

APPENDIX:

EDWARD U. TAYLOR ELEMENTARY SCHOOL (#18-11-6)

19501 WHITE GROUND ROAD, BOYDS, MD 20841

MASTER PLAN HISTORIC SITE DESIGNATION FORM

SEPTEMBER 2022

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1. NAME OF PROPERTY

Historic Name: Edward U. Taylor Elementary School
Current Name: Taylor Science Center
Maryland Inventory of Historic Properties #: M:18-11-16

2. LOCATION OF PROPERTY

Address Number and Street: 19501 White Ground Road, Boyds
County, State, Zip: Montgomery County, Maryland, 20841

3. ZONING OF PROPERTY

R-200: The intent of the R-200 zone is to provide designated areas of the County for residential uses with a minimum lot size of 20,000 square feet. The predominant use is residential in a detached house.

4. TYPE OF PROPERTY

A. Ownership of Property

- Private
- Public
- Local
- State
- Federal

B. Category of Property

- Private
- Public
- Local
- State
- Federal

C. Number of Resources within the Property

Contributing

Noncontributing

- | | |
|---|---|
| <input checked="" type="checkbox"/> Buildings | <input checked="" type="checkbox"/> Buildings |
| <input type="checkbox"/> Structures | <input type="checkbox"/> Structures |
| <input type="checkbox"/> Objects | <input type="checkbox"/> Objects |
| <input type="checkbox"/> Archaeological Sites | <input type="checkbox"/> Archaeological Sites |
| <input checked="" type="checkbox"/> Total | <input checked="" type="checkbox"/> Total |

D. Listing in the National Register of Historic Places: The property has not been evaluated for the National Register of Historic Places.

5. FUNCTION OR USE

Historic Function(s): EDUCATION: Schools

Current Function(s): EDUCATION: Education-related

6. DESCRIPTION OF PROPERTY

Site Description: The former Edward U. Taylor School is located at 19501 White Ground Road, approximately one mile to the southwest of Boyds, Montgomery County, Maryland (App. 1, Fig. 1). The building presently serves as the Taylor Science Center for the processing and storage of science kits for Montgomery County Public Schools (MCPS). The school, two baseball fields, and various outbuildings are sited on a rectangular seven-acre parcel. The topography of the eastern half of the property is generally flat, but the grade slopes downward towards the southwest on the western half. The property is bound by: White Ground Road to the north; a single-family dwelling, wooded lot, and a second parcel owned by the Board of Education consisting of three baseball fields to the south; a single-family dwelling to the east; and a single-family dwelling to the west.¹

The school is located in the southeast corner of the site and variably setback 85' to 205' from White Ground Road. While the façade of the school fronts White Ground Road, the building is oriented to the northwest with an offset of 30 degrees to the road. There are multiple points of entrance/egress to the property and building. The primary original circular driveway on the northeast corner of the site provides access to the main entrance of the school and a parking lot abutting the east elevation. A second narrow driveway located towards the center of the site leads to a smaller parking lot located on a former recreational court to the north of the school. A third circular driveway towards the western extent of the site provides access to and parking for the baseball fields. Other non-contributing and temporary structures include a small playground and batting cages on a former athletic court, picnic pavilions, and storage sheds (App. 4, Fig. 12-19). The majority of these site elements are to the south of the school. The remainder of the site primarily consists of manicured lawns or baseball fields.

Architectural Description: For the purpose of the exterior architectural description, the spaces will be described in their historic function rather than their current use as a storage and processing facility. See Appendix Four for current photographs of the school.

The Board of Education built the Modern Movement-influenced Edward U. Taylor School in 1952.² The one-story, flat-roof building features four different phases of construction completed over seventeen years between 1952 and 1969. The school consists of: 1) the original building comprised of the auditorium (which served as a multi-purpose room), entrance hall, principal's office, cafeteria, and four classrooms built in 1952; 2) a two-classroom addition in 1954; 3) a two-class room, health office, teachers' room, and storage area addition, and extension of the principal's office in 1961; and 4) the library and services addition in 1969.³ See Appendix Five for a model showing the evolution of the school building.

The architecture firm of McLeod & Ferrara designed the original school. The building completed in 1952 consists of three distinct massings: the auditorium to the east, entrance hall with principal's office and kitchen in the center, and classroom wing to the west (App. 5, Fig. 1-2). While all three sections are one-story, the heights differ with the taller auditorium with clerestory story windows anchoring the design, followed by the classroom wing, and the shorter entrance hall. The entrance hall has an L-shaped form that wraps the multi-purpose room/auditorium.

The original school rests on a continuous concrete foundation and features a concrete block structural system with a seven-course, common bond, brick veneer. The walls support a flat roof that features non-historic metal coping on the auditorium and seamed metal fascia on the remainder of the building.⁴ Fenestration primarily consists of: 1) non-historic, double-leaf, metal-framed glass doors; 2) replacement single-leaf aluminum doors; and 3) original vertically orientated, three-light, four-light and five-light ribbons of metal-sash windows. The windows feature brick sills. Many of the wood lintels are no longer visible as they are obscured beneath the non-historic metal cornice.

¹ The Board of Education purchased the adjacent triangular parcel to the south in 1966. The use of the property appears to be limited to undeveloped recreational fields until the school's closing in 1979.

² The term Board of Education and school board will be used interchangeably in this document.

³ For an evolution of the building, see Appendix X: Models Showing the Evolution of the Taylor School.

⁴ The original cornice consisted of simple wood fascia.

Major additions were added primarily to the western extent of the school as an extension to the classroom wing (App. 5, Fig. 3-6). The first two classroom additions built in 1954 and 1961 seamlessly retained and matched the original design, fenestration, and materials.

The third addition, the library and services wing built in 1969, incorporated a new form but the design components were complimentary to the historic building (App. 5, Fig. 7-8). This one-story addition with a partially exposed basement takes advantage of the change in grade to permit direct access to basement storage from the west elevation. The addition rests on a partially excavated concrete foundation. The concrete block structural system with a five-course, common-bond, brick veneer supports a flat roof. The roof has the same non-historic seamed metal cornice as the rest of the building. Fenestration consists of vertically orientated, three-light and five-light metal-sash windows and single-leaf and double-leaf, single-light, wood doors.

See Appendix Two: Detailed Architectural Description for a description of each elevation.

7. STATEMENT OF SIGNIFICANCE

A. Applicable Designation Criteria as described in Chapter 24A: Historic Resources Preservation, Section 24A-3, Montgomery County Ordinance

The Edward U. Taylor Elementary School meets three of the nine designation criteria as described in Section 24A-3 of the Montgomery County Ordinance. See Section J of this report for a detailed analysis.

