





Damaged cornice and trim



Site

The ground surrounding the building is covered in asphalt and overgrown weeds that have begun to grow along the northwest and southeast sides of the building. Vegetation has reached the roof and penetrated the masonry walls, causing severe interior water damage due to failed window lintels and loose or missing masonry.

Vine penetration at exterior wall on first floor





Windows

The windows found in the building are wood framed, single/double glazed that are either double hung or casement windows. All windows located on the basement and first floors are concealed by painted concrete blocks, and the second floor windows are boarded up with painted plywood. Nearly all exterior wall windows have missing glass and damaged frames. The interior windows and door transoms located on the first floor are still intact, despite being concealed by blocks. The conditions of the interior windows on the second floor are unclear due to the gypsum board and masonite paneling. However, there is evidence through missing ceiling tiles that wood frames remain although the glass panes have been removed. From the exterior, the stone windowsills appear to be in fair condition, but the interior sills are either damaged or missing.

Doors

The existing doors found in the building are a combination of original and new painted doors. The rear and side exits, basement, and first floor likely have their original doors; however, the second floor doors have been replaced within the past 30 years. The basement doors are basic wood panel and the second floor doors are 3'-0" hollow core flush wood. The doors located on the first floor are 4'-0" wide and have glass inserts and, in some cases, original hardware. All exterior doors except the front entry are concealed by painted concrete blocks.

Existing interior door (left)

Existing first floor interior windows or sash partitions (right)





Finish Schedule for Existing Materials

On the first floor the existing finishes are deteriorating, but enough remains intact to understand the design intent. The table below provides information on the existing finishes found on each floor. The majority of the finishes are in poor condition and need to either be repaired or replaced.

	Walls					Ceiling		Floor		
	Gypsum	Plaster	Plaster w/ wood base	Wood	Brick	Paint/ Plaster	Ceiling Tile	Carpet	Asbestos Tile	Wood
FF			85%		15%	72%	28%	15%	35%	50%
SF	20%	5%		75%		13%	87%	56%	32%	12%

FF=First Floor

SF=Second Floor

Architecturally, despite the water damage, mold/mildew, and termite infestation, the building's core framing is in repairable condition and can be salvaged. The issues stated above can be remediated and the building can be restored if stabilization and restoration begin before the next freeze and thaw period.

Treatment and Work Recommendations

Historic Preservation Objectives

This Historic Structure Report is a component of a planning process initiated by the City of Baltimore through the Mayor's Commission on Former PS103—Thurgood Marshall's Elementary School, with facilitation by the Baltimore National Heritage Area. As stated previously, the products of the planning process are:

- the Historic Structure Report contained in these pages,
- a Historical Study focused on identification of primary materials and interpretation related to the site and the key events and individuals associated with it, and
- an Interpretive Plan that offers programmatic recommendations and preliminary exhibit design to share significant stories with the public.

Early public and stakeholder visioning for the project resulted in the Commission setting five parameters to guide future rehabilitation of the site. Found in their entirety in the *Stakeholder Findings and Architectural Survey* report, these concepts are summarized below:

- **Thurgood Marshall**
  Marshall is unanimously recognized as the nationally significant figure whose accomplishments on behalf of all Americans need to be shared with a public audience. While people feel that it is important to share Marshall's story, they also want to illustrate the legal and social roots of the community in which he was raised.

- **Sustainability**
  The historic property must be economically sustainable. All people accept an exhibit function for the building, but recognize that a private/non-profit stand-alone museum is likely not a feasible option.

- **Community**
  The building must serve the community in which it sits. While not all of the building needs to be public, there should be community access to at least a portion of a rehabilitated PS103.

- **History**
  PS103's future function must be compatible with its historic significance. This includes having an exhibit that will share information on the evolution of West Baltimore, the people and organizations historically connected to PS103 (especially Marshall), and Baltimore's civil rights legacy.

- **Education**
  PS103 should continue to make a contribution to education in Baltimore. Education is a way to aid the surrounding community, whether through a facility that serves residents directly or an educational function that brings role models from different walks of life into the community.

In addition to these five guiding principles for the future use of PS103, the Commission set one additional parameter on development—**any future work treatment of the building must adhere to the *Secretary of the Interior's Standards for the Treatment of Historic Properties.***

Over the course of approximately 18 months, the planning process involved stakeholder interviews, a public meeting, specialized workshops dedicated to the oral history component of the project, and an assessment of the building and its contents. The planning team developed and presented two interim reports to the Commission for consideration—*Stakeholder Findings and Architectural Survey* (November 29, 2009) and *Architectural Concepts and Interpretive Analysis* (April 23, 2010). The process outlined here served as a vehicle for considering a variety of options for the future of PS103. As of this writing, the Commission has agreed upon a future use for the building in which a portion of the first floor functions as an interpretive facility and the remainder of the building is occupied by a tenant compatible with the historical significance of the property. This premise informs the treatment recommendations in the remainder of the Historic Structure Report.

This section includes an analysis of the appropriate treatment of the historic school building, as well as general stabilization and preservation tasks that follow that treatment. It also contains specific design recommendations that adhere to the appropriate treatment and will result in preparing the building for development of interpretive space and occupation by a future tenant.

Appropriate Treatment Under the *Secretary of the Interior's Standards for the Treatment of Historic Properties*

PS103 is a contributing property within the Old West Baltimore Historic District, a multiple property listing on the National Register of Historic Places. Given the architectural integrity of its historic fabric and the school's close association with Thurgood Marshall, PS103 will pursue designation as a National Historic Landmark within the Upton community of Baltimore.

Because the intention is for PS103 to apply for designation as a National Historic Landmark, the appropriate treatment must be selected from the Secretary of the Interior's Standards for the Treatment of Historic Properties[166] before any preservation work begins. The following questions are from the guidelines to the Secretary's Standards; the answers to these questions help define the direction the project should take.

1. Is the building a nationally significant resource, a rare survivor, or the work of a master architect or craftsman?

   At the time that PS103 was designed and constructed (1876-1877), it followed a prototype for educational facilities and was not unique in design. The prototype is described above in the section entitled "The Architecture of Baltimore's Schoolhouses." However, because few of these structures remain, it survives as a rare example. The school references a style and form of educational design that exhibits the evolution of the philosophy that our environment can influence how we learn.

2. Did an important event take place in it?

   The school's changing function demonstrates the evolution of the community in which it sits, built as a "white" school, converted to a "colored" school, and ending up as an integrated school following the historic 1954 decision. The most significant event that occurred here was the elementary education of Thurgood Marshall, the famed lawyer and jurist whose important national impact is discussed above.

[166] "The Secretary of the Interior's Standards for the Treatment of Historic Properties," National Park Service, accessed June 15, 2010, www.nps.gov/history/hps/tps/standguide. In addition, resources exist to assist in interpreting and applying the Secretary's Standards. *NPS Interpreting the Standards Bulletins* contain guidance for the rehabilitation of historic schools (www.nps.gov/hps/tps/tax/ITS/itshome.htm). NPS Preservation Briefs offer specific information on a wide variety of topics (www.nps.gov/history/hps/tps/briefs/presbhom.htm); topics relevant for this project include briefs on masonry, ADA compliance, painting, and interiors, among others.

3. What is the existing condition or degree of material of the building prior to work?

   The majority of the building's historic fabric remains, although conditions vary—framing and exterior material are in fair condition but severely damaged. Interior materials such as wall and ceiling finishes need to be repaired and restored.

4. Has the original form survived largely intact or has it been altered over time?

   The building's general layout is intact. The only drastic changes made have been the installation of gypsum board to cover windows in the corridor and interior walls, and the laying of acoustical tile in the ceilings of the second floor.

5. Are the alterations an important part of the building's history?

   No, the alterations were done to accommodate more office space. Furthermore, the proposed alterations are mainly to make the building ADA compliant and will not compromise the building's historic character.

6. Will the building be used as it was historically or will it be given a new use?

   The building's original use was as an educational building. The building will be adaptively reused for interpretive and (possibly) office spaces.

The Secretary's Standards provide guidance that "Rehabilitation" is generally the most appropriate treatment when a new building use makes alterations or additions necessary. In order to meet the American Disabilities Act (ADA) requirements that would accompany a contemporary use for PS103, some alterations and additions are needed. As such, with the intent of adaptive reuse and the requirements of making PS103 accessible, the best treatment for former school would be **"Rehabilitation"** under **The Secretary of the Interior's Standards for the Treatment of Historic Properties**.[167] Under the "Rehabilitation" treatment, it is acceptable to repair, alter, and add to the building for adaptive reuse, as long as the act or process does not compromise the preservation of materials and features that convey its historical, cultural, or architectural values. Historic building materials and character-defining features in PS103 will be protected and maintained.

Requirements for Work

All proposed treatment, including the schematic drawings found in subsequent sections of this report, incorporates both Americans with Disabilities Act (ADA) and International Building Code (IBC) codes. The following analysis includes both zoning and code requirements.

Zoning

Currently, Baltimore City has zoned the PS103 property R-8 General Residence District (Baltimore City Zoning Ordinance 2001); however, since the building has sat vacant for more than one year, city zoning has converted the property to a single family zoning. The following zoning information provides design guidelines for the current conditions of the building, site, and any future work.

Permitted uses on the site include educational and cultural institutions, non-profits or publicly owned as follows:

- Libraries and art galleries

[167] "Secretary's Standards" www.nps.gov/hps/tps/standguide.

- Schools
- Community colleges and universities
- Museums, aquariums, and planetariums

Conditional uses permitted on the site – Zoning Board approval required:

- Multi-purpose neighborhood centers

Parking Requirement—Off-street parking required:

- 1 space per employee
- 1 space per 2000 SF

Because the property is zoned as an R-8 General Residence District, business use is not a permitted or conditional use unless an appeal is filed with the Zoning Board. Once an appeal is filed, the Zoning Board would review the case and determine whether to grant a variance that would allow business as a permitted use. Along with the review for the permitted use, an appeal must be made for parking requirements for off-street parking that cannot be met due to existing site limitations.

Code Analysis

The code analysis provides information on the type of building that is acceptable on the site as per the International Building Code 2006.

Permitted User Groups:

1. Assembly Group (table and chairs – no fixed seating):
   - Theaters
   - Banquet Halls (without dancing)
   - Art Galleries
   - Community Halls
   - Exhibition Halls
   - Lecture Halls
   - Museums
   - Libraries

2. Business Group:
   - Civic Administration
   - Professional Services

Maximum Occupant Load

The maximum occupant load provides the maximum number of persons allowed within a building based on emergency egress.

The square footage of floor area that was used for calculating the maximum occupant load allowed was broken down per classroom, which averages close to 589 square feet for each room.

Assembly Group (Allowable Square Footage/ 7):
Occupants per classroom = 84

Business Group (Allowable Square Footage/100):
Occupants per classroom = 5

Means of Egress

Given that the allowed occupant load has been determined, the means of egress as it relates to the required stairway and doorway width can be calculated as per the IBC. Code requires that with a sprinkler system installed, each occupant is allotted .2 inches for the stairway width and .15 inches for the doorway width.

First Floor calculated occupant load for the museum and business spaces: 272

Second Floor calculated occupant load for business space: 49

(Since one of the classroom spaces will be used as a public space for the restrooms and elevator, it was not included in the calculations.)

Stairway Width

First Floor= does not apply since the first floor opens to grade

Second Floor = 49 x .2 = 9.8" (code requires that the clear width of the stairway cannot be less than 44" therefore the stairway width must be no less than 44")

The existing stair width is over 5'-0" therefore the building's existing conditions are compliant.

Doorway Width

First Floor: 272 x .15 = 40.8"

Second Floor: 49 x .15 = 7.35" (code requires that the clear width of the doorway cannot be less than 32", therefore the clear doorway width must be no less than 32")

Per Classroom for Assembly (Museum) Use: 84 x .15 = 12.6" (this calculation is not compliant because by code the clear width of the doorway cannot be less than 32" therefore the clear doorway width must be no less than 32")

The existing clear width of each doorway at both ends of the main corridor on the first floor is roughly 4'-6" wide. The clear width of each doorway on the second floor is 32", and the clear width of each doorway from the classrooms is 3'-7". Therefore both existing and proposed openings are compliant.

Fixture Requirement

Based on the permitted user group and maximum occupant load, the number of water closets (toilets) and lavatories (sinks) are determined.

Assembly Group			
Water closet:	Male	=	1 per 125 occupants
	Female	=	1 per 65 occupants
Lavatories:	Male & Female	=	1 per 200 occupants
Business Group			
Water closet:	Male & Female	=	1 per 25 first 50 occupants 1 per 50 after
Lavatories:	Male & Female	=	1 per 40 first 80 occupants 1 per 80 after

The determined number of fixtures will be met in the new layout for PS103.

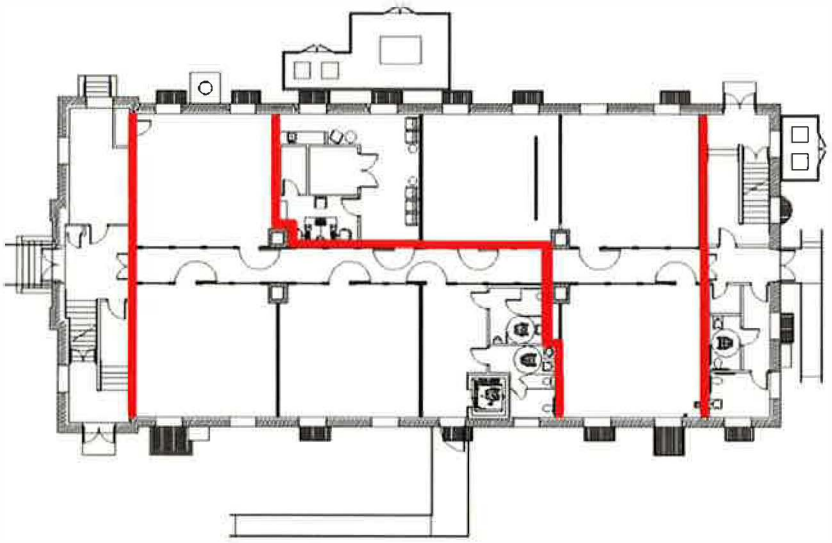
Fire Separation

No records of code analysis have been found for the 1877 structure. Therefore, based on existing conditions, building construction, and square footage, the building will be designated as a Construction Type VA. The requirements are as follows as per IBC 2006:

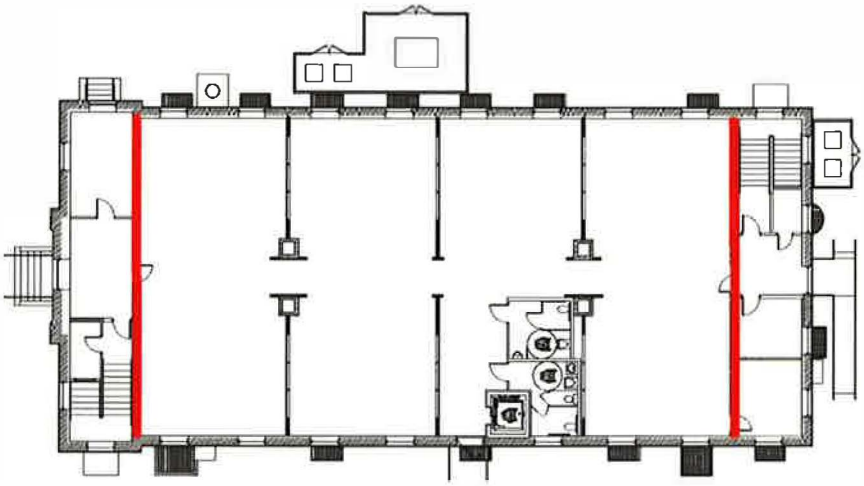
Building Elements	Fire Separation Required	Sprinkler Substitution
Structural Framing	1	0
Bearing walls (Interior/Exterior)	1	1
Nonbearing walls and partitions (interior)	1	0
Floor Construction	1	0
Roof Construction	1	0

Presently the exterior masonry walls have at least one-hour fire separation. However, the bearing/nonbearing interior walls, floor, and roof construction have no separation. Therefore, an approved sprinkler system will be installed. The one-hour fire separation required in the bearing/nonbearing interior walls, floor, and roof construction can be substituted with the sprinkler system. Despite this substitution, it does not waive the requirement to have a one-hour fire separation between the assembly and business use.

First Floor – Fire separation between occupancy uses



Second Floor – Fire separation between occupancy uses



Fire separation between floors



Americans with Disabilities Act Compliancy

The first floor elevation in relation to grade is substantially higher than what is allowed by code. Therefore, a ramp is required to accommodate handicap accessibility into the building. The location of the ramp is crucial and should not jeopardize the historic integrity of the building. The proposed location is on the southeast side toward the rear of the building. The concept is to convert an existing window opening into a doorway, limiting the area of demolition to a minimum while providing accessibility into the building. The ramp will also be used as a barrier for the exterior exhibition space.

Abatement

During the month of September 2009, an environmental survey was conducted upon request of Baltimore City. The company responsible for the test and report is IH Services (see appendices). The report included data on numerous materials needing abatement. Asbestos was found in the floor tile, mastic and pipe insulation. Lead paint and mold were also found on the windows, doors, and walls. Additional hazardous material such as oil tanks and unidentified solvents were also found and documented. Aside from asbestos, lead and mold there was also evidence that the building is infested with termites and pigeon guano which was based on visual inspections on floors, walls and framing found in the basement, first and second floors. Because the termite and guano infestation was not included in the first environmental survey, an additional environmental survey shall be performed to determine the severity of the infestation and remediation required. Removal of any hazardous material must be performed as per the local and state requirements and to the *Secretary of the Interior's Standards for the Treatment of Historic Properties.*

Work Recommendations

Identifying, Retaining, and Preserving

As stated under "Evaluation of Significance," above, research and physical investigations of the building point to the periods of significance for PS103 as Marshall's enrollment as a student (1914 to 1921), and the year of Marshall's greatest victory and the integration of Baltimore's schools (1954). For the most part, the building's appearance did not change significantly from its construction in 1877 through the 1950s. Alterations up to 1954 were less intrusive and of historic value. For this reason, the 1954 date will guide the design intent for the rehabilitation.

Certain architectural elements are evidence of the architectural style of the 1870s, when PS103 was erected. Examples of this found throughout the building are the plastered ceiling and walls; wooden wainscot; detailed duct grilles; tall semi-circled windows; dominating masonry and granite walls; and detailed cornice trim. These surviving details are important elements that help define the building's historic character. It is recommended that these elements be retained and preserved to reflect original design intent.

Aside from the alterations to the building that may be necessary to meet ADA and International Building Code (IBC) requirements, the priority for rehabilitation is to protect and maintain the building, preventing unnecessary damage that could jeopardize its historic integrity. Steps to achieve this level of protection include but are not limited to:

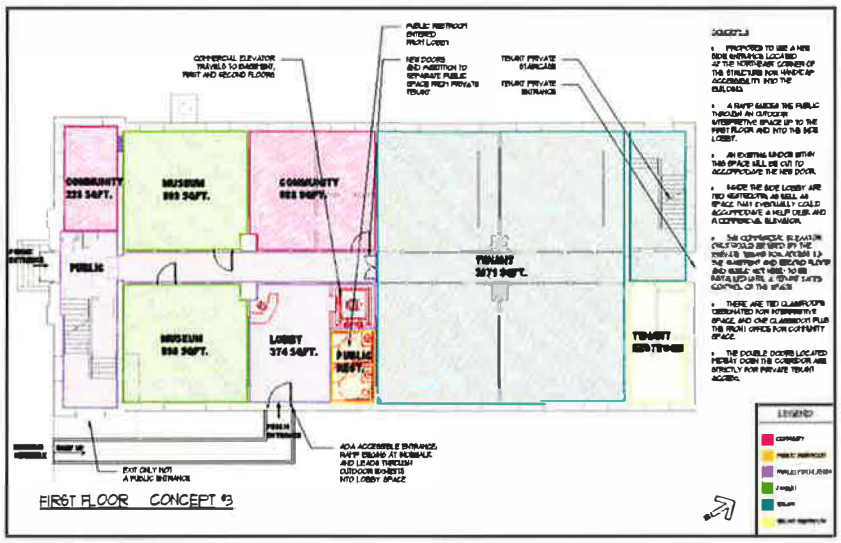
1. Protecting all historic material that is to remain.
2. Surveying all existing window conditions, once concrete and wood in-fills have been removed, to determine the most efficient and harmless method for window restoration.
3. Restoring all historic elements that are salvageable and replacing what cannot be salvaged with material that matches what is to be replaced.

Design Concepts

In January 2010, PS103 Commission leadership decided that the design under this planning project would not be specific to the individual needs of tenants. Instead, this project focuses on basic design that reflects the *Secretary of the Interior's Standards*, provides for interpretive space, and prepares the remainder of the building for further development when a tenant eventually takes control of the space.

In May 2010, three design concepts for adaptive re-use were presented to the Mayor's Commission on PS103 for review and selection. Each concept conformed to rehabilitation under the *Secretary of the Interior's Standards for the Treatment of Historic Properties*. Design priorities for rehabilitation included restoring the historic façade of the building and maintaining much of the historic integrity inside, especially on the first floor. Another important consideration, and one of the differences among the three concepts presented, was the amount of potential revenue-generating tenant space.

The commission selected the following design, although requested that the final design development concept plan include one additional classroom for interpretation.



The design intent for the selected program space layout includes:

1. Maintaining the building's historic façade
2. Limiting both exterior and interior alterations
3. Providing adequate support spaces for proposed museum, community and tenant space
4. Upgrading the building to be compliant with current building codes, including handicap accessibility

To achieve the listed design criteria, a side entrance and lobby were proposed to accommodate handicap accessibility into the building. Within an existing classroom, the lobby opens into an elevator and restrooms. In order to limit demolition and utilize what is existing, one of the remaining window openings will be used as the new door for the side entrance. A new ramp leads visitors into the side lobby on the front half of the first floor, which is allocated for the museum and community spaces including the main front entrance and lobby. The private tenant has the choice of either entering through the public entrances on the front and side of the building, or through the private rear entrance. The tenant space encompasses the remaining half of the first floor and the entire second floor including both front and rear stairwells. The private tenant will also have their own private restrooms on both floors.

All spaces, stairwells, and materials—including finishes, window, and door treatments found on the first floor and perimeter walls—will be restored as per the *Secretary of the Interior's Standards for the Treatment of Historic Properties.* The second floor will be restored up to stabilization and then retrofitted to accommodate the private tenant space. Although rehabilitation work for the second floor will not be as extensive as work performed on the first floor, new work will not jeopardize the building's historic character as it pertains to the guidelines provided by the *Secretary of the Interior's Standards for the Treatment of Historic Properties.* To provide adequate usable space on both floors, the majority of the mechanical and electrical equipment and general storage will be placed in the basement, which can only be used for storage and equipment due to height restrictions.

Design Recommendations

This section provides guidance on what must be done to implement the design concept selected by the PS103 Commission, described above. Tasks for stabilization—the building's short-term need—are followed by schematic design recommendations for the long-term rehabilitation and use of the historic property.

Stabilization

It is critical to stabilize the building before rehabilitation work begins in order to prevent further deterioration that could jeopardize the building's structural core. The following items are critical recommendations to stabilize and waterproof the building.

Masonry Wall

1. Cut and remove all exterior vines and plants that are growing alongside the building, paying close attention to the vines that have penetrated the masonry wall.
2. Patch, repair and seal masonry wall where vine penetration has occurred.
3. Remove, replace and seal all failing lintels supporting masonry openings.
4. Properly patch and seal all windows and window wells, paying close attention to the basement.
5. Clear, clean and replace French drains at window wells.

Roof

1. Remediate all mold and mildew from roof framing members and survey the structural integrity of the framing system. Remove and replace all damaged framing members that are not structurally sound.
2. Remove and replace all damaged and deteriorated roofing material. Properly flash and seal all cracks and leaks to prevent future water damage.
3. Remove and replace damaged metal roofing material, properly seal all joints.
4. Repair or replace gutters and downspouts.

Framing

1. Termite and mold remediation.
2. Determine structural integrity of damaged framing members, remove, replace or shore and treat any wood framing accordingly.
3. Treat site for any wood boring insects.
4. Repair water damage to wood framing.
5. Evaluate, remove and treat rust found on steel members.
6. Patch, repair and seal concrete foundation walls that have water damage.

Rehabilitation

Once the crucial issues above are addressed to completely stabilize the building and make it water tight, rehabilitation work can commence. The rehabilitated school will provide a connection to the past with a restored façade and an interior that recalls memories of busy classrooms lining a central corridor. The school also will serve future generations with engaging exhibits and the use of public space for purposes that will add an element of continual change at the site. In addition to this public space, a large portion of the building would function as private office space to a non-profit organization or small business, thereby providing a sustainable use and daily activity in the building.

As discussed previously, the school bears national historical significance in its association with young Thurgood Marshall. "Baltimore was Marshall's home for nearly all of his first 28 years, and is where his family has deep roots. Early 20th-century Baltimore and its public schools is where Marshall's moral and legal beliefs were forged, and where his first legal victories were won."[168] PS103 is the site of Marshall's first exposure to public education, and the school is an important landmark in the midst of his formative world. Because Marshall's greatest civil rights achievement is closely tied to education—the desegregation of our nation's schools through the Supreme Court victory in Brown v. Board of Education (1954)—PS103 is a logical place in which to tell this important American story.

Of the three periods of significance described above, the year 1954 is the logical date to apply to the treatment of the historic structure. This date would require the least intrusive structural changes, since most of the major changes occurred between the 1930s and 1950s. Furthermore, this year falls within the era in which the most documentary evidence of the building's appearance is available, also the 1930s to the 1950s. Finally, 1954 is the year of Marshall's Supreme Court victory in *Brown v. Board of Education* and the year that the Board of School Commissioners led the integration of the public school system in Baltimore.

The building, itself, will serve as a centerpiece for the interpretive program, the primary artifact used to connect visitors to the stories shared at the site. In this vision, restoring the building's façade becomes the first priority, followed by a restoration/rehabilitation of the interior interpretive areas. The portion of the building that may be controlled by a tenant could be developed at the same time as the interpretive areas, or could be stabilized and prepared for

[168] Excerpted from the *Preserve America* application developed by William Pencek on behalf of the Baltimore National Heritage Area.

future development. This progressive approach will allow the building to evolve, adapting to changing needs and circumstances.

Based on the concept selected by the PS103 Commission, the proposed design intent for the historic school is to rehabilitate the property according to the *Secretary of the Interior's Standards*. The façade and the first floor will appear as the building did in 1954, as discussed above. The entire first floor and exterior walls, including all window and door openings and trim, will be guided by this concept. The second floor will be prepared to accommodate private office spaces. Since the building currently is not fire or handicap compliant, accessibility into and throughout the building will be provided, along with fire proofing the entire building. The proposed program space for PS103 is:

First Floor

- Side lobby that will allow handicap accessibility into the building
- Elevator that will travel to each floor
- Restrooms for both public and private occupants
- Interpretive spaces
- Public/Private office spaces
- Storage space
- Computer storage

Second Floor

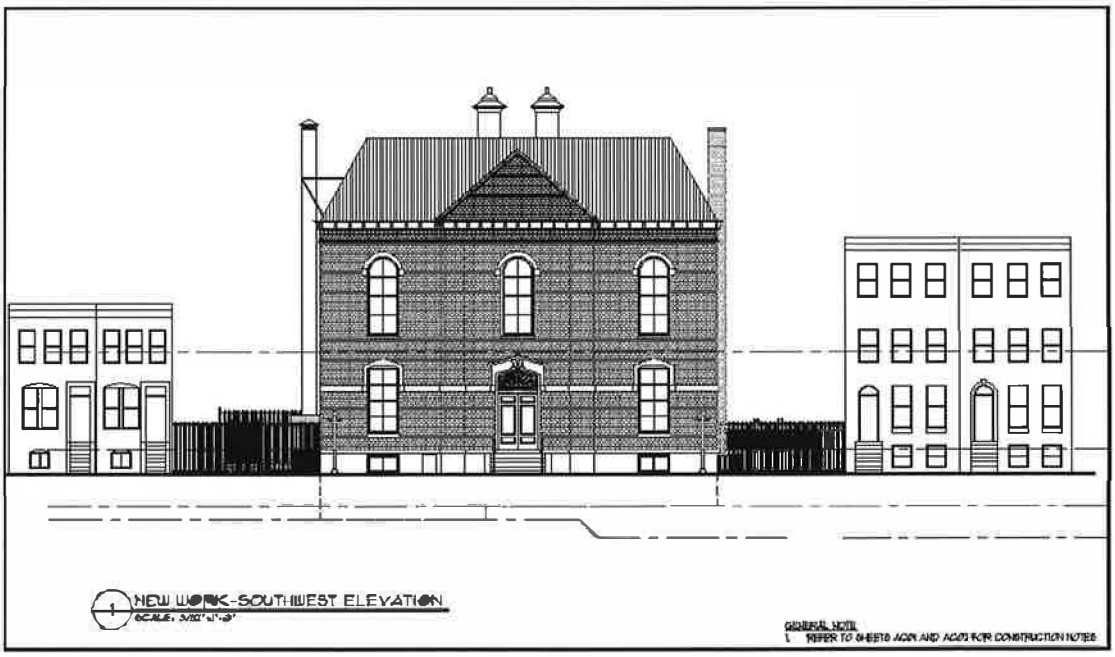
- Private office spaces
- Private Restrooms
- Elevator

Basement

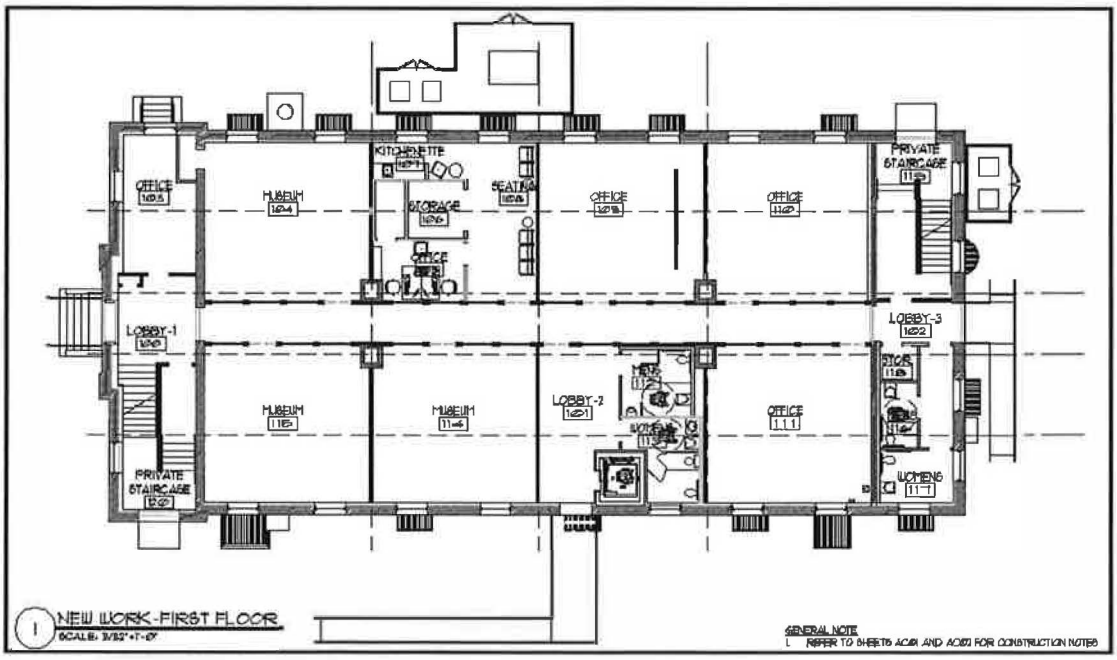
- Mechanical/Electrical equipment and system storage
- Elevator mechanical room

The following pages include schematic drawings for the Front Elevation, First Floor, Second, Floor, and Basement. For the remaining elevations, a roof plan, a cost estimate, and a Management, Phasing, and Financing Plan, please refer to the appendices.

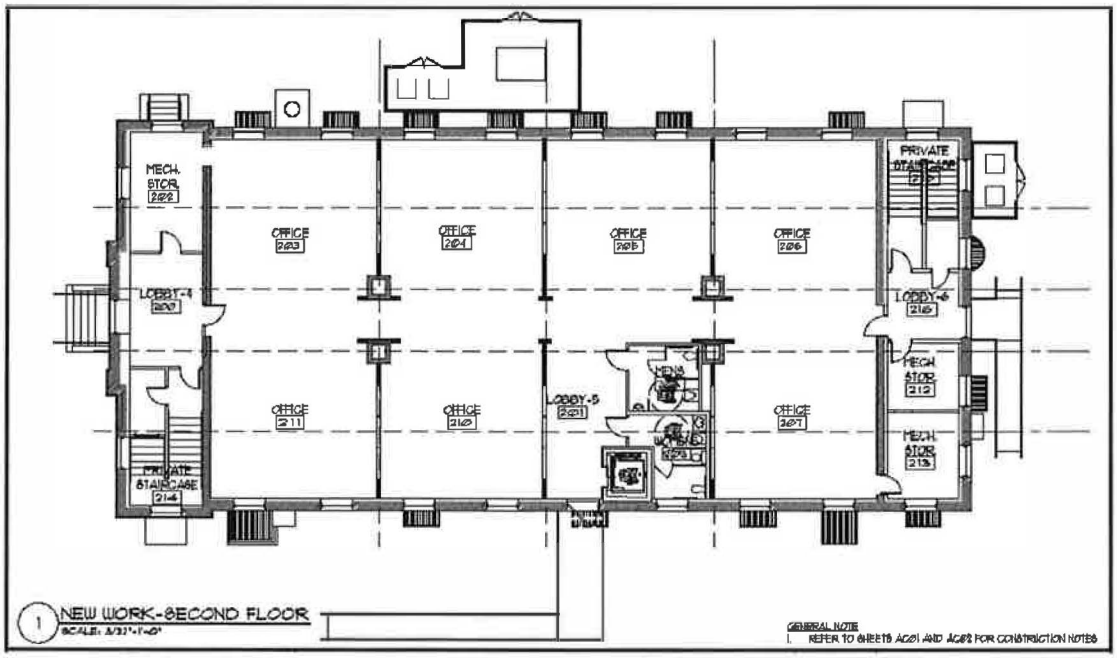
New Work - Southwest Elevation



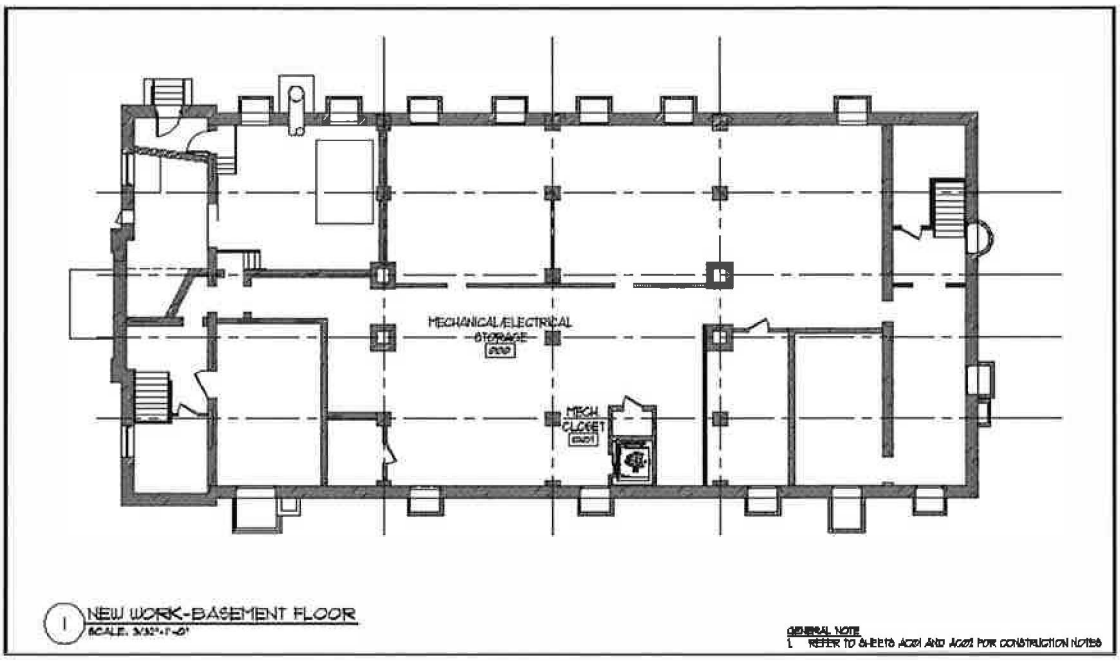
New Work –
First Floor Plan



New Work –
Second Floor Plan



New Work – Basement Floor Plan



Rehabilitation work should include the tasks below.

1. Exterior wall rehabilitation to:
   - Clean, patch and repair all marble, granite, limestone, and masonry (remove paint)
   - Clean, rake, and repoint all mortar joints
   - Clean, repair, and paint cornice, brackets and trim
   - Clean, repair, and repoint masonry stack
   - Secure, clean, and paint smoke stack

2. Remove all paint from existing interior windows, repair and restore frame, replace glazing where needed, restore to original condition.

