



Thurgood Marshall's Elementary School Special Resource Study

Public Meeting

April 13 and 28, 2021 6:30 pm Eastern
(virtual/online)

project website: parkplanning.nps.gov/ps103

National Park Service
U.S. Department of the Interior



National Park System

There are 423
national park units
managed by the
National Park Service

The northeastern region of the United States currently includes over 80 national park units





Goals of this Meeting & Agenda



- **Introduce** special resource studies – purpose, authorities timeline, and evaluation criteria
- **Describe** the ‘study area’ and the NPS’ research efforts
- **Questions and answer session**
- **Invite** you to share feedback – learn how can you contribute



What is a Special Resource Study?

- Congress directs the Secretary of the Interior to conduct special resource studies through legislation. The National Park Service is part of the US Department of the Interior and is tasked with completing the study.
- The authorizing legislation defines the study's purpose and 'study area'.
- Special resource studies provide Congress with an analysis of the study area's cultural and natural resources using required criteria for new units of the national park system.
- The final special resource study report is forwarded from the US Department of the Interior to Congress. At that point, the final report becomes publicly available.
- **The final report does not create a new national park unit.** New national park system units are created through federal legislation. In addition, the President can create new national monuments by proclamation. However, Congress can choose to create a new national park unit at any time, even without a final special resource study report. Congress can also choose to not create a new park unit even when a special resource study has been completed.



Special Resource Study Criteria

Congressional legislation and National Park Service policy require that special resource studies use the following criteria:

1. **Contain nationally significant cultural and/or natural resources** – *this determination is closely aligned with National Historic Landmark criteria*
2. **Be suitable** – *represent a resource type not already adequately represented in the national park system*
3. **Be feasible** – *in terms of size and configuration for visitor use, resource protection, and efficient NPS administration at a reasonable cost*
4. **Need to be managed by the NPS** – *the National Park Service is the most effective and efficient management alternative for visitor enjoyment and resource protection.*

The 'study area' must meet all four criteria for the study to find that it can be considered eligible for consideration as a new potential unit of the national park system.



This Special Resource Study

PUBLIC LAW 116-9, SECTION 2002: SPECIAL RESOURCE STUDY OF THURGOOD MARSHALL SCHOOL (signed March 2019)

(a) DEFINITION OF STUDY AREA.-In this section, the term "**study area**" means-

- (1) **P.S. 103**, the public school located in West Baltimore, Maryland, which Thurgood Marshall attended as a youth; and
- (2) **any other resources in the neighborhood surrounding P.S. 103 that relate to the early life* of Thurgood Marshall.**