B. Statement of Significance:

The Edward U. Taylor School reflects segregated elementary educational facilities built for Black residents in Montgomery County in the mid-twentieth century. In Maryland, de jure racial segregation excluded Black children from attending white schools. For 85 years following the Civil War, Montgomery County failed to invest significant public funds in the construction of educational facilities for Black students. The schools were spurious attempts to provide “separate but equal” facilities, which were separate but never equal. While the fifteen Julius Rosenwald-funded schools built in the 1920s demonstrated the persistence and resourcefulness of the Black community to achieve better educational facilities, the Board of Education still improved and spent more money on white schools at a much greater rate. The gap between white and segregated Black school facilities widened to the extent that the illusion of “separate but equal” was no longer viable by the 1940s.

The Taylor School represents the cumulative efforts of Black residents, individuals such as Edward U. Taylor (Supervisor of Colored Schools), and organizations such as, Citizens Council of Mutual Improvement, Parent Teacher Organizations, and the League of Women Voters to obtain support for better facilities and opportunities for Black children of the county. These efforts were strengthened by state and national litigation against the separate but equal doctrine. As a result, Montgomery County Public Schools dedicated funding to construct four new consolidated segregated Black elementary schools between 1947 and 1951. These schools achieved modern educational design standards including concrete structural systems with brick veneer, ribbon metal windows providing light and ventilation, and access from each classroom to the exterior. The Black community recognized these buildings as a source of pride. None of the individuals or organizations associated with efforts to improve African American education during this period of segregation are recognized in the *Master Plan for Historic Preservation*.

The Taylor School serves as a reminder of the final stages of the desegregation plan enacted in Montgomery County following the Supreme Court decision in *Brown v. Board of Education of Topeka* (1954). One of the last county schools to be desegregated in 1961, the Taylor School was the only segregated Black elementary or high school to retain its original use. The Board of Education decided against reopening the other three consolidated segregated Black elementary schools as integrated elementary schools due to the percentage of Black students within the respective districts. As a result, the burden to ensure desegregation at artificially created ratios fell to the Black community. Preserving the architecture of racial segregation creates a forum to educate the public, provide spaces to deliberate past and modern race relations, and discuss social justice and tolerance.

C. Period of Significance: 1951-1979

D. Significant Dates: 1952 (construction); 1954 (addition); 1961 (addition); 1961 (integration); 1979 (closure); and 1994 (alteration to warehouse/facility)

E. Significant Persons: Edward U. Taylor

F. Areas of Significance: African American Heritage; Education; Social History

G. Architect/Builder: McLeod & Ferrara

H. Narrative:

Historic Context: Segregated Black Elementary Schools in Boyds and Montgomery County (1872-1951)

Early Education for Black Students in Montgomery County

When examining the evolution of educational facilities, it is important to understand the broader aspects of the racial, social, and economic history of Montgomery County and Maryland. Colonized in the mid-17th century, Maryland planters concentrated on tobacco and first relied on a mix of indentured and enslaved labor. This shifted to primarily enslaved African labor and the Maryland colony codified slavery based on race in 1664.

The ownership of enslaved persons was widely seen in certain parts of the country, and in Montgomery County, as a path towards building white wealth and generational stability. Maryland remained a slave state that never seceded from the Union during the Civil War. Over 250 residents of the County served in the Confederate army and many other inhabitants remained sympathetic to the Confederate cause even towards the conclusion of the Civil War.

The Emancipation Proclamation freed enslaved Blacks in the Confederate states, but not enslaved persons in the border states. Since Maryland's Constitution of 1851 forbade passage of any law abolishing slavery, the state had to write a new constitution to abolish slavery in 1864. Maryland held a state-wide referendum on the passage of such a constitution in which eligible civilian voters rejected the referendum, but the inclusion of absentee ballots from Union soldiers in the field led to its ratification.⁵ Fewer than a quarter of Montgomery County voters supported the new constitution abolishing slavery.⁶

After the Civil War, Maryland diverged from southern states as it was not subject to federal Reconstruction. The Maryland Democratic Party regained power in 1866 and effectively barred Black participation in politics. Nevertheless, Black Montgomery County residents were essential in the creation of the education system for their children. In 1865, the federal government opened a branch of The Bureau of Refugees, Freedmen, and Abandoned Lands (Freedman's Bureau) and partnered with northern benevolent organizations to support Black residents to open schools. The Bureau provided rent, building materials, books, and transportation for teachers. In 1866, records noted only three schools for Black children in the County despite a newly freed population of 7,500 people. The schools consisted of: 1) a large school at Sandy Spring; 2) a "...commodious building is in the course of erection at 'Blue Marsh' for school and church purposes; and 3) a private school at Barnesville set up by a Black resident and operated by his daughter.⁷ The following year, Black residents of Rockville operated

⁵ Ninety-one percent of the Union soldiers supported the referendum which passed by 375 votes, 30,174 for and 29,799 against. Charles Bracelen Flood, *Lincoln at the Gates of History* (New York: Simon & Schuster, 2009), 330.

⁶ Four hundred and twenty-two Montgomery County voters supported the referendum and 1,367 Montgomery County voters rejected the referendum. "The Late Vote on the Constitution," *Baltimore Sun*, November 8, 1864. Newspapers.com.

⁷ Letter from Colonel R.G. Rutherford to Brigadier General Howard, October 27, 1866. Maryland and Delaware, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872, Family Search.

a school from the basement of the Methodist Episcopal Church and the Bureau provided lumber and shingles to renovate an older building in Sandy Spring.⁸ Neither the county nor state provided any assistance at this time.

The Bureau stated that the white residents largely resisted progress related to education of the Black population. The organization implied that residents burned a combined church and school building completed near Rockville. In addition, a report stated that outside of the Quakers at Sandy Spring, the white residents “in no way assisted the Colored people and throw obstacles in the way of establishment of schools and churches.”⁹

Maryland’s General Assembly mandated segregated public education for Black students in 1872.¹⁰ The legislature repealed and re-enacted the Public Education Act (first established in 1867) to provide a general system of free public schools in the state. The amended code required the following:

It shall be the duty of the Board of County School Commissioners to establish one or more public schools in each election district for all colored youth between six and twenty years of age, to which admission shall be free, and which shall be kept open as long as the other public schools of the particular county; provided, the average attendance be not less than fifteen scholars.¹¹

The legislation required the Comptroller to appropriate an annual sum for the support of Black schools. The funding failed to meet the needs of the populace or proportionally match the proceeds from the public school tax devoted to white schools.¹² By September 1873, Montgomery County established eight one-room schools attended by 468 Black students.¹³ The county enrolled less than 7 percent of its Black population and spent approximately \$3.24 per student.¹⁴ Comparatively, the county dedicated approximately \$9.80 per white student.¹⁵ The lack of funding resulted from the county failing to provide any additional money garnered from taxation and relying solely on state funding for Black schools.

By 1878-1879, the Board of Education had established 20 Black schools with 1,525 different students in attendance over the course of the year.¹⁶ The county expended approximately \$3.87 per student compared to the \$9.17 per white student.¹⁷ The Black schools consisted of one-room buildings (similar to white schools) or spaces rented/donated within churches. Five years later, archival records suggest that Black churches housed at least 12 of the 26 schools.¹⁸

⁸ The Freedmen’s Bureau recorded at least nine schools in their monthly school report records. These schools were located at Barnesville, Brighton, Damascus, Poolesville, Sandy Spring, Pleasant View, Brookville, Norbeck, and Oak Hill. Teachers’ Monthly Reports, 1866 and 1869-1870. Maryland and Delaware, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872, Family Search.