3. Remove all paint from historic doors, repair and restore to original condition. Restore all salvageable historic door and window hardware.

4. Clean, repair, and restore plaster walls and ceilings to original condition.

5. Repair and restore existing first floor to original condition. Remove carpet and tile from second floor and install new vinyl composite tile as per allowed by the *Secretary of the Interior's Standards for the Treatment of Historic Properties*.

Final Considerations

It is important to attach a developer that is compatible with the neighborhood, and that appreciates the historic value of the building and what it brings to the surrounding community. While PS103 was not constructed for the education of African Americans, it has greatly contributed to equal educational opportunities for all Americans. Because of P.S 103's long history as an institution of early learning (nearly 100 years) and its influence on Thurgood Marshall, one of America's great champions of equal education for all, this quiet yet enduring structure should be restored for future generations. PS103 represents the American Dream, where through perseverance and tenacity one can rise from humble beginnings to the Supreme Court.

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Appendix A—Management, Financing, and Phasing Plan

The purpose of this portion of the report is to outline some of the possible options and consequences of various forms of ownership and operation of PS103; to integrate those discussions with the architectural and interpretive phasing options; to present a variety of funding of sources which may be used for the project and to communicate the conditions for their availability; to integrate the report with initial rough cost estimates for rehabilitation; and to develop scenarios for the rehabilitation and operation of the building.

Assumptions

The building is to remain on site at 1315 Division Street, and any work on the building will be in compliance with the *Secretary of the Interior's Standards for Rehabilitation*

There will be an interpretive aspect of the building

The five common concepts developed through community visioning (Thurgood Marshall, sustainability, community, history, education) will be upheld

Management—Options for Ownership/Operations

The critical path for developing a plan for the management, financing, and phasing of the rehabilitation and operation of PS103 has several critical decision points that will definitively determine the direction of the project. These involve issues of ownership and management.

Currently the building is owned by the City of Baltimore.

If the City retains ownership, the following characteristics apply:

- There will be no acquisition costs for the project
- There will be no real property tax liability
- Management of construction and operation would be conducted in-house or contracted out
- Access to grants would be enhanced
- General funds may be available
- Access to tax credits would be complex

If the City sells the building outright, as is, the following characteristics apply:

- A new owner would need funds for acquisition as well as rehabilitation, unless the City gives the building to an owner/developer in light of specific considerations
- Property tax liability could be a factor depending on the tax status of the owner
- The city would not have to manage directly the rehabilitation or operation
- Access to grants depends on the tax status of the owner or partners
- Access to tax credits may be enhanced (depending on tax status of owners)
- General funds are less likely to be available
- City would need to determine what restrictions/easements they may want to place on the building

A third option could involve the City owning the building through a rehabilitation phase and then selling, in which case the following characteristics apply:

- The project would have acquisition costs that may or may not recapture the rehab investment
- Property tax liability could be a factor, depending on the tax status of the owner
- The city would not have to manage directly the operation of the facility
- Access to rehabilitation grants would be enhanced
- General funds may be available for the rehabilitation
- Access to tax credits would be obstructed

A fourth option would be to consider partnerships throughout the rehabilitation and operation of the building. Depending on the partners involved, their tax status and their capacities, this can greatly increase the number and types of financial incentives and revenue opportunities that can be brought to bear on the building's rehab and operation. It also increases the complexity of all aspects of the rehabilitation and operation, and requires a more sophisticated management and oversight structure for the project.

This fourth option is a textbook example of what economist Donovan Rypkema terms "community initiated development."[169] Indeed, the PS103 project will likely meet all four criteria of this sort of development:

- The idea originates from the public or nonprofit sectors, not from a private-sector developer
- The co-development team is part of the process until the development is completed, whether or not a private-sector developer ultimately is involved
- There is substantial commitment of public or non-profit resources to the development. These resources would include money and other nonfinancial resources as well
- The project itself is deemed to have substantial public benefit in addition to the financial returns the building generates

As such, the PS103 project would not follow a traditional private sector development path and the parties involved in its rehabilitation and ultimate operation may shift over time. If the building is to be rehabilitated through community initiated development, a development team should be assembled. This team may or may not be related to the current Mayor's Commission on Former PS103. However, the team should have a broad range of skills and abilities in terms of real estate expertise, architectural or construction knowledge, access to funding and financing, positive relations within the Upton neighborhood, and/or access to decision makers. Team members must have their own reasons for wanting to rehabilitate the building and should have some sort of time, skill, access, or financial contribution to make.

There is always the possibility of creating new entities for the express purpose of facilitating the renovation and interpretation of PS103. A 501 (c) (3) "friends" group can use its non-profit status to raise money for various aspects of the project. It can be a time sensitive group that exists only through a specific goal, or it can continue to raise money for maintenance or new exhibits. It is very important, however, that any friends group have a clear mission and a good relationship with the primary partners who are developing and interpreting the property. Key individuals may sit on boards of multiple participating entities in order to insure clear communication and common mission and direction.

Potential Partners

The City of Baltimore has been involved in real estate development projects involving historic buildings that accrue value to the community. The Baltimore Arts Tower is an example—the City signed a long-term ground lease to an entity that redeveloped this landmark for artists' studios and gallery space. The lessee entity included an investor who contributed equity in exchange for tax credits. Key considerations for a partnership that would include the City would be the support of the local community, and a proposal that meshes well with other plans for the area and that has a strong, viable plan.

The City often works with the Baltimore Development Corporation (BDC) on a variety of economic development projects including physical redevelopment of real properties. The corporation has worked on other heritage tourism projects, including the Star Spangled Banner House and the Reginald F. Lewis Museum of Maryland African American History and Culture. The primary role that BDC could play would be to draft a Request For Proposal (RFP) for the adaptive use of the building, to establish selection criteria, and to manage the proposal process. Even if there is a preferred party or a sole source, the RFP process insures due diligence and should be observed.

[169] Donovan Rypkema, Community Initiated Development c 2004 National Trust Main Street Center.

National Park Service (NPS) representatives toured the building in March, 2010, while in the region to view a number of projects. In order for the National Park Service to be involved in any meaningful way, studies and documentation must be prepared. A Reconnaissance Study that can be performed by the NPS at the request of a member of Congress, or the Director of the National Park Service makes a preliminary recommendation as to whether a resource can meet three thresholds for NPS involvement—potential for national significance (using National Historic Landmark criteria), suitability (a resource type not currently represented by other park units or available to the public by other agencies), and feasibility (which includes ownership, costs, location, logistics, public support). A Reconnaissance Study provides the basis to proceed to a Special Resource Study. A Special Resource Study must be authorized by Congress. It considers the elements examined at a preliminary level in the Reconnaissance Study and outlines various roles the National Park Service could play from ownership and operation as a unit of the National Park Service to other site-specific partnership arrangements. The first step to considering National Park Service involvement would be to request either a Reconnaissance Study or—if public support is strong and there is clear justification for national significance of the resource—a Special Resource Study.

The Baltimore City Branch of the NAACP has been identified as a possible partner. In addition to requiring a local physical office and meeting space, they would have a natural inclination to support the legacy and interpretation of Thurgood Marshall and his role in the integration of public education. If the Baltimore City Branch can demonstrate the ability to sustain the ongoing maintenance and operation of the building with an interpretive aspect, they would be a natural owner or lessee of the building. The involvement of the Baltimore City Branch of the NAACP would not necessarily preclude participation by the NPS or others.

Assessing Partners

In moving forward with the rehabilitation and interpretation of PS103 it is important to try to use and leverage partnerships for their resources, capacity, and fundraising ability. In evaluating potential partners, particularly owners, there are considerations that must be kept in mind—"fit," role/capacity, experience, resources, and cooperation.

"Fit" refers to how an organization and its mission align with the parameters set out by the PS103 Commission. In evaluating a partner, it is important to analyze its mission, its role, and its reputation to ensure that it meshes well with the Upton community and the desire to interpret and celebrate Baltimore's long civil rights legacy, especially Thurgood Marshall and the integration of public education. While an organization need not be entirely devoted to civil rights, it is important to know that its mission and goals are supportive of the issue. Questions related to fit are:

- Does this person/organization have a relationship to Marshall, integration, or civil rights?
- What is this organization's mission?
- Does the mission jibe with preservation and interpretation of this building?
- Would this person/individual be welcomed in the neighborhood?
- If the person/organization does not have a direct connection to civil rights, is there anything about it that is in opposition to civil rights?
- Would this person/organization be receptive to the parameters set out by the PS103 Commission and be willing to uphold them?
- Does this project fit within the person's/organization's strategic plan and align with their stated goals and objectives?

Any individual or organization to be involved in the project must have a clearly defined role. This role must align with one's capacity. An owner or tenant may not have the skills or capacity to be a developer or a fundraiser. It is important to determine the roles and tasks required for the

project and to coordinate and engage the partners who can fulfill each task. This may require engaging a contract employee to serve as a grant writer and administrator. It may require a separate fiscal agent, or partnering with a developer to manage aspects of construction. Some organizations have the ability to fulfill multiple roles. However, it is vitally important that all possible roles are anticipated and filled with people and organizations that have the capacity to fill them, as demonstrated by performance on past projects. Questions related to capacity include:

- What is the staffing level of the organization?
- What are the job responsibilities of the staff?
- What other projects or responsibilities does the person/organization have now and in the near future?
- What roles are the organization NOT suited to play?

Experience is related to capacity. An organization may have capacity in terms of numbers of staff and available time, but have those staff members actually performed similar functions on similar projects? For example, anyone considered for a developer role must have specific experience working with historic buildings that requires a very definite skill set and understanding of the issues that are germane not only to the actual rehabilitation, but also to the funding sources specifically tied to the rehabilitation of historic buildings and their special requirements. Questions related to experience are:

- What similar projects has the partner successfully completed?
- Can the partner provide references for those projects?
- Has it engaged in similar projects that have been particularly challenging?
- How were challenges met and what was learned?

Resources can refer to money. But it also refers to other assets such as time, staff capacity, and relationships. For an example, a nonprofit may not have a large balance sheet, but it may have board members with relationships and connections that would be very important to securing funding, permits, or *pro bono* services. Questions related to resources include:

- What do the partner's balance sheet and profit and loss statements look like?
- How has it weathered the downturn in the economy?
- Does it have any liens or judgments against it?
- Does it have assignable assets?
- Can it secure a performance bond?
- Does it have insurance? How much?
- Who are its board members?
- What can the board/organization bring to the table in addition to funds?

Cooperation refers to whether or not an individual or organization "plays well with others." Does the party have a reputation for working successfully on collaborative efforts? Or does it have a history of failed partnerships? Can it put personality aside in order to achieve a common goal? Does it know and understand its role, and can it sustain that role? Additional questions might include:

- What are examples of previous partnerships, especially those that included multiple players and multiple roles?
- What is its best role in this project?

Financing

As stated previously, financing for the project will depend largely on the ownership and disposition of the building, as well as the potential partnerships for development, management, and fundraising. This portion of the report will outline a number of financial tools that could aid in the rehabilitation and interpretation of the building. Bear in mind, however, that not all tools are available in all possible ownership/management scenarios. Two specific funding sources are understood to be available already—Baltimore City capital funds and money from the Mercy Hospital preservation fund.

Approximately $250,000 of the City of Baltimore's capital funding has been allocated for planning and stabilization of the building. The budget outlook for capital improvements in the near term is not favorable. However, as the economy rebounds there may be the possibility for future allocations, especially if the City retains ownership. As mitigation for the demolition of several historic buildings, Mercy Hospital set aside $1M for preservation projects in Baltimore. The $400,000 of this fund that remains has been earmarked for PS103 with the understanding that a portion of it will be devoted to the build-out of the interpretive aspect of the project, including commemoration of civic leader Walter Sondheim.

Three categories of incentives are explored below: grants, loans and tax credits. Grants are funds given to projects without expectation of repayment. Loans are funds lent for a project with repayment expected with variable terms and rates. Tax credits are incentives that decrease a tax liability.

Grants

Many preservation grants available for the rehabilitation of the building may require the donation of a historic preservation easement. An easement is a permanent legal transfer of specific property rights through a written instrument generally giving a third party oversight of any future maintenance or rehabilitation

Federal Grants

Save America's Treasures

Administered through the National Park Service, Save America's Treasures grants are "available for preservation and/or conservation work on nationally significant intellectual and cultural artifacts and historic structures and sites."[170] The grants are given through a competitive process or a Congressional earmark and a 1 to 1, non-federal, cash match is required. For properties, grants range from $125,000-700,000. "National significance" for the former PS103 has yet to be confirmed by the National Park Service, but a process seeking this determination is underway. The Save America's Treasures program was not funded in FY2011, but funding is possible in future federal budgets.

Preserve America Grants

"Preserve America grants support planning, development, and implementation of innovative activities and programs in heritage tourism such as surveying and documenting historic resources, interpreting historic sites, planning, marketing, and training. Successful applicants will emphasize creative projects that promote and preserve the community's cultural resources. Successful projects will involve public-private partnerships and serve as models to communities

[170] National Park Service, Save America's Treasures Grant Program, www.nps.gov/history/hps/treasures, accessed October 1, 2010.

nationwide for heritage tourism, education, and economic development."[171] The City of Baltimore is designated a Preserve America Community. The grants are managed by the National Park Service and are awarded through a competitive process. A 1 to 1, non-federal cash match is required. **The current planning project was funded through a *Preserve America* grant.**

African American Experience Fund
If this project does enter into a partnership with the National Park Service, a good source of funding would be the African American Experience Fund "The mission of the African American Experience Fund is to preserve African American history by supporting programs in National Parks that celebrate and preserve African American history."[172]

National Endowment for the Humanities (NEH)
The NEH Division of public programs "expands understanding of the humanities through engaging and substantive projects that encourage lifelong learning for Americans nationwide."[173] The division offers two grant programs that could help fund the interpretation of the former PS103. The America's Historical and Cultural Organizations grants provide funding for both planning and implementation grants. The maximum award amount is generally $400,000, and can fund (among other things) planning and implementation for long-term exhibitions at a single site and the interpretation of historic places.

Institute of Museum and Library Services (IMLS)
IMLS provides federal funds through a variety of grants. However, the majority of their programs are available to libraries, museum and Native American tribal governments. In order to procure an IMLS grant, a coordinating entity should partner with a museum or library.

Grants from the National Trust for Historic Preservation

The National Trust for Historic Preservation, a national nonprofit organization, offers three main grants through the National Trust Preservation Fund, The Joanna Favrot Fund and the Cynthia Woods Mitchell Fund. These are matching grants that range from $500 to $10,000 for non-capital expenditures.

In 2010, the National Trust in partnership with the Lowe's Charitable and Educational Foundation provided grants of up to $50,000 for "bricks and mortar" expenses for "historic school buildings that are being stabilized or restored, and that upon completion will be open to the public and serve the community." An application for stabilization of PS103 was submitted through the Baltimore National Heritage Area in the Spring 2010 cycle, but no award was made. It is not yet clear whether the National Trust/Lowe's pilot grant program will be re-funded in upcoming years.

Working in collaboration with the Ford Foundation, the National Trust offers *Partnership-in-Scholarship Grants to* "support collaborative projects between African American Historic Places and college/university scholars. Eligible projects include improving public access to African American historical and cultural resources at historic places, strengthening teaching and education at colleges and universities through historic places, promoting research and original scholarship of a significant theme related to African American history and culture to support joint public programs, providing opportunities for lifelong learning through a collaborative

[171] Preserve America Grant Program Frequently Asked Questions, www.nps.gov/history/hps/hpg/PreserveAmerica/faqs.htm, accessed October 1, 2010.
[172] African American Experience Fund, www.aaexperience.org, accessed October 1, 2010.
[173] NEH Grant Programs and Deadlines, http://www.neh.gov/grants/grantsbydivision.html, accessed October 1, 2010.

program, strengthening each institution's humanities programming in order to preserve, enhance, or enjoy significant African American historic places."[174]

For more information about grant funding through the National Trust, go to: http://www.preservationnation.org/resources/find-funding/nonprofit-public-funding.html

State Grants

Bond Bill Grants

Funding can be requested from the state's budget through a bond bill. These initiatives submitted by members of the General Assembly are reviewed and coordinated by the Department of Legislative Services. They can support local or non-state owned capital projects that

- are capital in nature
- have a useful life of 15 years
- are not used for religious purposes, and
- may be subject to an easement.

To be considered, projects must have evidence of

- additional alternative sources of funding,
- support from the project's General Assembly delegation,
- some sort of match through funds or in-kind donations,
- in-kind or pledged funds for adequate future funding, and
- that the project serves a public purpose at the local or state level.

For more information on state bond bills, go to http://mlis.state.md.us/bondbillsub.htm.

Grants Through Maryland State Agencies

Maryland Heritage Area Grants

Matching grants through the Maryland Heritage Area Authority to the City or a nonprofit owner/partner could be used for rehabilitation or interpretation, given that the project has a heritage tourism component.

Maryland Historical Trust Capital and Non-Capital Historic Preservation Grants

The capital grant program is funded through an annual appropriation of the Maryland General Assembly and can be used to support acquisition, rehabilitation, and restoration of historic properties. The non-capital grants are for research, survey, planning, and educational activities involving architectural, archeological, or cultural resources. Both programs are competitive and only offered once annually. The availability of grants is wholly dependent on the state budgeting process, and as of the writing of this document, the program is unfunded. Capital grants do require the donation of a perpetual preservation easement.

Certified Local Government Grants

The City of Baltimore has been deemed a Certified Local Government by the National Park Service, based on its local historic preservation program, the Baltimore City Commission for Historical & Architectural Preservation (CHAP). Every year the Maryland Historical Trust

[174] National Trust for Historic Preservation, Non-Profit Organization and Public Agency Funding, http://www.preservationnation.org/resources/find-funding/nonprofit-public-funding.html, accessed October 1, 2010.

(State Historic Preservation Office) sets aside 10% of its federal allocation to be passed through to Certified Local Governments through a grant process.

Maryland African American Heritage Preservation Program Grants
"The African American Heritage Preservation Grant Program… was created by the (Maryland) General Assembly in 2010 as a vehicle to encourage the identification and preservation of buildings, sites, and communities of historical and cultural importance to the African American experience in Maryland. Administered as a joint partnership of the Maryland Commission on African American History and Culture (MCAAHC) and the Maryland Historical Trust (MHT), the Program offers assistance to non-profit organizations, local jurisdictions, business entities, and private citizens in their sponsorship of successful acquisition, construction, or improvement of African American heritage properties."[175]

The program supports capital projects, including acquisition and rehabilitation, as well as some soft costs (engineering, design, studies) directly related to acquisition and construction. Grants range from $10,000-$100,000 and cannot be used to offset costs already incurred. The grant requires a 1 to 1 funding match some of which can be in-kind services. This program also requires the donation of an easement.

More information about Maryland grants can be found at http://mht.maryland.gov/grants.html.

City Bond Funding
In the most recent election the citizens of Baltimore approved referendums allowing the city to borrow close to $64 million for community development, economic development (which includes tourism) and city-owned buildings. While some of these funds may be directed to specific projects, it is worth pursuing bond funding for the project. The three ordinances passed are as follows[176]:

- **Ordinance No. 10-293** to authorize the Mayor and City Council of Baltimore to borrow up to $16,200,000 to be used for the acquisition of land or property; for the construction, erection, renovation, alteration, reconstruction, installation, improvement, and repair of buildings, structures, or facilities owned or controlled by the City; and for the equipping of any existing and new buildings or facilities to be constructed, renovated, altered, or improved by this Ordinance; and for doing all things necessary, proper or expedient in connection therewith.

- **Ordinance No. 10-291** to authorize the Mayor and City Council of Baltimore to borrow up to $18,050,000, to be used for, or in connection with, planning, developing, executing and making operative the community development program of the Mayor and City Council of Baltimore; and for doing any and all things necessary, proper or expedient in connection therewith.

- **Ordinance No. 10-292** to authorize the Mayor and City Council of Baltimore to borrow up to $16,775,000 to be used for, or in connection with, planning, developing, executing and making operative the commercial and industrial economic development program of the Mayor and City Council of Baltimore; **authorizing grants to various projects and programs related to improving cultural life and promotion of tourism in Baltimore City** and for doing any and all things necessary, proper or expedient in connection therewith.

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[175] Maryland Historical Trust, African American Heritage Preservation Grants, mht.maryland.gov/grants_africanamerican.html, accessed October 1, 2010.
[176] Maryland State Board of Elections, https://www.elections.state.md.us/elections/2010/results/General/LocalQuestions.html, accessed November 18, 2010.

Foundation Funding

A cursory review of the Foundation Center's database identifies a large number of potential foundation grantors, many of which have a Baltimore focus and do support capital campaigns.

Grants are generally only made to non-profit organizations (and sometimes units of government). Foundation grants are only one source of funds and should be pursued as part of a larger fundraising plan that includes corporate and individual donors. Additionally, a fundraising plan should outline critical deadlines and priorities for applications, especially if resources for grant production and administration are limited.

An edited list of potential foundation donors identified through the Foundation Center's database is appended to this report.

Loans (Organized by uses and applicants)

Maryland Historical Trust Loans for Rehabilitation and Acquisition
Established by the General Assembly in 1973, this program provides loans to nonprofits, local governments, businesses, and individuals for projects involving properties listed on or eligible for listing on the National Register of Historic Places. These loans are last resort loans when private financing is unavailable. One condition of the loan is a preservation easement that runs in perpetuity. Guidelines are as follows:

- For **acquisition projects**, the loan amount cannot exceed 80% of the appraised value of the assisted property, or 90% of the purchase price, whichever is less.
- For **rehabilitation projects**, the loan amount cannot exceed 80% of the after-rehabilitation appraised value of the assisted property (minus existing mortgage balances), or 100% of the project costs, whichever is less.
- For **refinancing projects**, the loan cannot exceed 80% of the appraised value of the assisted property.
- For **pre-development projects**, the loan cannot exceed 100% of the project costs.

Additional information can be found at http://mht.maryland.gov/loans_mht.html.

Maryland Heritage Areas Loans for Capital Projects and Business Development
The Maryland Heritage Areas Authority (MHAA) also provides loans of up to 50% of project costs to "assist with the preservation of heritage resources and the enhancement of heritage attractions and visitor services located within Certified Heritage Area (CHA) Target Investment Zones."[177] Funds can be used for real property acquisition, property rehabilitation/restoration, new construction, leasehold improvements, and purchase of major capital equipment.

Tax Credits (Organized by Uses and Applicants)

Tax credits are a reduction of tax liability. They are offered by local, state, and federal governments as incentives to rehabilitate historic properties in order to promote both economic development and shared stewardship of the history and culture of a place. Generally, properties qualify for tax credits if they are listed, or eligible for listing, in the National Register of Historic Places, including being listed as a contributing property within a National Register historic

[177] Maryland Historical Trust, Maryland Heritage Areas Loans for Capital Projects and Business Development, http://mht.maryland.gov/loans_mhaa.html, accessed October 5, 2010.

district. As a contributing property within the Old West Baltimore Historic District, PS103 is eligible for tax credits.

There are many types of tax credits, but they all can be considered as a dollar for dollar reduction of a tax liability, including income tax liability or property tax liability. Tax credits are not grants—they do not involve the transferring of actual funds to a person or project entitled to them. Often they involve documentation to be presented to a taxing authority in lieu of payment. In the case of income tax credits, it is helpful to distinguish them from a deduction that decreases the amount of income to be taxed. A credit is therefore "worth more" than deduction. Some tax credits allow the project or person that has earned them to "carry over" unused credits (credit amounts in excess of the tax liability for a given year) to be applied to future years' liabilities, but generally excess credit cannot be cashed out for actual equity to be used in other ways.

Obviously, tax credits generally only apply to entities with tax liabilities. However, some tax credits can by syndicated through partnerships, allowing organizations and owners that do not have tax liability to receive equity from a partner organization that, in turn, may utilize the credits. Syndication is a sophisticated and useful tool and should be attempted only with a partner or advisor with experience in drafting the appropriate legal and financial documents. It is conceivable that a single project could use more than one tax credit program simultaneously, given sufficient liability to offset the total credits.

City of Baltimore Property Tax Credit for Historic Restorations and Rehabilitations
The City of Baltimore provides a generous property tax credit for the rehabilitation of historic buildings. The ten-year credit is applied to the increased assessment based on the qualifying capital improvements. For rehabilitation expenditures under $3.5 million, the credit is 100%; for projects over $3.5 million, it is 80% in the first five taxable years and ten percentage points less each year thereafter.

The Maryland Sustainable Communities Tax Credit Program
Administered by the Maryland Historical Trust, the program could provide a 20-25% tax credit for PS103, provided certain requirements are met. Tax credits are awarded competitively by application during an open submission period. Maryland state income tax credits are based on a percentage of the qualified capital costs expended in the rehabilitation of a structure. The 20% credit is for "certified historic structures" that are commercial buildings, and the 25% credit is for "certified historic structures" that are high-performance commercial buildings, for example, projects that intend to be certified as meeting or exceeding LEED Gold (Leadership in Energy and Environmental Design certification by the U.S. Green Building Council) or an equivalent rating.

Federal Rehabilitation Tax Credits
The federal rehabilitation tax credit could also assist with the rehabilitation of PS103. The 20% credit against federal income tax liability requires that an amount equal to the building's adjusted basis be spent in rehabilitation costs, and that the work be in compliance with the Secretary of the Interior's Standards for Rehabilitation. The property must continue to be income-producing for 5 years.

Credits can be syndicated, or shared, by an entity without tax liability with an entity that does have tax liability in exchange for equity. Generally, a project must meet a threshold of $2M in rehabilitation costs for a private entity to syndicate them.

New Market Tax Credits

New Market tax credits were created as part of the Community Renewal Tax Relief Act of 2000. The program provides a tax credit to equity investors in projects located in qualified low-income census tracts. Unlike Rehabilitation tax credits, participants invest with a Community Development Entity (CDE) that serves as a vehicle for receiving the credits through a competitive process, for choosing appropriate rehabilitation projects, and for coordinating the investments of all participants. The credit is currently at 39% and is taken over seven years, five percent each year for the first three years and six percent annually for the next four. Investments may not be redeemed until the conclusion of the seven-year payout. The program is pending Congressional reauthorization, after which point CDEs may apply for allocations.

Generally a project needs to meet a threshold of $5M for a CDE to collaborate. To oversimplify, the program allows for a 25% subsidy of capital contributed (through equity or debt). It should be noted that some grants have restrictions that do not allow them to be aggregated in a New Market tax credit vehicle.

Phasing

Many large projects of this nature are executed in phases. This can allow discreet components to be completed and to sustain project momentum even before all the funding is assembled or before some decisions have been made. The following are proposed phases, however if funding and partners are available some may be consolidated into a larger, more inclusive program of work.

Phasing is based on the architectural design concepts presented in the Historic Structure Report and the conceptual design for the interpretive portion of the facility presented in the Interpretive Plan.

Phase 1 (Stabilization)

The most pressing need at present is the stabilization of the building. Deferred maintenance and the advanced deterioration from exposure to the elements have left the property vulnerable. Securing the building and repairing any damage that could accelerate will stabilize the building and allow any interested parties the luxury of time to make considered decisions about the building without the pressure of additional damage due to neglect. PS103 is an asset that belongs to the City of Baltimore and it is not unreasonable to expect the City to find capital funding to stop the increasing deteriorating of the building from these unaddressed building failures.

Stabilization estimates are a portion of the entire rehabilitation estimate (which includes 15% contingency and 15% overhead and profits). The estimated cost to stabilize the building is $298,018.76 and includes:

- Completely weatherizing the building, sealing all deteriorated window, doors, mortar joints, roof flashing and joints.
- Excavating and removing all vegetation that is within a certain distance of the building's perimeter and that has penetrated the building's walls. Creating a swale that will direct runoff away from building.
- Treating the area around the perimeter of the building with a vegetation killer and laying down asphalt.
- Replacing gutters and downspouts
- Abatement only as it relates to stabilizing the building (termite infestation, mold, and mildew on framing members and areas where construction crew will be working)
- Reinforcing and repairing any structural damage to the building's framing
- Properly ventilating building

The stabilization of the building is imperative. Delay in stabilization will lead to additional expense by not addressing existing damage and remediating potential sources of additional damage in a timely manner. Stabilization allows for more extensive building investigation and may provide information and clarification that will assist in developing more realistic plans, specifications and costs estimates for future additional work. One of the key challenges in rehabilitating a historic building is dealing with unexpected conditions. The act of stabilization mitigates and decreases the chances of surprises in later development work. Increased predictability in the redevelopment process is attractive to purchasers, partners, and investors.

The installation of exterior signage, the initial phase of on-site interpretation, can be accomplished concurrently with building stabilization. Permanent exterior signage that is part of the existing Pennsylvania Avenue Heritage Trail system will be installed at the site in 2011. In

addition, temporary exterior interpretive signage including purpose, photographs, organizations involved, funding, and website references could be installed to provide passersby with general information about the project. Permanent and temporary signage could be complemented by print media, such as a brochure that reflects the same design concepts and information as signage. This initial interpretation, a combination of permanent and temporary signage and a brochure, helps to generate interest and an understanding that the building will soon be a community asset as opposed to a deteriorating resource. The cost for permanent signage is borne by the Baltimore National Heritage Area; the cost for writing, design, and production of temporary signage and a brochure is estimated at $10,000. A web presence in the initial stage can vary between a brief addition about the project on existing heritage websites to the preliminary development of the digital media program that will serve as the foundation for all electronic media and communications in the finished facility. If an addition can be made to an existing website by current staff, this is no-cost item. Otherwise, preliminary design and development of digital media could range up to $14,000. These three forms of interpretation and outreach—on-site interpretation, a brochure, and a web presence—would begin during stabilization of the building and would serve as the primary interpretive media through rehabilitation; their total estimate cost ranges from $10,000 to $28,000.

Depending on the pace of phasing and liability issues, there may also be opportunities for limited interior access, again with similar temporary interpretive signage about the project itself.

Phase 2

Once the building is stabilized, decisions about rehabilitation and phasing can be made as uses, owners, and partners are identified and finalized. With adequate building security considerations, it is possible to rehabilitate portions of the building while leaving tenant build-out spaces on the second floor roughed in. Some aspects of the building rehabilitation that are systemic—such as electrical, HVAC, and plumbing—will have to be designed and considered with the completed project in mind. Other aspects—especially equipment (HVAC units, plumbing fixtures), fixtures (lighting), and finishes (finished floors, trim)—can be divided so as to defer some costs related to the second floor offices until a use/user has been identified. That said, if there is a use/user identified early on, there is no requirement that the construction be phased, as having the entire project completed at once will allow for economies of scale.

Phase 2 would also include finishing out the interpretive spaces in anticipation of full interpretive program build-out.

The cost estimate for this phase is $2,875,116.30 and would accomplish the following:

- Completely restore all exterior windows and doors
- Clean and restore masonry walls
- Restore first floor and stairwells
- Provide required mechanical, electrical and plumbing work associated with first floor renovations and upkeep of building
- Provide rear exterior ramp and stair
- Site work

Phase 3

Phase 3 would include the installation of the Thurgood Marshall/PS103 interpretive program. On the exterior, there would be an interpretive plaque near the stairs and an interpretive display entitled "*Walking with Thurgood.*" Interior interpretive elements would include a description of the exhibit's purpose in the entrance foyer; room for an interpretive support staffer and base for the digital media program in an office off of the foyer; a Thurgood Marshall wall exhibit and

1954 classroom display in Classroom 1; story panels, a timeline exhibit and display cases in Classroom 2; an interactive presentation media wall, podium, and event posting in Classroom 3; the Upton Planning Committee or community office, interpretive storage, and service kitchen in Classroom 4; and new restrooms.

Costs for this phase would include design, production, fabrication, installation, project management, and the expansion of an interactive website with the capacity to interface with mobile applications. Cost ranges are given to provide an understanding of the low and high end products and associated costs.[178]

Design and production—including final designs and manuscripts, graphic reproduction art, exhibit performance specifications, copyright payments, and bid documents—would range from $60,500 to $103,500. Fabrication—including exhibit installation specifications, construction, and equipment—would range from $60,500 to $103,500. Installation would range from $25,000 to $50,000 and project management and oversight would range from $10,000 to $20,000. Development and launch of the digital media program would range from $50,000 to $100,000.

The costs for implementing this interpretive phase could range from $304,500 to $525,500, depending on which recommendations in the Interpretive Plan are pursued and how partnership opportunities are utilized to optimize costs. In addition, an on-site interpreter/program coordinator would have an ongoing cost associated with the position, estimated at approximately $40,000 annually. As the Interpretive Plan states, there is an opportunity to scale the interpretive products and programs based on the level of funding available. While full implementation is optimum, the basic goals of interpreting the site could be met at lower costs by limiting exhibit space to fewer rooms, reducing the amount of digital media, and operating the facility without a staff person. Further discussion by the PS103 Commission or the future management entity is needed to inform the budgeting process.

Phase 4

Phase 4 would include build-out in the basement and in the tenant spaces on the second floor. In the absence of a specific tenant/owner at this point, rehabilitation, treatments, and cost estimates have been predicated on a very basic, standard light office-use scenario. Depending on the tenant/owner there may be specific needs and wants that could drive cost estimates higher (or lower).

This Phase, essentially second floor preparation for tenant is estimated at $1,916,744.24 and would include the following:

- Complete new work on Second Floor
- Provide mechanical, electrical and plumbing systems for new tenant
- Preparation for elevator (pit, mechanical room, shaft)
- Install elevator
- Provide side exterior ramp and entry door
- Site Work—provide outdoor exhibits

[178] Prices for implementation are based on the recommendations provided in the Interpretive Plan. The recommendations have not been reviewed by the PS103 commission prior to the submission of this report. Depending upon the review of the Interpretive Plan recommendations, the scope of the project may be adjusted to reflect the expectations of the Commission or the future managing entity. Furthermore, estimates reflect industry pricing; partnerships with local educational, archival, and interpretive institutions may offer opportunities to economize.

Scenarios for Moving Forward

The City of Baltimore must determine whether to continue to own the building or to sell it. Regardless, partners need to be assembled. There needs to be a single point of contact or entity responsible for moving the project forward. Specific tasks may be outsourced, but there must be a single focal point for communication and decision-making. Based on feedback and data collected during this investigation, the following scenario is proposed:

First, the City of Baltimore shall continue to pursue the involvement of the National Park Service. The City could request a Reconnaissance Study from the National Park Service through a member of its congressional delegation. The study is not binding and will provide further information as to whether the National Park Service would be able to be involved in the project in the future. The results of the study would indicate that the resource merits a Special Resource Study to outline how the NPS might be involved, or it would determine that the NPS could not be involved. The Reconnaissance Study is performed by NPS staff and funded through its budget; thus, there is no financial or staffing impact on the City. Alternatively, with strong public support and ample evidence of the site's national significance, the opportunity may exist for the City to work through its delegation to consider PS103 in a Special Resource Study without the first step of a Reconnaissance Study. The City loses nothing by having either study performed and gains understanding as to the possible role the National Park Service could play.

Second, whether the City retains or sells the building, it should develop an RFP for prospective lessors/purchasers. The RFP should include by reference and adhere to the studies produced to date, emphasizing the following points:

- The building is to remain on site and any work on the building will be in compliance with the Secretary of the Interior's Standards for Rehabilitation.
- There will be an interpretive aspect of the building.
- The five common concepts developed through community visioning (Thurgood Marshall, sustainability, community, history, education) will be upheld.

Even if the City has a preferred purchaser in mind and operates through some sort of sole source process, the prospective purchaser still should participate in a screening process to ensure due diligence and that both parties are in agreement on key issues.

Third, the City should consider working through BDC to develop an RFP, contract with them to coordinate the proposal process, and assist with vetting applicants. If the City chooses to sole source a relationship with a specific party for the building, it still should consider working with BDC or a like organization to review proposals, financial statements, and pro formas, especially if a prospective owner/lessor is partnering with others such as developers or fundraisers to play specific roles, complementing their own work in the building.

Fourth, if the City is to continue as an owner or partner in the rehabilitation of the building, there need to be dedicated staff resources to supervise the rehabilitation process. The role of City staff would include oversight of the physical rehabilitation of the property and coordination of any financial aspects, particularly tax credits or grants.