(b) SPECIAL RESOURCE STUDY.-

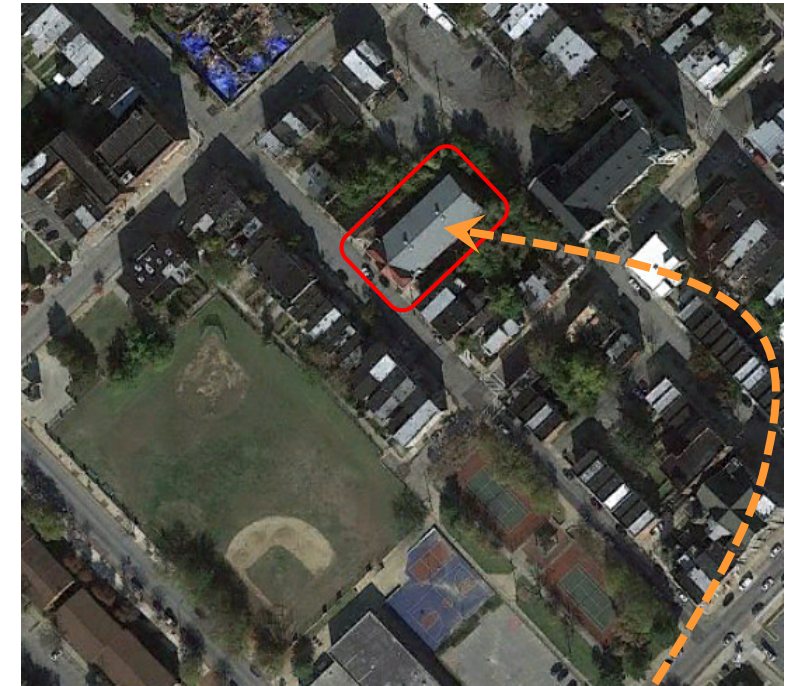
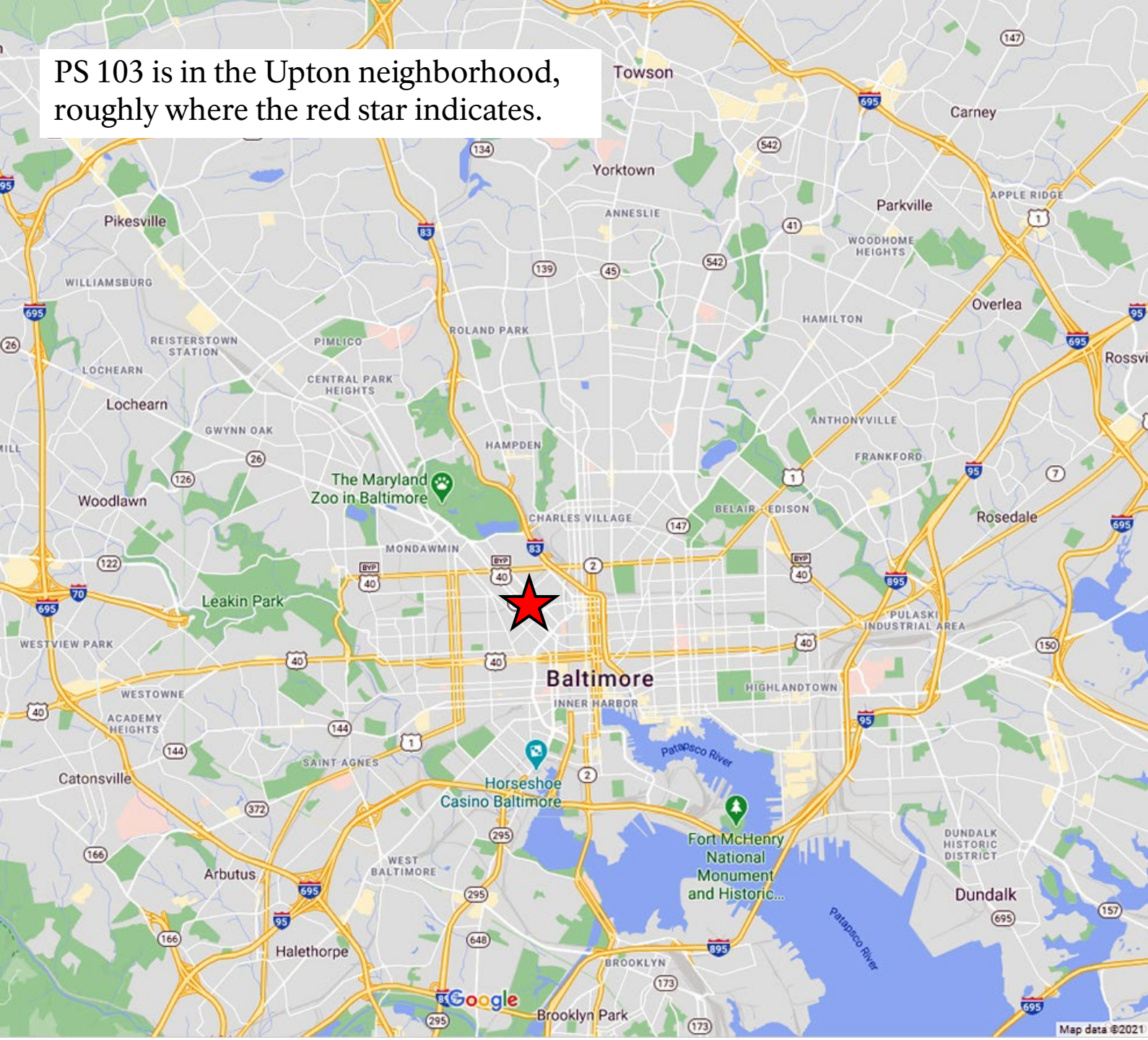
- (1) STUDY.-The Secretary shall conduct a special resource study of the study area.

** Note on 'early life': Thurgood Marshall attended PS 103 elementary school from 1914-1921*

PS 103 is in the Upton neighborhood, roughly where the red star indicates.



Location of the study area



PS 103, 1315 Division Street, is surrounded by row houses and is near churches, parks and recreation sites, and a school.

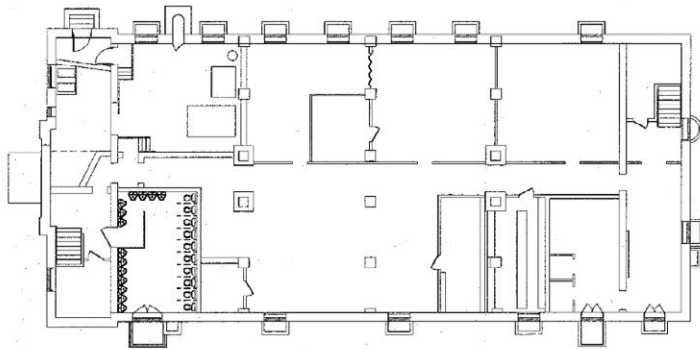
Sources: Google Maps and Google Earth imagery, April 2021