⁹ Letter from Colonel R.G. Rutherford to Brigadier General Howard, October 27, 1866. Maryland and Delaware, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872, Family Search.

¹⁰ State Board of Education, *The Public School Law of Maryland, as Contained in the Maryland Code, Public General Laws, Edition of 1888, and Subsequent Amendments, Passed at the January Session, 1872*, (Baltimore: William J.C. Dulany Company, 1894), 35.

¹¹ General Assembly, *Laws of the State of Maryland* (Annapolis: S.S. Mills and L.F. Colton, 1872), 650, <http://www.msa.maryland.gov>.

¹² Montgomery County received \$532.05 by the end of the fiscal year in September 1872 and \$2,128.19 the following year. State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1872* (Annapolis, MD: L.F. Colton & Co., 1873), 29; State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1873* (Annapolis, MD: L.F. Colton & Co., 1874), 33.

¹³ State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1873* (Annapolis, MD: S.S. Mills & L.F. Colton & Co., 1874), 211.

¹⁴ *Ibid.*, 213-214.

¹⁵ *Ibid.*, 211-212.

¹⁶ State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1879* (Annapolis, MD: W.T. Iglehart & Co., 1880), 210.

¹⁷ *Ibid.*, 209-11.

¹⁸ State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1884* (Annapolis, MD: James Young, 1885), 218.

First Black Public School in Boyds, 1878

Montgomery County established the first school in the Boyds area, School No. 5, Election District 3, at St. Mark's Methodist Episcopal Church in 1878 (App. 9, Fig. 5).¹⁹ Henry, Caleb, and Addison Duffin, the first trustees of St. Marks, constructed the one-room church and school building on the property of James A. and Sarah E. Boyd. On February 12, 1879, the Boyds conveyed to the trustees a .34-acre property on present-day White Grounds Road. The deed stated:

To have and to hold the same in trust for the colored people in that neighborhood for the purpose of holding a public school and meeting for religious worship in the building now thereon or in any building that may hereafter be erected thereon.²⁰

The first year in operation, the school (located in the church) received \$12 for furniture, blackboards, and/or stoves, which accounted for 38 percent of the budget dedicated to these items for all Black schools in the county. James W. Simpson served as the school's first teacher. He earned \$200 for teaching an average of 26 students per day and a total of 60 different pupils.²¹ All of the students (ranging from 1st grade to 7th grade) would have been educated in the single room. While teaching at Boyds, Simpson boarded with Henry and Jane Duffin.²² The couple had at least four children, two of whom attended the school.²³

In 1886, the Board of Education renumbered the school as the Election Districts were amended earlier that decade.²⁴ School No. 5, Election District 3, became School No. 2, Election District 11. The school stopped sharing a space with St. Mark's Church in 1895.²⁵ The church had acquired a one-acre parcel in 1892 and built the present-day church the following year.²⁶ The date of demolition for the original building remains unknown, but former oral histories suggest that a one-room frame building had been located to the northwest of the present-day church in the early twentieth century.²⁷

Second Black Public School in Boyds and Condition of Schools, 1895

On August 10, 1895, the Board of Education purchased a half-acre property from Edgar C. and Mary H. DeLauder for \$30 (App. 9, Fig. 5).²⁸ The Board constructed a one-room, frame school (28' x 22' x 10') that had \$111.37 of furniture and 63 sq. feet of blackboard. The building and site for School No. 2, Election District 11 (presently known as the Boyds Negro School) cost a total of \$426.25. It is located directly opposite the Edward U. Taylor School on White Grounds Road (App. 9, Fig. 1-2). Belle S. James served as the first teacher in the new building. She earned \$164.17 for teaching an average of 40 students per day and a total of 85 different pupils.²⁹

¹⁹ State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1879* (Annapolis, MD: W.T. Iglehart & Co., 1880), 210.

²⁰ There is a second deed of clarification in 1894. Montgomery County Circuit Court, "James A. and Sarah Boyd to Henry Duffy, Caleb Duffy, and Addison Eugene Duffy," February 12, 1879, Liber EBP 20, Folio 7-8; Montgomery County Circuit Court, "James A. and Sarah Boyd, Duffin, and Duffin to John Brown, William Bolden, Emory Duffin, Edward Perrell, and John Green," September 6, 1894, JA 44, Folio 349-350.

²¹ State Board of Education, *Report of the Maryland State Board of Education Shewing the Condition of the Public Schools of Maryland for the Year Ending Sept. 30, 1879* (Annapolis, MD: W.T. Iglehart & Co., 1880), 210-212.

²² 1880 United States Federal Census, "James Simpson," Ancestry.com.

²³ 1880 United States Federal Census, "Henry and Jane Duffin," Ancestry.com.

²⁴ W.M. Bullock Clark, *Maryland Geological Survey, Vol. 6* (Baltimore, MD: John Hopkins Press, 1906), 522.

²⁵ Montgomery County Circuit Court, "Mary H. Delauder and Edward DeLauder to Board of School Commissioners," August 10, 1892, Liber JA 49, Folio 437.

²⁶ Montgomery County Circuit Court, "Mary H. DeLauder and Edward DeLauder to Trustees of St. Marks M.E. Church," August 10, 1892, Liber JA 34, Folio 34-35.

²⁷ Maryland Historical Trust, Inventory Form for State Historic Sites Survey, Boyds Negro School, M: 18/11-1, Attachment Sheet A.

²⁸ Montgomery County Circuit Court, "Mary H. Delauder and Edward DeLauder to Board of School Commissioners," August 10, 1892, Liber JA 49, Folio 437.

²⁹ State Board of Education, *Report of the Maryland State Board of Education Showing the Condition of the Public Schools of Maryland for the Year Ending July 31, 1896* (Baltimore, MD: King Brothers, 1897), 178-179.

At that time, Montgomery County approximately had 87 white schools and 29 Black schools. The inequity between the Black and white schools continued. For example: 1) Black schools remained open for significantly fewer days, only 7 months and 2 days, while white schools operated for 8 months and 6 days; 2) the Board of Education spent approximately \$9.20 per white student and \$2.92 per Black student (absent the cost of school construction); and 3) white and Black teachers received an average salary of \$378.39 and \$148.63, respectively. There were similar disparities with respect to the amount expended on text books. Black students received second-hand books in poor condition.³⁰ The Supreme Court legitimized the refrain of “separate but equal” and its racially divided and unequal school systems in the case of *Plessy v. Ferguson* in 1896.³¹ Black residents in Montgomery County, however, continued to persevere and advocate for improved school conditions.