Private Foundations
(Information from the Foundation Directory)

The Abell Foundation, Inc.
111 S. Calvert St., Ste. 2300
Baltimore, MD 21202-6174
Telephone: (410) 547-1300
Contact: Robert C. Embry, Jr., Pres.
Fax: (410) 539-6579
E-mail: abell@abell.org
URL: www.abell.org
Purpose and Activities
The foundation has seven broad program areas of interest: 1) Community development; 2) Workforce development; 3) Criminal justice and addiction; 4) Education; 5) Health and human services; 6) Conservation and environment; and 7) arts and culture. Within these areas, the foundation invites requests for demonstration projects, feasibility studies, strategic planning, capital improvements, new construction, and equipment, program development and enhancements, research, and program-related investments.
Program Area(s)
The grantmaker has identified the following area(s) of interest:
Community Development
The foundation encourages programs and projects that expand the business and job base of Baltimore City, anchor and spur public and private investment in redevelopment and improve the appeal of Baltimore as a place to live, visit and do business. The foundation recognizes the need to enhance the livability of neighborhoods and create desirable housing and commercial areas as a means to retain and attract both residents and jobs. By encouraging investment in redevelopment projects and housing renovations, leveraging of public and private capital, community planning and maximizing reuse of historic structures, the foundation focuses on those initiatives that foster improvement of downtown and neighborhoods. It further seeks to promote cost-efficient delivery of municipal services, maximize Baltimore's use of competitive funding sources and increase the tax base. The foundation also encourages efforts to tie the health of the city to the region and state, through the support of housing mobility, regional planning and growth management.
Types of Support
Building/renovation
Capital campaigns
General/operating support
Land acquisition
Matching/challenge support
Program-related investments/loans
Program development
Seed money

AstraZeneca Pharmaceuticals LP Corporate Giving Program
c/o Dir., Corp. Community Alliances
1800 Concord Pike
Wilmington, DE 19850-5437
URL: www.astrazeneca-us.com/community-support/
No support for discriminatory organizations, sectarian or denominational religious organizations or missionary groups not of direct benefit to the entire community, fraternal, social, leisure, labor, or political organizations, or corporate or private foundations; generally, no support for public or private schools or scholarships. No grants to individuals, or for projects promoting a particular religion or memorials (except for bereavement gifts)
Purpose and Activities
AstraZeneca makes charitable contributions to nonprofit organizations involved with arts and culture, education, the environment, health, mental health, disease, employment training, youth development, early childhood development, families, diversity, nonprofit management, community development, nonprofit education, volunteerism, senior citizens, physically and mentally disabled people, minorities, women, and economically disadvantaged people.
Program Area(s)
The grantmaker has identified the following area(s) of interest:
Arts and Culture
AstraZeneca supports programs designed to reach large numbers of people in the community; bring the arts to audiences who would not ordinarily be exposed to them; relate to senior citizens; focus on mental

and physical health; and have an educational focus.

Community Services

AstraZeneca supports organizations involved with the environment and health and programs designed to assist diverse populations; foster professional nonprofit staff development; promote volunteer leadership; educate and encourage young people to pursue careers in the nonprofit sector; and strengthen communities. Special emphasis is directed toward organizations with strong local chapters.

Fields of Interest

Subjects

Arts
Arts education
Arts, equal rights
Business school/education
Civil/human rights, equal rights
Community/economic development
Community/economic development, management/technical assistance
Education
Education, reading
Elementary/secondary education
Employment, training
Philanthropy/voluntarism, formal/general education

Population Groups

Minorities

Types of Support

Continuing support
Donated equipment
Donated products
Employee volunteer services
General/operating support
Program development
Sponsorships

The William G. Baker, Jr. Memorial Fund

2 E. Read St., 9th Fl.
Baltimore, MD 21202-6903
Telephone: (410) 332-4171
Contact: Melissa Warlow, Prog. Off.; Odessa Hampton, Prog. Asst.
Fax: (410) 837-4701
E-mail: mwarlow@bcf.org
URL: www.bcf.org/ourgrants/ourgrantsdetail.aspx?grid=1

Limitations

Giving limited to 501(c)(3) organizations in the metropolitan Baltimore, MD, area.
No support for religious or sectarian purposes.
No grants to individuals, or for annual campaigns, event sponsorships, or deficit financing; no loans.

Purpose and Activities

Giving to support cultural and artistic organizations and programs that enhance Baltimore, MD's, civic participation and economic health. The fund's objectives are to celebrate metropolitan life, spur economic development, improve the quality of life, provide access to cultural opportunities for all, support civic engagement through the arts, and create opportunities for self-expression and reflection.

Fields of Interest

Subjects

Arts
Arts, alliance
Historic preservation/historical societies

Geographic Focus

Maryland

Types of Support

Consulting services
Equipment
Income development
Management development/capacity building
Program development
Seed money
Technical assistance

The Charitable Marine Society of Maryland, Inc.

620 Liberty Ave., 10th Fl.
Pittsburgh, PA 15222-2705

Additional Contact Information

Application address: c/o Elisabeth Hudgens, 2 Hopkins Plz., Baltimore, MD 21201-2930, tel.: (410) 237-4544

Fields of Interest

Subjects

Health organizations
Historic preservation/historical societies

Geographic Focus

Maryland

Types of Support

General/operating support

Columbia Gas of Pennsylvania, Inc./Columbia Gas of Maryland, Inc. Corporate Giving Program

501 Technology Dr.

Canonsburg, PA 15317-9585
Contact: Leslie J. Orbin, Mgr., Comms. and Community Rels.
Fax: (724) 416-6381
E-mail: lorbin@nisource.com
URL: www.columbiagaspamd.com/community_outreach/community_outreach.htm

Limitations
Giving primarily in MD and PA.
No support for fraternal, political, municipal, veterans', or athletic organizations or United Way-supported organizations.

Purpose and Activities
Columbia Gas of Pennsylvania/Maryland makes charitable contributions to nonprofit organizations involved with historic preservation, education, natural resources, public safety, human services, community development, senior citizens, minorities, and women. Support is given primarily in Maryland and Pennsylvania.

Fields of Interest
Subjects
Community/economic development
Economic development
Education
Historic preservation/historical societies
Human services
Population Groups
Minorities
Geographic Focus
Maryland
Pennsylvania
Types of Support
Cause-related marketing
Donated equipment
Employee volunteer services
In-kind gifts
Program development
Sponsorships

Marion Tuttle Colwill Charitable Trust
c/o PNC Bank, N.A.
1600 Market St.
Philadelphia, PA 19103-7240
Telephone: (215) 585-5597

Limitations
Giving primarily in MD.
No grants to individuals.

Fields of Interest
Subjects
Historical activities
Historic preservation/historical societies
Religion
Geographic Focus
Maryland
Types of Support
General/operating support

France-Merrick Foundation
2 Hamill Rd., Ste. 302
Baltimore, MD 21210-1813
Telephone: (410) 464-2004
Contact: Robert W. Schaefer, Exec. Dir.
Fax: (410) 464-2001
E-mail: mdepuy@france-merrickfdn.org

Background
The Jacob and Annita France Foundation was established in 1959 and the Robert G. and Anne M. Merrick Foundation was established in 1962; The two merged and assumed the current name in 1998.

Limitations
Giving primarily in the metropolitan Baltimore, MD, area.
No grants for operating expenses, sponsorship of fundraising events, symposiums, conferences, or annual giving campaigns.

Purpose and Activities
Emphasis on civic and cultural activities, historic preservation, all levels of private, parochial and public education, community development, and conservation and the environment.

Fields of Interest
Subjects
Arts, cultural/ethnic awareness
Education
Historic preservation/historical societies
Human services
Public affairs
Geographic Focus
Maryland
Types of Support
Building/renovation
Capital campaigns
Employee matching gifts
Endowments
Equipment
Matching/challenge support
Seed money
Technical assistance

Fund for Change II, Inc.
c/o Howard B. Miller, Saul Ewing LLP
500 E. Pratt St.
Baltimore, MD 21202-3171

Giving primarily in Baltimore, MD.
No grants to individuals.
Fields of Interest
Subjects
Children/youth, services
Civil/human rights, women
Community development, neighborhood development
Museums (art)
Geographic Focus
Maryland
Types of Support
Building/renovation
Capital campaigns
General/operating support
Land acquisition

The Goodall Family Foundation, Inc.
109 Teal Nest Ct.
Ponte Vedra Beach, FL 32082-1944
Limitations
Giving primarily in FL, MA, MD and NY.
No grants to individuals.
Fields of Interest
Subjects
Education
Environment, water resources
Historic preservation/historical societies
Human services
Geographic Focus
Florida
Maryland
Massachusetts
New York

The David and Barbara B. Hirschhorn Foundation, Inc.
c/o AFS
10 E. Baltimore St., Ste. 1101
Baltimore, MD 21202-1620
Telephone: (410) 347-7201
Contact: Betsy F. Ringel, Exec. Dir.
E-mail: info@blafund.org
Limitations
Giving primarily in the metropolitan Baltimore, MD, area.
No grants to individuals or for fundraisers; no loans.
Fields of Interest
Subjects
Civil rights, race/intergroup relations
Human services
Geographic Focus
Maryland
Types of Support
Annual campaigns
Capital campaigns
Endowments
General/operating support

The Hockmeyer Foundation, Inc.
101 Bay St.
Easton, MD 21601-2748
Telephone: (410) 820-4600
Contact: Richard K. White
Limitations
Giving primarily in FL, IN, MD and NY.
No grants to individuals.
Fields of Interest
Subjects
Historic preservation/historical societies
Hospitals (general)
Population Groups
Blind/visually impaired
Geographic Focus
Florida
Indiana
Maryland
New York

Hope Foundation
50 S. Main St.
Providence, RI 02903-2919
Contact: Angela B. Fischer, Tr.
Background
Established in 1960 in RI.
Limitations
Giving primarily in MA, MD, RI, and VA.
Purpose and Activities
Giving primarily for the arts and education.
Fields of Interest
Subjects
Arts
Education
Higher education
Historic preservation/historical societies
History/archaeology
Museums
Geographic Focus
Maryland
Massachusetts
Rhode Island
Virginia
Types of Support
Annual campaigns
Building/renovation
Capital campaigns
Continuing support
General/operating support

Hopkins Federal Savings Bank Foundation134 S. Eaton St.
Baltimore, MD 21224-2425
Telephone: (410) 675-2828
Background
Established in 1993 in MD.
Limitations
Giving primarily in Baltimore, MD.
No grants to individuals.
Historic preservation/historical societies
Geographic Focus
Maryland
Types of Support
General/operating support

The Huether/McClelland Foundation, Inc.
(formerly The Huether Foundation, Inc.)
P.O. Box 370
1300 Brass Mill Rd.
Belcamp, MD 21017-0370
Contact: H. Douglas Huether, Chair.
Limitations
Giving primarily in Baltimore, MD; scholarships limited to residents of Harford County, MD.
No support for political organizations.
No grants to individuals (except for designated scholarship funds)
Fields of Interest
Subjects
Elementary/secondary education
Higher education
Historic preservation/historical societies
Human services
Museums
Geographic Focus
Maryland
Types of Support
General/operating support

John E. & Sue M. Jackson Charitable Trust
c/o National City Bank
P.O. Box 94651
Cleveland, OH 44101-4651
Limitations
Maryland
Types of Support
Annual campaigns
Building/renovation
Capital campaigns
Endowments
Equipment
Matching/challenge support
Program development

Purpose and Activities
The foundation supports organizations involved with arts and culture, education, medical research, and Judaism.
Fields of Interest
Subjects
Arts
Education

Giving primarily to national organizations in Washington, DC, FL, MD, Pittsburgh, PA, and VA.
No grants to individuals.
Fields of Interest
Subjects
Higher education
Historic preservation/historical societies
Human services
Legal services, public interest law
Museums
Social sciences, public policy
Geographic Focus
District of Columbia
Florida
Maryland
Virginia

Ensign C. Markland Kelly, Jr. Memorial Foundation, Inc.
711 W. 40th St., Ste. 357
Baltimore, MD 21211-2109
Telephone: (410) 366-8810
Contact: Carol W. Hunt, V.P.
Background
Incorporated in 1946 in MD.
Limitations
Giving limited to the greater metropolitan Baltimore, MD, area.
No grants to individuals, or for operating budgets, research, fellowships, or travel; no loans.
Fields of Interest
Subjects
Historic preservation/historical societies
Secondary school/education
Geographic Focus

The Mars Foundation
6885 Elm St.
McLean, VA 22101-3810
Telephone: (703) 821-4900
Contact: Susan Martin, Asst. Secy.
Fax: (703) 448-9678

Limitations
Giving primarily in Washington, DC, MD, and VA.
No grants to individuals, or for scholarships, fundraising, or recognition dinners; no loans.
Purpose and Activities
The foundation supports organizations involved with arts and culture, education, natural resources, animal welfare, health, and human services.
Fields of Interest
Subjects
Education
Historic preservation/historical societies
Human services
Geographic Focus
District of Columbia
Maryland
Virginia
Types of Support
Annual campaigns
Building/renovation
Continuing support
Endowments
Equipment
Matching/challenge support
Research

Middendorf Foundation, Inc.
2 E. Read St., 5th Fl.
Baltimore, MD 21202-2470
Contact: Laura A. Holter, Grants Admin.
Background
Incorporated in 1953 in MD.
Giving primarily in MD, with emphasis on Baltimore.
No support for political organizations, or for programs.
No grants to individuals, or for annual funds.
Purpose and Activities
Giving primarily for higher education, particularly to scholarship funds, and for community and social services.
Fields of Interest
Subjects
Higher education
Historic preservation/historical societies
Fields of Interest
Subjects
Arts
Civil/human rights, equal rights
Elementary/secondary education
Higher education
Human services
Geographic Focus
Maryland
Types of Support
Building/renovation
Capital campaigns
Endowments
General/operating support
Matching/challenge support

Morgan Stanley Foundation, Inc.
(formerly Morgan Stanley Foundation)
c/o Community Affairs
1633 Broadway, 25th Fl.
New York, NY 10019-6708
Telephone: (212) 537-1555
Fax: (646) 519-5460
E-mail:
whatadifference@morganstanley.com
URL:
www.morganstanley.com/about/community/index.html
Limitations
Giving primarily in areas of company operations, with emphasis on the Phoenix, AZ, Los Angeles and San Francisco, CA, Wilmington, DE, Chicago, IL, Baltimore, MD, New York, NY, Columbus, OH, Philadelphia, PA, Dallas and Houston, TX, and Salt Lake City, UT, metropolitan areas; giving also to national organizations.
No support for local organizations with which Morgan Stanley employees are not involved, political candidates or lobbying organizations, religious, fraternal, or professional sports organizations, or individual performing arts organizations.
No grants to individuals (except for the Morgan Stanley Scholars Program), or for capital campaigns or endowments, construction or renovation (except for self-identified children's health improvement projects), political causes or campaigns, or documentaries or productions.
Purpose and Activities
The foundation supports organizations involved with arts and culture, education, children's health, and diversity.

Human services
Population Groups
Minorities
Types of Support
Employee volunteer services
General/operating support

Program development
Scholarship funds

Arthur E. & Clara M. Morrissette Foundation, Inc.
5801 Rolling Rd.
Springfield, VA 22152-1064
Limitations
Giving limited to Washington, DC, MD and VA.
Fields of Interest
Subjects
Arts
Higher education
Historic preservation/historical societies
Human services
Geographic Focus
District of Columbia
Maryland
Virginia

National Visionary Leadership Project
1218 16th St., N.W.
Washington, DC 20036-3202
Telephone: (202) 331-2700
URL: www.visionaryproject.org

Limitations
Giving primarily in GA, IL, and MD.
Purpose and Activities
The grantmaker unites generations to create tomorrow's leaders by recording, preserving, and distributing through various media, the wisdom of extraordinary African American elders - visionaries - who have shaped American history.
Fields of Interest
Subjects
Higher education
Historical activities
Population Groups
African Americans/Blacks

Geographic Focus
Georgia
Illinois
Maryland

The Peggy MeyerhoffPearlstone Foundation, Inc.
2 Village Sq., Ste. 212
Baltimore, MD 21210-1624
Telephone: (410) 532-2263
Contact: Richard L. Pearlstone, V.P.

Limitations
Giving primarily in Baltimore, MD and MO.
No grants to individuals; no loans.
Fields of Interest
Subjects
Arts
Civil/human rights
Civil/human rights, formal/general education
Education
Geographic Focus
Maryland
Missouri
Types of Support
General/operating support

Ross and Grace Pierpont Charitable Trust
c/o KBST&M, P.A.
9515 Deereco Rd., Ste. 801
Timonium, MD 21093-2169
Limitations
Giving primarily in Germany; some giving also in Baltimore, MD.
Fields of Interest
Subjects
Historic preservation/historical societies
Protestant agencies & churches
Geographic Focus
Maryland

PricewaterhouseCoopers LLP Corporate Giving Program
300 Madison Ave., 24th FL
New York, NY 10017-6232
Telephone: (646) 471-3035
Contact: Adriana Garza
URL:
www.pwc.com/extweb/aboutus.nsf/docid/84ED407A7C7CA1BE8525744E0055C716

Limitations
Giving primarily in areas of company operations, with emphasis on Washington, DC, Boston, MA, MD, NY, PA, VA,China, and Darfur, Sudan.
Purpose and Activities
As a complement to its foundation, PricewaterhouseCoopers also makes charitable contributions to nonprofit organizations directly. Support is given primarily in areas of company operations.
Fields of Interest

Subjects
Education
General charitable giving
Higher education
Secondary school/education
Youth, services
Population Groups
African Americans/Blacks
Geographic Focus
District of Columbia
Maryland
Massachusetts
New York
Pennsylvania
Virginia
Types of Support
Conferences/seminars
Employee matching gifts
Employee volunteer services
General/operating support
Program development

Questar Foundation, Inc.
124 Slade Ave., Ste. 200
Baltimore, MD 21208-4991
Telephone: (410) 486-1234
Contact: Stephen M. Gorn, Pres. and Treas.
Limitations
Giving primarily in MD.
No grants to individuals.
Purpose and Activities
The foundation supports hospices and organizations involved with suicide prevention, nutrition, and civil rights.
Fields of Interest
Subjects
Civil/human rights
Geographic Focus
Maryland
Types of Support
General/operating support

Ramerica Foundation
12 E. 49th St., 17 FL.
New York, NY 10017-1028
Telephone: (212) 759-7216
Contact: Nur A. Bunyak, Secy.-Treas.
Limitations
Rollins-Luetkemeyer Foundation, Inc.
(formerly The Rollins-Luetkemeyer Charitable Foundation, Inc.)
1427 Clarkview Rd., Ste. 500
Baltimore, MD 21209-2100
Telephone: (443) 921-4358
Giving primarily in Greenwich, CT, Baltimore, MD, Chapel Hill, NC, New York, NY and Istanbul, Turkey.
No grants to individuals.
Purpose and Activities
The foundation supports organizations involved with arts and culture, higher education, medical education, and philanthropy.
Fields of Interest
Subjects
Higher education
Historic preservation/historical societies
Geographic Focus
Connecticut
Maryland
New York
North Carolina
Types of Support
General/operating support
Program development

Rogers-Wilbur Foundation, Inc.
P.O. Box 46
Broadwater Way
Gibson Island, MD 21056-0046
Telephone: (410) 255-3757
Contact: Leroy A. Wilbur, Jr., Pres.
Limitations
Giving primarily in MD, with emphasis on Baltimore and Annapolis.
No grants to individuals.
Purpose and Activities
Giving primarily for education, the arts, hospitals and health associations, and human services.
Fields of Interest
Subjects
Arts
Elementary school/education
Higher education
Historic preservation/historical societies
Human services
Museums
Geographic Focus
Maryland
Types of Support
General/operating support

Contact: John A. Luetkemeyer, Jr., Pres.
Limitations
Giving primarily in the Baltimore, MD, area.
No grants to individuals.
Purpose and Activities

At least 70 percent of future giving will be for building funds for early childhood, elementary and secondary schools; support also for certain hospitals and institutions, social service agencies, health organizations, and historical preservation.
Fields of Interest
Subjects
Education
Education, early childhood education
Elementary school/education
Higher education
Historic preservation/historical societies
Human services
Geographic Focus
Maryland
Types of Support
Annual campaigns
Building/renovation
General/operating support

Small-Alper Family Foundation
7501 Wisconsin Ave., Ste. 1103
Bethesda, MD 20814-6515
Telephone: (301) 215-7997
Contact: Alpert H. Small, Mgr.
Fax: (202) 659-4771
Limitations
Giving primarily in Washington, DC, and MD
No grants to individuals.
Purpose and Activities
Giving primarily for the arts, particularly theater, as well as for medical research, education, and Jewish organizations.
Fields of Interest
Subjects
Higher education
Historic preservation/historical societies
Geographic Focus
District of Columbia
Maryland
Types of Support
Annual campaigns
Capital campaigns
Endowments

John Ben Snow Memorial Trust
50 Presidential Plz., Ste. 106
Syracuse, NY 13202-2279
Contact: (For NY): Jonathan L. Snow, Tr.
URL: www.johnbensnow.com/jbsmt
Limitations
Giving primarily in MD, NV, and central NY.
No support for unspecified projects, religious organizations, or for-profit groups.
No grants to individuals, or for operating budgets, endowment funds, or contingency financing; no loans.
Purpose and Activities
Support primarily for higher education, scholarship funds, the humanities and cultural institutions, especially libraries, the performing arts, theater, and historical preservation; environmental groups; media and communications; and community development. Support also for organizations for people who are handicapped.
Fields of Interest
Subjects
Children/youth, services
Community/economic development
Education
Historic preservation/historical societies
Libraries/library science
Geographic Focus
Maryland
Nevada
New York
Types of Support
Building/renovation
Curriculum development
Equipment
Fellowships
Matching/challenge support
Program development
Publication
Scholarship funds
Seed money

SunTrust Foundation
(formerlySunTust Mid-Atlantic Foundation)
c/o SunTrust Banks, Inc.
919 E. Main St.
Richmond, VA 23219-4625
Telephone: (804) 782-7907
Contact: Brenda L. Skidmore, Pres.
Giving limited to areas of company operations, with emphasis on Washington, DC, MD, and VA.
No support for government-supported, political, religious, or national organizations.
No grants to individuals, or for research, scholarships, or fellowships; no loans.
Purpose and Activities

The foundation supports organizations involved with arts and culture, education, health, cancer, heart disease, housing development, human services, community and economic development, and leadership development.

Fields of Interest

Subjects

Arts
Business/industry
Community/economic development
Elementary/secondary education
Higher education
Historic preservation/historical societies
Human services
Leadership development
Museums

Geographic Focus

District of Columbia
Maryland
Virginia

Types of Support

Annual campaigns
Building/renovation
Capital campaigns
Employee matching gifts
Equipment
Professorships

Mary Jean and Oliver Travers, Inc.
(formerly The Schenuit Foundation, Inc.)
102 W. Pennsylvania Ave., Ste. 300
Towson, MD 21204-4543
Contact: Oliver S. Travers, Jr., Pres.

Limitations

Giving primarily in MD, with emphasis on Baltimore.
No grants to individuals.

Fields of Interest

Subjects

Children/youth, services
Education
Elementary/secondary education
Historic preservation/historical societies

Geographic Focus

Maryland

The Truland Foundation
1900 Oracle Way, Ste. 700
Reston, VA 20190-4733
Telephone: (703) 464-3000
Contact: Robert W. Truland, Pres.
E-mail: rtruland@truland.com
Last Updated: 1/31/2010

Limitations

Giving primarily in Washington, DC, MD, and VA.
No grants to individuals.

Purpose and Activities

The foundation supports art museums and organizations involved with historic preservation, education, animal welfare and health.

Fields of Interest

Subjects

Education
Elementary/secondary education
Higher education
Historic preservation/historical societies

Geographic Focus

District of Columbia
Maryland
Virginia

Types of Support

General/operating support

Dorothy Wagner Wallis Charitable Trust
7 Saint Paul St., Ste. 1400
Baltimore, MD 21202-1626
Telephone: (410) 347-8770
Contact: Frederick Singley Koontz, Tr.

Limitations

Giving primarily in Baltimore, MD.
No grants to individuals.

Purpose and Activities

Giving primarily for art museums, historical preservation, higher education, and human services.

Fields of Interest

Subjects

Higher education
Historic preservation/historical societies
Human services

Geographic Focus

Maryland

The Winston Foundation, Inc.
c/o Myron Asher
10 Music Fair Rd.
Owings Mills, MD 21117-3603
Telephone: (410) 363-3200

Limitations

Giving primarily in CO and MD.

Fields of Interest

Subjects

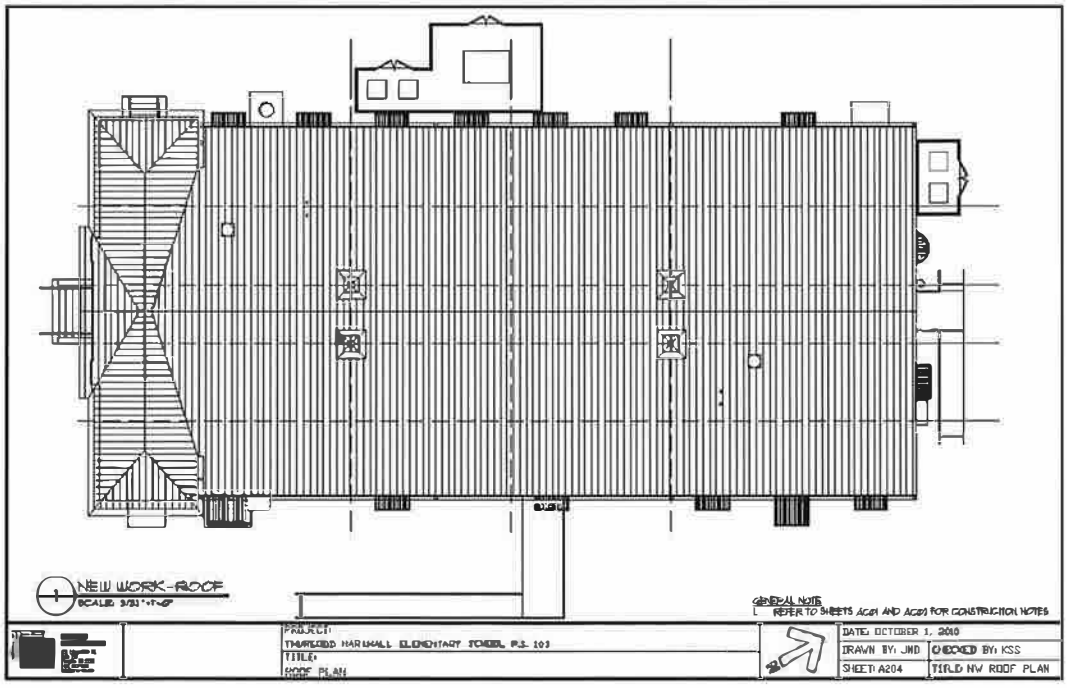
Historical activities

Geographic Focus

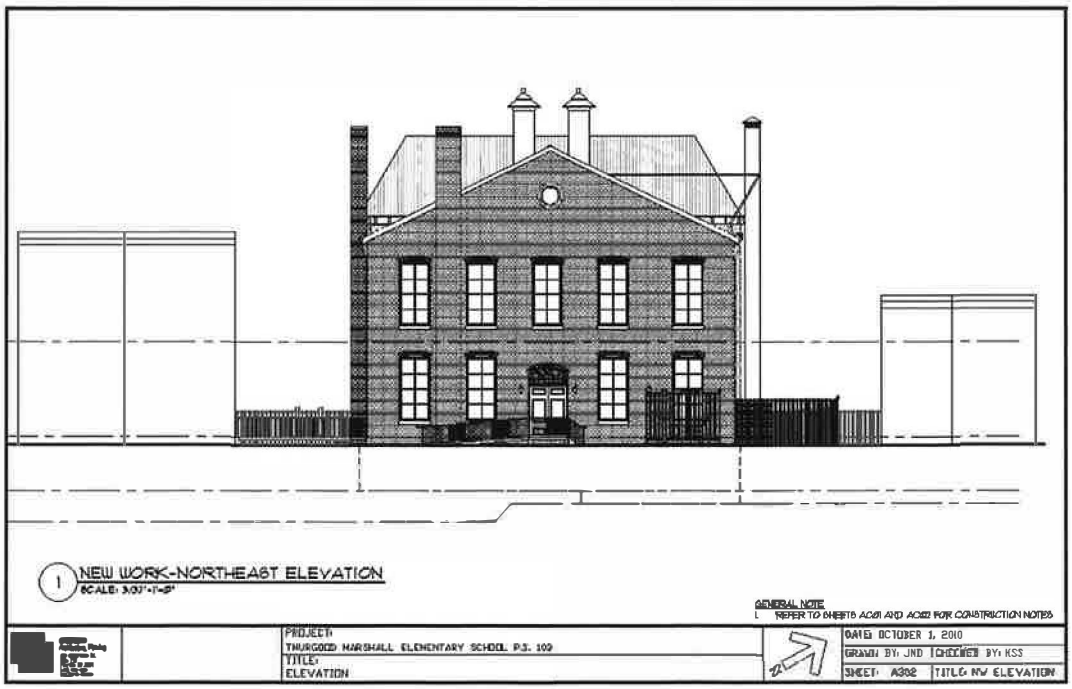
Colorado
Marylan

Appendix B—Roof and Additional Elevations

New Work – Roof Plan



New Work – Rear Elevation



New Work – East Elevation



New Work – West Elevation



Appendix C—Cost Estimate

AVALON CONSULTING SERVICES, LLC
300 N . WARWICK AVE. BALTIMORE, MD 21223
P. 410-945-9553/ F. 410-945-9554 / C. 410-365-2705

DATE 10-21-2010 — PROJECT ESTIMATE SHEET

PROJECT NAME :	Thurgood Marshall P.S. 103
LOCATION:	1135 Division St, Baltimore MD
PROJECT NUMBER:	AV-09-217-RE
OWNER NAME:	Mayor and City Council
ADDRESS:	1135 Division St, Baltimore MD
CONTACT PERSON	Janean McCalla-Dunston
ESTIMATOR:	DV
DATE OF SITE VISIT:	Thursday, October 21, 2010
TYPE OF WORK/SCOPE:	Historic Building-Renovation

Item #	DIV	ACTIVITY LIST	QTY	UNIT	UNIT/COST	Extension
1	DIV1	General Requirements				
2	GTS	General Terms and Conditions	1	ls	$ 121,778.00	$ 121,778.00
3	1010	Work Summary				$ -
4	1200	Submittals				$ -
5	1210	Allowances				$ -
6	1580	Project Signage				$ -
7	1600	Product Requirements and Substitutions				$ -
8	1670	Contract Close-out				$ -
9	1731	Cutting and Patching				$ -
10	1790	Special Mechanical/Electrical Requirements				$ -
11		Permits All Trades	5	ea	$ 7,500.00	$ 37,500.00
12	SP	Special Provisions				$ -
13						
14	DIV2	Site Construction				$ -
15		Asbestos Abatement and Lead Component Removal	1	ls	$ 55,000.00	$ 55,000.00
16	2070	Selective Demolition (Building and Site)	1	ls	$ 80,842.00	$ 80,842.00
17						
18	DIV3	Concrete				$ -
19		Concrete Steps	3	ea	$ 550.00	$ 1,650.00
20		Concrete Ramps	550	sf	$ 10.00	$ 5,500.00
21		Concrete Elevator Pit	6	cy	$ 750.00	$ 4,500.00
22						$ -
23						$ -
24	3542	Repair SOG,Conc.,Walks,Mech,Dumpster Pads	6595	sf	$ 15.00	$ 98,925.00
25						
26	DIV4	Masonry				$ -
27		Furnish and Install Masonry Lintels	5	ea	$ 800.00	$ 4,000.00
28		8"CMU Wall @ Elevator Pit	700	sf	$ 25.00	$ 17,500.00
29		Tie in Masonry @ New Opening	3	ea	$ 500.00	$ 1,500.00
30						
31						
32	4200	Patch/Repair Existing Masonry/Concrete Walls	11200	sf	$ 22.00	$ 246,400.00
33						
34	DIV5	Metals				$ -
35	5500	Metal Louvers	4	ea	$ 1,250.00	$ 5,000.00
36						
37	DIV 6	Wood and Plastics				$ -
38	6100	Rough Carpentry	4060	sf	$ 50.00	$ 203,000.00
39	6200	Finish Carpentry	15600	sf	$ 20.00	$ 312,000.00
40						
41	DIV 7	Thermal and MoistureProtection				$ -
42	7200	Copper Roof	17.5	sq	$ 2,550.00	$ 44,625.00
43	7270	Downspouts/Gutters	355	lf	$ 50.00	$ 17,750.00
44	7651	Remove/Replace Standing Seam Metal Roof	78	sq	$ 5,500.00	$ 429,000.00
45	7900	Joint Sealants	500	lf	$ 20.00	$ 10,000.00
46						
47	DIV 8	Doors and Windows				$ -
48	8111	Restore Existing Wood Frames/Doors	35	ea	$ 1,300.00	$ 45,500.00
49	8211	Flush Wood Doors	14	ea	$ 1,100.00	$ 15,400.00
50	8710	Restore Historic Door Hardware	35	ea	$ 500.00	$ 17,500.00

51	8800	Glass and Glazing/Restore Existing Frames/Windows	112	ea	$ 2,200.00	$ 246,400.00
52						
53	DIV 9	Finishes				$ -
54	9250	Gypsum Drywall Ceiling	150	sf	$ 10.00	$ 1,500.00
55	9512	Acoustical Ceilings	1500	sf	$ 5.75	$ 8,625.00
56	9652	Vinyl Composition Tile	5880	sf	$ 3.75	$ 22,050.00
57		Wainscot Wallcovering	3300	sf	$ 20.00	$ 66,000.00
58		Ceramic tile	1200	sf	$ 18.00	$ 21,600.00
59		Restore Wood Floors	7000	sf	$ 15.00	$ 105,000.00
60		Wood Base	1200	lf	$ 30.00	$ 36,000.00
61		Stain existing wood base	1200	lf	$ 10.00	$ 12,000.00
62		Repair Plaster Ceilings	6100	sf	$ 25.00	$ 152,500.00
63						
64						
65	9653	Resilient Wallbase	1300	lf	$ 1.50	$ 1,950.00
66	9680	Repair Plaster Walls	8000	sf	$ 22.00	$ 176,000.00
67	9900	Painting	31200	sf	$ 1.25	$ 39,000.00
68						
69	DIV 10	Specialties				$ -
70	10100	Repair Chalkboards	6	ea	$ 750.00	$ 4,500.00
71	10200	Louvers and Vents	2	ea	$ 1,775.00	$ 3,550.00
72	10440	Specialty Signs	5	ea	$ 1,750.00	$ 8,750.00
73	10522	Fire Protection Specialties				$ -
74	10800	Toilet and Bath Accessories	24	ea	$ 275.00	$ 6,600.00
75						
76	DIV 11	Equipment				$ -
77	11054	LibraryShelving Systems				$ -
78						
79	DIV 12	Furnishings				$ -
80	12300	Kichenette Cabinetry	8	ea	$ 750.00	$ 6,000.00
81	12511	Horizontal Louver Blinds				$ -
82						
83	DIV 13	Special Construction				$ -
84		(Not Used)				$ -
85						
86	DIV 14	Conveying Systems				$ -
87		Hydraullic Elevator by Lula w/Elevator Pit	1	ea	$ 38,000.00	$ 38,000.00
88						
89	DIV 21	Fire Suppresion				$ -
90		4" Fireline Siamese Connection	1	ea	$ 4,500.00	$ 4,500.00
91		4" Double Check Backflow Preventer	1	ea	$ 10,000.00	$ 10,000.00
92		Fire Alarm Check Assembly	1	ea	$ 5,750.00	$ 5,750.00
93		Fire Suppression Piping	6024	lf	$ 15.00	$ 90,360.00
94		Fire Sprinkler Heads	400	ea	$ 150.00	$ 60,000.00
95						$ -
96						
97	DIV 22	Plumbing				$ -
98		Furnish and Install 3"Floor Drain	4	ea	$ 1,250.00	$ 5,000.00
99		Gas Connection @ Division St	1	ea	$ 5,750.00	$ 5,750.00
100		Cap existing utilities	2	ea	$ 1,750.00	$ 3,500.00
101		Tap &Sleeve Water/Sewer	2	ea	$ 2,500.00	$ 5,000.00
102		Tankless gas fired water heater	1	ea	$ 2,000.00	$ 2,000.00
103		3" Domestic Water Service	100	lf	$ 75.00	$ 7,500.00
104		2- 1/2" Backflow Preventer	1	ea	$ 3,500.00	$ 3,500.00
105		4"Sanitary Sewer	200	lf	$ 65.00	$ 13,000.00
106		1" Gas Service	85	lf	$ 150.00	$ 12,750.00
107		Sump pump	1	ea	$ 2,250.00	$ 2,250.00
108		Rough in plumbing	500	lf	$ 35.00	$ 17,500.00
109		Water Closets	8	ea	$ 2,000.00	$ 16,000.00
110		Lavatories	7	ea	$ 1,750.00	$ 12,250.00
111						
112	DIV 23	HVAC				$ -
113		AHU's	5	ea	$ 30,000.00	$ 150,000.00
114		Ductwork	1200	lf	$ 70.00	$ 84,000.00
115		Gas Fired Heaters	7	ea	$ 2,200.00	$ 15,400.00
116		VAV Boxes	9	ea	$ 1,750.00	$ 15,750.00
117		By pass Terminal	1	ea	$ 3,000.00	$ 3,000.00
118		Diffusers	10	ea	$ 750.00	$ 7,500.00

119		Gas Piping to Units	300	lf	$ 75.00	$ 22,500.00
120		Roof Curb	1	ea	$ 2,150.00	$ 2,150.00
121		HVAC Controls	1	ls	$ 28,000.00	$ 28,000.00
122						
123	DIV26	Electrical				$ -
124		Mechanical Disconnects	10	ea	$ 1,500.00	$ 15,000.00
125		Historic Lighting Fixtures	140	ea	$ 575.00	$ 80,500.00
126		Power, wiring, panels, ductbank, transformer, meter	1	ls	$ 352,500.00	$ 352,500.00
127						
128	DIV27	Communications				$ -
129		Voice Data Devices	50	ea	$ 150.00	$ 7,500.00
130		Low Voltage Wiring	1000	lf	$ 15.00	$ 15,000.00
131		Data Rack	1	ea	$ 7,500.00	$ 7,500.00
132						
133	DIV32	Exterior Improvements				$ -
134		Ornamental Fencing	260	lf	$ 60.00	$ 15,600.00
135		Metal Hand Railings	150	lf	$ 50.00	$ 7,500.00
136		Exterior Lighting	18	ea	$ 550.00	$ 9,900.00
137		Sodding	500	sf	$ 3.75	$ 1,875.00
138						
139		subtotal				$ 3,848,680.00
140						
141		15% Contingency	15%		$ 3,848,680.00	$ 577,302.00
142						
143		Overhead and Profit	15%	%	$ 4,425,982.00	$ 663,897.30
144						
145		Total				$ 5,089,879.30

Appendix D—Environmental Survey

The following pages contain an environmental survey that was conducted at PS103 in September 2009. The phase one survey was conducted by IH Services, Inc., at the request of the City of Baltimore, through cooperation between the Baltimore National Heritage Area and the Department of General Services.