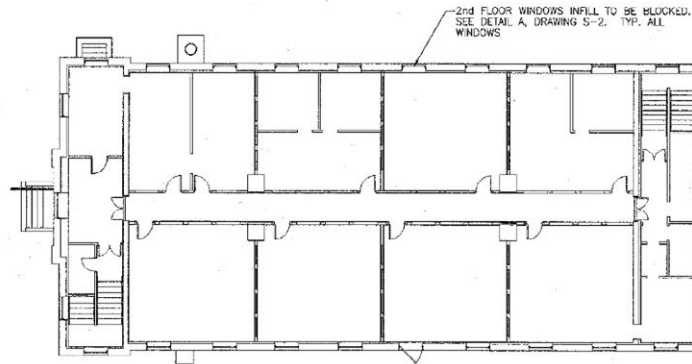
Building History & Design

The school building was designed by Baltimore architect George A. Frederick, one of Baltimore's most prominent architects in the 19th century, who also designed Baltimore's City Hall. It was constructed by 'Phillip Walsh and Sons' in 1877. There are two floors of classrooms and a basement.

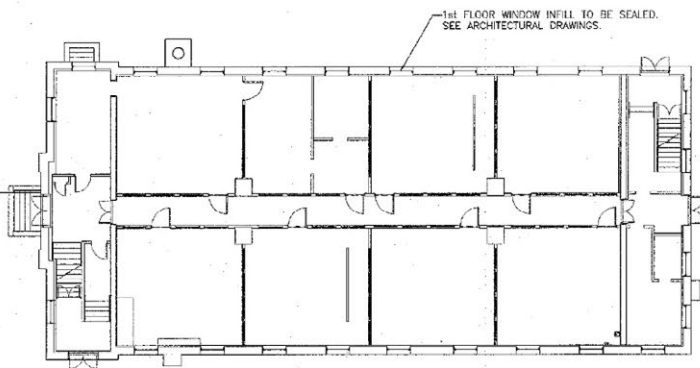
The design is typical of other educational institutions supported by Baltimore's Board of School Commissioners in the 19th century. It prioritized health and safety with adequate natural lighting, ventilation, and quick egress in case of fire. Partitions which separated the classrooms could be raised to allow larger room configurations.



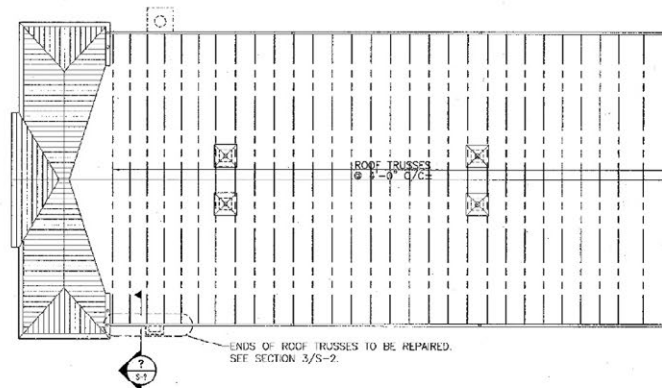
1 BASEMENT PLAN
SCALE: 3/32" = 1'-0"



3 SECOND FLOOR PLAN
SCALE: 3/32" = 1'-0"



2 FIRST FLOOR PLAN
SCALE: 3/32" = 1'-0"



4 ROOF PLAN
SCALE: 3/32" = 1'-0"



Building History & Design

- 1877** Originally the 'Male and Female Grammar School Number 6', the school served children of white immigrant families.
- 1899** Became an English-German school for white children.
- 1910** Designated as a "colored" school to serve the growing number of African American families with children who moved into the Upton neighborhood.
- 1911** Renamed as Public School 103, following conventional naming for other "colored" schools in Baltimore.
- 1925** Renamed to the Henry Highland Garnet Public School for a formerly enslaved person from Maryland who was a minister and abolitionist.
- 1954** Desegregated, thanks in no small part to former student Thurgood Marshall's and the NAACP's legal work culminating in Brown v. Board.
- 1969-71** School closed.





Selected events from Thurgood Marshall's youth and early adulthood

- 1908 Born July 2 at 543 McMechen Street, Baltimore
- 1910-14 Lives with family in Harlem, New York City
- 1914 Family moves back to Baltimore
- 1914-21 Attends P.S. 103 (ages 6-11) while living at 1632 Division St**
- 1921-25 Attends Colored High and Training School, Baltimore
- 1925-30 Lincoln University, near Oxford, PA
- 1930-33 Howard University Law School, Washington, DC, while living in Baltimore
- 1933 Opens private practice in downtown Baltimore
- 1934 Begins work for the National Association for the National Advancement of Colored People (NAACP) in NYC while continuing to live in Baltimore
- 1933 Defends the "Buy Where You Can Work" boycott for jobs in African-American Baltimore
- 1935 Wins *Murray v. Pearson* case desegregating UMd-Law
- 1936 Moves permanently out of Baltimore to New York City