Survey of Montgomery County Schools, 1912

In 1912, the Presbyterian Church and the U.S. Bureau of Education partnered to study education conditions in typical counties throughout the country. The authors studied Montgomery County due to its mix of urban and rural characteristics. The report noted the disparity between the white and Black schools. The 76 white schools included 7 high schools and 69 elementary schools (52 were one-room schools and 17 were at least two-room schools).³² In comparison, there were 30 segregated Black elementary schools and no high schools.³³ Twenty-eight of the schools were one-teacher, one-room schools, and two of the schools had two teachers.³⁴ The total expenditure per white and Black student (including new construction) equaled \$37.83 and \$7.77, respectively.³⁵ In spite of the advantages provided to white children, a greater percentage of Black children between the ages of 5 and 20 attended school (even without the opportunity to attend high school).³⁶

The surveyors found the following regarding Black schools in Montgomery County:

The school rooms vary in size from 374 square feet to 1,000 square feet. The average-sized room contains about 560 square feet of floor space. In more than one-half this is not sufficient for the accommodation of the pupils who desire to attend. In 16 schools, the seating facilities were not sufficient for the number of pupils enrolled.

...In general, nearly all of the schools are in more or less dilapidated condition. All the buildings are frame. Most of them were originally as well put up as the schools for white children, but they have not been kept up. Consequently they are out of repair. Few of them have been painted. Their general appearance is one of neglect.

...At 19 schools there is either a well, a spring, or a cistern on the school property; 11 have no water supply. All of the schools have outside toilets. At 14 schools these were in an unsanitary condition, and at 10 they were improperly placed.

...Twenty-one schools had globes, maps, and charts of some sort, although these are in many cases old and poor. Nine schools have none at all.

³⁰ Ibid.

³¹ States with de jure school segregation included: Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, Texas, Oklahoma, Kansas, Missouri, and Arkansas, Tennessee. States with optional school segregation (on a local basis) included Kansas, New Mexico, Arizona, and Wyoming.

³² H.N. Morse and E. Fred Eastman, *An Educational Survey of a Suburban and Rural County* (Washington, D.C.: Government Printing Office, 1913), 24.

³³ The first public high school for African American students opened in 1927. Ibid, 40.

³⁴ Ibid, 40-42.

³⁵ Ibid, 49.

³⁶ Thirty four percent of the white children between the age of 5 and 20 regularly attended school, while 35 percent of the African American children between 5 to 20 years old regularly attended school. Ibid, 34 and 42.

...None of the schools has any play apparatus of any sort, and practically no provisions are made for recreative life of pupils. The school grounds are not usually very well adapted for playing games. Only three are provided with American flags.³⁷

The report identified the one-room school as the greatest problem in the development of rural education (for both Black and white children). As stated in the report regarding white one-room schools:

It must be remembered that the demand for broadening the curriculum is accompanied by an equally insistent demand for more efficient teaching. In the school in which one teacher has 30 or more pupils in 8 different grades, with the average length of recitation period from 10 to 15 minutes, it is very difficult to increase the efficiency of the teaching and to introduce new subjects to the curriculum.³⁸

The key recommendation of the report related to the consolidation of the one-room schools into centralized, larger elementary schools. Twenty-four years later, this would be realized in Boyds with the closing of School No. 2, Election District 11, in 1936.

Closing of Up-County, One-Room, Segregated Black Elementary Schools

After World War I, the Great Migration, changing educational theorems, and efforts by the Julius Rosenwald Fund led to the closure of many one-room schoolhouses. The Rosenwald Fund provided money and architectural plans to boards of education throughout the nation which were contingent on a matching investment by the Black community. While the requirement for local participation placed a heavy burden on individuals who could afford it the least, these grassroot efforts helped organize and galvanize communities. In Maryland, the number of one-room segregated Black elementary schools decreased from 422 to 271 in an eighteen-year period.³⁹ In 1920, twenty-eight of the 31 segregated Black elementary schools (90 percent) in Montgomery County were housed in one-room buildings.⁴⁰ By 1938, only nine of the 25 schools (20 percent) remained in one-room buildings.⁴¹ Due to a continuous lack of funding and resources, these one-room schools were in a state of disrepair due to deferred maintenance and were beyond reasonable repair. As a result, the Board of Education closed the following one-room segregated Black schools between 1935 and 1938: Martinsburg, Sugarland, Wheaton, Damascus, Mt. Zion, Unity, Etchison, Brighton, Burnt Mills, and Boyds (School No. 2, Election District 11).⁴²

The Board of Education moved the students at School No. 2, Election District 11, to Clarksburg. The no-longer-extant segregated Black school was located at the intersection of Wims and Frederick roads. The county constructed a one-room addition to house the students, comprising 105 pupils in 1939.⁴³

On December 10, 1937, the Board of Education auctioned the school building at Boyds.⁴⁴ The board authorized the execution of the sale to Harry and Mary Thomas on October 10, 1944, and re-recorded the deed (as the first one was lost) on July 20, 1951.⁴⁵

³⁷ Ibid, 41-42.

³⁸ Ibid, 26.

³⁹ State Board of Education, *Report of the Maryland State Board of Education Showing Condition of the Public Schools of Maryland for the Year Ending July 31, 1937* (Baltimore, MD: 1938), 201.

⁴⁰ State Board of Education, *Report of the Maryland State Board of Education Showing Condition of the Public Schools of Maryland for the Year Ending July 31, 1921* (Baltimore, MD: 1922), 23.

⁴¹ State Board of Education, *Report of the Maryland State Board of Education Showing Condition of the Public Schools of Maryland for the Year Ending July 31, 1937* (Baltimore, MD: 1938), 200.

⁴² Nina H. Clarke and Lillian B. Brown, *History of the Black Public Schools of Montgomery County, Maryland, 1872-1961* (Washington, D.C.: Vantage Press, 1978), 48.

⁴³ Ibid, 65.

⁴⁴ "County Auctions Vacant Schools," *Evening Star*, December 10, 1937, NewsBank.

⁴⁵ Montgomery County Circuit Court, "Board of Education to Henry and Mary Thomas," July 20, 1951, Liber 1552, Folio 150-153.

Consolidation and Improvement of Segregated Black Elementary Schools

The period between the closure of the School No. 2, Election District 11, and the opening of the Edward U. Taylor Elementary School consisted of state and national legal challenges to the “separate but equal” doctrine. The NAACP, spearheaded by Nathan Margold, Charles Houston, and Thurgood Marshall, implemented an “equalization strategy” by filing lawsuits that would force states with de jure segregation to comply with the “equal” part of “separate but equal.” For example, in 1936, the Maryland Court of Appeals affirmed a lower court’s decision that ordered the University of Maryland Law School to admit a Black student as it had a legal obligation to offer the same educational opportunities for African American students. That same year, Thurgood Marshall sued the Montgomery County Board of Education for equal pay for African American teachers in *William B. Gibbs, Jr. v. Broome*. The county settled out of court and became the first jurisdiction in the state to offer Black teachers equal pay.⁴⁶

In the 1940s, the condition of Montgomery County’s Black schools remained poor. There were still turn of the century one-room and two-room schoolhouses and the Rosenwald Schools were lacking maintenance. The Citizens Council of Mutual Improvement for Montgomery County, led by Romeo W. Horad, Sr., along with local business leaders and ministers lambasted the county:

Six Negro ministers and businessmen yesterday charged Montgomery County government with “total disregard for the needs and desires” of the county’s estimated 8400 Negro citizens. He [the representative of the Citizens Council of Mutual Improvement] told the Commissioners “not one Negro school in the county compare favorably with any white school.” [The representative] charged the county government “disregarded” conditions at Negro schools which he said, include no running water, outdoor privy toilets, schools located far from Negro population centers, some beside railroad tracks. All Negro schools, [the representative] said, are overcrowded.⁴⁷

Horad and the Citizens Council continued to advocate for equal school facilities and rights for Black residents. The organization raised awareness to the issues faced by residents when it supported Horad’s groundbreaking campaign for the 5th District seat of the County Council and lobbied (albeit unsuccessfully) Governor William Preston Lane, Jr., to appoint Bessie Beaman, a Black seamstress from Takoma Park, to the County Board of Education.⁴⁸

By the 1940s, states with de jure segregation and its supporters recognized the nation’s growing social consciousness and increasing number of lawsuits that threatened the institutionalized system. This often led to attempts to preserve de jure segregation through corrective school funding. In Georgia, South Carolina, and Mississippi, the states adopted schemes with the express purpose of raising the quality of either the segregated Black schools and/or educational programs.⁴⁹ While there are no explicit programs or legislative initiatives in Montgomery County, the actions of the board to consolidate the remaining segregated Black schools and construct permanent school buildings similar to the white schools should be considered through this prism. Improvements to segregated Black schools throughout the south were occurring to avoid litigation.

Planning for the consolidation of the up-county segregated Black elementary schools progressed in 1947 when the Board of Education requested a \$14,000,000 building program for the school system. The proposal called for the construction of five new school buildings (only four were built before desegregation) and the closure of 19 dispersed elementary schools.⁵⁰ This consolidation led to the closing of the last one-room schools in the

⁴⁶ John K. Pierre, “History of De Jure Segregation in Public Higher Education in America and the State of Maryland Prior to 1954 and the Equalization Strategy,” 8 *FLA A&M U.L. Rev* (2012): 85.

⁴⁷ “Montgomery Negroes Ask Better Schools,” *Washington Post*, January 14, 1948, ProQuest.

⁴⁸ John V. Horner, “Charter Committee Nominates Ticket, For County Council,” December 3, 1948, NewspaperArchive; “Lane Urged to Name Negro to School Board,” *Evening Star*, February 28, 1950, NewspaperArchive; John V. Horner, “Romeo W. Horad, Candidate for Council, Backs Equality,” December 27, 1948, NewspaperArchive.

⁴⁹ Kamina A. Pinder, “360 Degrees of Separation: A Historical Perspective of Segregation-Era School Equalization Programs in the Southern United States,” *Amsterdam Law Forum* 2, no. 3 (2010), 4 and 12.

⁵⁰ “School Building Program Urged in Montgomery,” *Evening Star*, January 16, 1948, Newsbank.

county: Poolesville, Scotland, Germantown, and Kloppers.⁵¹ The school board planned for each new building to accommodate 400 students with eight grades.⁵²

Montgomery County opened the first consolidated segregated Black school, Emory Grove Elementary School (later known as Longview Elementary School), at 18100 Washington Grove Lane, Gaithersburg, in 1950.⁵³ The county then constructed Rock Terrace School at 390 Martins Lane, Rockville, in September 1951.⁵⁴ The following year, the Board of Education opened the Sandy Spring Elementary School at 18529 Brooke Road, Sandy Spring, and the Edward U. Taylor Elementary School (subject building) at 19501 White Grounds Road, Boyds.⁵⁵ The county hired McLeod & Ferrara who specialized in educational and religious architecture to design all four of the elementary schools.⁵⁶ See Appendix Eight for present-day photographs of the four school buildings.

Historic Context: Edward U. Taylor School Prior to Desegregation (1952-1954)

During the initial planning phase, the Board of Education believed that the fourth consolidated school would be in Poolesville, not Boyds. The reasoning for relocating the planned school remains unknown.⁵⁷ In October 1950, several school board members looked at two possible locations in Boyds.⁵⁸ The Board of Education accepted the bid from P.R. Souder to construct the school for \$139,950 on June 25, 1951, and purchased the subject 6.95-acre property from Leslie I. and Bernice Gaines on June 30, 1951.⁵⁹

The Board of Education consolidated the students at Poolesville (closed in 1949), Sellman, and Clarksburg schools to the Edward U. Taylor Elementary School (see pages 16-17 for a discussion of Edward U. Taylor).⁶⁰ The new school (App. 6, Fig. 1) consisted of the following:

In Taylor School [there] may be found four main teaching stations [classrooms]. There is also a general-purpose room, the main section of which houses the kindergarten, with the sixth graders occupying the stage. The Principal's office, the cafeteria, and the storage closets are other additional features.⁶¹

Upon opening, the enrollment of Taylor comprised 221 students with an average of 37 pupils per teacher. Samuel T. Jones transitioned from principal of Sellman to principal of Edward U. Taylor. The faculty consisted of Lillian Giles (K), Clara B. Boyd (1st), Marylyn Arter (2nd and 3rd), Mary E. Johnson (3rd and 4th), Mary L.

⁵¹ There is a discrepancy with the archival records. The Rosenwald School database noted Poolesville as a two-room school during this period. "J.B. Zatman, "Montgomery to Consolidate 19 Colored Elementary Schools, *Evening Star*, July 27, 1947, Newsbank.

⁵² "J.B. Zatman, "Montgomery to Consolidate 19 Colored Elementary Schools, *Evening Star*, July 27, 1947, Newsbank.

⁵³ The board changed the name of the school due to a request of the children and parents. "Report Assails Montgomery Negro Schools," *Washington Post*, June 8, 1948, ProQuest; Montgomery County Board of Education, Meeting Minutes, June 13, 1950, Maryland State Archives, T1650, Liber 21, Folio 6.

⁵⁴ Maryland Historical Trust, State Historic Sites Inventory Form, Rock Terrace Elementary School, Section 8, Page 4.

⁵⁵ In addition, to the four elementary schools, the County authorized the construction of the George Washington Carver High School in Rockville and the establishment of the Carver Junior College (also housed in the high school). "County Plans Junior College for Negroes," *Washington Post*, August 9, 1950, ProQuest.

⁵⁶ The board agreed to allow McLeod and Ferrara to adapt a proposed set of plans for the African American schools for a set amount; however, later contractual agreements seem to have amended the cost of the architect's fees.

⁵⁷ Montgomery County Board of Education, Meeting Minutes, June 14, 1949, Maryland State Archives, T1650, Liber 20, Folio 12.

⁵⁸ Montgomery County Board of Education, Meeting Minutes, October 10, 1950, Maryland State Archives, T1650, Liber 20, Folio 9.