DEPARTMENT OF GENERAL SERVICES

KHALIL A. ZAIED, DIRECTOR

FACSIMILE TRANSMISSION

Office of the Mayor, Baltimore National Heritage Area
Director Jeffrey Buchheit
410-396-5136
Gordon Hubbard 410-396-3678
Asbestos Management, 200 N. Holliday St.

SUBJECT AND COMMENTS

PS 103, 1315 Division Street, Environmental Report

15 NUMBER OF PAGES TO FOLLOW THIS COVER SHEET

PROBLEMS WITH TRANSMISSION?

THE NUMBER TO CALL	410-396-3678
CONTACT PERSON	Gordon Hubbard
OUR FAX NUMBER	410-385-0923
DATE/TIME	10/20/09

CITY OF BALTIMORE
Sheila Dixon, Mayor

I H SERVICES, INC.

Industrial Hygiene and Related Services
Baltimore, Maryland 21224

1831 Portal Street
Suite E

Main Office
410-633-4000
Fax
410-633-4122

Report #: 9-1006 Date: October 05, 2009

Report To: Baltimore City Asbestos Management Program
200 N. Holliday Street
Room 700
Baltimore, MD 21202
Attn: Gordon Hubbard

Project: PS 103 – 1315 Division Street

On September 25, and September 29, 2009, IH Services, Inc., Industrial Hygienists, Scott Richardson and Ted Heinrich were requested to perform an environmental survey and assessment of the building known as PS 103, by Mr. Gordon Hubbard of the Baltimore City Asbestos Management Program. IH Services, Inc. performed a visual assessment to determine potential environmental concerns within PS 103. Many asbestos materials were assumed to be ACM including 9"x9" vinyl tile, mastic, pipe insulation and mudded duct insulation. Other suspect materials were sampled including 12"x12" vinyl tile, plaster and decorative joint compound. IH Services, Inc. utilized paint chip sampling to assess lead paint concerns and performed visual assessment of light fixtures for the presence of lighting ballasts containing PCBs.

This report is not a guarantee of the condition of the property and should not be viewed as such, rather it is a fair end equitable opinion of the materials listed at the time of the inspection and should not serve as a specification for future work to be conducted at the building.

Asbestos Materials *Inventory of assumed ACM*

- 9"x9" floor tile/mastic red, under carpet, 2nd floor, West end office (20x12)
- 9"x9" floor tile/mastic, 2nd floor, east, rest room (6x12)
- 7"x9" floor tile/mastic, 2nd floor, small office, east end (6x10)
- 9"x9" floor tile/mastic, 2nd floor, east office, (12x14)
- approx. 130 linier feet, 3" pipe insulation, 2nd floor throughout most rooms
- approx. 20 linier feet, 8"-10" pipe insulation, 2nd floor
- approx. 420 linier feet, 6"-8" pipe insulation above 2nd floor ceiling (attic), quantity is estimate based on visual of system and seeing suspect pipe insulation above water damaged collapsed ceilings
- 9"x9" floor tile, west end, stair landing, 1st floor (6x12) 72 square feet
- 9"x9" floor tile, west end, entrance lobby, 1st floor (12x15) 180 square feet
- 9"x9" floor tile, west end, office, 1st floor, (14x20) 280 square feet
- 9"x9" floor tile, south side, center rooms, 1st floor, (24x24)and(24x30) 129 square feet
- 9"x9" floor tile, east end, kitchen, bathroom, stairwell, lobby,(12x20)(8x20)(8x12)
- mud over wire and fiberglass, duct insulation, basement boiler room,
- approx. 300 square feet
- 12" pipe insulation, back wall, boiler room, basement, approx. 4 linier feet
- 9"x9" floor tile, green, small south side room, basement, (10x12) 120 square feet
- 9"x9" floor tile, green, north side, basement, shop areas, (22x60) 1,320 square feet
- 12"x12" floor tile, beige, and associated mastic, 2nd floor hall, approx. 720 square feet
- 12x12" floor tile, red/orange and associated mastic, basement, approx. 540 square feet

Pb Based painted building components *Assumed and sampled*

- All painted interior trims, moldings, baseboards, etc.
- All window components including sashes, stops, sills, and frames
- All interior painted plaster walls
- All exterior painted components including facias, eaves, entrance doors, frames, trims, etc.
- Painted radiant heaters, should also assumed painted mechanical systems, including pipes, conduit, bathroom fixtures and stalls.

Lead

IH Services, Inc. utilized paint chip sampling on components where paint was observed to be damaged, peeling, flaking or chipping of the samples collected. Many indicated the presence of Pb-based paint. Any level of lead can create lead hazards if not properly handled, or improperly disturbed by sanding, grinding, or burning. Lack of maintenance or paint stabilization can create the accumulation of lead contaminated dust. Areas of peeling, flaking, or chipping paint were observed throughout this building as well as on exterior painted components.

Light Ballasts

IH Services visually assessed numerous light fixtures for the presence of PCM light ballasts. None were observed to say "No PCBs" thus they are assumed to contain PCBs.

Mercury

No mercury switch thermostats were observed within this building, however, any demolition or renovation that would impact the fluorescent lighting should consider the fluorescent tube lighting to contain mercury and should be disposed of accordingly.

Additional Hazards

Several areas contained unidentified chemicals, cleaners, oils, solvents, paints, etc., and should be handled accordingly.

These areas include:

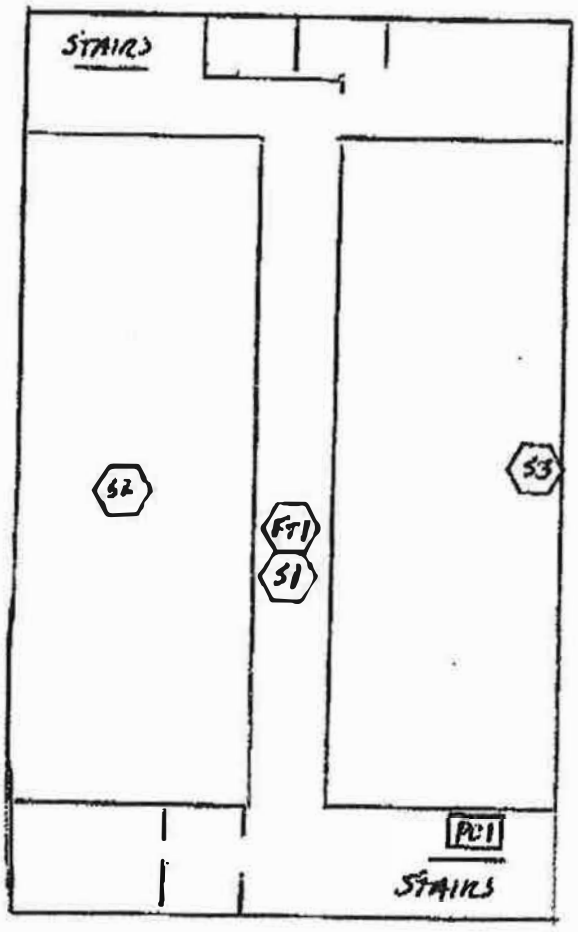
- 2 fuel oil tanks, west end basement
- buckets/containers under west end stairs, basement
- multiple cleaners etc., basement shop and storage rooms
- various containers, paints, etc, under east stair storage, basement

Additionally, multiple areas of severe mold issues were noted. These included the basement storage rooms with numerous books and other materials showing severe mold growth. Numerous areas of visible mold on a multitude of components from what appears to be numerous water intrusion areas, especially obvious breaches of the roof system, east section of the building.

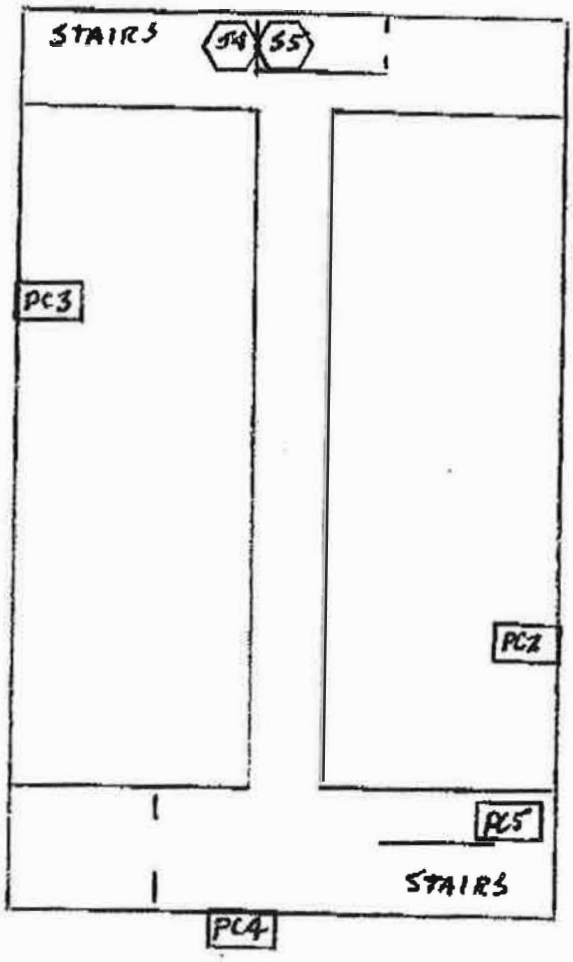
Report Submitted By:

Scott S. Richardson – Operations Manager

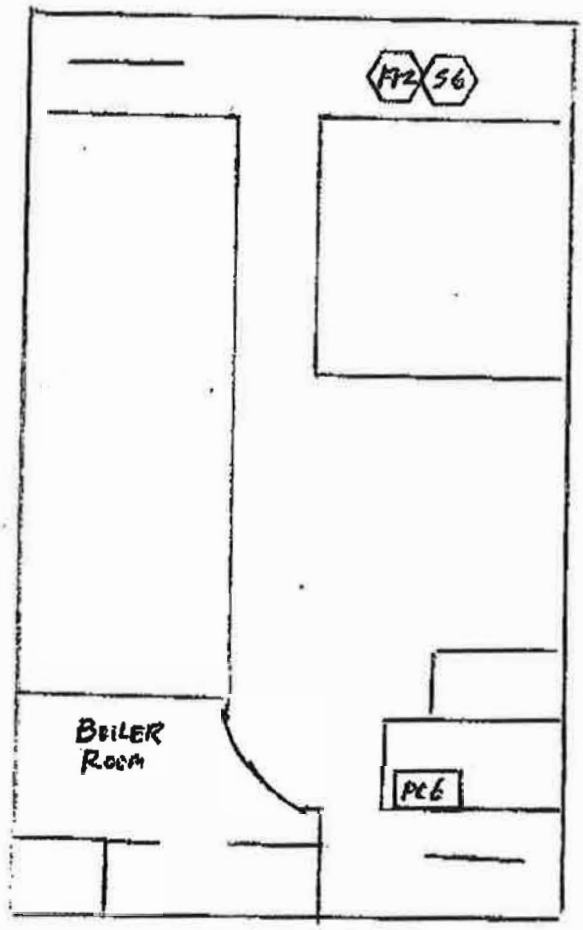
P.S. 103 2ND FLOOR



P.S. 103 1ST FLOOR



PS 103 BASEMENT



I H SERVICES, INC.

IH SERVICES, INC.

1831 Portal Street – Suite E • Baltimore, Maryland 21224

Main Office
410-633-4000
Fax
410-633-4122

REPORT OF ANALYSIS

Report: 9-1006 **Report Date:** September 29, 2009

Report To: Baltimore City Asbestos Management Program
200 North Holliday Street
Room 700
Baltimore, MD 21202
Attn: Gordon Hubbard

Project I.D.: PLM Bulk samples taken by to IH Services, Inc. at PS 103 – 1315 Division Street

Sample No.	Sample Date	Asbestos Fibers	Other Fibers	Particulate Matter	Location/Description
103-FT1	09/28/09	2% Ch	--	98%	12x12 floor tile, hall, 2nd floor
103-S1	09/28/09	2% Ch	--	98%	Mastic, hall, 2nd floor
103-S2	09/28/09	NAD	TR OF	100%	Troweled on wall spackle, 2nd floor, North side, office
103-S3	09/28/09	NAD	TR SF	100%	Plaster wall, 2nd floor, South side room
103-S4	09/28/09	NAD	TR OF	100%	Plaster brown coat, 1st floor, East bathroom
103-S5	09/28/09	NAD	--	100%	Plaster skim coat, 1st floor, East bathroom
103-FT2	09/28/09	NAD	--	100%	12x12 floor tile, orange/red, basement, East end
103-S6	09/28/09	3% Ch	--	97%	Mastic, basement, East end

KEY:

NAD	=	No Asbestos Detected	TR	=	Trace (Less than 1%)
Ch	=	Chrysotile Asbestos	MW	=	Mineral Wool Fibers
Cr	=	Crocidolite Asbestos	FG	=	Fiber Glass Fibers
Am	=	Amosite Asbestos	OF	=	Organic Fibers
Tr	=	Tremolite Asbestos	SF	=	Synthetic Fibers
An	=	Anthophyllite Asbestos			
Ac	=	Actinolite Asbestos			

Notes:
(1) Analytical Method: EPA/600/R-93/116 – Polarized Light Microscopy (PLM)
(2) Date Received: 09/29/09
(3) Date Analyzed: 09/29/09
(4) Analyst: SW
(5) Analysis Subcontracted

Results Reviewed By: Steven R. Kluk

I H SERVICES, INC.

Industrial Hygiene and Related Services
Baltimore, Maryland 21224

1831 Portal Street
Suite E

Main Office
410-633-4000
FAX
410-633-4122

Report 9-1006 Bulk Sampling Form

Client: Beamp	Date Samples Taken: 9-28-09	Page 1 of 1
Address:	Project Location: 1315 DIVISION ST	
Phone Nº	Inspector: SCOTT RICHARDSON	

Sample Number	AHERA Classification	Sample Location / Description
103-FT1	MSC	12x12 ft HALL 2ND FL
-S1		MASTIC " "
-S2		TROWLED ON WALL SPACKLE 2ND FL N SIDE OFFICE
-S3		PLASTER WALL 2ND FL SOUTH SIDE ROOM
-S4		PLASTER BROWN COAT 1ST FL EAST BATHROOM
-S5		PLASTER SKIM COAT 1ST FL EAST BATHROOM
-FT2		12 x 12 FT ORANGE/RED MASTIC EAST BATH
-S6		MASTIC " "

Comments:

AMA Analytical Services, Inc.

A Specialized Environmental Laboratory

CERTIFICATE OF ANALYSIS

NVLAP 101163-0

Client:	EI Services, Inc.	**Job Name:**	P.S.103	**Chain Of Custody:**	193955
Address:	1831 Postal Street - Suite E	**Job Location:**	1315 Division St. Baltimore MD	**Date Analyzed:**	9/29/2009
	Baltimore, Maryland 21224	**Job Number:**	1938	**Person Submitting:**	Scott Richardson
		P.O. Number:	Not Provided		

Attention: Scott Richardson

Summary of Polarized Light Microscopy

AMA Sample Number	Client Sample #	Total Asbestos	Chrysotile Percent	Amosite Percent	Crocidolite Percent	Other Asbestos Percent	Mineral Wool Percent	Fiberglass Percent	Organic Percent	Synthetic Percent	Other Percent	Particulate Percent	Sample Color	Homogeneity	Analyst ID	Comments
0961847	103-FT1	2	2	--	--	--	--	--	--	--	--	98	Multi	Homogeneous	SW	
0961848	103-S1	2	2	--	--	--	--	--	--	--	--	98	Black	Homogeneous	SW	
0961849	103-S2	NAD	--	--	--	--	--	--	TR	--	--	100	White	Homogeneous	SW	
0961850	103-S3	NAD	--	--	--	--	--	--	--	TR	--	100	Beige	Homogeneous	SW	
0961851	103-S4	NAD	--	--	--	--	--	--	TR	--	--	100	Brown	Homogeneous	SW	
0961852	103-S5	NAD	--	--	--	--	--	--	--	--	--	100	White	Homogeneous	SW	
0961853	103-FT2	NAD	--	--	--	--	--	--	--	--	--	100	Orange	Homogeneous	SW	
0961854	103-S6	3	3	--	--	--	--	--	--	--	--	97	Black	Homogeneous	SW	

Sep. 29. 2009 4:51PM

The report applies only to the sample, or samples, investigated and is not necessarily indicative of the quality or condition of apparently identical or similar products. As a mutual protection to clients, the public, and these Laboratories, this report is limited and exempted for the exclusive use of the client to whom it is addressed and upon the condition that it is not to be used, in whole or in part, in any advertising or publicity matter without prior written authorization from us. Sample types, volume, and collection protocols are based upon the information provided by the persons submitting them and, unless collected by personnel of these Laboratories, we expressly disclaim any knowledge and liability for the accuracy and completeness of this information. Bulk/soil sample material will be discarded in accordance with the appropriate regulatory guidelines, unless otherwise requested by the client. NVLAP accreditation applies only to polarized light microscopy of bulk samples and transmission electron microscopy of AHERA air samples. This report must not be used to claim, and does not imply product certification, approval, or endorsement by NVLAP, NIST, or any agency of the Federal Government. All rights reserved. AMA Analytical Services, Inc.

Phone: 410-633-4000
FAX: 410-633-4122

SAMPLE SUBMITTAL – CHAIN-OF-CUSTODY
IH SERVICES, INC.
1831 Portal Street – Suite E • Baltimore, MD 21224

OFFICE USE ONLY
Report #
COC #

COC # 1938

IH, Inc. Client Name: Beamp
Contact: Grow Huang
Phone No. _____ FAX No. _____
Total No. of Samples 8

Project Name: P.S. 103
Address: 1315 Division St
Baltimore MD

Project Page 1 of 1

Results Required by: 9/30/09 Before Noon? ☐ Yes ☐ No ☐ by FAX ☐ by Mail (Original)

LAB NO.	SAMPLE NO.	SAMPLE IDENTIFICATION	DATE SAMPLE TAKEN	VOLUME (L) AREA (SQ IN)	SAMPLE TYPE				TESTS REQUIRED					
					AIR	BULK	WIPE		TEM	PLM	LEAD	MOLD	TCLP LEAD	
	-FT1	(2x12ft Hall 2nd fl	9-28-09			✓				✓				
	-S1	Master				✓				✓				
	-S2	Troweled Sparkle 2nd fl				✓				✓				
	-S3	Plaster Wall 2nd fl				✓				✓				
	-S4	Plaster Brown 1st fl				✓				✓				
	-S5	Plaster white 1st fl				✓				✓				
	-FT2	12x12ft Stair				✓				✓				
	-S6	Master				✓				✓				

1	Relinquished by: (signature)	Date: 9-28-09	3	Relinquished by: (signature)	Date:	SAMPLE ANALYSIS	Analyzed by: (signature)	Date:
	Name: (printed) SSR	Time: 1500		Name: (printed)	Time:		Name: (printed)	Time:
2	Received by: (signature)	Date:	4	Received by: (signature)	Date:		Reported to: (signature)	Date:
	Name: (printed)	Time:		Name: (printed)	Time:		Name: (printed)	Time:

10/20/2009 10:55 4103850923 CONSTRUCTION MGMT PAGE 12/16

IH SERVICES, INC.

1831 Portal Street – Suite E • Baltimore, Maryland 21224

Main Office
410-633-4000
Fax
410-633-4122

REPORT OF ANALYSIS

Report: 9-1006 Report Date: Sept 30, 2009

Report To: Baltimore City Asbestos Management Program
200 North Holliday Street
Room 700
Baltimore, MD 21202
Attn: Gordon Hubbard

Project I.D.: Paint chip samples taken by IH Services, Inc. at PS 103 – 1315 Division St.

Sample No.	Lab ID	Date	Description/Location	LEAD,%
0968841	103-PC1	09/28/09	Light blue, plaster, wall, West stairwell, C side	0.044%
0968842	103-PC2	09/28/09	Pink, wood, trim molding, South side 1st floor, B side wall	43%
0968843	103-PC3	09/28/09	Beige, plaster, wall, North side 1st floor, D Wall	9.9%
0968844	103-PC4	09/28/09	White, wood, door frame, exterior, front door	3.6%
0968845	103-PC5	09/28/09	Silver, metal, radiant heater, west stairwell, C side	0.52%
0968846	103-PC6	09/28/09	White/light blue, plaster, wall, restroom, basement A wall	0.13%

Notes:
(1) Results expressed as weight percent %
(2) Regulatory Limit: 0.5%
(3) Method: EPA 600/R-93/200(M)-7420
(4) Analyst: SC
(5) Date Received: 09/29/09
(6) Date Analyzed: 09/30/09
(7) Analysis Subcontracted

Results Reviewed By: _____

I H SERVICES, INC.

Industrial Hygiene and Related Services
Baltimore, Maryland 21224

- 1831 Portal Street
Suite E

Main Office
410-633-4000
FAX
410-633-4122

Report 9-1006 PAINT CHIP REPORT

Client: B-CAMP	Date Samples Taken: 8-28-09	Page 1 of 1
Address:	Project Location: 1315 DIVISION ST	
Phone Nº	Inspector: SCOTT RICHARDSON	

Lab ID Nº	Sample Nº	Room	Location	Color	Component	Substrate	Condition	Comments	Results (% Pb)
841	103-PC1	LEFT STAIRWELL	C SIDE	LT BLUE	WALL	PLASTER	PEELING		0.044
842	103 PC2	SOUTH SIDE 1ST FL	B SIDE WALL	PINK	TRIM	WOOD	PEELING	WINDOW COMPONENT	43
843	103 PC3	NORTH SIDE 1ST FL	D WALL	BEIGE	WALL	PLASTER	PEELING		9.9
844	103 PC4	EXT	FRONT DOOR	WHITE	DOOR FRAME	WOOD	PEELING	RED EXT WOOD TRIM WINDOWS - FACIA - RAILS	3.6
845	103 PC5	WEST STAIRWELL	C SIDE	SILVER	RADIENT HEATER	METAL	PEELING		0.53
846	103 PC6	RESTROOM BASEMENT	A WALL	WHITE LT BLUE	WALL	PLASTER	PEELING		0.13

REV.11/06

AMA Analytical Services, Inc.

A Specialized Environmental Laboratory

CERTIFICATE OF ANALYSIS

AIHA 100670

NY ELAP 10920

Client:	IH Services, Inc.	Job Name:	P.S.103	Chain Of Custody:	153956		
Address:	1831 Portal Street - Suite E	Job Location:	1315 Division St. Baltimore MD	Date Submitted:	9/29/2009		
	Baltimore, Maryland 21224	Job Number:	1939	Person Submitting:	Scott Richardson		
		P.O. Number:	Not Provided	Date Analyzed:	9/30/2009	Report Date:	9/30/2009
Attention:	Scott Richardson						

Summary of Atomic Absorption Analysis for Lead

AMA Sample Number	Client Sample Number	Analysis Type	Sample Type	Air Volume (L)	Area Wiped (ft²)	Reporting Limit	Final Result	Comments
0968841	103-PC1	Flame	Paint Chip	****	N/A	0.0087 %Pb	0.044 %Pb	
0968842	103-PC2	Flame	Paint Chip	****	N/A	0.0096 %Pb	43 %Pb	
0968843	103-PC3	Flame	Paint Chip	****	N/A	0.0083 %Pb	9.9 %Pb	
0968844	103-PC4	Flame	Paint Chip	****	N/A	0.0098 %Pb	3.6 %Pb	
0968845	103-PC5	Flame	Paint Chip	****	N/A	0.0081 %Pb	0.52 %Pb	
0968846	103-PC6	Flame	Paint Chip	****	N/A	0.0067 %Pb	0.13 %Pb	

Analysis Method for Flame: Air, Wipes, Paints, and Soil/Solids: EPA [illegible](M)-7420; Water: SM-3111B

Analysis Method For Furnace: Air, Wipes, Paints, and Soil/Solids : EPA [illegible](M)-7421; Water: SM-3113B

See QC Summary for analytical results of quality control samples associated with these samples.

NA = Not Applicable mg/Kg= parts per million (ppm) by weight mg/L = parts per million (ppm)

%Pb = percent lead by weight ug = micrograms ug/L = parts per billion (ppb)

NY ELAP accreditation applies only to paint chip, wipe, and soil samples.

Note: All samples were received in good condition unless otherwise noted.

Note: All results have two significant digits. Any additional digits shown should not be considered when interpreting the result.

Air and Wipe results are not corrected for any blank results

Analyst: Saphia Chinnapol

Technical Manager: G Edward Carney

Sep. 30. 2009 2:12PM

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Project Page 1 of 1

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LAB NO.	SAMPLE NO.	SAMPLE IDENTIFICATION	DATE SAMPLE TAKEN	VOLUME (L) AREA (SQ IN)	SAMPLE TYPE				TESTS REQUIRED					
					AIR	BULK	WIPE	PAINT CHIP	TEM	PLM	LEAD	MOLD	TCLP LEAD	
	03-PC1	Dust Stain Wall	9-28-07					✓			✓			
	-PC2	Ext Trim Fenestration						✓			✓			
	-PC3	Int Wall						✓			✓			
	-PC4	Ext Door Fenestration						✓			✓			
	-PC5	Radiant Heater						✓			✓			
	-PC6	Base Board						✓			✓			

1	Relinquished by: (signature)	Date: 9-28-07	3	Relinquished by: (signature)	Date:	LAB USE	Analyzed by: (signature)	Date:
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October 31, 2010

Report to the Mayor's Commission on Former P.S. 103 - Thurgood Marshall's Elementary School

Interpretive Plan

Defining a place in our time...







"In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute."

Report prepared by:
POINT•Heritage Development Consulting, *Tallahassee, FL*
LEES|**DAWSON** Interpretive Planning and Design, *Boston, MA*

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Interpretive Planning

Introduction to Interpretive Planning

Interpretive planning focuses on the interpretive and educational components of an area or site. It takes in architectural and site issues and provides complementary messages, programming, and the use of media for delivering information to a variety of audiences. Interpretive planning is a management tool that can be used to increase visitors' appreciation for, and sensitivity to, the history and the cultural resources of an area.

Interpretive planning is goal-driven. The process starts with identifying the broadest goals relevant to the project. Within these broad guidelines, more specific goals and objectives can be identified and incorporated into long- or short-term planning efforts. The purpose of working within a goal-driven framework is to make sure that consensus has been reached among the stakeholders, and results can be achieved. Interpretive planning ensures that facilities and programming are accessible and free of barriers to both physical passage and communication (i.e., visual, hearing, and language).

The Interpretive Plan forms the overall vision and basis for making decisions relating to interpretation at a site. It comprises a spectrum from long-range through short-range views.

Long-Range View
This document addresses the long-range plan for Baltimore's Public School 103 (P.S.103), and comprises one of three interrelated studies undertaken to guide future rehabilitation and interpretation of the historic property.

The first component of the current planning project is a historical study containing oral histories and inventories of collections, exhibits, and other media related to the site and its key stories. The second component is a historic structure study that chronicles the building's architectural history and community context, as well as making recommendations for rehabilitation of the structure.

This document comprises the third major component of the project—an interpretive plan that includes a thematic, and programmatic approach for possible exhibits and other interpretive media at the historic school. Interpretation will complement the building, the Upton neighborhood of West Baltimore, and other heritage education and tourism efforts in Baltimore. As with other aspects of the project, interpretive planning is heavily informed by stakeholder involvement. Planning also builds on information generated in the historical and architectural components of the project.

Development of the Interpretive Plan

Work on the Long-Range Interpretive Plan for Public School 103, Thurgood Marshall's elementary school, began in June 2009, with the initial stakeholder meetings and interviews associated with the PS103 Assessment and Planning Project. Stakeholders involved through meetings, oral history workshops, and individual interviews included the PS103 Commission, staff of the Baltimore National Heritage Area, former PS103 students, area residents, representatives of potential partner agencies and organizations, and subject matter experts. Results of this public involvement were published in a report to the PS103 Commission in December 2009, entitled *Stakeholder Findings and Architectural Survey*.

Following the initial report, the planning team conducted an analysis of existing conditions, audience needs, and travel trends. The analysis examined the site within its community context, as well as within the network of historic sites in Baltimore that share a similar focus, and presented initial concepts of interpretive space allocation within the building. The resulting report, presented to the PS103 Commission in April 2010, is entitled *Architectural Concepts and Interpretive Analysis*. The previous work culminates in the development of this Long-Range Interpretive Plan for PS103.

The interpretive plan is divided into the following three sections:

Section I - Background
Provides relevant background information on existing conditions for the site, including stakeholder priorities, context, audience needs, and travel trends.

Section II - Foundation for Planning
Describes the key components upon which the interpretive plan is built, including goals and issues for visitor experience, interpretation, education, and resource stewardship.

Section III - Recommendations
Recommends ways to achieve those goals and address the issues through facilities, interpretive media and programs, and access to resources and experiences.

The Long-Range Interpretive Plan lays the foundation for public interpretation at PS103, including information and recommendations concerning significance, context, themes, visitor experience, and education. Eventually, complements to this plan could be developed, including a comprehensive education and interpretive plan that builds on recommendations contained in this report and a cultural landscape report that addresses the neighborhood context of the historic school. Intended audiences for this Long-Range Interpretive Plan include the Baltimore National Heritage Area, the PS103 Commission, facility staff, interpretive media and facility designers, and partners.

Section I
Background

Section I - Background

Stakeholder Findings

Information gathered in the stakeholder meetings and interviews lays the groundwork for interpretive planning. The planning team provided project information to more than 50 stakeholders and potential partners, and conducted more than 40 interviews with PS103 Commissioners and interested individuals. All stakeholders agree that a publicly accessible exhibit should be programmed into the building. People discussed their thoughts on the history that could be shared with the public at PS103, helping to establish priorities and interpretive topics. A full description of the process, participants, and results of stakeholder involvement can be found in the December 2009 document, entitled *Stakeholder Findings and Architectural Survey*.

Common Concepts

Five common concepts arose out of the meetings and interviews held during the initial phase of the project. Found in their entirety in the *Stakeholder Findings and Architectural Survey* report, aspects of the concepts relevant to interpretation are summarized below.

- ***Thurgood Marshall***
  In meetings and interviews, Marshall is unanimously recognized as the lens through which the public can understand Baltimore's role in the struggle for civil rights, the evolution of West Baltimore, and the local history of PS103. While people feel that it is important to share Marshall's story, they also want to illustrate the legal and social roots of the community in which he was raised. Other historical figures mentioned include Harvey and Amelia Johnson and Henry Highland Garnet, for whom PS103 is named.
- ***Sustainability***
  Interviewees insist that the historic property must be economically sustainable. All people accept an exhibit function for the building, but recognize that a private/non-profit stand-alone museum is not a feasible option.
- ***Community***
  People feel that there needs to be community access to at least a portion of a rehabilitated PS103. This could be accomplished by a public entity occupying the building, or by reserving a portion of the building for a public exhibit if a private entity or a public entity with a limited clientele occupies the remainder of the building.
- ***History***
  People expressed interest in the building serving a function compatible with its historic significance. This includes having an exhibit that will share information on the evolution of the Upton neighborhood, the people and organizations historically connected to PS103, and Baltimore's civil rights legacy (especially the importance of the legal foundation of the movement).
- ***Education***
  Interviewees and people who attended project meetings feel strongly that the building should maintain an educational function or some connection to the education establishment. Education is a way to aid the surrounding community, whether through a

facility that serves residents directly or an educational function that brings role models from different walks of life into the community. Today's community lacks the class integration of the past—as one person put it, the "possible" is removed for young people in the community today. Many people used Thurgood Marshall as an example of this, stating that he grew up interacting with laborers and professionals alike, and understood that he could follow either path.

Historical Research

Historical research for the project includes a summary of interpretation and collections concerning Thurgood Marshall and Baltimore's civil rights legacy; information related to PS103; an inventory of PS103's contents; and 30 oral historical interviews. All of this research helped to inform the interpretation of the project.

The history surrounding Thurgood Marshall's life and the struggle for civil rights in Baltimore both bear national and regional significance. Determining where and how these stories are being interpreted assists the planning team in understanding:

- What stories are already being told elsewhere
- What stories are not being told elsewhere, and therefore might be appropriate for PS103
- What resources are available to utilize in interpretive programming for PS103

Information about PS103 helps to tell the story of an important local institution, as well as providing a touchstone to understanding segregated public education prior to the landmark Brown v. Board decision. The images and documents being identified during this research will be useful in developing the exhibit at PS103. Similarly, the contents inventory of the building, completed in November 2009, has identified classroom materials and furniture from the mid-20th century through the school's closure. This material will be valuable in creating a static exhibit at the site. Unfortunately, no materials identified during the inventory definitively relate to the time period when Marshall attended PS103 (1914 to 1921)—regarding his story, the building itself is the most important interpretive artifact.

The 30 oral historical interviews will provide personal perspectives and details that will flesh out the primary topics interpreted at the site. The oral histories give people an opportunity to tell their stories in their own voices, with their own words. Whether quoted in static exhibits or incorporated into electronic media, these interviews give visitors a very human, personal connection to the themes being interpreted.

Public School 103, The Henry Highland Garnet School

In the architectural assessment of the historic school provided in the *Stakeholder Findings and Architectural Survey* report (December 2010), PS103 is recognized as an important community landmark with a great deal of historic integrity. The basic layout of the building is still intact. Furthermore, many of the architectural details remain. The façade retains its decorative cornices, limestone arches, and marble stoop. Inside the building, classrooms line a central corridor, and some of the original doors, windows, coat racks, and hardware are still in place.

Although emergency stabilization is needed immediately, the structure certainly is able to be rehabilitated—it has "strong bones," as preservationists like to say. The historical integrity of PS103 contributes to the building's sense of place. It is easy to feel the history here and to imagine (or remember) classrooms filled with busy children, small jackets lining the hallway, and the familiar cadence of teachers' voices sharing daily lessons. The building's basic form and its many details provide an immediate, strong sense connection to the past.

Community Context

PS103 is not a historic structure that exists in isolation. Its location on Division Street places the school in the midst of an urban cultural landscape with a great deal of historical significance and integrity. The streetscapes, especially the architecture of the rowhouses and the historic churches, comprise a rich canvas upon which to tell the history of the area. The Pennsylvania Avenue Heritage Trail recognizes this and utilizes the area's resources to share important stories about entertainment, civil rights, religion, and the evolution of West Baltimore. The trail draws history out across the urban landscape, connecting landmarks in the community. In addition to PS103, many other historic properties identified along the trail, or streetscapes and sites nearby, relate directly to Thurgood Marshall's life in Baltimore and to Baltimoreans' efforts in securing equal rights for all Americans, including:

- Locations relevant to Marshall's youth in Baltimore, some of which are extant but most of which are gone. Because the area is small, however, many of the streetscapes that connected Marshall's world still remain

  543 McMechen Street—site of apartment where Marshall was born (no longer standing)

  1632 Division Street—Marshall's home for most of his childhood; his family lived with Fearless Mentor Williams (Uncle Fee) and his wife Florence (Aunt Flo)

  2001 Division Street—Saint Katherine's Episcopal Church—the Marshall family's place of worship

  1838 Druid Hill—Marshall family home later in Marshall's childhood and into adulthood (no longer standing)

  63 Orchard Street--Location of Isaiah and Mary Williams' home and grocery (maternal grandparents; store no longer standing)

  11 Denmead Street—Location of Denmead Market, a second grocery store belonging to Isaiah and Mary Williams (no longer standing)

  535 Dolphin Street—Location of Marshall's Grocery (paternal grandparents Thorney and Annie Marshall; store no longer standing)

  Dolphin Street and Pennsylvania Avenue--location of Colored High and Training School (school moved, original building no longer standing)

- Lillie Mae Carroll Jackson House, currently under development as a museum by Morgan State University
- Several churches, all with active congregations and long histories in the struggle for equality (especially Sharp Street Memorial United Methodist, Bethel A.M.E., Douglass Memorial Community, Union Baptist, and Trinity Baptist)

- Offices of the Afro-American, one of the nation's oldest African American owned newspapers and a strong voice in Civil Rights Movement
- Fraternal organizations active in the pursuit of civil rights (especially the Prince Grand Hall Lodge and the Elks Lodge)

Baltimore Sites with an African American Focus

In addition to its context within West Baltimore, it is important to understand the school's potential to fit into a network of established sites significant to African American history and culture in Baltimore.