Marshall 1908-1936



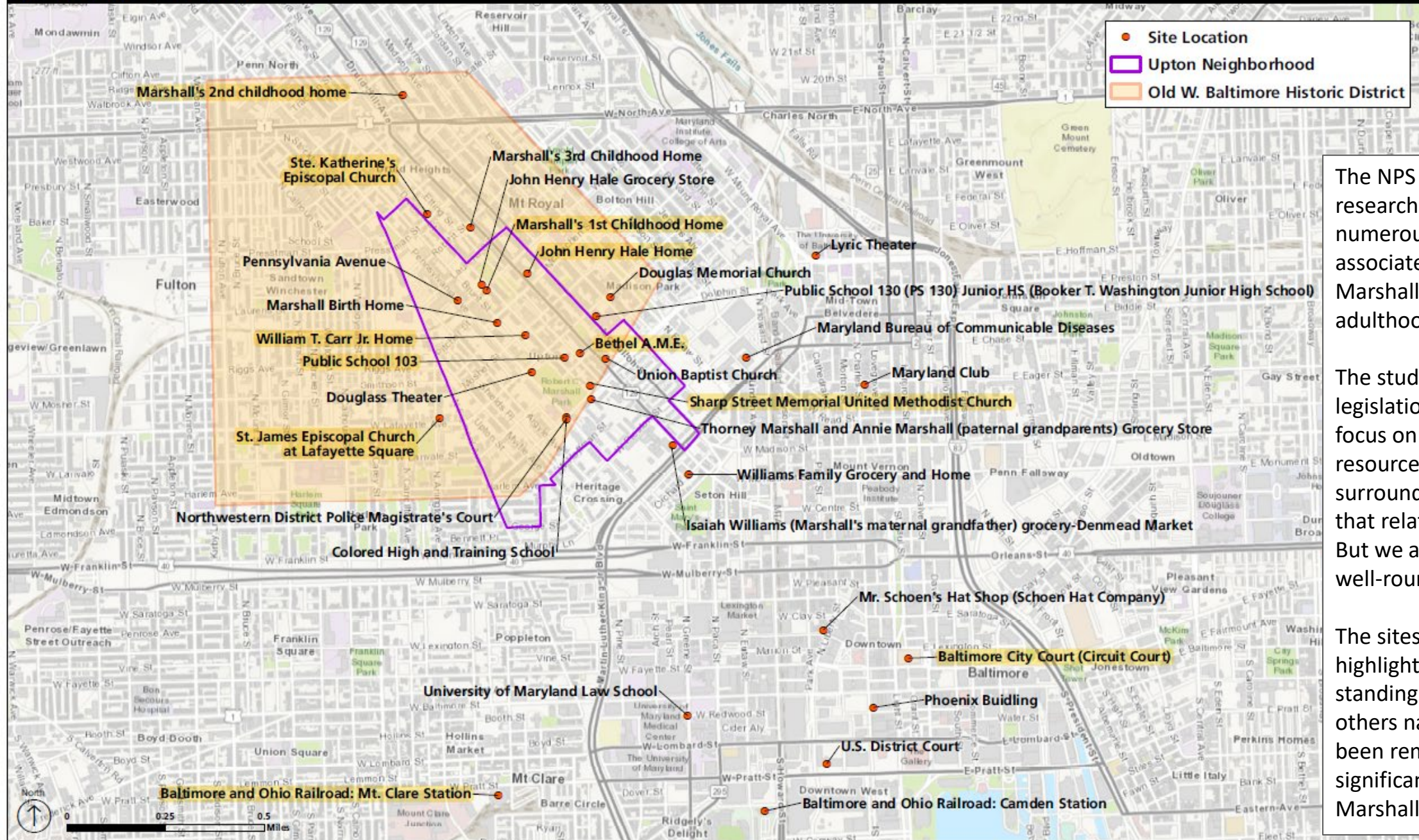
Marshall, Murray, Houston, 1935.

Source: Library of Congress

Thurgood Marshall Special Resource Study

Site Locations - Overview

National Park Service
U.S. Department of the Interior



The NPS study team is researching, and has visited, numerous locations associated with Thurgood Marshall's youth and early adulthood in Baltimore.

The study's authorizing legislation directs the NPS to focus on (1) P.S. 103, and (2) resources in the surrounding neighborhood that relate to his early life. But we are trying to get a well-rounded picture.

