

Baltimore City
Commission for Historical and
Architectural Preservation

Landmark Designation Report

June 11, 2013



Public School No. 103 —Henry Highland Garnet School

1315 Division Street
Baltimore, Maryland

The content of this report is from *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 Consulting, October 31, 2010.

Summary

PS103, a landmark in the Upton community of West Baltimore, is significant to Baltimore for its architecture and the important role that it played in the history of education in the city. It was designed by prominent architect George Frederick in 1877 to serve white children, and in its form met the best practices for the design of school buildings, a design that is still retained today. In 1911, it became a school for African American children, earning a reputation as one of the city's finest. This school played an important role in the education of thousands of children in West Baltimore, including Thurgood Marshall, who later became a leader 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. PS 103 is significant for the role that it played in the education of African American students prior to desegregation, and for its architecture.

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.¹ 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 1873.² A description of the plans is that the school will be "large, comfortable, and substantial."³ 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.⁴

In October of that year, the construction contract was awarded to Philip Walsh and Sons, the low bid at a proposed cost of \$21,997.⁵ *The Baltimore Sun* reported that the school was completed in late July of 1877 at a cost of \$27,000.⁶

The two-story building had a principal's office and 6 or 7 classrooms on each floor; an Italian-influenced exterior with pressed-brick; granite sub-base and steps; and white marble trimmings.⁷ 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.”⁸ 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. 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.”⁹

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 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.”¹⁰ 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.¹¹

The original floor plan included 14 classrooms with the average square footage of 584 sq. ft. 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.¹² 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.¹³ 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 offsite 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.¹⁴

In 1908, the school became an annex of the Baltimore Polytechnic Institute, a high school also serving white students.¹⁵ 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.¹⁶

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.¹⁷ (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.¹⁸

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.¹⁹ 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.²⁰

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.²¹

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 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.²² 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)²³
- 3rd graders held a Mexican fiesta and performed a play during a unit on “Latin American Life” (1951)²⁴

- Children at the elementary school participated in a play performed by Douglass High School Students (1953)²⁵
- 6th graders participated in a panel discussion on why receiving an allowance was good for children (1955)²⁶

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.²⁷

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.²⁸

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.²⁹ 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 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."³⁰

The school was also the location for children's extra-curricular activities. In 1948, students from PS103 participated in a new band program.³¹ The school offered space for Girl Scout troops to meet after hours—in 1954, five separate troops held regular meetings in the building.³² 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.³³ 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.³⁴ 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.³⁵ 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.³⁶

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.³⁷ The last article that appears about the school discusses the activities of summer school in 1968.³⁸

The school was closed in the early 1970s, when the new No. 125 was built at Dolphin St. and Pennsylvania Ave.³⁹ In 1972, the Upton Planning Committee began leasing the building for use as office space to house the organization’s community services.⁴⁰ 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.⁴¹ 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 faux fireplace.⁴² The Upton Planning Committee occupied the building into the 1990s.⁴³ 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.

Historical 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.

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.

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.

Architectural Description

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 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.

Staff Recommendations

The property meets CHAP Landmark Designation Standards:

B. A Baltimore City Landmark may be a site, structure, landscape, building (or portion thereof), place, work of art, or other object which:

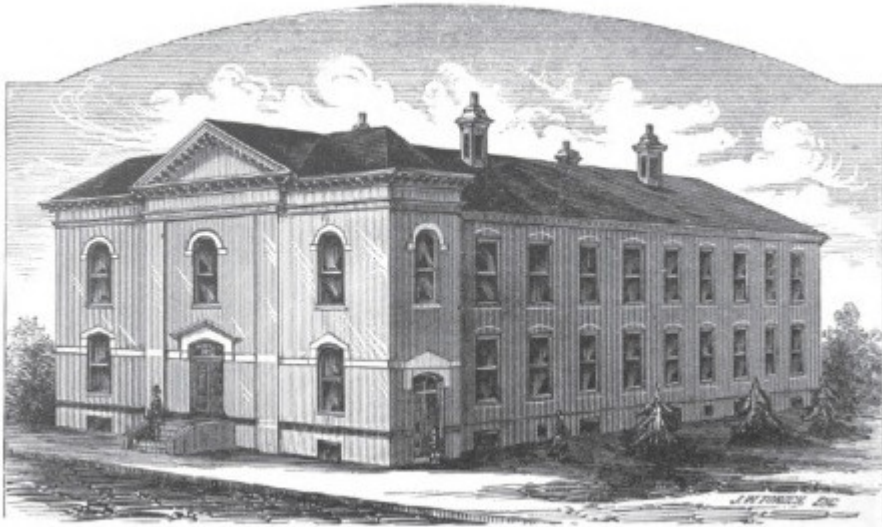
1. Is associated with events that have made a significant contribution to the broad patterns of Baltimore history;
3. Embodies the distinctive characteristics of a type, period, or method of construction, or that represents the work of a master, or that possesses high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction.

PS103, a landmark in the Upton community of West Baltimore, is significant to Baltimore for its architecture and the important role that it played in the history of education in the city. It was designed by prominent architect George Frederick in 1877 to serve white children, and in its form met the best practices for the design of school buildings, a design that is still retained today. In 1911, it became a school for African American children, earning a reputation as one of the city's finest. This school played an important role in the education of thousands of children in West Baltimore, including Thurgood Marshall, who later became a leader 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. PS 103 is significant for the role that it played in the education of African American students prior to desegregation, and for its architecture.