Two major sites anchor the interpretation of African American history—the Reginald F. Lewis Museum of Maryland African American History and Culture and the National Great Blacks in Wax Museum. The former includes all of Maryland in its interpretation; the latter has a national scope. The Frederick Douglass/Isaac Meyers Maritime Park, also an important destination, shares the stories of this facility's namesakes, as well as interpreting the maritime industry and the evolution of the African American community in Baltimore. In addition to these interpretive sites, the Star-Spangled Trails system, managed by the Baltimore National Heritage Area, includes the Pennsylvania Avenue Heritage Trail, and Maryland's Network to Freedom with the Frederick Douglass Freedom and Heritage Trail and Tour of Underground Railroad Sites; Maryland's Network to Freedom is designated as a part of the National Park Service's Network to Freedom program. There are many smaller sites also related to African American history and culture, such as those described above along the Pennsylvania Avenue Heritage Trail in West Baltimore. Smaller sites are more likely to be visited as part of a tour of several sites, large and small. Several tour operators specialize in tours marketed to African Americans.

Cultural Heritage Travel Trends

Travelers in the 21st century are increasingly interested in learning something on their vacations. People want to hear stories and participate in them as well. Finding ways of telling immersive, compelling stories at PS103 will lead visitors and residents alike to understanding, appreciating, and supporting the site.

When completed, PS103 will be a new heritage attraction in a city known for its historic and cultural sites. The history of the site and the community is tied to local, regional, and national stories. As such, the site should appeal to a wide range of cultural heritage travelers. Because much of the history is tied to significant figures and events in African American history, the site likely will hold special significance to African American travelers.

National Trends

New research concerning cultural heritage tourism was released in Fall 2009, revealing that 78% of all U.S. leisure travelers participate in cultural and/or heritage activities while traveling.[1] This amounts to more than 118 million adults each year whose total contribution to the U.S. economy is estimated at $192 billion. The study confirms that the cultural heritage travel

[1] "New Study Reveals Popularity of U.S. Cultural and Heritage Travel." In *Cultural Heritage Tourism News*, Partners in Tourism: Culture and Commerce, National Trust for Historic Preservation, Winter 2009.

market is significant, and also that cultural heritage travelers seek authentic destinations and educational experiences. Authenticity, especially, drives travelers' choices.

The most recent study available on minority travel trends shows that cultural heritage travel among African Americans is increasing at rates higher than overall trends.[2]

Baltimore Trends

Baltimore has an extraordinary inventory of historic sites and fascinating stories. According to tourism professionals, Baltimore tourism is based on its balance of great people, places, and stories. In 2008, the city welcomed 11.39 million visitors, 66% of which were leisure travelers (cultural heritage travelers are not separated out in Baltimore's statistics).[3] Overnight leisure travelers numbered 2.1 million visitors, with an average length of stay of four days. Day trips are also an important segment of the travel industry in Baltimore.

Approximately 2.4 million African Americans visited Baltimore in 2008. More than half of the visitors listed the primary reason for their trip as "visiting friends and relatives," and an additional 21% percent were vacationing. Family reunions and college tours were identified as two important activities among African Americans that visited Baltimore.

The clear message from travel professionals in Baltimore is that African Americans are seeking the same experiences as non-African American travelers (for example shopping, dining, nightlife, museums and sightseeing). Many people choose to overlay those experiences with visits to Baltimore's sites that hold special meaning to African Americans. Recent market research undertaken by Visit Baltimore indicates that "Baltimore for a multicultural market is the same as Baltimore for the general market, with the caveat that the heritage attractions serve as a great reason to choose to visit Baltimore over other cities."[4]

National Park Service Involvement

The PS103 Commission and the City of Baltimore have a strong interest in exploring a relationship between the historic school and the National Park Service. The Baltimore National Heritage Area is leading the effort to consider the possibility of long-term National Park Service involvement at the site.

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[2] *Minority Traveler Report*, Travel Industry Association, January 2004.
[3] Annual Report and Business Plan, 2009-2010. Visit Baltimore, www.baltimore.org/2009annualreport, accessed March 8, 2010, pg. 13.
[4] Personal communication, Sam Rogers, Executive Vice President and Chief Marketing Officer, Visit Baltimore, February 12, 2010.

Section II
Foundation for Planning

Section II - Foundation for Planning

Purpose

The City of Baltimore, through the Office of the Mayor and the Baltimore National Heritage Area, has chosen to protect and interpret to the public PS103—Thurgood Marshall's elementary school. Through the work of the PS103 Commission, the following vision statement for the site was developed:

> PS103, the Henry Highland Garnet School, is a place where education and history are valued and shared. The historic school provides the public with the nationally significant story of Thurgood Marshall, from the shoulders he stood upon to the legacy he created. PS103's current use builds upon its past significance in a sustainable manner. A shining light in Upton, it benefits and engages the community in which it stands, as it has for generations.

Significance

Significance statements define important attributes that relate to the site's purpose and why the site and its stories should be shared with a public audience. Significance statements capture the essence of the site's importance to the nation's natural and cultural heritage. Understanding the site's significance helps mangers establish priorities for protecting the site and developing visitor experiences.

> PS103, the Henry Highland Garnet School, is the school in which Thurgood Marshall began his education in the Upton community of Baltimore, Maryland. As the legal architect of desegregation and the first African American justice on the United States Supreme Court, Marshall is one of the most influential Americans of the 20th century. PS103 sits at the heart of his childhood world—a community where family, friends, neighbors, and a strong civil rights legacy shaped the man he would become.
>
> Built in 1877, generations of Upton children were educated in PS103's classrooms. During much of the school's history, legal segregation was a fact of life. Today, the school serves as a prominent landmark in an urban cultural landscape with significant historic integrity.

Management Goals

The desired future conditions described below are intended to provide guidance in preserving and protecting what is significant about PS103, and communicating the primary themes (stories) to the visitors. These are immediate and long-term goals that will result in rehabilitation and protection, visitor use, and sustainable operations. These goals are:

Interpretation: The stories of Thurgood Marshall, the legal foundation for the civil rights movement, and the desegregation of our nation's public schools are effectively interpreted for diverse audiences in ways that engage attention and emotion, provoke thought and reflection, and relate to contemporary issues. PS103—the place where Marshall began his public education and an important landmark in a community with a long civil rights legacy—provides an appropriate context for this nationally significant story to be told.

Educational programming aligns with interpretive themes and school curricula, serving both on- and off-site audiences. Historical interpretation and education are based on accurate and contemporary scholarship. Electronic, print, and digital media extend the interpretive facility's reach to local, national, and international audiences.

Orientation: A well-defined point of arrival, welcome, and site orientation is available for site visitors. Visitors feel welcome at all publicly accessible areas and can clearly distinguish between public and private areas. Onsite visitors get a clear understanding of the appearance and ambience of the site.

Community Context: The integrity of the adjacent historic streetscape, and the surrounding neighborhood (listed in the National Register of Historic Places), is protected to the extent possible to preserve the urban cultural landscape in which Marshall was raised. The streetscapes, especially the architecture of the rowhouses and the historic churches, comprise a rich canvas upon which to tell the history of the area.

Community Engagement: PS103 is a cultural landmark in the Upton community of West Baltimore that inspires and engages area residents. Residents find inspiration in the experiences and accomplishments of others who lived, worked, and attended school in the community, as well as the new opportunities the building presents. They take pride in the restored landmark and are engaged in current activities at the site.

Education: PS103 is a place of education and learning, as it always has been. Interpretation at the site educates visitors and residents alike. Programming offers opportunities for students of all ages to learn, both on- and off-site, about Baltimore's legacy in civil rights history and the national significance of the life's work of Thurgood Marshall. Visitors to the site are able to make personal connections to the struggle for all Americans to share equal rights under the law. They especially understand Marshall's significant role in this struggle, and the importance of his Supreme Court victory in *Brown v. Board of Education of Topeka, Kansas*.

Heritage Tourism: PS103 contributes to Baltimore's heritage tourism economy as an integral part of a large network of historic sites, interpretive facilities, and urban streetscapes that share stories of Baltimore's significant African American heritage. In West Baltimore, particularly, the Pennsylvania Avenue Heritage Trail utilizes the area's resources to share important stories about civil rights, entertainment, religion, and the evolution of that portion of the city.

Partnerships: The site encourages and uses a variety of partnerships to fulfill its mission. These partners will be involved with site management, resource protection, interpretation, education, and visitor experience. The site would partner with a wide variety of other governmental, educational, interpretive, and archival institutions.

Civil Rights in Baltimore: Visitors to the site are able to make personal connections to the struggle for all Americans to share equal rights under the law. They especially understand Marshall's role in this struggle (particularly through the desegregation of public schools), the context in which Marshall developed, and the heights to which he rose.

Visitor Experience Goals

Everything that visitors do, think, sense, and feel at P.S.103 constitutes their experience. Interpretive planning describes the desired experience we want the visitor to have and recommends ways that the management entity can create or facilitate that experience.

Developing a plan to achieve certain desired experiences will help influence interpretive facility operations and guide the development of interpretive and educational media and programs. It helps to avoid the pitfall of automatically implementing one's favorite medium or education program without considering desired outcomes for the primary visitor and their specific needs.

There are four categories of experiences visitors find satisfying. Visitors to PS103 should experience one—if not all—of these. The desired experiences are rooted to the topics and themes that arose out of the meetings and interviews held during the initial phase of the project.

- Social Experiences - center on one or more other people, or groups
- Object Experiences - give prominence to an artifact, seeing and touching
- Cognitive Experiences - emphasize the interpretive or intellectual aspects
- Introspective Experiences - focus on the visitor's personal reflections, triggered by an object, setting, or discussion

In recent years, the emphasis on entertainment (which can apply to all four categories) is giving way to experiences that are simple, direct, and authentic. Directness and authenticity are key to successful interpretation of a historic site. Important elements in crafting an authentic experience for visitors include properly trained interpreters, and consistent and compelling messages delivered through a variety of medium.

Successful interpretation results from a positive interaction between the visitor and the medium—it is not a product of the medium, itself. Merely visiting PS103 will not be as fulfilling as actually being educated by it. Visitors will become informed and educated on their visit, which also strengthens the management goal that PS103 has always been and will continue to be a place of learning.

The net result of interpretive planning is for the visitor to have personal experiences that will be authentic, meaningful, memorable, and sustainable. Visitors expect it and want each return trip to be a progression from the last. Visitors will reward successful experiences with loyalty and thus help to promote and sustain PS103 as a Baltimore historic landmark.

Interpretive Themes

Interpretive planning includes determining the key interpretive opportunities, stories, concepts, and experiences, and recommending ways in which to convey those stories and experiences to the public. Interpretive themes are short, central messages that convey the key stories and concepts important for visitors to understand. Interpretive themes provide the foundation for programs and media.

Five primary interpretive themes were developed for PS103, as described below. The themes are based on the existing conditions outlined in the report entitled *Architectural Concepts and Interpretive Analysis* (April 2010) and reiterated above, including historical research, architectural information, community context, and input from PS103 Commissioners, partners, and the public.

Topic: **The Life of Thurgood Marshall**

Theme: *Baltimore native Thurgood Marshall dedicated his life's work to ensuring equal rights for all Americans.*

Thurgood Marshall is one of Baltimore's most famous native sons and one of the most influential Americans of the 20th century. Marshall brought about the legal end of racial segregation in public schools as Director-counsel for the NAACP's Legal Defense Fund in the landmark Supreme Court case Brown vs. the Board of Education in 1954. He became the first African American Supreme Court Justice in 1967, appointed by President Lyndon Johnson during the height of the Civil Rights Movement.

A central tenet of interpretation for PS103 will be Marshall's life story and the contributions made by him in ensuring equality among all of our nation's citizens.

Note: *The following topics and themes are related to this core story.*

Topic: **Legal Foundation of the Civil Rights Movement**

Theme: *Baltimore provided the legal foundation for our nation's civil rights struggle.*

Baltimore's civil rights legacy is deeper and broader than Marshall's significant contributions. African American Baltimoreans such as Frederick Douglass, Rev. Daniel Coker, and Rev. Harvey Johnson helped shape the crusade for freedom and equality in the 19th century. Douglass is one of the nation's most revered abolitionists. Coker was an early leader of Bethel African Methodist Episcopal Church, one of the nation's oldest independent African American institutions, founded in part over objection to racially segregated seating. Harvey Johnson led Union Baptist for over fifty years, created the Mutual United Brotherhood of Liberty, and led began to attack racial inequality through the legal system. Johnson reached far beyond Baltimore to create a network that began to fight racial inequality in the court of law. The churches with which these individuals are associated—Sharp Street Memorial United Methodist, Bethel AME, and Union Baptist—would remain at the front of the struggle for equality in the 20th century.

African Americans in Baltimore in the late 19th and early 20th centuries continued to build on the accomplishments of their predecessors. Personal success was often accompanied by civic and societal service, as evidenced by a number of lawyers and politicians in the first half of the 20th century: Harry Cummings, W. Ashbie Hawkins, and Warner T. McGuinn, among others. The second oldest chapter of the NAACP was established in Baltimore in 1912. Thurgood Marshall grew up in an era influenced by their leadership and accomplishments.

Among the many people that helped advance the fight for equality in 20th century Baltimore, two families made notable contributions to civil rights on a national level. The Murphy family used the nation's oldest continuously operating black newspaper, *The Afro-American*, to promote equality in Baltimore and across the nation. The newspaper is still active under the leadership of the 4th generation of the Murphy family. The Mitchell family, including Lillie Mae Carroll Jackson, Juanita Jackson Mitchell, and Clarence Mitchell, Jr., among others, has a long history tied to the local chapter of the NAACP and Maryland politics. Lillie Mae Carroll Jackson's house is currently in development as a museum under the direction of Morgan State University. The NAACP national headquarters are located in Baltimore.

Topic: **Evolution of West Baltimore**

Theme: *In past and present, the African American community of West Baltimore has played a notable role in Baltimore's history.*

The physical and social context of both PS103 and Thurgood Marshall's childhood is West Baltimore. The area was influenced, in part, by a significant Jewish population dating to the second half of the 19th century. Around the turn of the 20th century, West Baltimore replaced industrial and maritime East Baltimore as the heart of the city's African American community. Baltimore's strict segregation laws of the early 20th century contributed to the development of West Baltimore; the successful challenge to those laws also emerged from that community.

The West Baltimore of Marshall's youth was a vibrant African American community with significant socio-economic diversity. Laborers and professionals alike made their homes in this section of the city. Pennsylvania Avenue became the cultural and economic mainstay of the community, and the area's multitude of churches continued to play a major role in the social, political, and religious life of area residents.

In the middle of the 20th century, middle-class families began a move to the suburbs, mirroring their white counterparts. As middle-class families left West Baltimore, the economic diversity that had characterized that area of the city for more than half a century began to fade. This process was completed with the

1968 riots following the assassination of Martin Luther King, Jr. West Baltimore suffered greatly in the riots, and most families that could afford to relocate to the suburbs at that time, did so.

The addition of large complexes of subsidized housing brought new families to West Baltimore in the 1970s and 1980s. The Upton Planning Committee became was very active during this time, beginning a process to revitalize the community that continues today. That organization was led by Lena Boone for much of its history, and was housed in PS103.

Topic: **Education / History of PS103**

Theme: *Baltimore's PS103 (Henry Highland Garnet Elementary School) was one of the city's most respected African American grammar schools from 1911 until it closed.*

The school at 1315 Division Street was constructed by order of Baltimore's Board of School Commissioners between 1876 and 1877 to address overcrowding in the Male and Female Grammar School No. 6 on Druid Hill Avenue. The new building was designed by architect George A. Frederick, who also designed City Hall and numerous public buildings and churches, many of which were for Baltimore's German community. The school served the white children of the Anglos, Italians, and Jewish Germans and Russians that lived in Druid Hill area in the late 1800s.

Demographics in West Baltimore began to shift in the 1890s, becoming a predominately African American area by the first decade of the 20th century. In 1910, the building was converted to a "colored" school, absorbing the overflow from nearby Public School No. 112, located at Carey and Chappelle streets.[5] (African American schools always bore three digit numbers). Finally, in March 1911, the school was designated as No. 103, a "colored" school with 14 teachers, male and female, and 566 students.[6] Neighborhood children went from first through eight grade in the early years and eventually kindergarten through sixth grade.

The school was well-respected in the African American community, and provided a good education for thousands of Baltimore's children through time. Oral histories and columns from the Afro-American newspaper give an idea of the high expectations and reputations of educators, the breadth of activities, parental involvement, and daily life at the school.

[5] 48th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31, 1909, Public Printer 1910, pg. 29.
[6] 49th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31st,1910: Public Printer 1911.

Topic: **Desegregation of Our Nation's Public Schools**

Theme: *Public schools were legally segregated by race until 1954, when Thurgood Marshall won the Supreme Court case Brown v. Board of Education.*

The U.S. Constitution, adopted in 1787, and the Bill of Rights, added in 1791, guarantee the rights of American citizens. In practice, however, equal rights under the law have not always applied to all Americans; through time differential treatment has been based on factors such as gender, race, religion, education, and sexual orientation. Legal segregation based on race was affirmed by the Supreme Court in the 1896 landmark decision of Plessy vs. Fergusson, in which "separate but equal" became the law of the land. The defeat of Jim Crow segregation culminated in *Brown v. Board of Education,* the 1954 Supreme Court decision that struck down segregation in the public school system. Desegregation of schools led to the end of legal segregation in all public facilities in the ruling that stated: "In the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."[7]

The road to desegregation was a carefully constructed strategy masterminded by Thurgood Marshall and his mentor, Charles Houston, both working through the NAACP. Baltimore was a proving ground for this strategy, with early milestones including Donald Gaines Murray's admittance into the University of Maryland Law School.

In Baltimore, School Board President Walter Sondheim led the Baltimore City Public School System to integrate schools in the fall of 1954, immediately following the Supreme Court's decision. A Jewish department store owner, Sondheim was sympathetic to the discrimination suffered by African Americans. Across the American South, however, the process of integration was drawn out and even violent.

Primary Users and Their Needs

Knowing the audience is the key to selecting the appropriate presentation method, developing relevant themes, and communicating those themes effectively. When interpretation and education operate in a complementary manner, a site can provide a comprehensive and integrated learning experience. Three primary audiences were identified through public involvement and interpretive analysis—cultural heritage travelers, residents, and educational users. A brief description of those audiences and their particular needs are relevant here.

Cultural Heritage Travelers

Cultural heritage travelers are people who travel to experience the places and activities that authentically represent the stories and people of the past and present.[8] Cultural heritage travelers to PS103 will be interested in stories that resonate on the national level—the history of Thurgood Marshall's life and the defeat of segregation. Some visitors from outside of

[7] *Brown v. Board of Education*, 347 U.S. 483 (1954) (USSC).

[8] Adapted from the National Trust for Historic Preservation's definition of cultural heritage tourism, www.culturalheritagetourism.org/howToGetStarted.htm, accessed 4/15/10.

Baltimore will come specifically to experience Marshall's story, especially since it is not told comprehensively for a general public audience anywhere else. Cultural heritage travelers likely will be visiting other significant historic and touristic sites in Baltimore. As such, both the Pennsylvania Avenue Heritage Trail and local tour operators will be important in orienting visitors to PS103.

Needs for cultural heritage travelers include:

- Publicly available information that will make them aware of the site
- A highly identifiable name, event, or theme to entice them to visit PS103
- Connections to other attractions that will make visiting PS103 both interesting and convenient
- Easy and safe access to the site (aided by tour operators, signage, and transportation)
- Available parking for cars and buses
- An interpretive experience that engages them, teaches them something, and motivates them to learn more

Residents

Residents will connect to the local stories, those in which they see themselves and their community. As such, the stories they will find most important are the evolution of West Baltimore, education in PS103, and the success of Thurgood Marshall and other individuals who walked the same streets they walk today. The establishment of the Pennsylvania Avenue Heritage Trail has helped to expand local knowledge, and PS103 could further that effort. The public and project partners cited the importance of inspiring local residents with community pride and individual confidence.

Needs for residents include:

- Marketing to raise awareness of the site within the community
- Safe access
- Available parking for cars
- A welcoming atmosphere in which residents feel a sense of ownership of PS103 as part of their community
- Inspirational interpretation in which Baltimoreans see themselves reflected, especially residents who reside in West Baltimore today or have roots there
- Activities at P.S 103 that will make the site relevant to community members
- Change, so that there are always reasons to return to PS103

Educational Audiences

Historic PS103 could draw educational audiences of all ages, from elementary school through college and continuing education. Local stories (such as education in the past and how the community has changed over time) and national stories (such as Thurgood Marshall's rise from West Baltimore to the Supreme Court) will resonate among K-12 school children.

In today's educational world, curriculum standards are driving choices made by teachers and administrators and field trips are becoming less common. As such, creative, flexible, and diverse approaches to educational programming related to PS103 will be necessary.

Needs for educational audiences include:

- Specialized marketing to raise awareness with public, private, and home school audiences
- Economical and innovative approaches, materials, and events to engage students at various levels in the site and its themes
- Safe access
- Available parking for buses
- Interpretation that complements educational standards set by BCPSS and the Maryland State Department of Education (most likely stories of national and regional significance)
- Inspirational interpretation in which students see themselves reflected
- Interpretation aimed at various educational levels, facilitating a broad understanding of the themes presented at PS103

Visitor Concerns

Although the development of PS103 promises to be a positive benefit to the City of Baltimore, its residents, and visitors, the development of a publicly accessible historic site in a residential area raises a variety of concerns that may affect the ways in which visitors and residents experience and relate to PS103.

Residents' concerns include safety, noise, and congestion as new vehicular and pedestrian traffic is drawn to the building for regular operations and special events. Visitors' primary concerns are centered on safety in an economically depressed area, access to the site from other points in the city, and adequate parking at the site.

Management Areas

Management prescriptions define the areas of the building, including what the intended use of each area will be. Management prescriptions for specific areas in P.S.103 help preserve the building and structure conditions necessary to integrate differing use of the site by visitors, staff, tenants, and owners.

Because the prescriptions define and assign responsibility for the areas, this document can be used to help structure the administrative relationship among the City, the developer, tenants, and other partners.

Commission Review
Architectural concepts were presented to the PS103 Commission, including different configurations for the use of the public interpretive areas. The descriptions listed below are all based upon the review and discussion of the chosen architectural concept, presented in the Historic Structure Report.

Building Exterior and Outdoor Areas

Front of Building and Main Entrance*
Preserved façade, contributes to historic integrity of the building and the streetscape, initiates the interpretive experience for visitors

Courtyard and Side Entrance* (east side)
Accessible entrance for visitors and tenants; assembly and staging area for visitors and groups

Interpretive and Community Interior Areas

Foyer*
Formal entrance and reception into the building and interpretive space

Office*
Management office for public interpretive space, building reception, and security

Classroom 1 - Exhibit Area
Interpretive exhibits for Marshall and replication of a 1954 classroom

Classroom 2 - Exhibit Area
Interpretive exhibits for themes, timeline, and artifacts

Classroom 3 - Community Presentation Area*
Ongoing activities room for exhibitions, lectures, programs, classes, and meetings

Classroom 4 - Community Office and Service Area
Upton Planning Committee office, interpretive storage, and service kitchen

Classroom 5 - Side Entrance Foyer*
Side entrance with building elevator, restrooms, and access ramp to courtyard

Tenant Interior Areas

Entrance and Foyer Back of Building
First Floor Classrooms 6, 7 & 8
Second Floor
Basement

**Areas used in common*

Section III
Recommendations

Section III - Recommendations

This section makes recommendations for facilities, programming, and services, both personal and non-personal, that are necessary to achieve the management goals and the desired visitor experience. All the recommendations in this section are based on the vision and goals provided in Sections I and II of this report. Emphasis has been placed on the public interpretive and public enrichment areas of the building. The proposed tenant area on the first and second floors and the basement, which will hold building mechanical systems, are not included in this report.

Major management and partnership decisions regarding the future of PS103 have not been finalized by the PS103 Commission and the City of Baltimore. These decisions include who will manage the rehabilitation of the building; who will ultimately own the building; who will occupy the tenant space in the building; and who will be responsible for the implementation and management of the interpretive facility within the building. Once finalized, these issues will inform the recommendations for interpreting PS103 to the public. As such, the recommendations in this report are presented not as final solutions, but as an example—a guide to demonstrate the full potential of how PS103 may be shared with a public audience as a historic and cultural destination in Baltimore.

The recommendations below are intended to present a range of options developed to give the management entity flexibility in meeting the basic goals of interpreting the site. While full implementation is optimum, it is possible to achieve the goals set forth above through partial implementation of the recommendations. Reductions of the amount of exhibit space, electronic media, printed materials, additional reports, and staffing would reduce the overall impact of interpretation, but still allow for a memorable and educational experience for visitors to the site. Further discussion by the PS103 Commission or the future management entity is needed to inform the budgeting process.

Partnerships

PS103 sits in the heart of a residential community in which the City's African American population has deep roots and a legacy of leadership and activism in the struggle for civil rights. Moreover, the historic school is emerging as part of a constellation of local and state organizations and institutions that preserve and share with the public this important history. Finally, there are a great many institutions of higher education in the city of Baltimore, the nearby counties, and the neighboring states. All of this is to say that many opportunities for a diverse array of partnerships exist, and it is imperative that future management entity of PS103 recognize and engage in the network of partnerships that align with the vision and mission for the historic school.

Partnerships, particularly in the early stages of development, are an important resource of information and support. The region has many existing organizations that focus on community history and culture, including museums, libraries, archives, visitors bureaus, universities, and arts and humanities councils. By providing access to the subject matter expertise and funding found in these entities, partnerships can raise capacity and lessen not only financial burdens, but also the apprehension and risk involved in presenting programs or exhibits about which the management entity may not have particular expertise.

Partnerships can address a broad array of topics, from conservation to interpretation, from heritage tourism marketing to non-profit management, and from grant writing to collaborative funding. With partnerships, the sky is truly the limit—whenever two or more organizations find a point of intersection in their respective missions, partnership is possible. As such, the recommendations below are mere suggestions on the types of partnership activities that might be possible in relation to an interpretive facility at P.S 103.

Partnerships—Recommended Actions

- *Utilize the existing network of the Baltimore National Heritage Area*—The national heritage area works within a vast regional network of partnerships, including local, state and federal government; educational institutions; interpretive facilities; and non-profit organizations in a variety of interest areas. Especially valuable for this project are the existing relationships with city government and the National Park Service.
- *Look to local colleges and universities for professional and scholarly expertise and collaboration in class exercises*—There are graduate and undergraduate programs in historic preservation, public history, library science, curation, design, business, and marketing programs at many of the higher education institutions in the region. Educators can provide the scholarly objectivity desired in interpretive products and also are an excellent source of knowledgeable speakers for lecture series. Classes and individual students can take on a wide variety of the recommendations included in this report, from research, to web design, to business planning.
- *Seek programming partnerships with museums, humanities and arts councils, and other similar organizations*—Rather than try to create new programs for PS103, the management entity can tap into programs developed by other institutions and organizations. This can reduce costs for all entities involved, extend marketing and outreach for the entity that created the program, and provide a variety of diverse programmatic offerings for PS103. Speaker series, traveling exhibitions, and community workshops are examples of potential shared programming. Eventually, programs and exhibitions could originate from PS103 and travel to partner entities. Such collaboration can be an effective marketing tool, translating into increased tourism and additional partnership opportunities over time. Morgan State University operates the emerging Lillie Mae Carroll Jackson House at nearby 1320 Eutaw Place; Given the proximity of PS103 to the museum, the involvement of the university, and the close alignment of interpretive themes between the sites, the Lillie Mae Carroll Jackson House has the potential to be a close partner organization to the future management entity of PS103.
- *Start now...*—Partnership building can begin immediately. The Commission or the new management entity can set priorities and brainstorm additional ideas for doable programs or projects that could start immediately or in the future. Similarly, they can compile lists of professionals, educational programs, and other institutions and organizations that could collaborate on the priorities established. Establishing partnerships early in the interpretive facility's development will help to market the facility and substantiate need. Moreover, an early track record of success through collaboration will demonstrate the feasibility of the overall project and establish a positive reputation with potential funders and other partners.

Research and Reporting Needs

The scope of the current planning project was limited to existing information from published data and partner institutions. Further research and report development will contribute to the preservation of the building and its context; target programmatic needs and illustrate potential impact; and guide future marketing and operations. Area colleges and universities could assist with the recommendations below, especially through partnerships with historic preservation, landscape architecture, business, and marketing programs.

Research and Reporting—Recommended Actions

- *Seek National and City designations*—Currently, the historic property is identified as a contributing property in the Old West Baltimore Historic District, listed in the National Register of Historic Places. The City is seeking National Historic Landmark (NHL) status for the property through the National Park Service. The Baltimore National Heritage Area is overseeing this process, and will work with the National Park Service's Northeast Regional Office to revise and submit the draft NHL nomination. In addition, the City or the future management entity could work through the Baltimore City Commission for Historical and Architectural Preservation (CHAP) to designate the property as a Baltimore City Landmark.
- *Develop Cultural Landscape guidelines*—The historic schoolhouse and its context—the residential rowhouses of Division Street and the adjacent Bethel A.M.E. Church—display significant historic integrity. In order to preserve this, the management entity could work with CHAP to develop documentation and design guidelines for the site and its neighborhood setting. The report would offer treatment recommendations and design guidelines as technical assistance to encourage preservation of the historic character of the neighborhood that shaped Thurgood Marshall and to guide design of compatible new development in the immediate vicinity of the historic site.
- *Conduct quantitative assessment(s) on user demographics, community needs, and potential impact*—The scope of the current study was necessarily limited to existing information available on user demographics, including national travel trends and those available from existing institutions, especially Visit Baltimore. Additional quantitative data could assist in shaping programmatic offerings for specific target audiences; in understanding the potential impact of programmatic and infrastructural investment; in developing strategic marketing and/or business plans (see below); and in demonstrating to funders, partners, and stakeholders the feasibility and potential impact of programs and additional development. Baltimore's large African American Heritage Festival, as well as other regional festivals that draw heritage travelers and local visitors, could be useful survey venues. Similarly, focus groups in area churches, schools, and community organizations could augment heritage tourism data with information on locally-driven needs.
- *Develop a marketing strategy and/or business plan for PS103's interpretive facility*—Existing information, or that developed through a quantitative assessment, could be utilized to develop a heritage tourism marketing strategy to attract target audiences to the site, or to create a business plan to guide identification of revenue sources and potential investment in programs and staffing for the interpretive facility.

Heritage Education

An important component of PS103's interpretive program is heritage education that can be offered both at the site and remotely. The purpose of heritage education programming is to present PS103's story—especially the nationally significant aspects-- through multi-disciplinary and multi-sensory approaches and curriculum-based materials.

As stated previously, the educational audience for the property is inclusive of students from elementary school through college and continuing education. The most successful heritage education program will include outreach through a variety of annual events and special programming, in addition to traditional field trips and classroom-based learning. When taken together, the recommendations that follow will provide for a diverse offering of educational outreach that helps to increase knowledge of some of Baltimore's most important stories, inspire students to learn, and creatively publicize the site.

On-site Opportunities

The primary benefit of on-site learning is the tangible connection that students can make between history and a real place. This impactful connection inspires both greater understanding and an increased desire to learn more. In addition, on-site programming includes a visit to the exhibit areas. This exposes visitors to the local and regional history that is portrayed at the site, but often does not align with curriculum standards and therefore may not be taught in a classroom. Such stories include the evolution of West Baltimore, the history of PS103 and its alumni, and many of the stories connected to Baltimore's struggle for civil rights. On-site programming can include field-trips from area schools, distance learning opportunities with other museums and parks, and special events such as day-camps, debates, lecture series, and even small theatrical productions.

Off-site Learning

Off-site learning is associated primarily with classroom teaching based on themes represented at PS103. The high priority that schools are placing on curriculum standards and testing to provide accountability to those standards means that the most likely themes to be taught in the classroom are those which can most easily be aligned with existing curriculum standards. Those are the stories that reflect nationally significant people, places, and events—such as Thurgood Marshall, the desegregation of public schools, and the struggle for civil rights. This type of classroom instruction can be used as a prelude to a site visit, or can occur without a visit. Distance learning in partnership with other museums or parks, mentioned above, can occur either in classrooms or at the site. Also, while small historical theatrical productions could be mounted at the site, an opportunity for larger (possibly revenue generating) productions exists if this opportunity is pursued in partnership with entities that have larger theater space.

Educational Standards

An important aspect of heritage education, especially off-site learning, is curricula that tie into the primary themes at the site and meet required educational standards. Educational standards or benchmarks are recognized on national, state, and local levels as a way to provide a set of common skills and knowledge that students should acquire while in a specific grade. These standards are primarily used by educators, however researchers and organizations may also utilize them to design lesson plans. Standards are also helpful for students and parents, as the benchmarks provide clear and realistic goals for educational success.

National standards developed over the last two years provide a general guideline for educational skills students throughout the United States should possess at specific grade levels. These standards, known as the Common Core Education Standards, are not mandatory for states, although as of the middle of 2010, more than half of the states had adopted them.[9] The standards aim to have national applicability, and could eventually serve as a foundation for all states to adopt and implement.

State educational standards are devised on the same concept as the national standards, however one difference between national and state standards is that the latter offers benchmarks that are specific to that state, especially in the study areas of government, social science, and history. Maryland's standards are under revision at the time this report was written. In June 2010, the Maryland State Board of Education adopted the Common Core State Standards (CCSS), based on national standards mentioned above. CCSS is a state-led initiative to develop educational benchmarks for kindergarten through grade 12 in English, language arts, and mathematics. For more information on core standards visit www.corestandards.org or www.MarylandPublicSchools.org.

Finally, the city standards are inclusive of some components at both the national and state levels. However in areas of study specific to history, social studies, and civic engagement, these standards are more inclusive of local historic events. The standards for the Baltimore City Public School System may be found at http://mdk12.org/index.html.

Heritage Education—Recommended Actions

- *Focus on PS103's national significance*. The life of Thurgood Marshall, the desegregation of public schools, and Baltimore's role in the national struggle for civil rights are stories that have impacted the history of our country. As such, teachers can fit these stories into local, state and national curriculum standards, utilizing existing lesson plans developed for various ages and with the standards in mind.
- *Build the program around existing lesson plans*. Curriculum standards shape the choices made by teachers and administrators in public schools today. Appended to this report is a document listing educational websites, teaching packets, and lesson plans that align with primary interpretive themes for PS103 from a variety of sources. The educational materials have been prepared by reputable institutions and are applicable to existing educational standards for the Baltimore Public School System (BCPSS), the State of Maryland Department of Education, and the national Common Core State Standards. The materials cover regional and national civil rights history that can be applied to standards in social studies, government, language arts, and history. The appendix includes reference to applicable standards for the educational materials.
- *Use PS103 as a staging area for the Baltimore National Heritage Area's (BNHA) Heritage Walks program*. BNHA has instituted a program by which local schools participate in a program to explore various trails within the Star Spangled Trails System. PS103 could be used as a staging ground for students' exploration of the Pennsylvania Avenue Heritage Trail. This approach, in which several field trip components are tied together, stretches educational dollars in a tight economy. The courtyard provides an excellent gathering place for students. From there, students can walk the trail, explore

[9] "Many States Adopt National Standards for their Schools," *New York Times*, pg. A1, July 21, 2010

the exhibits inside the building, or participate in a special lecture or a distance learning experience, as described below.