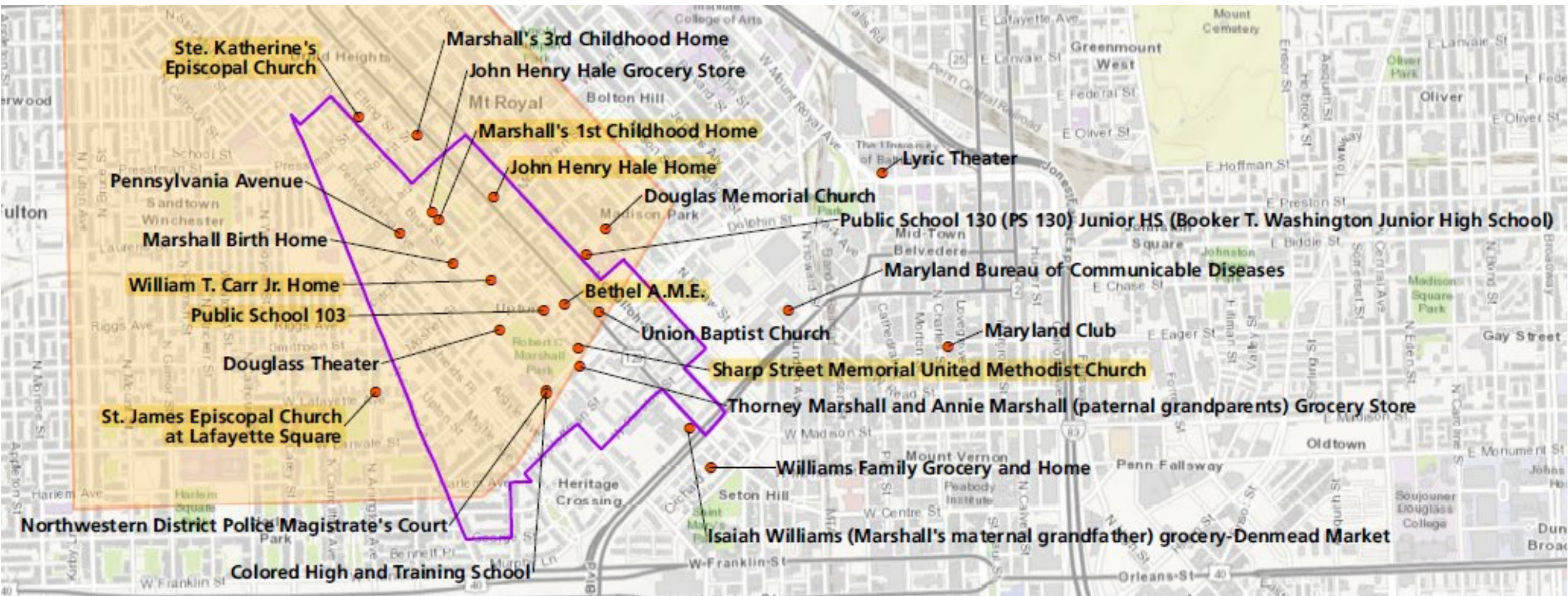
The sites whose names are highlighted yellow are still standing today; while the others named here have been removed or are significantly modified since Marshall's time.



Marshall

1908-1936

A closer view of the map





Marshall 1908-1936

The National Park Service's PS 103 special resource study team has compiled a bibliography of research sources of information about Thurgood Marshall's life, and especially his youth in Baltimore.

The bibliography can be downloaded from the project website here: parkplanning.nps.gov/ps103 under the '**Document List**' tab.

The National Park Service team will be glad to receive suggestions of additional sources of information. To submit suggestions through the public comment portal go to the project website and click on the '**Open for Comment**' tab and then click on '**Newsletter**'. The '**Comment Now**' button appears on that page. Or leave a voice mail at: 303-969-2575.

Federal Studies and Documentation

National Park Service

- 2019 *Reconstruction Era National Monument Foundation Document.*
- 2017 *Brown v. Board of Education National Historic Site Foundation Document.*
- 2017 *Little Rock Central High School National Historic Site Foundation Document.*
- 2017 *Tuskegee Institution National Historic Site and Tuskegee Airmen National Historic Site Foundation Document.*
- 2012 *Baltimore National Heritage Area, Maryland: Frequently Asked Questions.*
<https://www.nps.gov/balt/faqs.htm>. Accessed March 8, 2021.
- 2004 *Landmarks that Transformed Education Racial Desegregation in Public Education in the United States.* National Historic Landmarks Program.

Butowsky, Harry A.

- 1986 "Sumner Elementary School." *National Register of Historic Places Inventory-Nomination Form.*
- 1986 "Supreme Court Building." *National Register of Historic Places Inventory-Nomination Form.*

Cianci Salvatore, Susan

- 2001 "John Philip Sousa Junior High School." *National Historic Landmark Nomination Form.*

Cianci Salvatore, Susan, Antionette J. Lee, Carol Shull, John H. Sprinkle, and John Salmon.

- 2002 *Civil Rights in America: A Framework for Identifying Significant Sites.* National Historic Landmarks Program. (Revised 2008).

Cianci Salvatore, Susan, Waldo E. Martin Jr., Vicki L. Ruiz, Patricia Sullivan and Harvard Sitkoff

- 2000 *Racial Desegregation in Public Education in the United States Theme Study.* National Historic Landmarks Program. National Register of Historic Places Multiple Property Documentation Form.

Dougherty, Dorothy M.