Locator Map

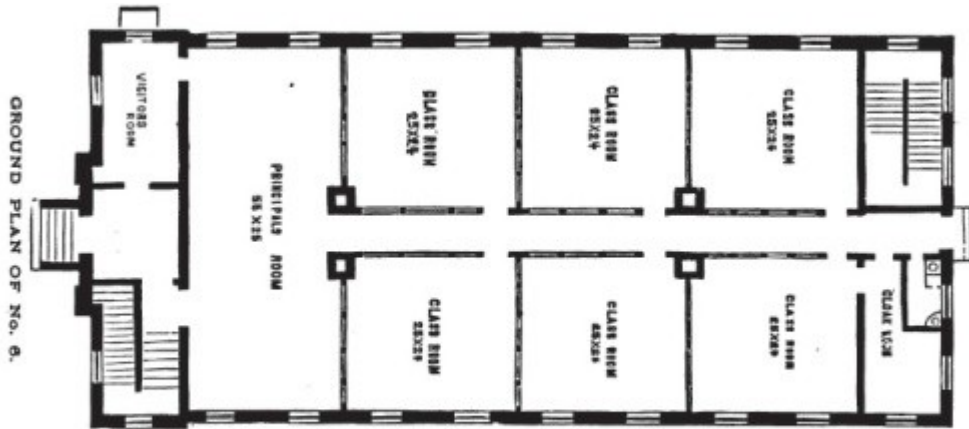


Images



MALE AND FEMALE GRAMMAR SCHOOL, No. 6,
Division Street.

1877 drawing of Grammar School No. 6. (1877 Annual Report of the Board of School Commissioners)



First Floor Plan of Grammar School No. 6. The school wasn't built quite to this plan.



Photo of children playing in front of PS 103 in 1934-1935.



MANUAL WORK IN AN UNGRADED CLASS

A photo from 1912 of a Baltimore classroom similar to PS 103



Photo of an active classroom in PS 103 during the 1950s.





¹ George A. Frederick: Prominent Architect of Historic Baltimore Landmarks, accessed Oct 27, 2010, www.georgeafrederick.com.

² Kurtze, *Baltimore City School Architecture*, 28.

³ "New Grammar School," *The Baltimore Sun*, October 27, 1876, 4.

⁴ "Additional School Buildings," *The Baltimore Sun* September 15, 1876, 4.

⁵ "New Grammar School," *The Baltimore Sun*, 4

⁶ "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.

⁷ 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.

⁸ *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1876, 699.

⁹ "Dedication of a Public School," *The Baltimore Sun*, 4.

¹⁰ "Dedication of a Public School," *The Baltimore Sun*, 4.

¹¹ "Dedication of a Public School," *The Baltimore Sun*, 4. A partial

¹² *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1876, xxi.

¹³ *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1896, 22.

¹⁴ *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1899, 18.

¹⁵ 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.

¹⁶ *Annual Report of the Board of School Commissioners to the Mayor and Council of Baltimore*, 1907, 8.

¹⁷ 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.

-
- ¹⁸ *49th Annual Report of Board of School Commissioners, City and Council of Baltimore for the Fiscal Year ending December 31st, 1910*, Public Printer, 1911.
- ¹⁹ “Many Go To High School” *The Afro-American Ledger*, June 27, 1914, 4.
- ²⁰ “Round About the Town” *The Afro-American*, October 27, 1917, 6.
- ²¹ “54 Washington Schools Have Been Given Names” *The Afro-American*, March 14, 1931, 3.
- ²² “Parents to be Partners at Henry Highland Garnet,” *The Baltimore Afro-American*, October 12, 1954, 8.
- ²³ “School News” *The Baltimore Afro-American*, May 11, 1948, 6.
- ²⁴ “In Our Schools” *The Baltimore Afro-American*, May 19, 1951, 16.
- ²⁵ “In Our Schools” *The Baltimore Afro-American*, June 13, 1953, 7.
- ²⁶ “School Page” *The Baltimore Afro-American*, March 19, 1955, 10.
- ²⁷ Ann Davis, oral history interview, February 19, 2010.
- ²⁸ Ann Davis, oral history interview, February 19, 2010.
- ²⁹ Rev. Alvin Hathaway, oral history interview, DATE.
- ³⁰ Michael Bowen Mitchell, oral history interview, DATE.
- ³¹ “Jr. High School Band to Give 1st Concert April 2” *The Baltimore Afro-American*, March 13, 1948, 13.
- ³² “Parents to be Partners at Henry Highland Garnet” *The Baltimore Afro-American*.
- ³³ “Public Schools” *The Afro-American*, November 21, 1925, 16.
- ³⁴ “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.
- ³⁵ “Parents to be Partners at Henry Highland Garnet” in *The Baltimore Afro-American*.
- ³⁶ “In Our Schools” *The Baltimore Afro-American*, October 21, 1952, 26.
- ³⁷ “What Our Readers Say” *The Baltimore Afro-American*, November 23, 1963, 4.
- ³⁸ “School 103 Pupils Meet City Leaders” *The Baltimore Afro-American*, August 13, 1968, 13.
- ³⁹ 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.
- ⁴⁰ 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.
- ⁴¹ “Mrs. Boone Gets Award Tonight” *The Baltimore Afro-American*, October 14, 1975, 1-2.
- ⁴² “Neighborhood Gets Grants for Rehabs” *The Baltimore Afro-American*, February 18, 1989, A3.
- ⁴³ 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.
- ¹⁴² “George A. Frederick, Prominent Architect of Historic Baltimore Landmarks,” <http://georgeafrederick.com>, accessed October 27, 2010.