- *Develop distance learning educational partnerships with Brown v. Board of Education National Historic Site and Little Rock Central High School National Historic Site.* These two national parks have distance learning capabilities, in which an educator at the park can present a lesson to students off-site. Both parks are focused on the story of desegregation, making them natural subject matter partners for PS103. The Study Hall could be equipped for distance learning classroom experiences for up to 49 students and teachers. Alternatively, distance learning could occur off-site, in preparation for a field trip to PS103 and the Pennsylvania Avenue Heritage Trail.
- *Target outreach at charter schools and home school cooperatives.* While public schools may remain the primary focus, charter schools and home schooling organizations may be an easier audience to attract in today's educational climate as they have more flexibility regarding budgets and curriculum.
- *Use PS103 as a forum for high school forensic events.* The Study Hall is an appropriate place to hold some high school forensic events, such as exhibition debates, mock trials, and student congress events. This introduces coaches and participants to the site. It also provides inspiration to current students, as Thurgood Marshall's legendary courtroom skills were founded on his high school and college debating experience.
- *Host summer day camps for elementary school kids.* Day camps are a staple of today's summer vacation, as working parents are often looking for educational, fun, and economical alternatives for childcare when school is out. A week-long camp could be developed in conjunction with local government, educational, or recreational entities. Up to 25 participants at a time could meet in the Courtyard and the Study Hall.
- *Hold symposia for college students.* PS103 could host an annual symposium or lecture series for area colleges interested in presenting and discussing research relevant to Thurgood Marshall, West Baltimore, civil rights, and desegregation. Many of the area's universities and colleges have public history and African American studies programs that may be interested in partnering to develop an annual program.
- *Present historical theater for all ages.* Historical theater can bring life, and potential revenue, to the stories of PS103. PS103 could work with professional traveling companies, educational institutions, or local theatre companies to mount productions that relate to Thurgood Marshall and civil rights. Very small events could be mounted on site, or PS103 could sponsor events in partnership with other entities, helping to publicize the site and to expand knowledge of its nationally important stories.

Personal Services

Personal services, those performed by a staff or volunteers, can play an important role in providing significance and context to the overall visitor experience. These services are also relevant for off-site educational activities, where preliminary connections are made through individuals rather than places.

A variety of interpretive programs and personal services could be available for the public and for scheduled groups. These could include both formal programs (talks, lectures, education programs, and offsite presentations) and informal interpretation (greeting visitors at the

entrance, educating them about other related sites in the city, and providing roving contact in the exhibit areas). Formal programs will be based on the interpretive themes and will reflect multiple perspectives.

Optimum staffing for the site entails one person to perform interpretive and programmatic tasks. Having a person on-site will greatly enhance visitor services, interpretation, programming, and security. Understanding that budgetary constraints may preclude the hiring of a staff person, the exhibit area is designed to be self-guided. As capacity at the site evolves over time, the amount of personal services provided at the site could grow. In early stages of development, volunteers could accomplish some of the duties outlined below.

Personal Services—Recommended Actions

- *Interpretive Duties*—Interpretive duties would be to provide basic orientation to the exhibit areas, share educational facts and answer questions, and help with formal and group tours.
- *Visitor Service Duties*—Visitor services offered at the site would include greeting visitors, providing logistical information and support for the site, and providing visitor information for other heritage institutions or attractions in the area.
- *Program Coordination Duties*—Program coordination responsibilities at the site would entail managing the implementation of recommendations in this report (*Research and Reports; Heritage Education;* and *Non-Personal Services*), possibly through a network of partnerships. A program coordinator would schedule formal programs and events, set up school visits, oversee distance learning, and serve as the primary staff point of contact for partnerships. Because the recommendations require time and a variety of skill-sets, many of the recommendations may only be possible with a dedicated staff person.
- *Security Duties*—Safety is one of the primary concerns expressed by stakeholders during the planning process. The presence of a volunteer or staff person will make the site feel more welcoming to area residents and visitors. New technologies for the management of the resources, such as remote security sensors and hand-held monitors, help reduce the amount of staffing necessary. Such technologies would allow a single volunteer or staff person to see what is happening throughout the exhibit; communicate with other staff, volunteers, or tenants; and call for emergency services if necessary.

Non-personal Services

The following pages present recommendations for the non-personal aspects of the interpretive plan. All of the recommendations below contribute to delivering the site's primary interpretive themes to the public (see *Interpretive Themes*, above). This can be accomplished by using a variety of complementary methods and media to communicate and reinforce the themes. Methods and media include web-based and print formats, static panel exhibits, audio-visual kiosks, artifact displays, and static exhibits that encourage tactile participation. Furthermore, the recommendations below are intended to ground interpretation at PS103 and then reach beyond the physical structure of the historic school to create a museum without walls. A walking trail that extends interpretation into the neighborhood with significant locales from Thurgood Marshall's childhood is one way to accomplish this. Another way is through the establishment of a web-based portal that can support classroom, community organizing, and interpretive interactions between PS103 and a wide variety of institutions.

The concepts presented in the following recommendations and drawings are not intended to serve as final design, but rather to present an example of what the potential of the interpretive environment at PS103 might be. Exhibit images and text are only included for the purpose of illustrating the basic appearance of an exhibit and the amount of text it might contain.

Exterior Signage

Exterior signage at the site may include permanent and temporary components. Permanent signage, part of the Pennsylvania Avenue Heritage Trail system, will identify the site and provide an introduction to the primary interpretive themes; its installation is scheduled for Fall 2010. Temporary exterior interpretive signage including purpose, photographs, organizations involved, funding, and website references can provide passersby with general information about the rehabilitation project. The installation of permanent and temporary signage at the site can be accomplished during stabilization, and helps to generate interest and an understanding that the building will soon be a community asset as opposed to a deteriorating resource.

Web Presence

A web presence will be a critical component of interpretation and educational outreach for PS103. Initially, a small web presence would accomplish the purposes of interpretation, marketing, and community engagement. Eventually, a web portal at the site would serve as the foundation for all electronic media and communications in the interpretive facility.

Initial Development

A web presence during the stabilization and rehabilitation phases may be approached in two different manners. A brief addition about the project on one or more existing heritage websites, such as the Baltimore National Heritage Area site or the Pennsylvania Avenue Heritage Trail site, could be accomplished through a small investment of staff time or existing resources. A second approach would be to begin preliminary development of the web portal that will serve the completed facility. This latter type of site could contain expanded information, including a historical description that aligns with the site's interpretive themes, general information on the rehabilitation project, and downloadable MP3 and .pdf files of the oral histories conducted for the current project.[10] Regardless of which approach is taken, it will be important to continue to position PS103 within the existing heritage framework in Baltimore.

Expanded Web Capacity

Once the interpretive facility is complete, the web presence could be expanded considerably. The community classroom, or the "Study Hall," will house an interactive presentation media portal that will link PS103 and the local community to the world beyond. The portal will allow visitors to communicate and collaborate directly with educational and cultural institutions, businesses, and government. Whether through formal presentations, site-to-site communication, or compatibility with visitors' handheld devices, this link will provide visitors otherwise limited by geography, time, or ability to address their specific information needs through a playful, enlightening, and entertaining interpretive experience. Furthermore, all of the electronic exhibits proposed for the interpretive space would be linked to the same network, allowing an interactive experience that carries throughout the site. Examples of uses for the portal/network include:

- *Education*—Provide access for teachers and students to create an interactive classroom, conducting lessons from PS103, attending "class" remotely in other institutions, and sharing with their peers in schools around the U.S.

[10] For an example of content and community engagement of this type of site, please see the University of Baltimore's "Baltimore '68: Riots and Rebirth" website at archives.ubalt.edu/bsr/index.html.

- *Business and Community*—Connect, communicate, and collaborate directly with civic and business leaders in the city, across the state, nationally, and internationally.
- *Historic* - Visit other historic places such as the NPS sites Little Rock Central High School National Historical Park and *Brown v. Board of Education* National Historic Site.

Print Media

Printed media—brochures, calendar of events, and newsletters—are effective traditional marketing tools that may be used at all stages of the site's development. During the stabilization and rehabilitation phases, printed media can provide basic interpretation and information about the project, including purpose, organizations involved, and other general information. Both a brochure and exterior signage at the site have the effect of generating project interest and momentum. Later, a printed brochure can be effective in conjunction with other promotional and marketing efforts. Event calendars and newsletters will help raise awareness of the site and publicize programming, especially for Baltimore residents. Printed media can be distributed at events or sites whose audience aligns with the target audiences for PS103. In the interest of environmental consciousness, printed media should only be developed and distributed with specific targets in mind, and one of its primary purposes should be to drive people to a website with more detailed information.

All the media for PS103, when developed with a consistent application of graphic design standards, becomes the basis for its visual identity—its brand. When applied to brochures, event calendars, newsletters, websites, and exhibits, this identity will promote a strong sense of place for PS103 as a heritage destination.

Exhibits

The exhibit concepts in this interpretive plan respect the architecture of PS103. The design provides for a balance between the need to maintain the building as a historic structure and the need to have sufficient interpretive space in which to tell a compelling story. The interpretive stories cannot overpower the interior view of the historic architecture, because the architecture provides an important sense of place for the stories, grounding them in a particular location and time.

In order to meet the needs of the diverse visitors described above, the interpretive media for PS103 allows for multiple perspectives and multiple education levels. The content of the stories are all value-rich, and the length of stories is kept within exhibition reading standards.

The design respects the spirit and the character of Thurgood Marshall and the school as a place of historic significance. This is reflected in the graphic design and the choice of materials. The interpretive exhibit images are all black and white for a more documentary and historic feel. Scale is used to create both monumental impressions and intimate views.

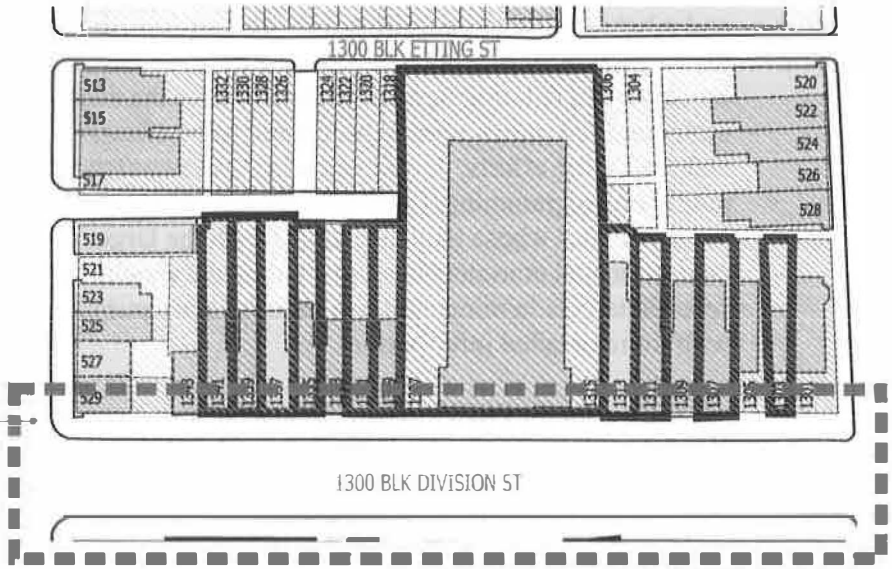
The interpretive media design does not try to match the historic architecture of P.S.103. The design provides a visual separation between the historic 19th century architecture and the 21st century technology.

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Building Exterior

Views of the Building

Preserve the building's façade to help maintain the historic integrity of the school and the surrounding neighborhood.



Streetscape Improvement

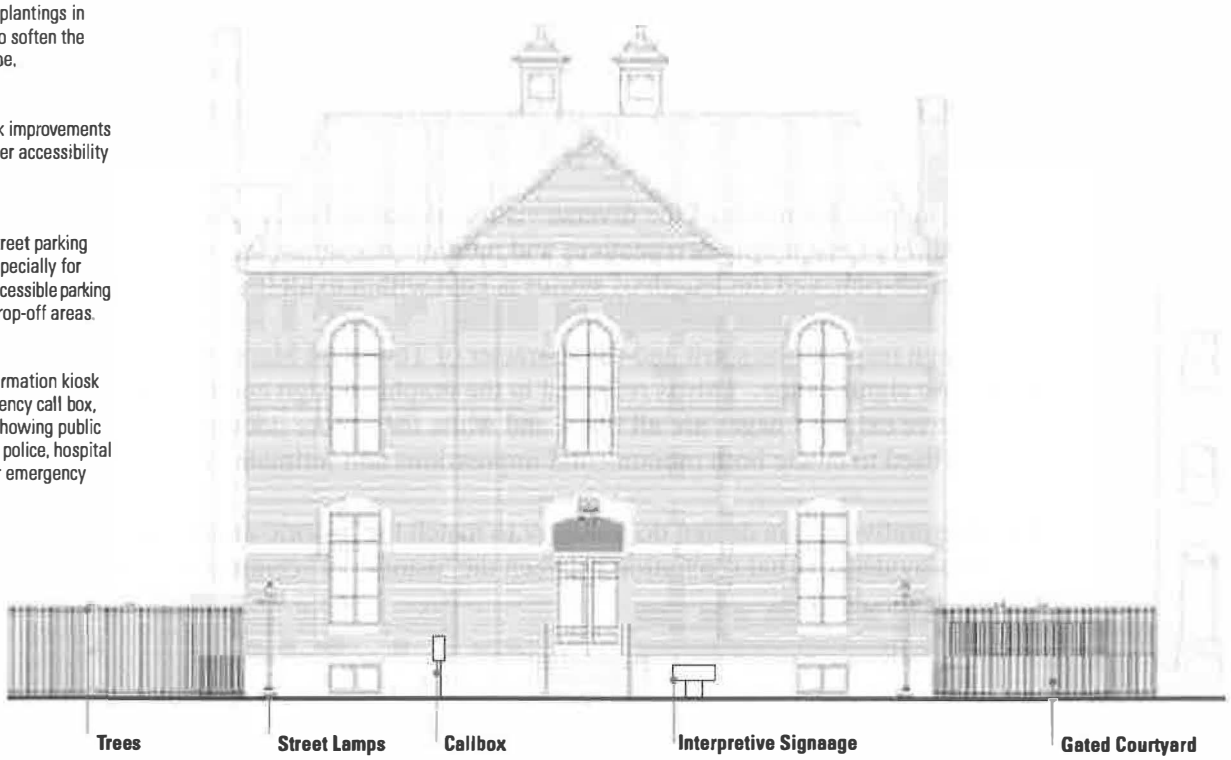
Lighting
Install streetlamps appropriate for the building's period of significance (c. 1954) to enhance the property and contribute to visitor and residential safety.

Trees
Add trees and plantings in defined beds to soften the urban landscape.

Sidewalks
Make sidewalk improvements to provide better accessibility for all users.

Parking
Provide new street parking regulations, especially for handicapped accessible parking and tour bus drop-off areas.

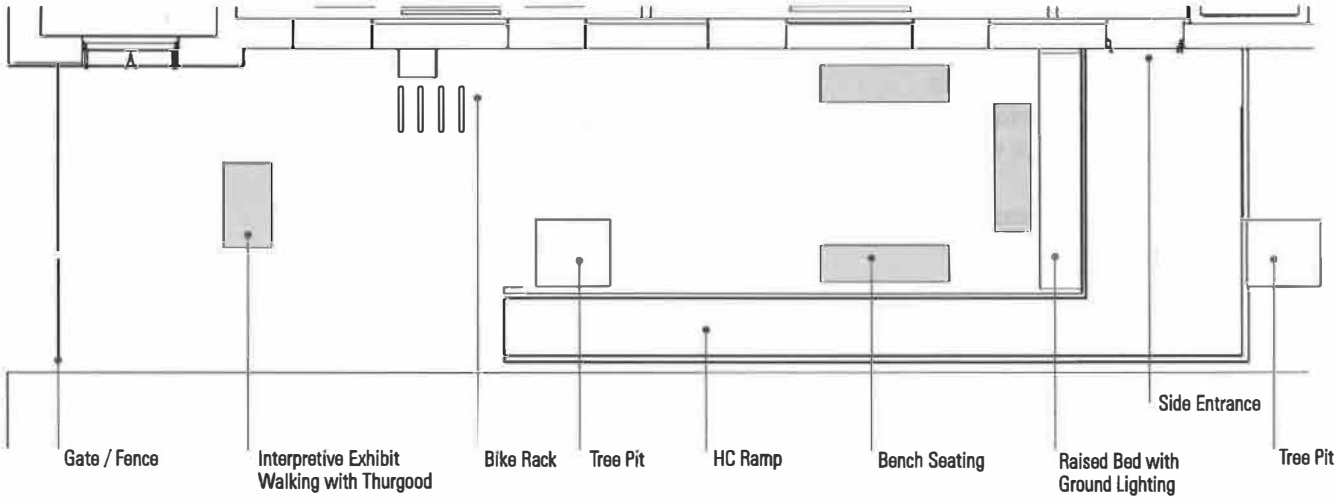
Safety
Provide an information kiosk with an emergency call box, location map showing public transportation, police, hospital sites and other emergency information.

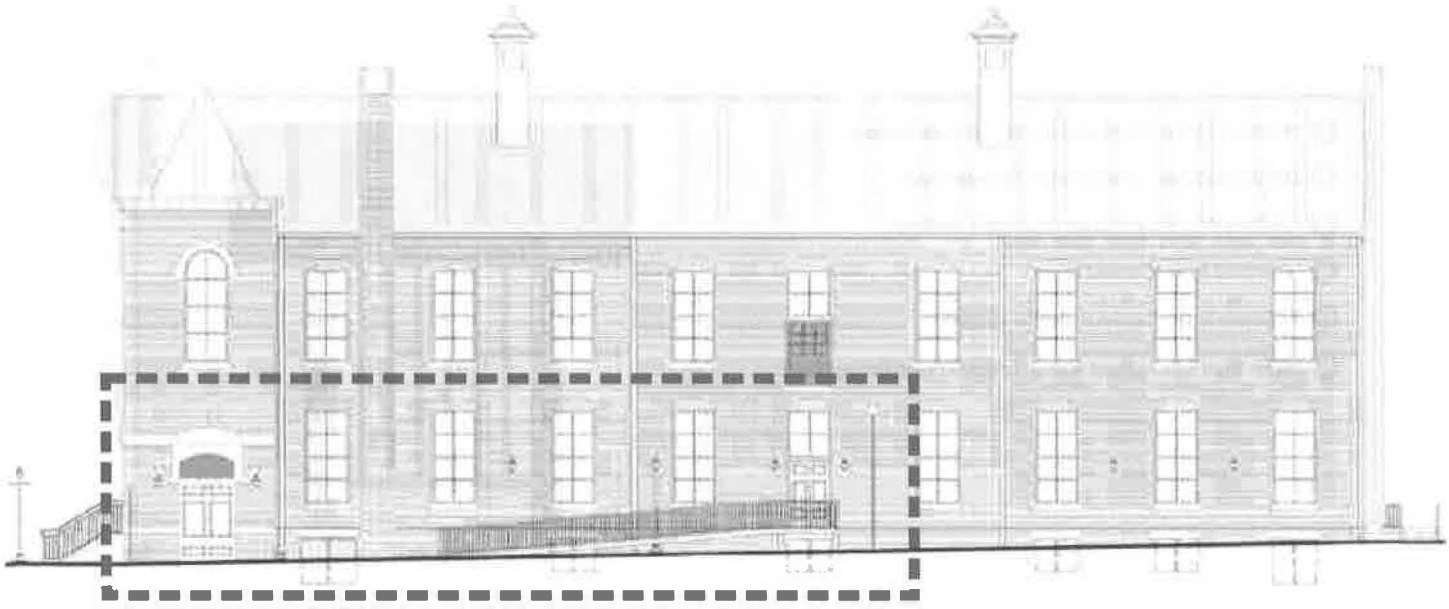


Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Building Courtyard

The purpose of the gated courtyard is to create a certain refreshing environment that contrasts with the cityscape. The outdoor space provides controlled access to the new side entrance for visitors and tenants. It also serves as a controlled area for schoolchildren to assemble and as an outdoor starting point for neighborhood tours.





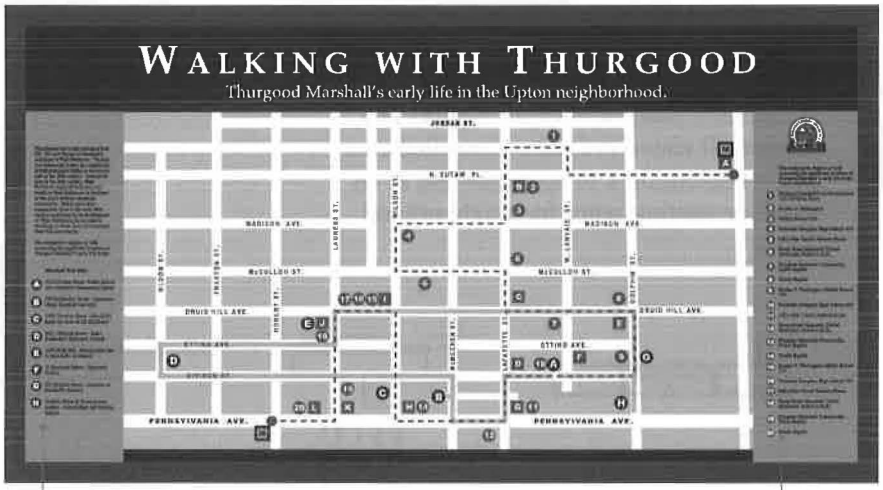
Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Marshall Heritage Trail

The concept of the "Walking with Thurgood" exhibit is to create a seamless extension from PS103 to the neighborhood beyond its walls. The specific sites marked on the exhibit are all locations important to Marshall's youth, and all lie within very few blocks of the school.

All the sites on the trail can be linked together with a trail map, location site markers, and other communication items. In addition, the marketing of PS103 in combination with the Marshall trail will provide a healthy value to the interpretive experience.

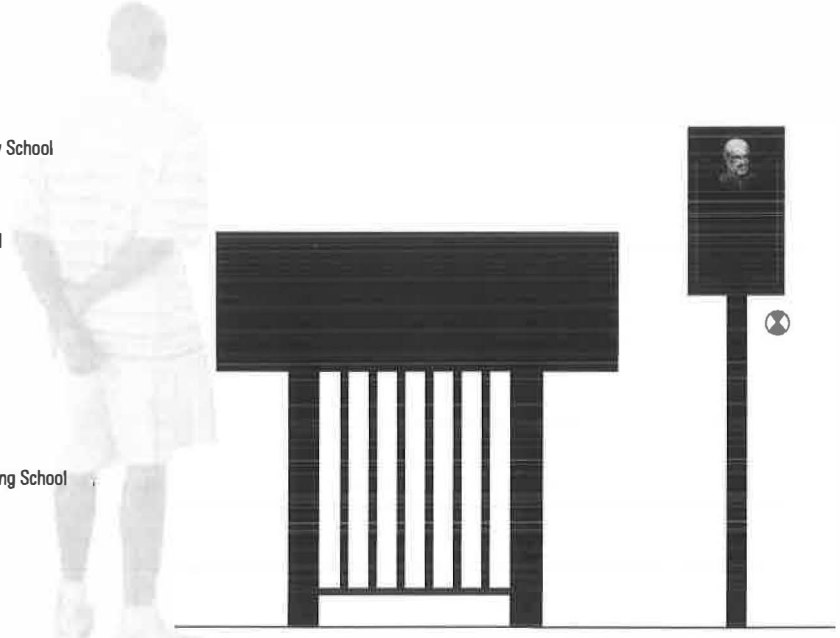
The trail would complement the existing Pennsylvania Avenue Heritage Trail. The graphic presentation would complement that of the larger trail, and the exhibit panel would include the logo and route for the Pennsylvania Avenue Heritage Trail.



Marshall Trail Sites **Penn Ave. Trail Sites**

Marshall Trail Sites

- **A** 1315 Division Street - Public School 103 / Marshall's Elementary School
- **B** 543 McMechen Street - Apartment where Marshall was born
- **C** 1632 Division Street - Marshall's home for most of his childhood
- **D** 2001 Division Street - Saint Katherine's Episcopal Church
- **E** 1838 Druid Hill - Family home late in Marshall's childhood
- **F** 11 Denmead Street - Denmead Market
- **G** 535 Dolphin Street - Location of Marshall's Grocery
- **H** Dolphin Street & Pennsylvania Avenue - Colored High and Training School



Pedestal **Site Sign**

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Building Interpretive Allocation

Building Exterior Areas

Front of Building and Main Entrance
Preserved façade contributes to historic integrity of the building and the streetscape, initiates the interpretive experience for visitors

Courtyard and Secondary Entrances
Accessible entrances for visitors and tenants; assembly and staging area for visitors and groups

Interpretive and Community Interior Areas

Foyer
Formal entrance and reception into the building and interpretive space

Office
Management office for public interpretive space, building reception, and security

Classroom 1 - Exhibit Area
Interpretive exhibits for Marshall and replication of a 1954 classroom

Classroom 2 - Exhibit Area
Interpretive exhibits for themes, timeline, and artifacts

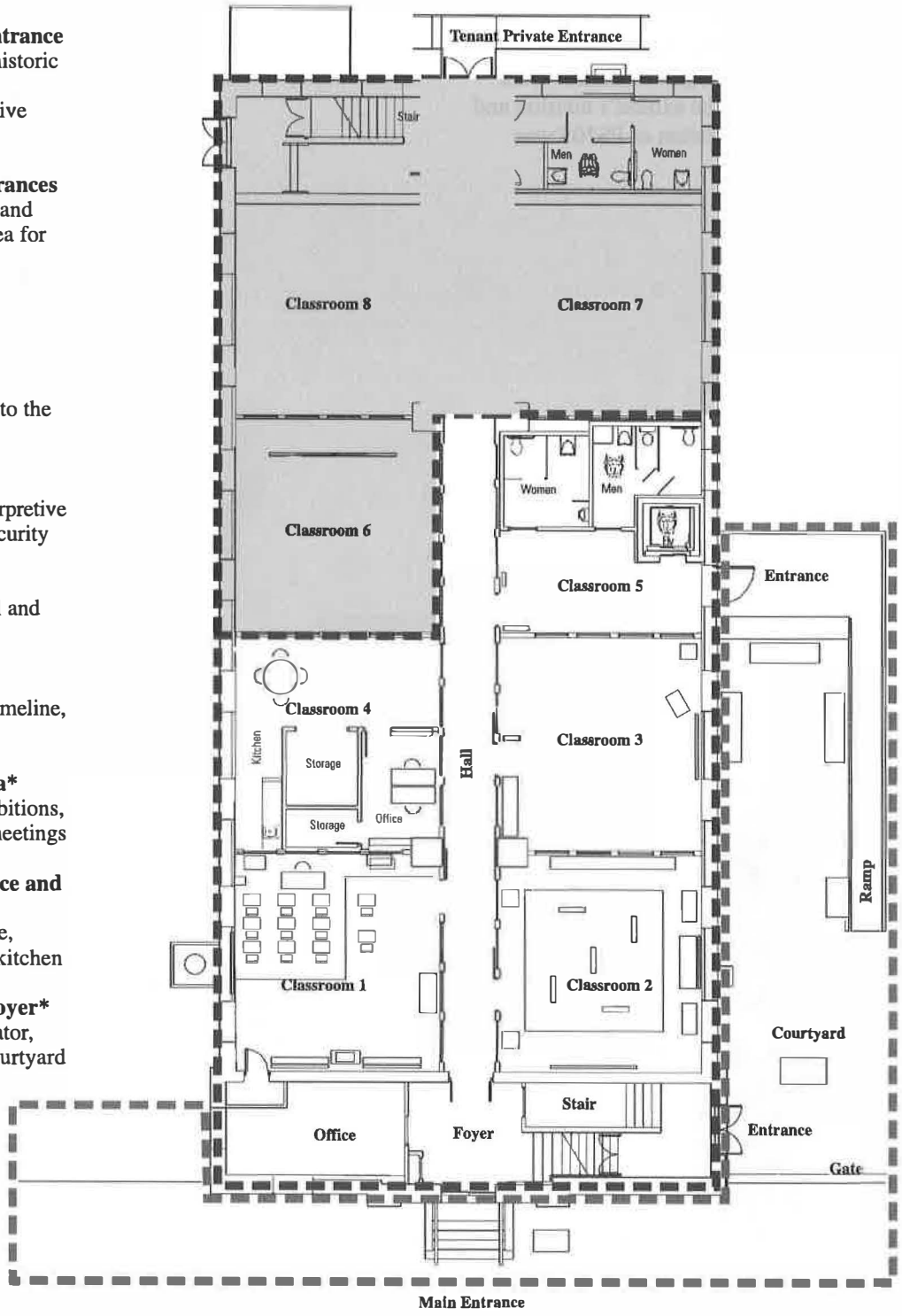
Classroom 3 - Community Area*
Ongoing activities room for exhibitions, lectures, programs, classes, and meetings

Classroom 4 - Community Office and Service Area
Upton Planning Committee office, interpretive storage, and service kitchen

Classroom 5 - Side Entrance Foyer*
Side entrance with building elevator, restrooms, and access ramp to courtyard

Tenant Interior Areas
Back Entrance
Classrooms 6, 7 & 8
Second Floor
Basement

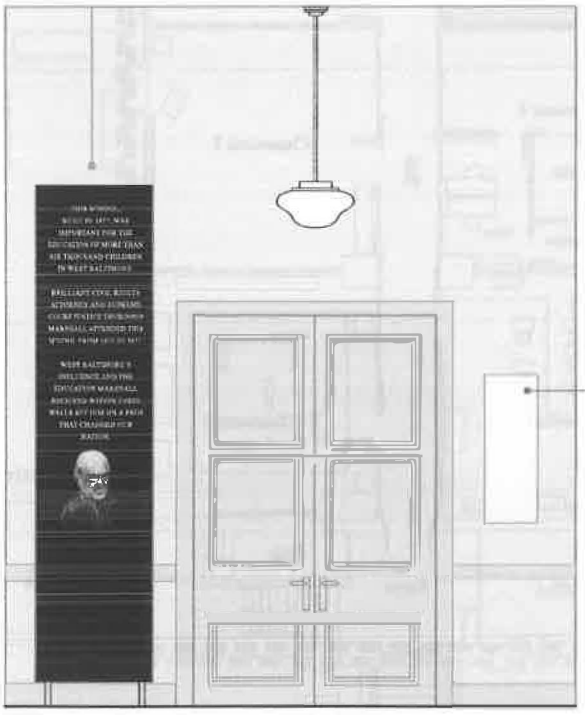
**Areas used in common*



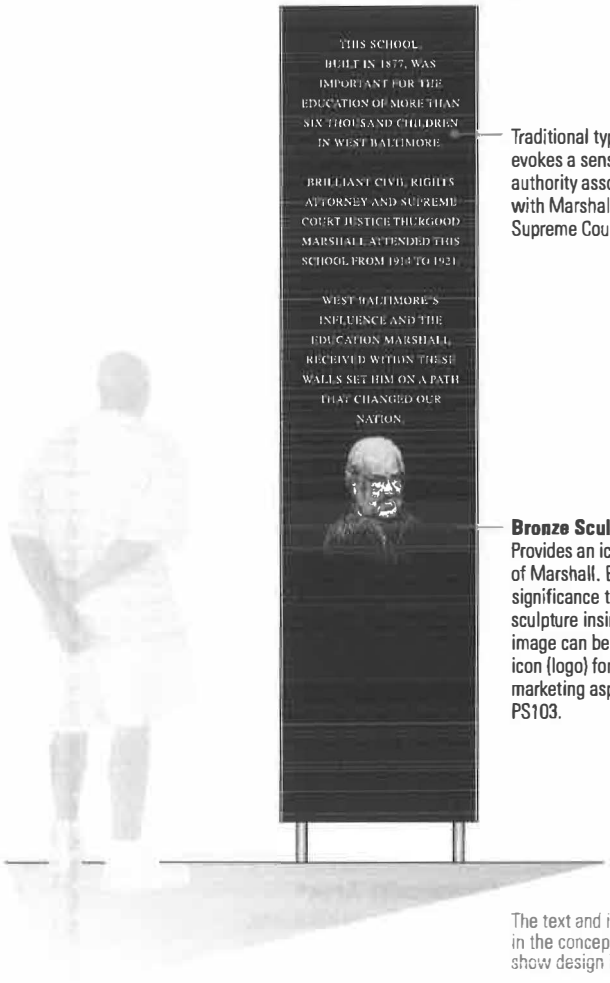
Interpretive Plan for
Public School 103 - Thurgood Marshall's Elementary School

Main Entrance Foyer

The foyer will serve as the formal entrance and primary orientation to the building and the exhibit spaces. A large wall panel will greet visitors with a statement of the exhibit's mission and why the restoration of PS103 was important.



View North



Traditional type style evokes a sense of authority associated with Marshall and the Supreme Court.

Bronze Sculpture
Provides an iconic image of Marshall. Besides the significance the bronze sculpture insinuates, the image can be used as a icon (logo) for other marketing aspects of PS103.

Building Signage
Wayfinding and room identification matches the same design vocabulary as the exhibit.

The text and images used in the concepts are to show design intent.

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - Interpretive Exhibit Area

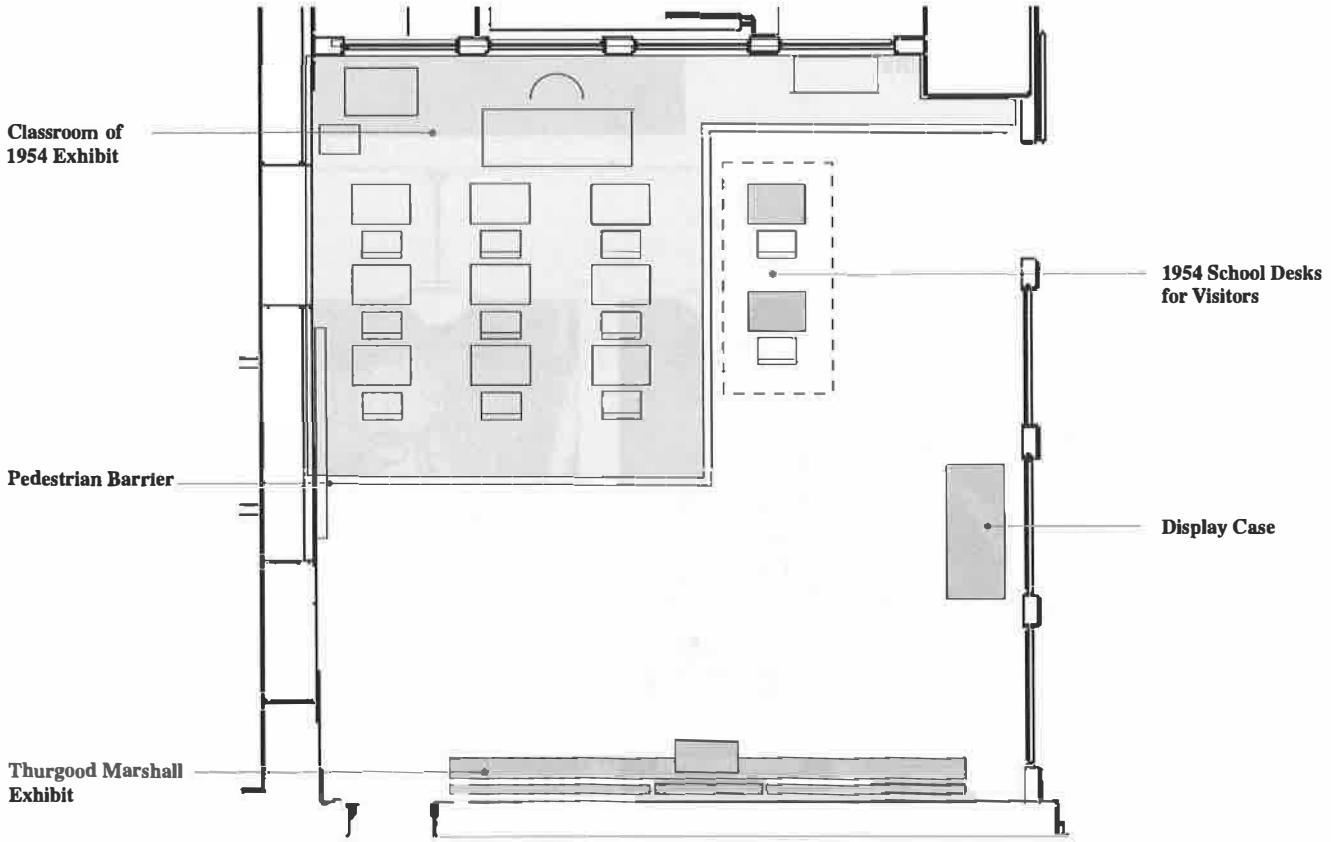
Thurgood Marshall

This room will house the main narrative story for Marshall, from his Upton beginnings to his ascent to the highest court in the land. Two large photos are located on the south wall, one from 1954 after winning the landmark Supreme Court case *Brown vs. Board of Education*, and the other during his tenure as a Supreme Court Justice. Under the photos is a graphic timeline depicting his life history.

An embedded web link provides multimedia access to more in-depth information, audio files, and video clips. An example of similar web media is at americanradioworks.publicradio.org/features/marshall.

1954 Classroom

On the north side of the room is a recreation of what a classroom looked like in 1954. Not only is this the year that Marshall won the landmark desegregation case and that the Baltimore schools followed that ruling, but it is also a time period in which many living alumni attended the school. Two 1954 classroom desks are placed outside the pedestrian barrier for visitors to sit in. A glass enclosed display case on the east wall provides an opportunity to display artifacts from that significant year.