- 1981 "Sharp Street Memorial United Methodist Church and Community House." *National Register of Historic Places Inventory Nomination Form.*

Fearnbach, Heather and Sarah Azaransky

- 2016 "Pauli Murray Family Home." *National Historic Landmark Nomination.*

Hagedorn-Krass, Martha and Harry A. Butowsky

- 1991 "Sumner Elementary School & Monroe Elementary School." *National Register of Historic Places Inventory-Nomination Form.*

Jackson, Jarl K. and Julie L. Vosmik

- 1994 "Robert Russa Moton High School." *National Historic Landmark Nomination Form.*

Lee, James and Jack Glassman

- 2019 *Trip Report: Public School No. 103 Baltimore MD.* Historic Architecture, Conservation, and Engineering. National Park Service.

Lowe, Turkiya L.

- 2000 "Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, Founders Library." *National Historic Landmark Nomination Form.*

Thurgood Marshall School, Public School 103 Special Resource Study

March 2021

National Park Service
U.S. Department of the Interior



Attend a Virtual Public Meeting
on April 13 at 6:30pm EDT,
see parkplanning.nps.gov/ps103
for details.
Submit comments online or using
the enclosed comment card.



The National Park Service (NPS) is pleased to announce the launch of a special resource study (SRS) of Public School 103 (P.S. 103), the elementary school of former Supreme Court Justice Thurgood Marshall, located at 1315 Division Street, Baltimore, Maryland.

P.S. 103 was originally built in 1877 for West Baltimore's white immigrant population but in 1911 it became a segregated African-American school. Thurgood Marshall attended P.S. 103 from 1st through 8th grade, from 1914 to 1921. In adulthood, Marshall became the lead counsel for the National Association for the Advancement of Colored People (NAACP), a leading civil rights lawyer, and the first African-American US Supreme Court justice.

The John D. Dingell, Jr. Conservation, Management, and Recreation Act of 2019 directed the Secretary of the Interior to conduct a special resource study of P.S. 103 and any other resources in the neighborhood surrounding P.S. 103 that relate to the early life of Thurgood Marshall. The purpose of the study is to evaluate the study resources' national significance and determine their suitability and feasibility of designating them as a unit of the national park system.

As we begin the special resource study, we would like to engage the public in discussions about P.S. 103 and any other resources in the neighborhood surrounding P.S. 103 that relate to the early life of Thurgood Marshall. The health and safety of our visitors, employees, volunteers, and partners is our priority. The National Park Service is working with federal, state, and local authorities to closely monitor the novel coronavirus (COVID-19) situation. A virtual public meeting will be held to receive the public's ideas and opinions about the site.

The National Park Service will evaluate the property using congressionally established criteria for national significance, suitability, feasibility, and need for direct NPS management. Based on the analysis, the National Park Service will determine whether the site meets the criteria for inclusion in the national park system and will prepare the study for the Secretary of the Interior. The Secretary will then submit the findings and a recommendation to Congress.

We hope you will take time to let us know your thoughts and ideas through the NPS study website. More information and project updates can be found at <https://parkplanning.nps.gov/ps103>.



Marshall 1908-1936

The National Park Service's PS 103 special resource study team has also created a four-page newsletter summarizing the project and the special resource study process.

It can also be downloaded from the the project website here: parkplanning.nps.gov/ps103 under the **'Document List'** tab.