⁵⁹ Montgomery County Land Records, "Leslie I. Gaines and Bernice Gaines to Board of Education," June 30, 1951, Liber 1546, Folio 506; Montgomery County Land Records, "Leslie I. Gaines and Bernice Gaines to Board of Education," November 3, 1966, Liber 3569, Folio 94.

⁶⁰ The board closed with Poolesville Elementary School with the support of the community due to small enrollment (30 children). The board, however, stated that closing the school would have no impact on the location of the new consolidated school planned for this area. Montgomery County Board of Education, Meeting Minutes, September 13, 1949, Maryland State Archives, T1650, Liber 20, Folio 3.

⁶¹ Edward U. Taylor School, "Dedicatory Souvenir and Program," (1952): 2.

Pratt (4th and 5th), and Principal Jones (6th). Betty Talley served as secretary and Grace Jackson managed the cafeteria.⁶²

The school immediately faced overcrowding as the stage and auditorium/multi-purpose room served as classrooms. In general, county-supported reports urged increased capacity for the majority of the recently completed consolidated elementary schools. By 1954, the school board completed a two-room addition also designed by McLeod & Ferrara that increased the capacity by 60 students (App. 7, Fig. 1).⁶³

Historic Context: Desegregation of the Montgomery County Schools and the Edward U. Taylor School (1954-1961)

The Supreme Court's landmark decision in *Brown v. Board of Education of Topeka* found that state laws establishing racial segregation in public schools to be unconstitutional, even if the segregated schools were otherwise equal in quality. The decision did not dictate the procedure for desegregating public schools and a later decision (*Brown v. Board of Education II*) reaffirming the court's opinion directed states to move with all deliberate speed to desegregate.

Montgomery County quickly moved towards the desegregation of its public-school system. The Board of Education established an Advisory Committee on Integration comprised of nineteen residents (including five individuals from the Black community) to provide recommendations.⁶⁴ The committee produced a majority and multiple minority reports, from which the board selected elements of each in its "Statement of Policy on Integration" adopted on March 21, 1955, and implemented on April 28, 1955.⁶⁵

In recognition of the Supreme Court ruling of May 17, 1954, that segregation in public school education is unconstitutional, the Montgomery County Board of Education affirms its intention to proceed to integrate the public schools system of Montgomery County in an orderly and just manner. In doing so, the Board of Education also acknowledges the compliance as an opportunity to extend all of its educational programs and facilities to all the children on an impartial basis....

The Board adopts the following principles:

- Upon receipt of a ruling or advice from the Attorney General of the State of Maryland that there is no legal barrier existing in Maryland to the integration of all students in Public Schools, the Board of Education will instruct its Superintendent to place in operation its program of integration.
- The primary consideration of the Public Schools shall continue to be the educational needs of the pupils.
- The same policy on integration shall prevail throughout the County, provided, however, the Superintendent, with the approval of the Board, shall have discretion to vary the timing of the integration as conditions warrant.
- The integration of Board of Education employees shall be accomplished at the same time as the integration of pupils.

⁶² Ibid.

⁶³ "Montgomery Report Urges \$560,000 for Negro Schools," *Washington Post*, February 10, 1953, ProQuest.

⁶⁴ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960); Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 31.

⁶⁵ Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 47-50.

- Employment and placement of all personnel shall be based on relative merit established by personal and professional qualifications for the requirements of any particular vacancy.
- School district lines shall be drawn without regard to race; pupils shall attend the school of their district unless by special permission of School Administration.
- Wherever necessary there shall be a realignment of school districts or reassignments of pupils to accomplish proper use of existing facilities; new facilities shall be provided as promptly as possible to relieve overcrowded conditions.
- Wherever a pupil in a secondary school desires a particular course or courses, not available at the school which he would normally attend, the pupil shall have the option to go to a school that will provide the course desired. These decisions shall be made by the Board of Education in accordance with present administrative policies but without regard to race.
- Changes would normally become effective at the beginning of the school year.

The Board of Education faced several initial challenges to its desegregation program, including but not limited to the lack of adequate facilities. Montgomery County experienced tremendous population growth simultaneous to its efforts to integrate its school system. Between 1954 and 1958, the population of the county increased from approximately 247,000 to 317,100, an increase of 28 percent. Even more immediate, school enrollment increased from 45,315 to 68,056, an increase of 50 percent.⁶⁶ The Board of Education reviewed policies that dictated immediate and complete desegregation but opted for a slower approach partially due to the need for a building campaign.

In the 1955-1956 school year, implementation of the policy led to the: 1) closure of the four substandard, down-county, segregated Black elementary schools (Takoma Park, Ken Gar, Linden, and River Road) and integration into the schools within their district where facilities permitted; 2) integration within certain down-county districts where Black students were permitted to attend the high school nearest to their residence or continue at their present school; and 3) merger of the George Washington Carver Junior College (Black) and Montgomery Junior College (white).⁶⁷ The first year, 21 Black students and 2 white students enrolled at George Washington Carver Junior College, while 8 Black students and 669 white students enrolled at Montgomery Junior College. The school system disbanded the two-college operation in favor of one college soon thereafter.⁶⁸

For the 1956-1957 school year, the board's policy allowed for students to transfer from Taylor, Longview (formerly Emory Grove), Sandy Spring, and Rock Terrace elementary schools, and Lincoln Jr. and Carver high schools, to the school nearest their residence. The transfers, however, were subject to available transportation, classroom space, and approval of the superintendent.⁶⁹ At the end of 1957, 51 percent of the schools were desegregated; 32 and 57 percent of Black and white students were in desegregated schools, respectively.⁷⁰ As the school board closed other segregated Black schools, the number of Black students in desegregated schools

⁶⁶ The African American population did not increase at the same rate as school enrollment increased from 2,881 to 3,136, an increase of 9 percent.

⁶⁷ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 194-195.

⁶⁸ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 180.

⁶⁹ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 195.

⁷⁰ On June 13, 1950, the Board of Education approved a request from the children and patrons of Emory Grove to rename the building. Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 199; Montgomery County Board of Education, Meeting Minutes, June 13, 1950, Maryland State Archives, T1650, Liber 21, Folio 6.

increased to 53 percent in 1959.⁷¹ The number of transfers, however, remained limited and the board and community questioned the effectiveness of the plan.⁷²

Black leaders and advocates recognized discriminatory practices. The NAACP and Margaret Nolte, former member of the Advisory Committee on Integration, both accused the school of preserving segregation by means of creating artificial capacity issues, failing to utilize existing capacity at white schools, and preferred school assignment provided to white students regardless of space or program. In addition, Nolte contended that the school board failed to account for the remaining segregated Black schools in their capacity calculations.⁷³ The superintendent noted that one of the remaining challenges to desegregation involved the integration of the final four consolidated Black elementary schools and one secondary school. The superintendent stated the following:

The greatest difficulty, I would say, that we have faced is the need to use our remaining Negro schools, which are good plants, on an integrated basis...⁷⁴

On December 29, 1958, the Superintendent's Committee on Desegregation presented to the Board of Education a plan to complete the desegregation of the public-school system by Fall 1961.⁷⁵ The committee expanded from its typical 10-person board to 50 members to include all the principals and supervisors of the affected schools. The superintendent and committee recognized that the future use of the remaining segregated Black elementary schools was needed to plan adequately for new school facilities.⁷⁶

The "Proposed Plans for the Completion of Desegregation in the Public Elementary Schools of Montgomery County, Maryland," outlined the following approach: 1) preparation of a spot map to indicate the residences of all pupils in the schools; 2) drawing of new school boundaries (re-districting) based on location of the children in relation to the schools so that the ratio of Black to white students should not to exceed 1:3, practicality of bus transportation, and best use of facilities; 3) identification of new school facilities needed to implement the plan; 4) description of any special staff requirements; and 5) schedule to complete desegregation no later than Fall 1961.⁷⁷ The Superintendent stated that implementation of the plan would require 79 new classrooms and four all-purpose rooms to accommodate the rearrangement of students. The building campaign would cost \$3.2 million.⁷⁸ Montgomery County committed to desegregating all secondary and elementary schools by the fall of 1960 and 1961, respectively.