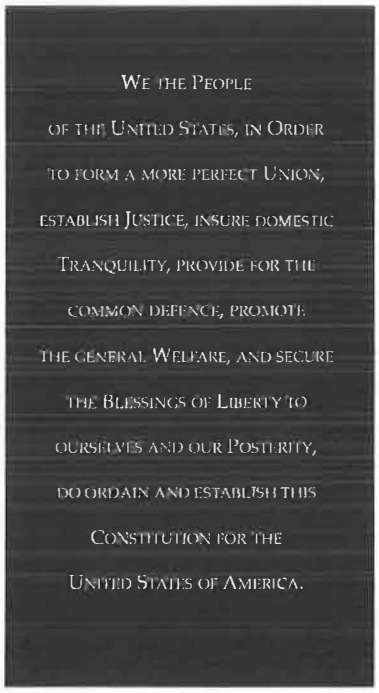


Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - Marshall Exhibit Area

The scope of the Marshall exhibit will help visitors understand the link between Marshall's actions and our nation's present—why he is important to us today. It also presents the story of a historic moment in the struggle for civil rights—the 1954 desegregation of public schools.

The Marshall exhibit area will encompass a wide range of interpretive media, including large images, an excerpt from the Constitution, a timeline, web access to podcasts and more in-depth information, and the recreation of a historic classroom. This combination of static and electronic media will provide a mix of interpretive experiences that appeal to a broad base of visitors.



Traditional type style evokes a sense of authority associated with the Supreme Court

The text and images used in the concepts are to show design intent.



View South

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - Marshall Timeline

The timeline will be an image-rich narrative essay. The drawing below shows the concept for a single section of the timeline that will stretch from Marshall's birth in 1908 to his death in 1993.



Description of major events that historically define this period of time

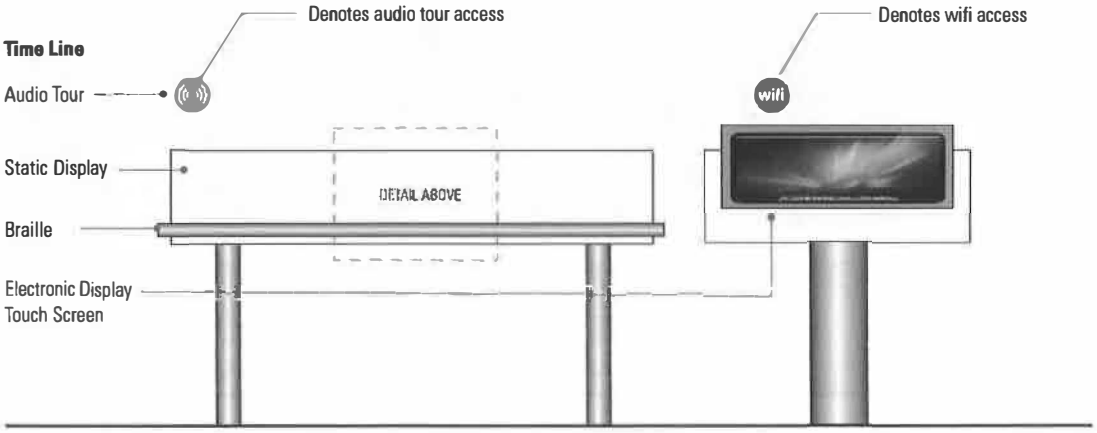
Captions for each photo with information about events and the people surrounding Marshall

Text describing important events in Marshall's life

Braille rail with information for Sight Impaired Visitors

The text and images used in the concepts are to show design intent.

Design
The design vocabulary for the timeline follows the same style used on all other aspects of the interpretive area, including exhibits, structures, cabinets, furniture, and signs. Consistent application of color, typography, and other graphic design elements will clearly express the identity of PS103.



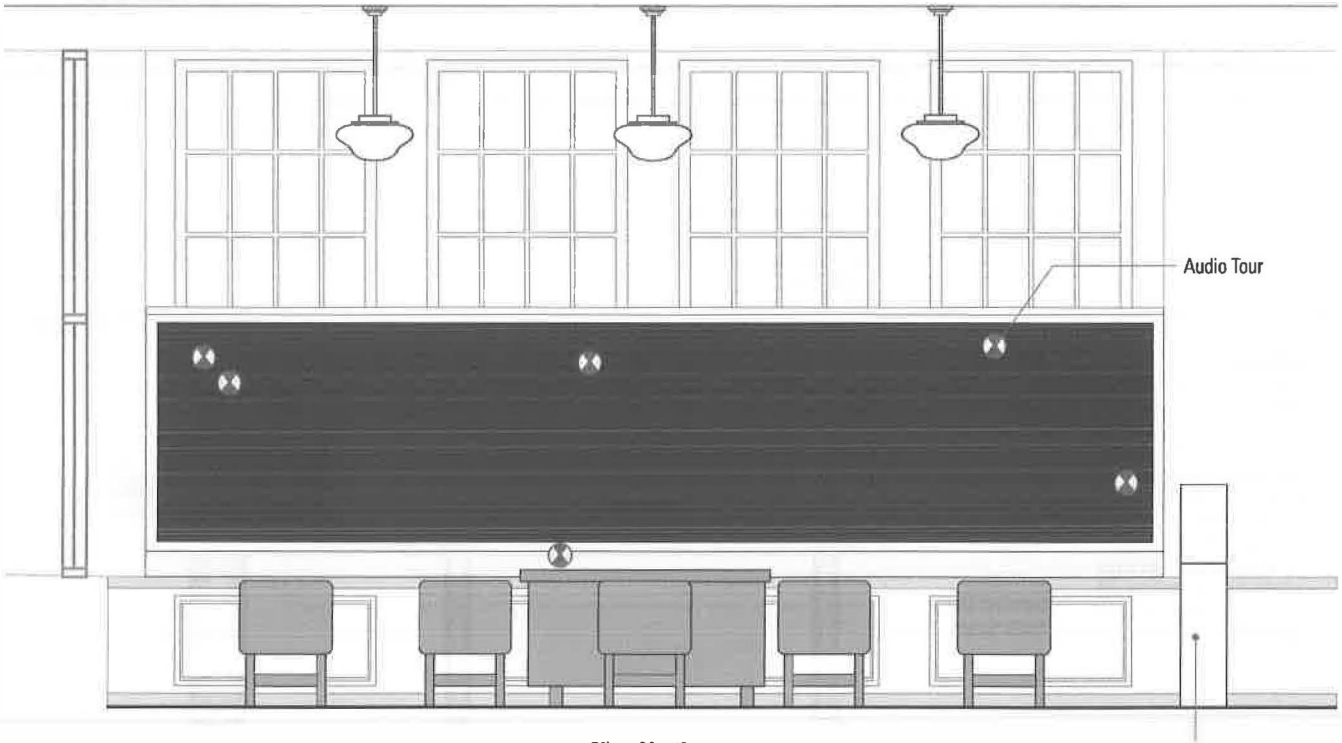
Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - "Class of 1954"

This 1950s photo of students in PS103 gives a historical view that will inform the recreated classroom from 1954.

Detail given to all the elements from the classroom will allow the visitor to step back in time to the era when Thurgood Marshall was presenting his case to the Supreme Court in 1954. The classroom contributes to the historic building's sense of place, gives children and adults a tangible setting to which they can relate, and provides the context to discuss desegregation of our nation's schools.





View North

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - Interpretive Exhibit Area

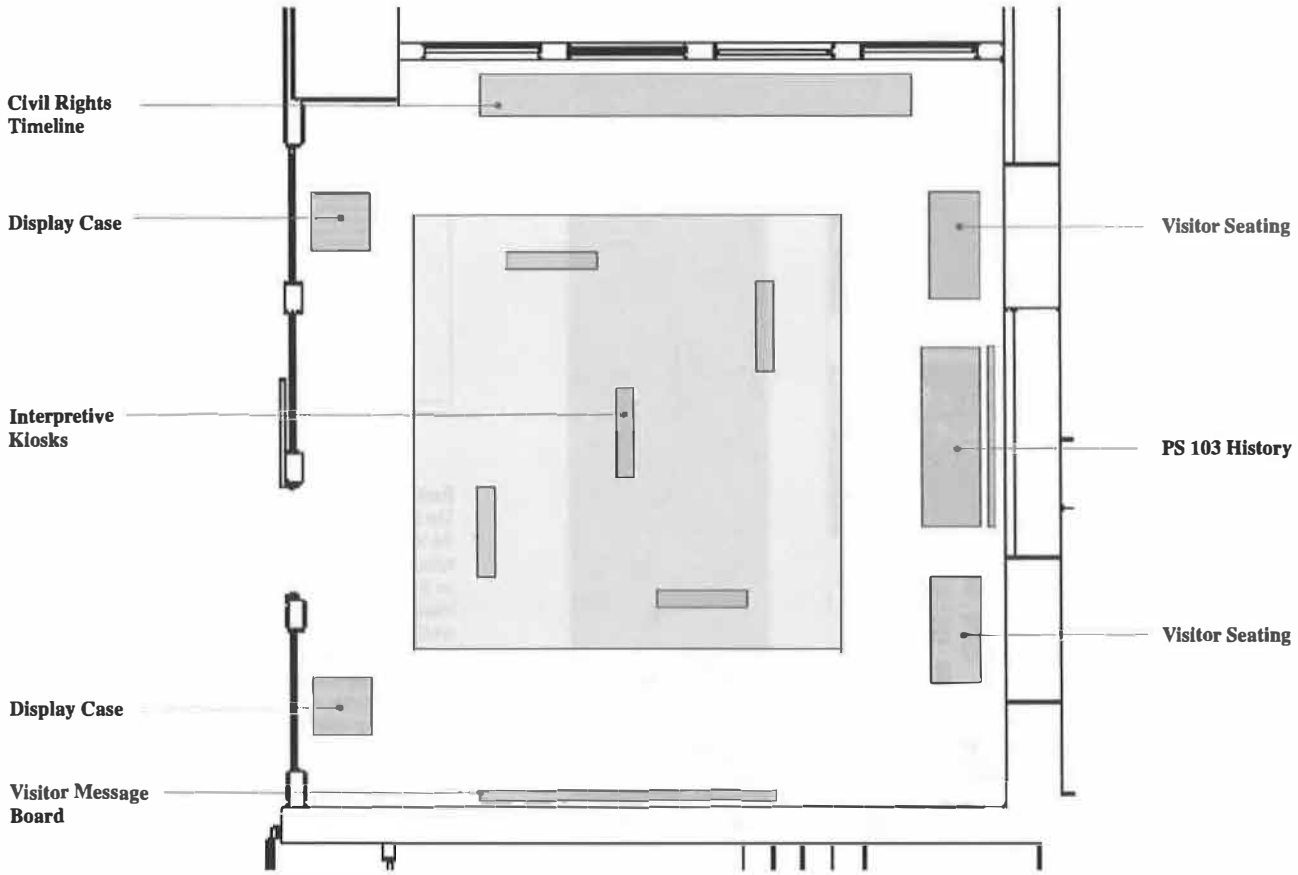
Interpretive Kiosks
The second classroom will contain five freestanding exhibit kiosks dedicated to the primary interpretive themes for PS103. The kiosks will be located in the middle of the room, providing a dominant impression of their importance and compelling visitors to read the panels as a continuous story.

Displays
Glass cases will allow for the display of authentic artifacts relating to the five primary interpretive themes.

Civil Rights Timeline
The north side of the room will hold a historical timeline about Baltimore's civil rights legacy. The pictorial timeline will illustrate people and events related to civil rights from colonial Maryland (1600s) to the present. An electronic component will make this exhibit interactive.

Chalkboard
A real chalkboard will present an inviting and tactile experience in which children and adults contribute to interpretation of the site by writing their own messages.

PS103 History
A static exhibit panel and display case on the east side of the room will present the history of the school illustrated with images, educational artifacts, and memorabilia.



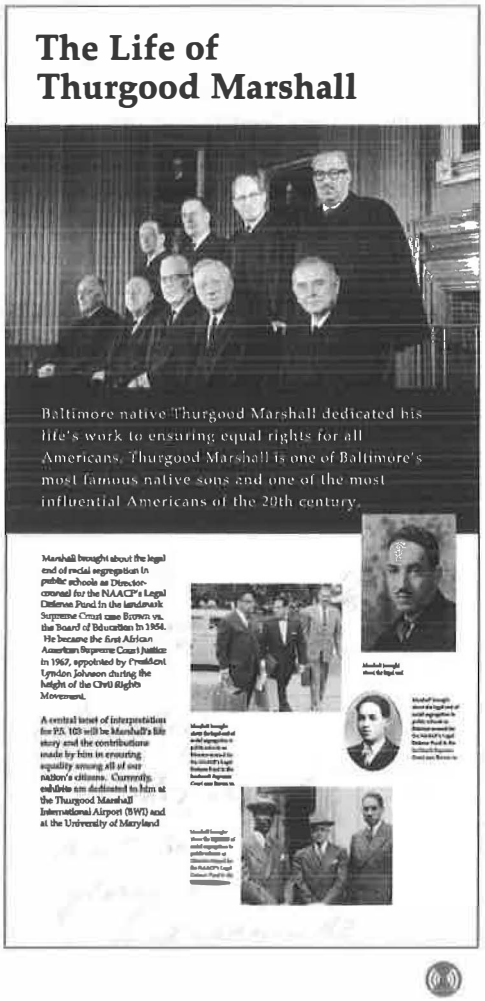
Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - Interpretive Kiosks

Interpretive themes are the central concepts, or key ideas, important for visitors to understand. The exhibits in classroom two will overtly present the primary interpretive themes for PS103 (see below or *Interpretive Themes* in *Section II—Foundation for Planning*). Although the site's themes would be carried out in all exhibits in the interpretive space, as well as in print and electronic media, here each individual theme would be portrayed on a single panel.

Graphic Design
The interpretive panel graphic and context is structured in layers. Each layer, or level of text, contributes to the whole story on a Panel - greater amount of detail is presented in each successive level of text, allowing the visitor to decide how much of the exhibit to read.

Most visitors will read approximately 30 words while standing at an exhibit. By layering the information, visitors can read as little or as much as they choose, depending upon issues such as age, educational level, interest in a subject, and time available.



Kiosks

The kiosk exhibits all share a modular component design, the same fabrication materials, and similar design vocabulary.

Side 1
The story panels clearly depict the themes that should be communicated to the visitor.

Side 2
The center panel illustration is printed fabric. Images are different communication documents or news items related to Marshall that are presented as legible graphic illustrations.



Design
The design vocabulary for the interpretive kiosks follows the same style used on all other aspects of the interpretive area, including exhibits, structures, cabinets, furniture, and signs. Consistent application of color, typography, and other graphic design elements will clearly express the identity of PS103.

The text and images used in the concepts are to show design intent.

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - Interpretive Kiosks

Interpretive Topics and Themes

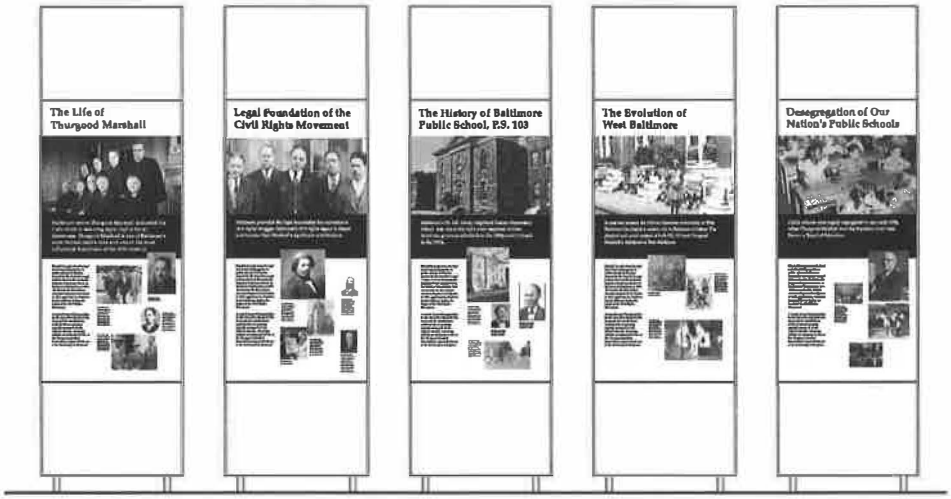
The Life of Thurgood Marshall
Baltimore native Thurgood Marshall dedicated his life's work to ensuring equal rights for all Americans.

Legal Foundation of the Civil Rights Movement
Baltimore provided the legal foundation for our nation's civil rights struggle.

Education / History of PS103
Baltimore's PS103 (Henry Highland Garnet School) was one of the city's most respected African American grammar schools from 1911 until it closed.

Evolution of West Baltimore
In past and present, the African American community of West Baltimore has played a notable role in Baltimore's history.

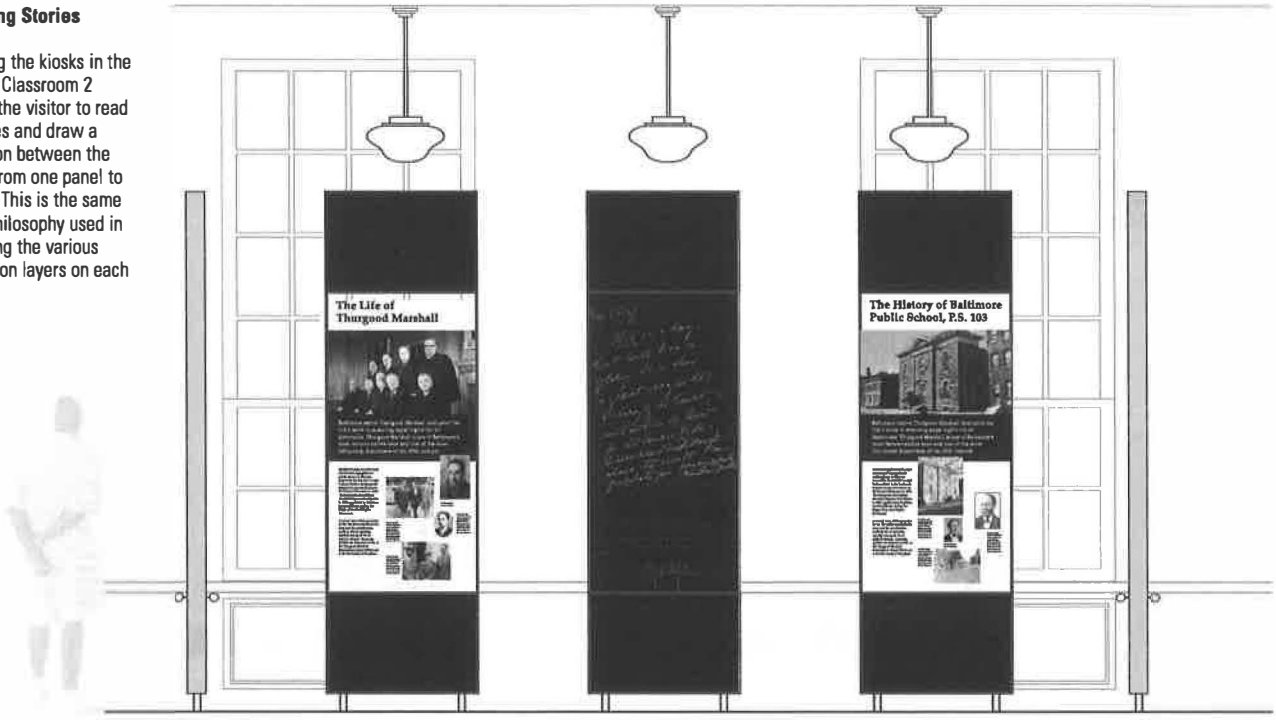
Desegregation of Our Nation's Public Schools
Public schools were legally segregated by race until 1954, when Thurgood Marshall won the Supreme Court case *Brown v. Board of Education*.



The text and images used in the concepts are to show design intent.

Clustering Stories

Clustering the kiosks in the center of Classroom 2 compels the visitor to read the stories and draw a connection between the content from one panel to the next. This is the same design philosophy used in developing the various information layers on each panel.

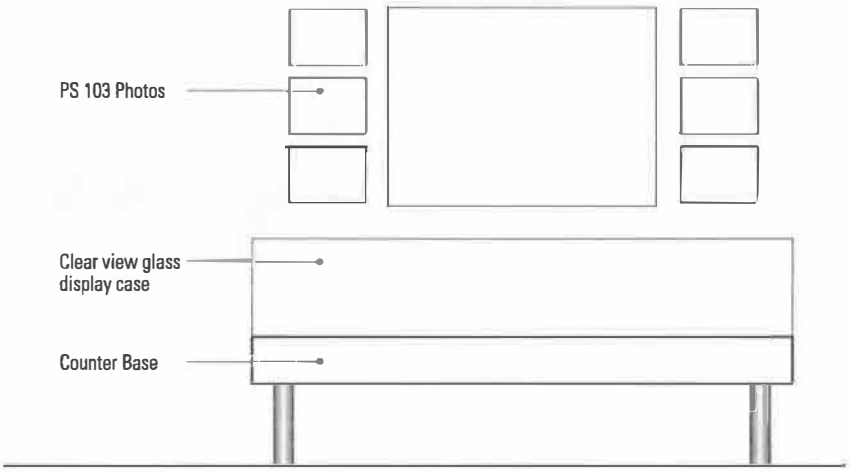


View East

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - PS103 History and Restoration

The PS103/Henry Highland Garnet School exhibit will create a reminiscent experience for alumni and offers other visitors a glimpse of the school's history through artifacts, images, and memorabilia. This is an important element of the exhibit space, as it will provide a direct, tangible link to the past for the thousands of children educated here through time. It is an important part of the interpretive experience to connect these individuals to their past, and it is an important part of the facility's future sustainability to create a relationship with a broad group that is likely to be a strong base of support.



Design
This exhibit will have both static and interactive elements, allowing people to choose among varying levels of engagement with the exhibit.

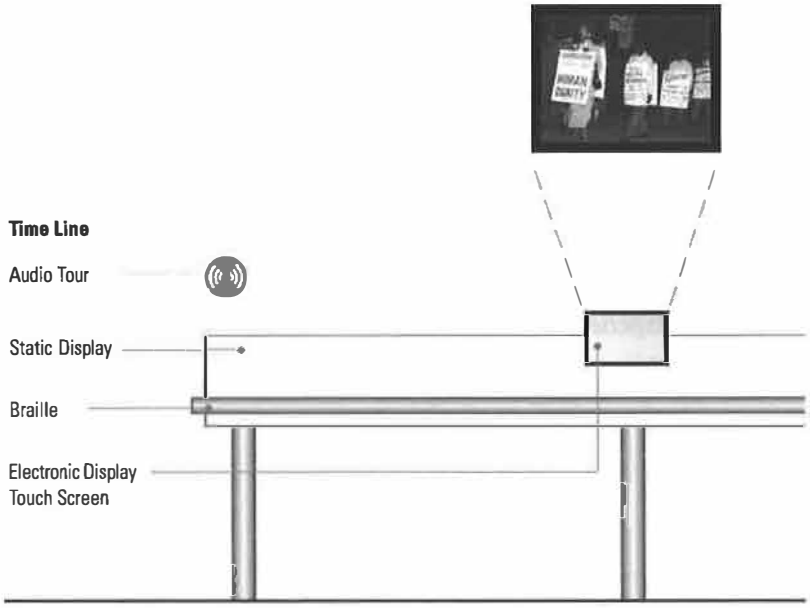


View East

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

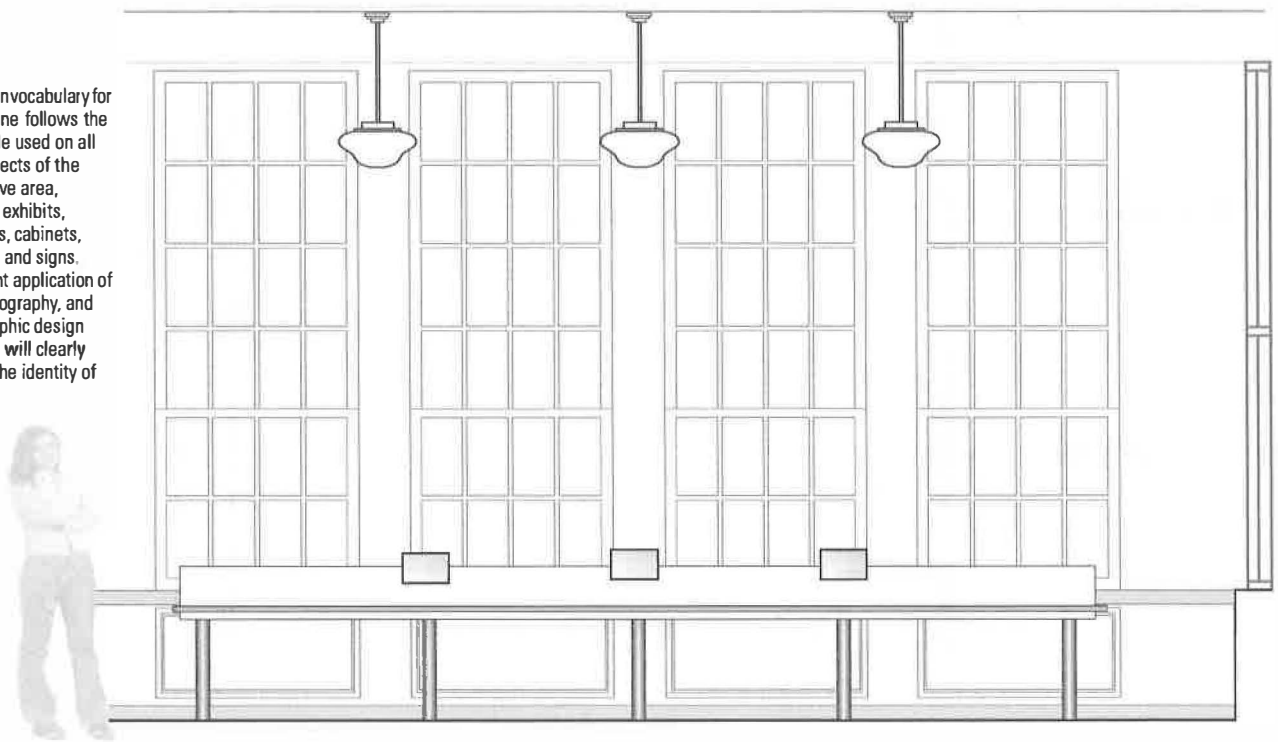
Classroom 2 - Baltimore Civil Rights Timeline

The timeline depicting Baltimore's long legacy of the struggle for civil rights will encompass history stretching almost four centuries. The image-rich timeline will reflect the design vocabulary of the Marshall timeline. It will include similar levels of interpretation, including a national/international baseline, specific events and individuals, and captioned images. Web access to podcasts, potentially including clips from the oral histories conducted for this project, among other elements, will add an interactive component to this exhibit.



The text and images used in the concepts are to show design intent.

Design
The design vocabulary for the timeline follows the same style used on all other aspects of the interpretive area, including exhibits, structures, cabinets, furniture, and signs. Consistent application of color, typography, and other graphic design elements will clearly express the identity of PS103.

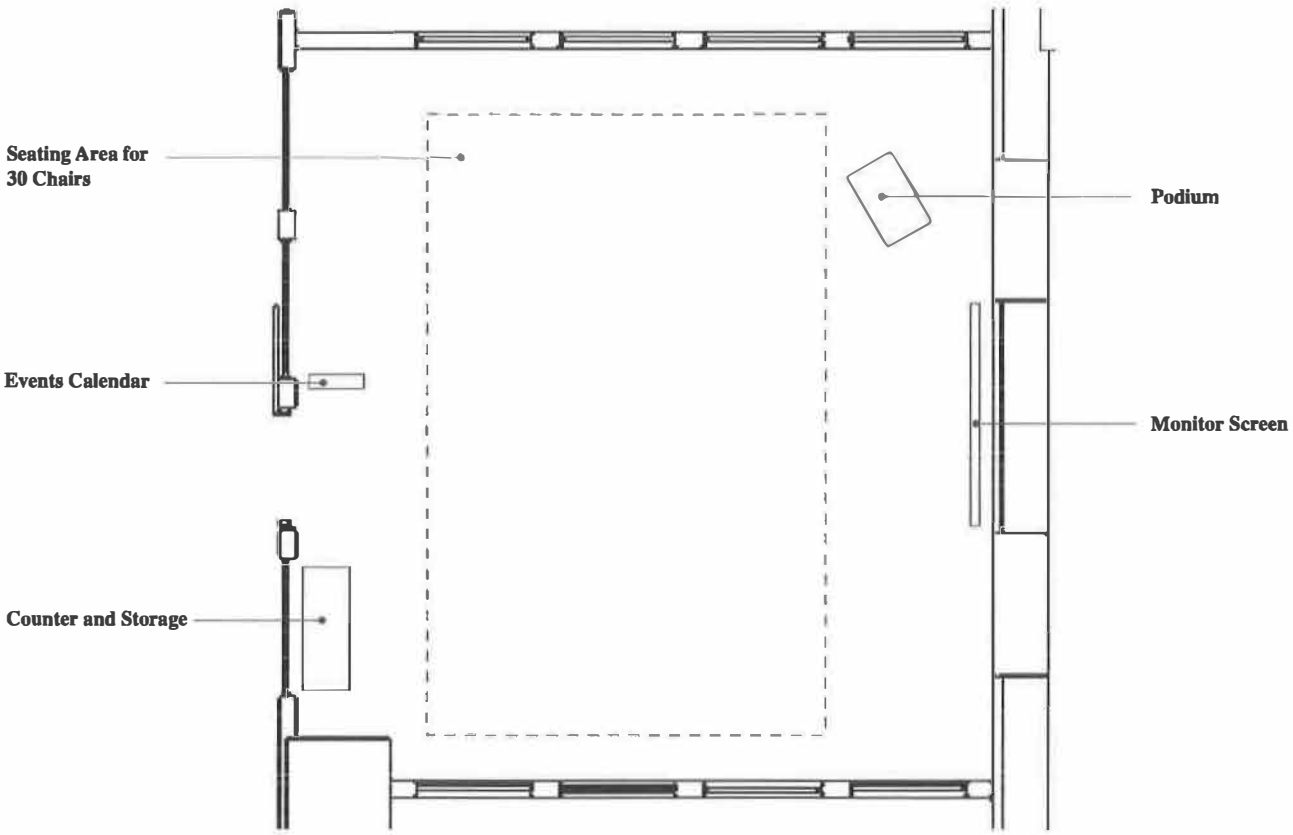


View North

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 3 - Community Area

The "Study Hall" is a flexible space that the community and school groups can use for a variety of special events and activities. The room will be suitable for such events as community meetings, lectures, temporary or traveling exhibits, on-site classes during educational field trips, and distance-learning experiences with partner sites. Many opportunities exist for this room, and appropriate programming will result in an ever-changing environment that keeps pace with the times. The room is programmed for flexibility. Not only will it accommodate the latest technology for presentations, meetings, and distance-learning, but it also will comply with the environmental requirements for hosting traveling exhibits from professional institutions.

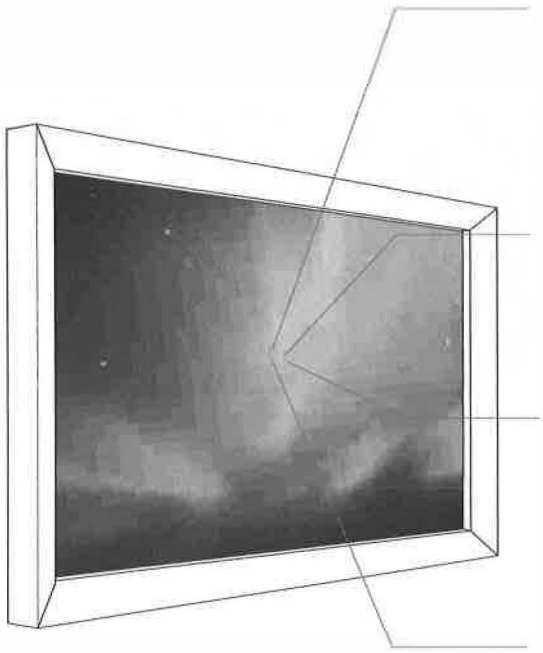


Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 3 - Community Area

The "Study Hall" will be equipped with an interactive presentation media portal to allow visitors to communicate and collaborate directly with educational and cultural institutions, businesses, and government.



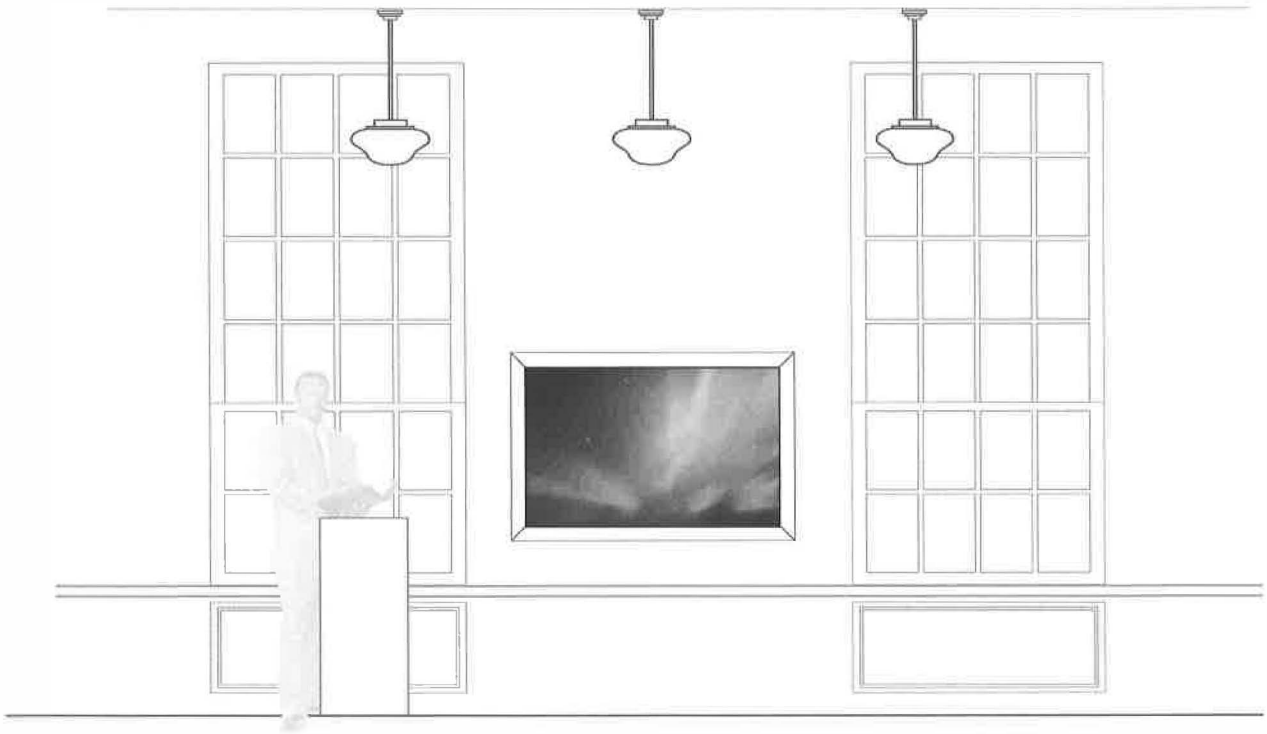


Education
Provide access for teachers and students to create an interactive classroom, conducting lessons from PS103, attending "class" remotely in other institutions, and sharing with their peers in schools around the U.S.

Business
Connect, communicate, and collaborate directly with community business leaders in the city, across the state, nationally, and internationally.

Historic
Visit other historic places such as the NPS sites Little Rock Central High School National Historical Park and Brown v. Board of Education National Historic Site. Interact with interpreters and visiting students at these sites.

Government
Participate in open debate and interact with political leaders locally and throughout the country.