Study Timeline

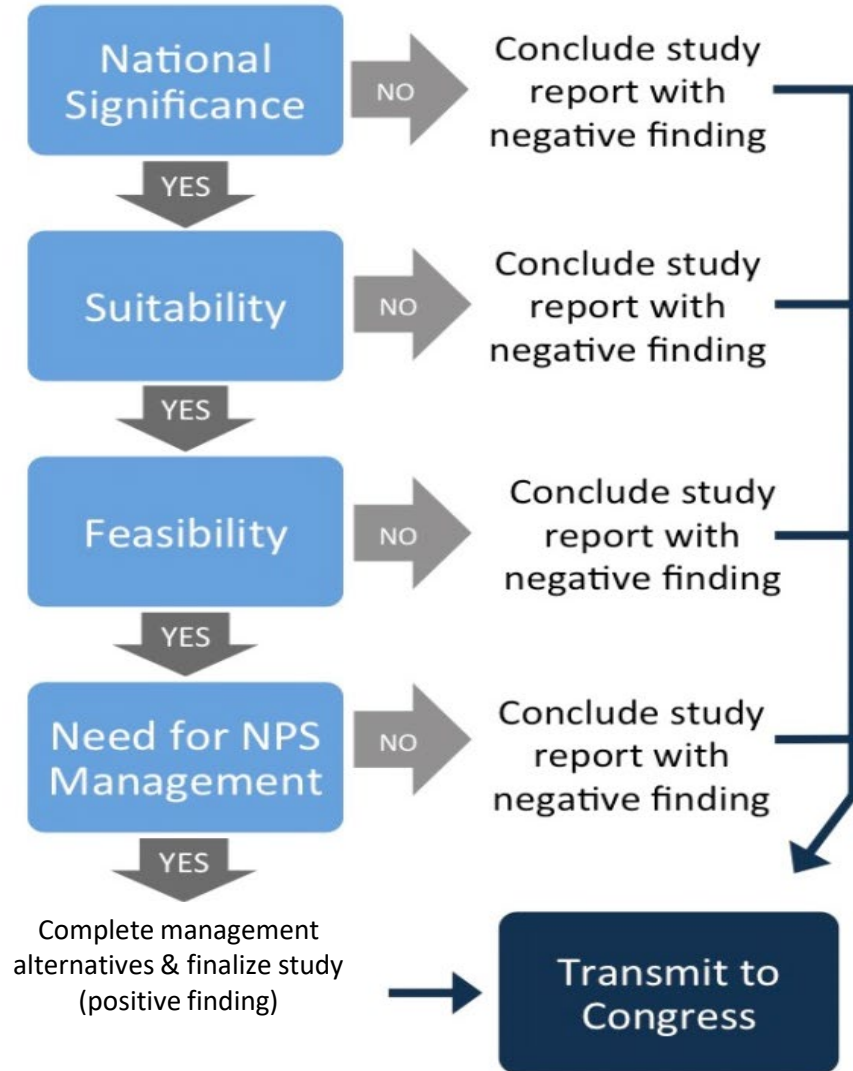


Time Frame	Task
Spring – Winter 2020	Data Gathering and Site Orientation
March – June 2021	Public Outreach* - WE ARE HERE
Through end of 2021	Analysis of the four (4) study criteria and preparation of the study
Spring 2022	NPS Agency Review of Study Findings
Summer 2022	Revise Study Based on NPS Agency Review
Late 2022	Finalize Study Findings and prepare for Secretary of the Interior's Recommendation to Congress

** The National Park Service is working with federal, state, and local authorities to closely monitor the novel coronavirus (COVID-19) situation. In addition to virtual meetings, in-person meetings may be held at a later date to receive the feedback about the study.*



SRS Completion Pathways



Study Process

During the study process, the study area must meet all four SRS criteria to demonstrate an overall positive finding.

*Only **Congress** or the **President** has the authority to designate a new National Park Service unit.*



Criterion 1 - National Significance



Founders Library, Howard University, DC

- Contains **nationally significant natural and/or cultural resources**
- For cultural resources, **National Historic Landmark criteria** are applied to determine whether a site is nationally significant



Brown v. Board of Education National Historical Site, KS



Criterion 2 - Suitability



Little Rock Central High School
National Historic Site, AR

Represents a natural or cultural resource that is **not already adequately represented** in the national park system

or

Is **not comparably represented and protected** for public enjoyment by another land-managing entity



Criterion 3 - Feasibility



Selma to Montgomery National Historic Trail, AL

Sufficient size and appropriate configuration to ensure long-term protection of the resources and visitor enjoyment

Capable of **efficient administration** by the National Park Service at a **reasonable cost**

Other important **feasibility factors** include:

- Landownership
- Acquisition costs
- Life cycle maintenance costs
- Access
- Threats to the resource
- Staff / development requirements
- Level of public support for a new potential park unit



Criterion 4 – Need for NPS Management



United States Supreme Court
Washington, DC

Requires direct National Park Service management
that is clearly superior to other management
approaches

We want to learn
more about...

Lots of things.
We need the
public's help.



We want to learn more about...

1. How would you feel about the P.S. 103 building potentially becoming a **national park unit** that would focus on Thurgood Marshall, particularly his early life?



We want to learn more about...

2. Are there **places and historic resources in the neighborhood** surrounding P.S. 103 related to the early life of Thurgood Marshall that the NPS special resource study team should know about?



We want to learn more about...

3. Are you aware of **documents** (letters, diary entries, photographs, newspaper articles, etc.) not publicly available that relate to Marshall's early life, meaning while he was a student in Baltimore City schools?



We want to learn more about...

4. Do you have any **other comments**, concerns, or suggestions about this study?



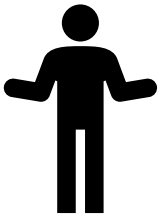
Common Questions

1. How will the study site be evaluated?
2. What are some of the possible outcomes of the study?
3. If the study team finds a site to be nationally significant, will it be designated a historic site or a unit of the national park system?
4. What is the role of public involvement in the special resource study process?
5. Are there other options to NPS designation that would allow the community to be a partner?



How should the study affect decisions being made about the building?

The National Park Service recommends that the City and the community not change its plans for the study area's resources (PS 103 in this case). We recommend that all parties continue to make the best decisions for the property and community possible without regard to the potential for a new national park unit in Upton. These studies take several years to conduct, the outcome is uncertain, and whether a new national park unit will ever be created is entirely unknown.