Recommendations for the four elementary schools on an integrated basis appears to be driven by the ratio of white to Black students. For example, the committee did not suggest the use of Longview or Rock Terrace as an integrated school because "...it is impossible to establish reasonable boundaries..." without a predominant number of Black students.⁷⁹ In general, the population distribution in already integrated down-county schools allowed for the Board of Education to achieve such ratios.⁸⁰ Margaret Taylor Jones, a Black teacher, supervisor,

⁷¹ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 180.

⁷² Carol H. Bowie, "Two Nearby Community Differ on Desegregation," *Washington Post*, March 17, 1961, ProQuest.

⁷³ Nina H. Clarke and Lillian B. Brown, *History of the Black Public Schools of Montgomery County, Maryland, 1872-1961* (Washington, D.C.: Vantage Press, 1978), 121.

⁷⁴ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 182-183.

⁷⁵ Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 204.

⁷⁶ Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 204.

⁷⁷ Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 204-207.

⁷⁸ "Full Integration by '61 Urged in Montgomery," *Evening Star*, December 30, 1958, Newsbank.

⁷⁹ Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 207-208.

⁸⁰ Conference before the United States Commission on Civil Rights, "Statement of C. Taylor Whittier, Superintendent of Schools, Montgomery County, MD," (March 21-22, 1960): 186.

and principal, reflected on the negative experience of desegregating schools based on these limiting factors such as artificial ratios:

...They had decided (and they-meaning somebody in the central office – because we who were black had nothing to do with it) that no school should have more than 33.3% black population.... They kept hammering away, ‘You cannot have more than 33.3%,’ you know, and so what are we going to do – kill some kids – you know? It was a really terrible experience...⁸¹

Consequently, the four consolidated schools were repurposed as follows: 1) Longview briefly served as a temporary swing space for Gaithersburg Elementary School and then an integrated special education school; 2) Rock Terrace opened as an integrated special education high school; 3) Sandy Spring functioned as an annex for the integrated Sherwood Junior High School, then as a special education school, and finally as a community center; and 4) Taylor served as an integrated elementary school, learning center, and then as the Taylor Science Center.

The committee recommended reopening of the Taylor Elementary School as an integrated school.⁸² The school board agreed and hired the architecture firm of Hayes, Seay, Mattern, and Mattern to design the proposed addition prior to integration (App. 7, Fig 2-3).⁸³ The addition consisted of two classrooms, health room, teachers’ room, storage area, and other alterations. Lindon Construction Company constructed the addition for \$50,100.⁸⁴

In June 1961, Rock Terrace Elementary, Sandy Spring Elementary, and the Taylor Elementary were the last three remaining segregated Black schools in the county. Taylor Elementary was the final segregated Black elementary school to close in the County on Monday, June 19, 1961.⁸⁵ Ultimately, 107 of the 358 students who attended Taylor Elementary prior to desegregation remained at the school. The other students attended the following schools within their respective districts: Dickerson (15 students), Clarksburg (19 students), Germantown (104 students), Poolesville (109 students).⁸⁶ While the school board declared an end to segregated schools and the *Washington Post* noted that the “County Closes Doors on School Segregation,” as many as 46 schools in Montgomery County remained with an all-white student body due to a lack of Black pupils within the school district boundaries.⁸⁷ This likely is due to discriminatory real estate practices occurring within the county, access to capital and favorable loan rates more readily available to whites, and shifting populations.

⁸¹ Montgomery History, “How are we going to make one school system out of two?” <http://www.montgomeryhistory.org> (accessed November 5, 2019).

⁸² Frederick Luther Dunn, Jr., *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland* (College Park, MD: University of Maryland, 1959): 205-207.

⁸³ Montgomery County Board of Education, Meeting Minutes, November 10, 1959, Maryland State Archives, T1650, Liber 29, Folio 5.

⁸⁴ Montgomery County Board of Education, Meeting Minutes, February 9, 1960, Maryland State Archives, T1650, Liber 29, Folio 6.

⁸⁵ The other two schools closed on Friday, June 16, 1961. William MacDougall, “Montgomery to Close All Segregated Schools,” *Evening Star*, June 16, 1961, Newsbank.

⁸⁶ The number of students remains in question. Newspaper accounts note that the Taylor School would have 124 white students and 60 African American students when it opened. Nina H. Clarke and Lillian B. Brown, *History of the Black Public Schools of Montgomery County, Maryland, 1872-1961* (Washington, D.C.: Vantage Press, 1978), 127-128; William MacDougall, “Montgomery to Close All Segregated Schools,” *Evening Star*, June 16, 1961, Newsbank.

⁸⁷ Nina H. Clarke and Lillian B. Brown, *History of the Black Public Schools of Montgomery County, Maryland, 1872-1961* (Washington, D.C.: Vantage Press, 1978), 131.

Historic Context: Post-integration and Closing

Weeta P. Morris served as the first principal of the integrated school from 1961 until her death in 1964. Before her appointment, she taught at Chevy Chase Elementary School (1943-1950) and then served as principal of Pinecrest Elementary School, Silver Spring (1950-1961).⁸⁸

In 1966, the Board of Education purchased the final three acres of the present-day property from Leslie I. Gaines and Bernice Gaines. Three years later, the board constructed the last addition consisting of a library and associated workspace, speech and hearing room, and special services room. De Groot and Associates designed the addition (App. 6, Fig. 2 and App. 7, Fig. 4-6).⁸⁹ The Taylor School dedicated the new wing of the building on May 22, 1969.⁹⁰

Discussion for closing the school, however, started in the mid-1970s. During this period, Montgomery Public Schools closed at least 23 school buildings usually due to a lack of enrollment. The Taylor Elementary School enrollment consisted of approximately 200 students in 1961, but the number of students dropped to 125 by 1975. In addition, the quality of the septic system became a constant issue that threatened closure of the facility. By 1977, the superintendent wrote a memorandum to the school board discussing these issues and potential closure of the building. Two years later, the projected enrollment dropped to 83 children (outside of kindergarten) and the superintendent relayed to the Taylor Parent Teachers Association the proposed consolidation of six grades into three classrooms and removal of the principal. The PTA executive board supported closure with the following conditions: 1) the board of education finds an alternative use for the building; 2) staff provided top priority for reassignment; and 3) the board of education assumes the PTA's debt (\$500). The school board voted to close the school on June 20, 1979.