View East

Appendices

Appendix - PS103 Stakeholder Interviews

PS103 Commissioners

Co-Chairmen

Dr. Larry S. Gibson (Counsel, Shapiro Sher Guinot & Sandler)

William Pencek (Director of Heritage & Cultural Tourism, MD Office of Tourism Development)

Commissioners

Dr. Andres Alonso (Superintendent of Schools, Baltimore City Public School System)

Rev. Marion Bascomb (Emeritus Pastor, Douglass Memorial Community Church)

Jacquelyn Cornish (Deputy Commissioner, Housing and Community Development [HCD], proxy for Paul Graziano, HCD Commissioner)

Robert C. Embry, Jr. (President, The Abell Foundation)

James Hamlin (President, Pennsylvania Avenue Redevelopment Corporation)

Rev. Alvin C. Hathaway, Sr. (Senior Pastor, Union Baptist Church)

Dr. Carla Hayden (Executive Director, Enoch Pratt Free Library)

Rev. Dellyne Hinton (Senior Pastor, Sharp Street Memorial United Methodist Church)

Senator Verna Jones (Maryland Legislature)

Delegate Ruth M. Kirk (Maryland Legislature)

Camay Murphy (Co-Chair, Baltimore National Heritage Area; Eubie Blake Foundation)

George Nilson (Solicitor, City of Baltimore)

John "Jake" Oliver (CEO, Afro-American Newspapers)

Otis Rolley III (Maryland Transportation Alliance, former City Chief of Staff)

Teresa Stephens (President, Upton Planning Committee)

Dr. David Terry (Executive Director, The Reginald F. Lewis Museum)

Baltimore National Heritage Area Staff

Jeffrey Buchheit (Director)

Shauntee Daniels (Heritage Education and Outreach Administrator)

Partners

Marvin "Doc" Cheatham (President, Baltimore City Chapter of the NAACP)

Avi Decter (Director, Jewish Museum of Maryland)

Dr. Jessica Elfenbien (Public Historian, University of Baltimore)

Elaine Garven (Assistant Deputy Mayor, Office of the Mayor)

Dr. Debra Newman Ham (Graduate Faculty, Morgan State University)

Eric Holcomb (City Planner, Commission for Historical and Architectural Preservation)

Matthew Hofstedt and Emily Rosolowski (Assistant and Associate Curators, Curator's Office, U.S. Supreme Court)

Dr. Joe Isaac (Executive Director, Facilities Planning and Operations, Baltimore City Community College)

Trish MacDonald (The Civility Compass Roundtable)

Bronwyn Mayden (Director, Office of Continuing Professional Education, University of Maryland, Baltimore, School of Social Work [Promise Heights])

Laura Miller (Chief of Interpretation, Little Rock Central High School National Historical Site)

Michael Molla (Vice President for Operations, Maryland Institute College of Art)

Terrence Moore (Chief of Park Planning, Northeast Region of the National Park Service)

Dr. Edward Papenfuse (Maryland State Archivist)

Mark Pollack (Partner, Ballard Spahr, LLP)

Sam Rogers (Executive Vice President and CMO, Visit Baltimore)

Amy Rosenkrans (Director of Social Studies, BCPSS)

David Schaeffer, Thom Rosenblum, and Linda Rosenblum (Chief of Interpretation, Historian, and Education Specialist, Brown v. Board of Education National Historic Site)

Dianne Swann-Wright (Independent Museum Professional)

Dr. Gabrielle Tenabe (Director, Office of Museums, Morgan State University [Lillie Mae Carroll Jackson House])

Colin Tarbert, Deputy Director, Mayor's Office of Economic and Neighborhood Development at City of Baltimore

Faye Walmsley (Chief of Interpretation, Martin Luther King, Jr., National Historic Site)

Additional Contacts

In addition to the interviews conducted above, the planning team contacted the individuals listed below to provide information on the project and inquire about their interest in it. Some expressed interest in the project but had no comments or suggestions at this time. Others did not respond to our inquiry. All of these people could be contacted again in subsequent phases of the project.

Commissioners

Wanda Best (Executive Director, Upton Planning Committee)

George Gilliam (formerly of the Pennsylvania Avenue Redevelopment Corporation)

Rev. Frank Reid III (Senior Pastor, Bethel African Methodist Episcopal Church)

Partners

Willa Banks (Frederick Douglass/Isaac Meyers Maritime Park)

Nancy Barrick (Thurgood Marshall project, St. James Episcopal Church)

Ursula Battle (Director, Communications and Public Relations, Coppin State University)

Dr. Nancy Grasmick (Superintendent of Schools, MD State Dept. of Education)

Phillip Merrill (Owner, Nanny Jack and Co.)

Dr. Joanne Martin (Director, Great Blacks in Wax Museum)

Monique Morris (Director of Education, NAACP, National Headquarters)

Dr. E. Albert Reece (Dean, University of Maryland Medical School)

Dr. Earl S. Richardson (President, Morgan State University)

Dr. Levi Watkins (Johns Hopkins Medical School)

Appendix – Preparers and Contributors

Planning Team

Point Heritage Development Consulting ***(Tallahassee, FL)***
Dr. Nancy I. M. Morgan, Principal

Dawson Associates, Inc. ***(Scituate (Boston), MA)***
Jeffrey Dawson

SP Arch, Inc. ***(Baltimore, MD)***
Kathleen Sherrill
Janean McCalla-Dunston
Ryan Dimaano
Jesse Rangel

Avalon Construction, Inc. ***(Baltimore, MD)***
Nambdi Iwuoha
Samuel Metili
Bahram Etesamy
Darryl Vaughn

Carr Communications ***(Baltimore, MD)***
Camilla Carr

Cultural Lore ***(Natchitoches, LA)***
Rolonda Teal
Dustin Fuqua

Hanbury Preservation, Inc. ***(Raleigh, NC)***
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Planning and Design Research Group ***(Baltimore, MD)***
Barbara Mobarak

The Mayor's Commission on Former PS103— Thurgood Marshall's Elementary School

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James Hamlin (President, Pennsylvania Avenue Redevelopment Corporation)

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The Hon. Ruth M. Kirk (Delegate, Maryland Legislature)

Camay Murphy (Co-Chair, Baltimore National Heritage Area; Eubie Blake Foundation)

George Nilson (Solicitor, City of Baltimore)

John "Jake" Oliver (CEO, Afro-American Newspapers)

Rev. Frank M. Reid III (Senior Pastor, Bethel African Methodist Episcopal Church)

Otis Rolley III (Maryland Transportation Alliance, former City Chief of Staff)

Teresa Stephens (President, Upton Planning Committee)

Dr. David Terry (Executive Director, The Reginald F. Lewis Museum)

Wanda Best (Executive Director, Upton Planning Committee)

Baltimore National Heritage Area Staff

Jeffrey Buchheit (Director)

Shauntee Daniels (Heritage Education and Outreach Administrator)

Appendix - Heritage Education

Below is a list of educational websites and lesson plans that pertain to the regionally and nationally significant history associated with P.S. 103. The curricula below are included as recommendations because they address nationally and regionally significant people and events in Baltimore's history. The strongest emphasis below is placed on the life of former civil rights laywer and Supreme Court Justice Thurgood Marshall and the long struggle for civil rights in the United States. Specific topics utilized in these lesson plans include the landmark Supreme Court school desegregation case *Brown v. the Board of Education of Topeka, Kansas,* the historical period of Reconstruction and "Jim Crow" segregation laws, other Supreme Court decisions regarding issues of equality, the three branches of government, and influential leaders in U.S. history.

The following pages include references to 12 lesson plans from a variety of reputable institutions, as well as a breakdown of the State and Core Curriculum Standards relevant to each plan. In addition to the references for lesson plans, this appendix includes a list of teacher packets relevant to the current project from the *Documents for the Classroom* series developed by the Maryland State Archives.

Lesson Plans

American Bar Association, Division for Public Education
Title: Dialogue on Brown v. Board of Education
Topics: School desegregation, United States Supreme Court
Website: www.abanet.org/brown/brownvboard.pdf

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 1, 2, 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

The Crayola Crayon Corporation
Title: Thurgood Marshall Makes a Difference
Topics: Baltimore's role in the national civil rights struggle, school desegregation, Thurgood Marshall
Website: www.crayola.com/lesson-plans/detail/thurgood-marshall-makes-a-difference-lesson-plan/

National Visual Arts and Arts and Communication Standards
Theme I: (Visual Arts)
- Level III Benchmark 3

Theme II: (Arts and Communication)
- Standard 4

State Curriculum: (Reading/English Language Arts) Grade 3
Standard 1, General Reading Processes

- Topic B. Indicator 1
- Topic C. Indicator 2, 3
- Topic E. Indicator 1, 3, 4

Standard 2, Comprehension of Informational Text

- Topic A. Indicator 3, 4, 6

State Curriculum: (Reading/English Language Arts) Grade 4
Standard 1, General Reading Processes

- Topic B. Indicator 1

Standard 2, Comprehension of Informational Text

- Topic A. Indicator 3, 4, 6

State Curriculum: (Reading/English Language Arts) Grade 5
Standard 1, General Reading Processes

- Topic C. Indicator 1, 2
- Topic E. Indicator 1, 3, 4

Standard 2, Comprehension of Informational Text

- Topic A. Indicator 3, 4, 6

State Curriculum: (Reading/English Language Arts) Grade 6
Standard 1, General Reading Processes

- Topic C. Indicator 1, 2
- Topic E. Indicator 1, 3, 4

Standard 2. Comprehension of Informational Text

- Topic C. Indicator 3, 4, 6

State Curriculum: (Reading/English Language Arts) Grade 7
Standard 1, General Reading Processes

- Topic C. Indicator 1, 2
- Topic E. Indicator 1, 4

Standard 2, Comprehension of Informational Text

- Topic A. Indicator 1, 2, 3, 4, 6

State Curriculum: (Reading/English Language Arts) Grade 8

- Topic A. Indicator 2, 4, 6
- Topic C. Indicator 2
- Topic D. Indicator 1
- Topic E. Indicator 1, 4

State Curriculum: Social Studies Grade 3
Standard 6, Social Studies Skills and Processes

- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 4
Standard 5, History

- Topic C. Indicator 1, 2
- Topic G. Indicator 1

State Curriculum: Social Studies Grade 5
Standard 6, Social Studies Skills and Processes

- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2

State Curriculum: Social Studies Grade 6
Standard 6, Social Studies Skills and Processes

- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2

State Curriculum: Social Studies Grade 7
Standard 6, Social Studies Skills and Processes

- Topic A. Indicator 1, 3
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 8
Standard 6, Social Studies Skills and Processes

- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)

- Topic A. Indicator 3

Democracy Challenged (1968-1980)

- Topic A. Indicator 4

State Curriculum: Government (Grades 9-12)
Standard 1, Political Science
The Foundation and Function of Government.

- Topic A. Indicator 1, 2

Individual and Group Participation in the Political System

- Topic B. Indicator 1.

The Library of Congress, American Memory Collection

Title: From Jim Crow to Linda Brown: A Retrospective of the African American Experience from 1897 to 1953

Topics: Reconstruction Period, school desegregation, Thurgood Marshall, United States Supreme Court

Website: memory.loc.gov/learn/lessons/97/crow/crowhome.html

State Curriculum: Government (Grades 9-12)
Standard 1, Political Science
The Foundation and Function of Government
- Topic A. Indicator 1, 2

Individual and Group Participation in the Political System
- Topic B. Indicator 1

Standard 5, United States History
Reconstruction and an Expanding America (Reconstruction-1897)
- Topic A. Indicator 1

Challenges of a New Century (1898-1929)
- Topic A. Indicator 1

Challenges of the Post War World (1946-1968)
- Topic A. Indicator 1, 2, 3

The National Archives

Title: Teaching With Documents Lesson Plan: Documents Related to *Brown v. Board of Education*

Topics: School desegregation, United States Supreme Court

Website: www.archives.gov/education/lessons/brown-v-board

National History Standards
Postwar United States (1945 to early 1970s)
- Era 9, Standard 4C

National Standards for Civics and Government
- Standard II.A2
- Standard III.B1

Core Learning Goals: Government
Goal 1, Political Systems
- Indicator1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 1, 2, 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

The National Archives
Title: Teaching With Documents: Order of Argument in the Case *Brown v. Board of Education*
Topic: School desegregation
Website: www.archives.gov/education/lessons/brown-case-order

Core Learning Goals for English (Grades 9-12)
Goal 1, Reading, Reviewing and Responding to Texts.
- Indicator 1.1.1, 1.1.2, 1.1.3

Goal 2, Composing in a Variety of Modes
- Indicator 2.1.1, 2.3.1, 2.3.3, 2.3.5

Core Learning Goals for Government
Goal 1, Political Systems
- Indicator1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 1, 2, 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

National Park Service: Brown v. Board of Education National Historic Site
Title: Fair is Fair (Grades K-3)
Topic: School desegregation
Website: www.nps.gov/brvb/forteachers/ (go to "Curriculum Materials")

State Curriculum: Social Studies Grade K
Standard 1.0, Political Science
- Topic A. Indicator 1
- Topic B. Indicator 1

Standard 5.0, History
- Topic A. Indicator 2

Standard 6.0, Social Studies Skills and Processes
- Topic A. Indicator 1, 4
- Topic G. Indicator 1

State Curriculum: Social Studies Grade 1
Standard 1.0, Political Science
- Topic B. Indicator 1

Standard 5.0, History
- Topic A. Indicator 1, 2

Standard 6.0, Social Studies Skills and Processes
- Topic A. Indicator 1
- Topic G. Indicator 1

State Curriculum: Social Studies Grade 2
Standard 1.0, Political Science
- Topic A. Indicator 2

Standard 5.0, History
- Topic A. Indicator 1, 2

Standard 6.0, Social Studies Skills and Processes
- Topic A. Indicator 1
- Topic B. Indicator 1, 2
- Topic G. Indicator 1

State Curriculum: Social Studies Grade 3
Standard 1.0, Political Science
- Topic B. Indicator 2

Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2, 3

National Park Service: Brown v. Board of Education National Historic Site
Title: Brown (Grades 8-12)
Topic: School desegregation
Website: www.nps.gov/brvb/forteachers/ (go to "Curriculum Materials")

State Curriculum: Social Studies Grade 8
Political Science
- Topic A. Indicator 2
- Topic C. Indicator 2, 3

Standard 5.0, History
- Topic B. Indicator 5

Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 3, 4
- Topic C. Indicator 1, 2
- Topic G. Indicator 1, 2

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

State Curriculum: Government (Grades 9-12)
Standard 1, Political Science
The Foundation and Function of Government.
- Topic A. Indicator 1, 2

Individual and Group Participation in the Political System
- Topic B. Indicator 1.

National Park Service, Teaching with Historic Places
Title: Brown v Board: Five Communities that Changed America
Topics: School desegregation, Thurgood Marshall, United States Supreme Court
Website: www.nps.gov/history/nr/twhp/wwwlps/lessons/121brown/index.htm

State Curriculum: Social Studies Grade 5
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 6
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 7
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 8
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 1, 2, 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

State Curriculum: Government (Grades 9-12)
Standard 1, Political Science
The Foundation and Function of Government.
- Topic A. Indicator 1, 2

Individual and Group Participation in the Political System
- Topic B. Indicator 1

Smithsonian National Museum of American History, Behring Center
Title: Separate is Not Equal: Brown v. Board of Education
Topics: School desegregation, United States Supreme Court
Website: americanhistory.si.edu/brown/resources/teachers-guide.html

State Curriculum: Social Studies Grade 4
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 5
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 6
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 7
Standard 6, Social Studies Skills and Processes
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1

- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: Social Studies Grade 8
- Topic A. Indicator 1, 2, 3, 4
- Topic C. Indicator 1, 2
- Topic D. Indicator 1
- Topic F. Indicator 3
- Topic G. Indicator 1, 2, 3

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Reconstruction and an Expanding America (Reconstruction-1897)
- Topic A. Indicator 1

Challenges of a New Century (1898-1929)
- Topic A. Indicator 1

Challenges of the Post War World (1946-1968)
- Topic A. Indicator 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

The United States Postal Service
Title: Thurgood Marshall: An American Hero
Topic: School desegregation, Thurgood Marshall, United States Supreme Court
Website: www.stamps.org/kids/images/thurgood.pdf

State Curriculum: United States History (Grades 9-12)
Standard 5, United States History
Challenges of the Post War World (1946-1968)
- Topic A. Indicator 3

Democracy Challenged (1968-1980)
- Topic A. Indicator 4

State Curriculum: Government (Grades 9-12)
Standard 1, Political Science
The Foundation and Function of Government.
- Topic A. Indicator 1, 2

Individual and Group Participation in the Political System
- Topic B. Indicator 1

The Supreme Court Historical Society and Street Law, Inc.
Title: Brown v. Board of Education (1954): School Segregation, Equal Protection
Topics: Baltimore's role in the national civil rights struggle, school desegregation, Thurgood Marshall
Website: www.streetlaw.org/en/Case.6.aspx

Standards: These materials were developed for students of various skill levels and not necessarily designed with benchmarks in mind. Teachers should choose the skill level that works best for their students using a modified approach. Use the above lesson plans as an indicator of where to look for corresponding Baltimore Public School System standards.

The Reginald F. Lewis Museum of Maryland African American History and Culture and the Maryland State Department of Education

Title: An African American Journey: A Resource for Learning the History of African Americans in Maryland and the United States

Topics: United States Supreme Court, Thurgood Marshall, school desegregation, Civil Rights

Lesson 37: The Long, Hard Road to *Brown v. Board of Education*
Lesson 38: Writing a Case Brief: Plessy V. Ferguson & *Brown V. Board of Education*
Lesson 39: Thurgood Marshall, Lawyer & U.S. Supreme Court Justice
Lesson 40: *Brown v. Board of Education*
Lesson 41: African American Women Making a Difference in Maryland/Civil Rights
Lesson 42: Letting Their Light Shine: Women in the Civil Rights Movement

This series was developed for the Reginald F. Lewis Museum in conjunction with the Maryland State Department of Education. CDs (including Lessons 37-42) are available to teachers in the Maryland public school system. The lessons are appropriate for grades 4-8. Any teacher interested in receiving a copy or learning more about the curriculum standards the lessons are designed to meet should contact the Director of Education, Reginald F. Lewis Museum of Maryland African American Culture and History.

Maryland State Archives

Title: Documents for the Classroom

Topics: Abolition, civil rights, Frederick Douglass, slavery, school desegregation, Thurgood Marshall

Website: www.teachingamericanhistorymd.net/html/packets.html

This series is comprised of teaching packets developed around the institution's holdings, with the occasional inclusion of primary materials from other large archives. The packets are comprised of archival references to images, primary documents, and publications related to specific topics. There are not lesson plans, but rather primary materials around which lesson plans can be built. The Maryland State Archives suggest relevant standards for each topic (*please visit the website for standards specific to each packet*).

American Colonization Society—The materials referenced in this packet are related to the establishment of a colony in Liberia to which free African Americans could emigrate. Materials will expose students to the various motivations for colonization, as well as the outcome of the attempt.

Famous Marylanders: Frederick Douglass—Sources that help tell the story of Douglass' life include many materials that are located elsewhere but are accessible to the public. The National Park Service, which manages the Frederick Douglass National Historic Site, owns many of the primary documents and images.

Jim Crow in Maryland—Many of the materials in this packet relate to Baltimore, although some are housed in other collections.

From Segregation to Integration: The Donald Murray Case, 1935-1937—Primary documents and reporting of the desegregation case that forced open the University of Maryland's law school.

Education in Maryland: Separate and Unequal—Most of the materials in this packet are related to the 2nd step on the "Road to Brown," in which Margaret Williams attempted to attend the all-white Catonsville High School.

Echoes of Thurgood: The Impact of University v. Murray Through its Alumni—Information on the careers and accomplishments of African American alumni of the University of Maryland's School of Law, following Marshall and Houston's 1935 desegregation victory.

Brown v. Board of Education and the Question of Segregation—This packet provides another look at the famous school desegregation case. Especially relevant for the topic of civil rights in Baltimore are the articles listed from *The Evening Sun.*

Desegregation of Maryland's Restaurants—Robert Mack Bell v. Maryland—Materials relating to the event and the following court battle that occurred when students from Dunbar High School and Morgan State College attempted to integrate Hooper's Restaurant on June 17, 1960. The students' representation included Juanita Jackson Mitchell and Thurgood Marshall. The case eventually went to the Supreme Court, where the decision was not upheld. In the meantime, however, the state changed its public laws to integrate restaurants.

Is Baltimore Burning?—These materials include newspaper and other accounts of the Cambridge Riot of 1967 and the Baltimore Riot of 1968, and selection of Governor Agnew's speeches relating to both events.

Streets of Fire—Governor Spiro Agnew and the Baltimore City Riots, April 1968—These materials mostly consist of primary source news articles about the riots in Baltimore that followed M.L. King's assassination. Much of the packet focuses on the governor's handling of the event.

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Building Interpretive Allocation

Building Exterior Areas

Front of Building and Main Entrance
Preserved façade contributes to historic integrity of the building and the streetscape, initiates the interpretive experience for visitors

Courtyard and Secondary Entrances
Accessible entrances for visitors and tenants; assembly and staging area for visitors and groups

Interpretive and Community Interior Areas

Foyer
Formal entrance and reception into the building and interpretive space

Office
Management office for public interpretive space, building reception, and security

Classroom 1 - Exhibit Area
Interpretive exhibits for Marshall and replication of a 1954 classroom

Classroom 2 - Exhibit Area
Interpretive exhibits for themes, timeline, and artifacts

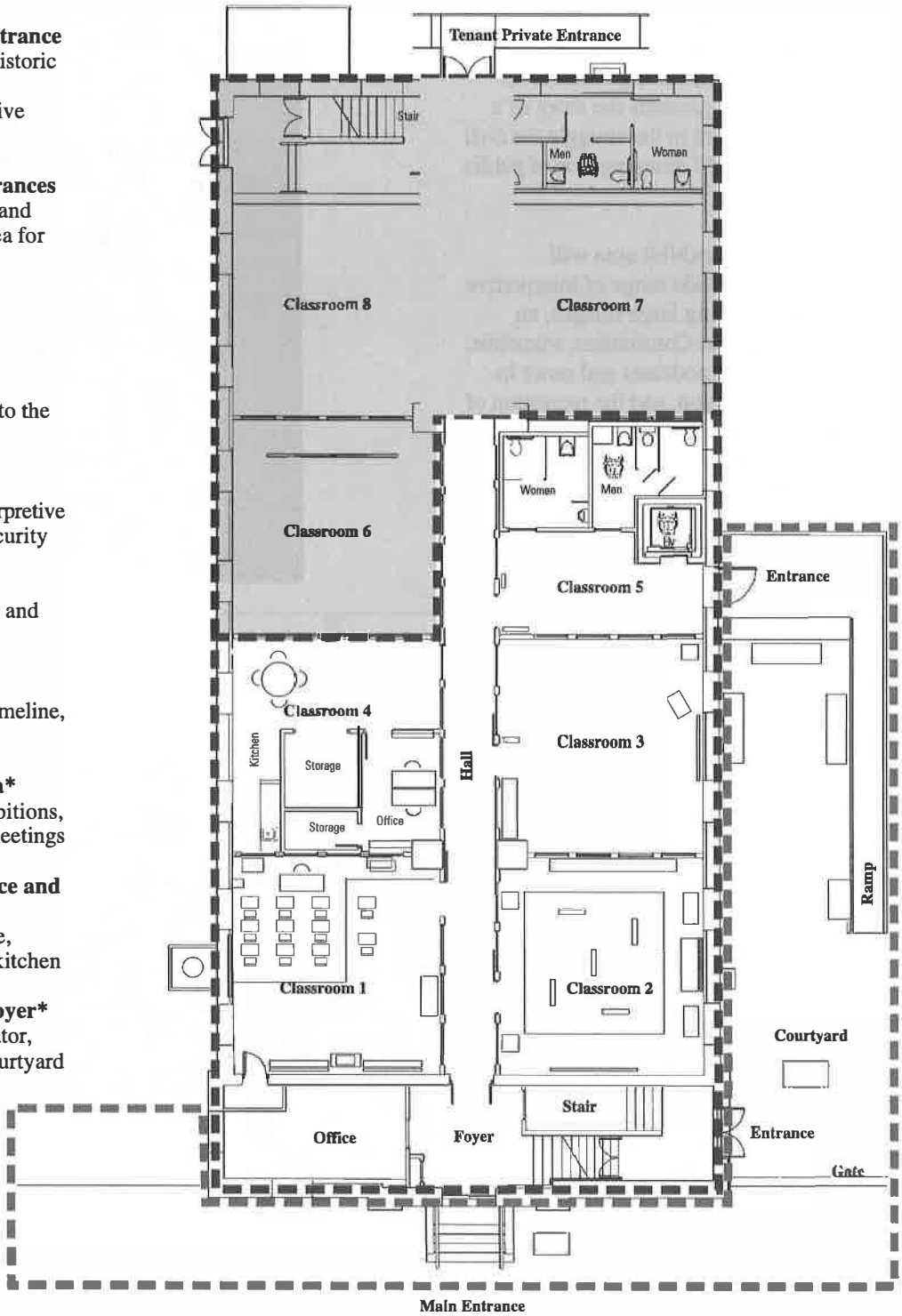
Classroom 3 - Community Area*
Ongoing activities room for exhibitions, lectures, programs, classes, and meetings

Classroom 4 - Community Office and Service Area
Upton Planning Committee office, interpretive storage, and service kitchen

Classroom 5 - Side Entrance Foyer*
Side entrance with building elevator, restrooms, and access ramp to courtyard

Tenant Interior Areas
Back Entrance
Classrooms 6, 7 & 8
Second Floor
Basement

**Areas used in common*

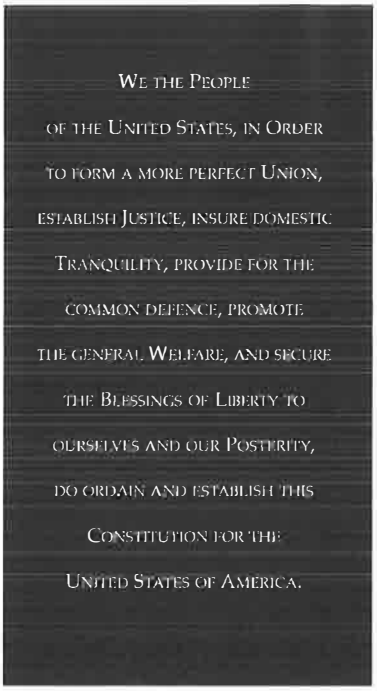


Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - Marshall Exhibit Area

The scope of the Marshall exhibit will help visitors understand the link between Marshall's actions and our nation's present—why he is important to us today. It also presents the story of a historic moment in the struggle for civil rights—the 1954 desegregation of public schools.

The Marshall exhibit area will encompass a wide range of interpretive media, including large images, an excerpt from the Constitution, a timeline, web access to podcasts and more in-depth information, and the recreation of a historic classroom. This combination of static and electronic media will provide a mix of interpretive experiences that appeal to a broad base of visitors.



Traditional type style evokes a sense of authority associated with the Supreme Court

The text and images used in the concepts are to shown design intent.

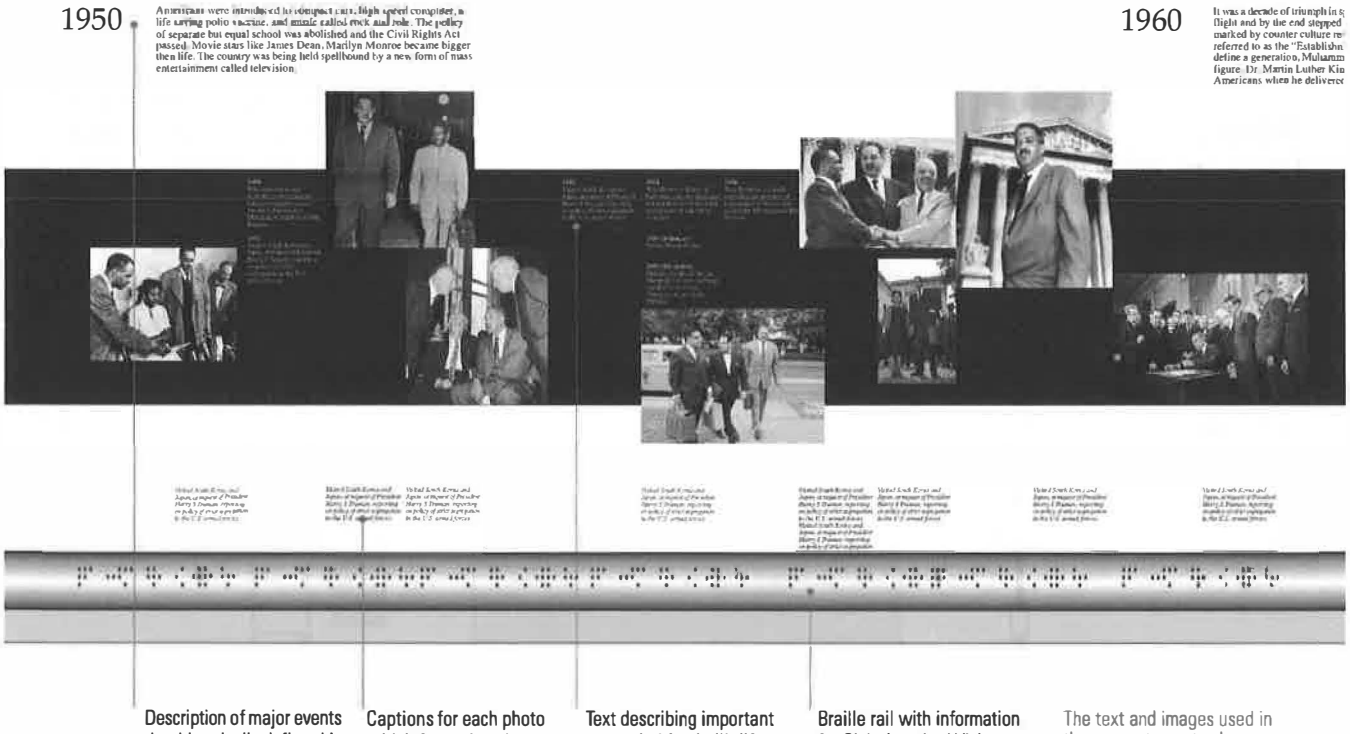


View South

Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 1 - Marshall Timeline

The timeline will be an image-rich narrative essay. The drawing below shows the concept for a single section of the timeline that will stretch from Marshall's birth in 1908 to his death in 1993.



Description of major events that historically define this period of time

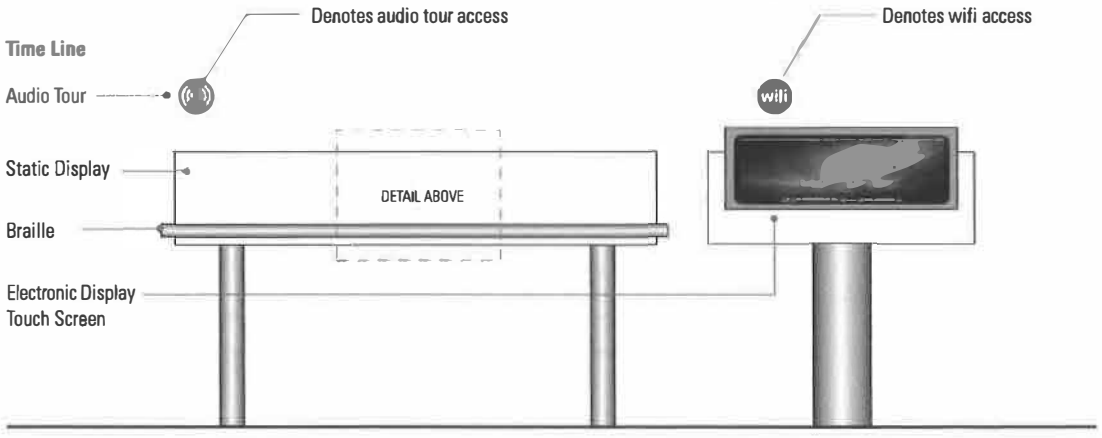
Captions for each photo with information about events and the people surrounding Marshall

Text describing important events in Marshall's life

Braille rail with information for Sight Impaired Visitors

The text and images used in the concepts are to shown design intent.

Design
The design vocabulary for the timeline follows the same style used on all other aspects of the interpretive area, including exhibits, structures, cabinets, furniture, and signs. Consistent application of color, typography, and other graphic design elements will clearly express the identity of PS103.



Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - Interpretive Exhibit Area

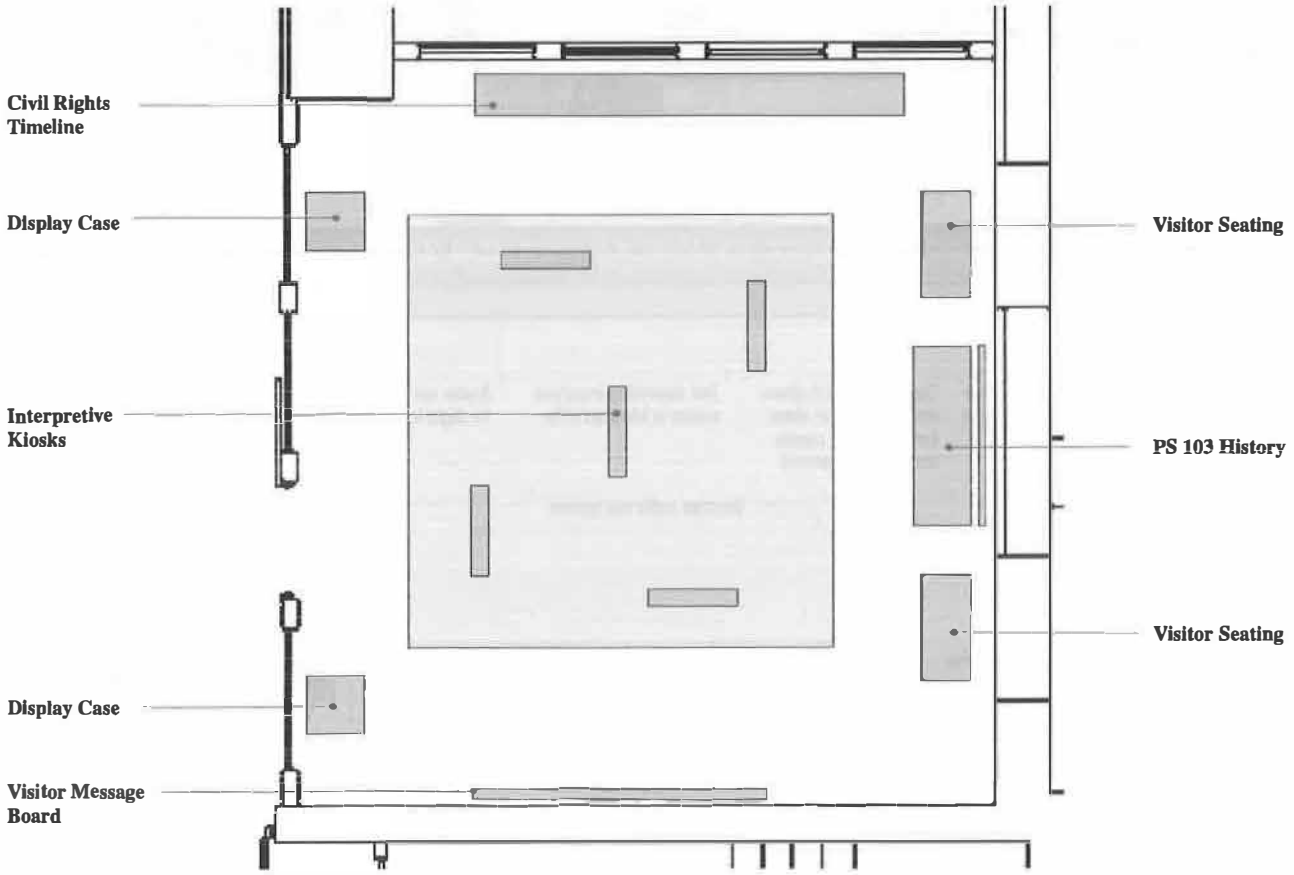
Interpretive Kiosks
The second classroom will contain five freestanding exhibit kiosks dedicated to the primary interpretive themes for PS103. The kiosks will be located in the middle of the room, providing a dominant impression of their importance and compelling visitors to read the panels as a continuous story.

Displays
Glass cases will allow for the display of authentic artifacts relating to the five primary interpretive themes.

Civil Rights Timeline
The north side of the room will hold a historical timeline about Baltimore's civil rights legacy. The pictorial timeline will illustrate people and events related to civil rights from colonial Maryland (1600s) to the present. An electronic component will make this exhibit interactive.

Chalkboard
A real chalkboard will present an inviting and tactile experience in which children and adults contribute to interpretation of the site by writing their own messages.

PS103 History
A static exhibit panel and display case on the east side of the room will present the history of the school illustrated with images, educational artifacts, and memorabilia.



Interpretive Plan for
Public School 103 - Thurgood Marshall's
Elementary School

Classroom 2 - Interpretive Kiosks

Interpretive themes are the central concepts, or key ideas, important for visitors to understand. The exhibits in classroom two will overtly present the primary interpretive themes for PS103 (see below or *Interpretive Themes* in *Section II—Foundation for Planning*). Although the site's themes would be carried out in all exhibits in the interpretive space, as well as in print and electronic media, here each individual theme would be portrayed on a single panel.

Graphic Design
The interpretive panel graphic and context is structured in layers. Each layer, or level of text, contributes to the whole story on a Panel - greater amount of detail is presented in each successive level of text, allowing the visitor to decide how much of the exhibit to read.

Most visitors will read approximately 30 words while standing at an exhibit. By layering the information, visitors can read as little or as much as they choose, depending upon issues such as age, educational level, interest in a subject, and time available.



Kiosks

The kiosk exhibits all share a modular component design, the same fabrication materials, and similar design vocabulary.

Side 1
The story panels clearly depict the themes that should be communicated to the visitor.

Side 2
The center panel illustration is printed fabric. Images are different communication documents or news items related to Marshall that are presented as legible graphic illustrations.



Design
The design vocabulary for the interpretive kiosks follows the same style used on all other aspects of the interpretive area, including exhibits, structures, cabinets, furniture, and signs. Consistent application of color, typography, and other graphic design elements will clearly express the identity of PS103.

The text and images used in the concepts are to shown design intent.