Ways to Submit Feedback

- 1 - Enter your comments directly on the **project website**: parkplanning.nps.gov/ps103
 - Click on “**Open for Comment**” then “**Newsletter**” to respond to the comment questions.

- 2 – Send written comments using the **comment card** posted on the project website under the “Documents” link, or by mailing a **letter** to:

National Park Service, Denver Service Center – Planning
c/o Carrie Miller
12795 West Alameda Parkway
P.O. Box 25287
Denver, CO 80225-0287

- 3 - Contact Carrie Miller (project manager) at carrie_miller@nps.gov or 303-969-2575

Open comment period is April 1 to June 1, 2021

Using the project website: parkplanning.nps.gov/ps103



The screenshot shows the National Park Service website for the PEPC Planning, Environment & Public Comment project. The header includes the National Park Service logo and the text "National Park Service". Below the header is a navigation bar with links: Find a Park, Discover History, Explore Nature, Get Involved, Working With Communities, Teachers, Kids, and About Us. The main content area is titled "PEPC Planning, Environment & Public Comment" and includes a sub-navigation bar with links: PEPC Home, Documents by Park, Policy/Links, Park Planning, and Search Documents. The left sidebar contains a "PROJECT LINKS" section with links: Project Home, Plan Process, Meeting Notices, Links, Document List, and Open For Comment (1). The main content area is titled "Documents Open For Review" and includes the text "Denver Service Center » Thurgood Marshall School (Public School 103) Special Resource Study". Below this, it states "The following Documents are currently open for review." and "Select a document to review and comment:". A red circle highlights the link "P.S. 103 Special Resource Study Newsletter" which is preceded by a document icon. At the bottom, it states "A comment period for this project closes Jun 01, 2021: 57 Days, 15 Hours, 23 Min."

National Park Service

Find a Park | Discover History | Explore Nature | Get Involved | Working With Communities | Teachers | Kids | About Us

PEPC Planning, Environment & Public Comment

PEPC Home | Documents by Park | Policy/Links | Park Planning | Search Documents

PROJECT LINKS

- Project Home
- Plan Process
- Meeting Notices
- Links
- Document List
- Open For Comment (1)

Documents Open For Review

Denver Service Center » Thurgood Marshall School (Public School 103) Special Resource Study

The following Documents are currently open for review.


Select a document to review and comment:

- P.S. 103 Special Resource Study Newsletter

A comment period for this project closes **Jun 01, 2021**: 57 Days, 15 Hours, 23 Min.

Using the project website: parkplanning.nps.gov/ps103





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PROJECT LINKS

- Project Home
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- Document List
- Open For Comment (1)
- [Comment Now »](#)

Comment period closes
Jun 01, 2021


at 11:59 PM Mountain Time in
57 Days, 15 Hours, 20 Min.

[Denver Service Center » Thurgood Marshall School \(Public School 103\) Special Resource Study » Document List » Document Contents](#)

P.S. 103 Special Resource Study Newsletter

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P.S. 103 was originally built in 1877 for West Baltimore's white immigrant population, but in 1911 it became a segregated African-American school. Thurgood Marshall attended P.S. 103 from 1st through 8th grade, from 1914 to 1921. In adulthood, Marshall became the lead council for the National Association for the Advancement of Colored People (NAACP), a leading civil rights lawyer, and the first African-American U.S. Supreme Court Justice.



Using the project website: parkplanning.nps.gov/ps103



PEPC Planning, Environment & Public Comment

[PEPC Home](#) | [Documents by Park](#) | [Policy/Links](#) | [Park Planning](#) | [Search Documents](#)

PROJECT LINKS

[Project Home](#)

[Plan Process](#)

[Meeting Notices](#)

[Links](#)

[Document List](#)

[Open For Comment \(1\)](#)

[Print Form](#)

Comment period closes
Jun 01, 2021

at 11:59 PM Mountain Time in
57 Days, 15 Hours, 19 Min.

Submit Comments

P.S. 103 Special Resource Study Newsletter

We welcome your comments on this project.

Before including your address, telephone number, electronic mail address, or other personally identifiable information in your comments, you should be aware that your entire comment (including your personally identifiable information) may be made publicly available at any time. While you can ask us to withhold your personally identifiable information from public review, we cannot guarantee that we will be able to do so.

Comment Form		bold* indicates required fields
Country:	<input type="text" value="United States of America"/>	
City:*	<input type="text"/>	
State/Territory:*	<input type="text"/>	
Postal Code:*	<input type="text"/>	
First Name:	<input type="text"/>	Middle Initial: <input type="text"/>
Last Name:	<input type="text"/>	
Organization:	<input type="text"/>	
Address 1:	<input type="text"/>	
Address 2:	<input type="text"/>	
E-mail:	<input type="text"/>	



To learn more and follow the study process, visit the project website:

<http://parkplanning.nps.gov/PS103>

Thank you for your interest in this study

National Park Service
U.S. Department of the Interior

Ways to Submit Feedback

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