Historic Context: Reuse of the Edward U. Taylor School (1979-Present)

After the closure of the school, the building housed the Taylor Learning Center.⁹¹ The facility held approximately 40 up-county students who formerly were bussed to the Carl Sandburg Learning Center in Rockville.⁹² The facility had limited enrollment for children in preschool and head-start and provided services for people with disabilities.⁹³ In 1994, the Board of Education converted the facility to the Taylor Science Center where science kits were compiled and distributed to schools county-wide. The conversion led to the alteration of many of the interior spaces, including the partial demolition of walls between the classrooms to create an efficient warehouse. The exterior of the building remained largely unaltered.⁹⁴ MCPS continues to utilize the facility in this capacity.

Historic Context: Edward U. Taylor, Supervisor of Montgomery County Colored Schools (App. 9, Fig. 3-4)

Edward Ulysses Taylor, the son of Isiah and Anna Taylor was born in Emory Grove (site of a Methodist summer camp), Montgomery County, on October 4, 1898.⁹⁵ He attended the segregated elementary school at Emory Grove and then Dunbar High School in Washington, D.C., as there were no secondary schools for Black students in Montgomery County. In 1919, he enrolled at the School of Education at Howard University. He was a member of the University's Chapter of Beta Sigma Fraternity and the Reserve Officers Training Corps.

⁸⁸ "Mrs. Weeta P. Morris, School Principal, Dies," *Evening Star*, November 5, 1964, Newsbank.

⁸⁹ Montgomery County Public Schools Archive, Architectural Drawings, 1968.

⁹⁰ Maryland Historical Trust, Inventory Form for State Historic Survey, Edward U. Taylor, M: 18-11-16.

⁹¹ M-NCPPC, *Boyd's Master Plan* (Silver Spring, MD: 1985), 14.

⁹² Jeannette Belliveau, "Taylor School Closing Voted," *Montgomery Journal*, June 20, 1979, Montgomery Historical Society, Vertical File.

⁹³ M-NCPPC, *Boyd's Master Plan* (Silver Spring, MD: 1985), 14.

⁹⁴ Montgomery County Public Schools Archive, Architectural Drawings, 1994.

⁹⁵ World War I Draft Registration Card, "Edward Ulysses Taylor," Ancestry.com.

In 1923, the Board of Education appointed Taylor as the second Supervisor of Colored Schools in Montgomery County. He worked to improve schools and teaching in elementary education and strived to create a high school for Black children. As stated by his contemporaries:

He had witnessed the strain of attending school in Washington, he thought of handicaps that others could not surmount, and of opportunities that might be missed by those who were not as fortunate as he. So he constantly approached Dr. Broome [superintendent] with his fruitful visions of high school.⁹⁶

In 1927, the Board of Education constructed the first Black high school in Rockville. Taylor served as the principal and sole teacher at the high school during its first two years, in addition to his responsibilities as supervisor. Furthermore, he assisted the United Trustees in organizing transportation for Black students from areas throughout the county to Rockville, a responsibility supported by the organization until 1933. Under his leadership, the board of the United Trustees disbanded in 1936 and reorganized as the Federation of Parent-Teachers Association.

Taylor continued to advocate on behalf of the county's Black communities and lobbied for the construction of improved facilities. This became realized with the inclusion of five consolidated Black schools in the Board of Education budget in 1947. The Germantown Elementary Colored School Parents Teachers Association requested that Emory Grove (the first consolidated Black school) be named the Edward Taylor School in December 1949. The Board of Education, however, denied the request reaffirming their policy of not naming buildings in honor of living persons.⁹⁷

Edward U. Taylor died on November 7, 1951, after a prolonged illness, at Freedman's Hospital, Washington, D.C.⁹⁸ The Board of Education adopted the following resolution:

The members of the Board of Education extend to the family of Mr. Edward U. Taylor their sincere sympathy. All who knew Mr. Taylor have appreciated for many years his service to the children of the County and his helpful participation in civic affairs while serving as principal and supervisor in the colored schools."⁹⁹

Immediately following his death, the board agreed to name the under-construction school at Boyds in his honor.¹⁰⁰

Historic Context: McLeod and Ferrara

Organized in Washington, D.C. in 1946, the firm of McLeod and Ferrara specialized in religious and educational buildings. The architects designed more than 100 school buildings in the United States. Notable non-religious works included: 1) Halie Selassie University Kennedy Memorial Library, Addis Ababa, Ethiopia; 2) United States Embassy, Brasilia 3) George Mason Jr.-Sr. High School, Falls Church, Virginia; 4) Salem Avenue Elementary School and Hagerstown High School, Hagerstown, Maryland; 5) Bethesda Jr. High School, Bethesda, Maryland; 6) Tuckahoe Elementary School, Arlington, Virginia; and 7) Emory Grove Elementary School, Rockville, Maryland. The firm designed all four of the consolidated Black schools in Montgomery County, including the Edward U. Taylor School.

Religious buildings completed by McLeod and Ferrara included: 1) McGuire Air Force Base Chapel, New Jersey; 2) Dover Air Force Base Chapel, Delaware 3) St. Peters Lutheran Church, Washington, D.C.; 4) Greenbelt Community Church, Greenbelt, Maryland; 5) Christian Community Presbyterian Church, Bowie,

⁹⁶ Maryland Historical Trust, Inventory Form for State Historic Survey, Edward U. Taylor, M: 18-11-16.

⁹⁷ Montgomery County Board of Education, Meeting Minutes, December 13, 1949, Maryland State Archives, T1650, Liber 20, Folio 1.

⁹⁸ "E.U. Taylor Dies; Negro Educator," *Washington Post*, November 9, 1951, ProQuest.

⁹⁹ Montgomery County Board of Education, Meeting Minutes, November 8, 1951, Maryland State Archives, T1650, Liber 21, Folio 9.

¹⁰⁰ "School Contracts Let," *Evening Star*, November 14, 1951, NewsBank.

Maryland; 6) McLean Baptist Church, McLean, Virginia; 7) Takoma Park Presbyterian Church, Takoma Park, Maryland; 8) Baptist Church of Wheaton, Wheaton, Maryland; 9) Northminster Presbyterian Church, Washington, D.C.; 10) Augustana Evangelical Lutheran Church, Washington, D.C.; and 11) First Presbyterian Church, Arlington, Virginia.¹⁰¹

John Wishart McLeod

John Wishart McLeod was born in Edinburgh, Scotland, on March 24, 1908. He completed a year of high school in Newcastle, England, before immigrating to Elizabeth, New Jersey, in 1923. McLeod studied at the Beaux Arts Institute of Design (New York, New York) from 1927 to 1930, New York University (New York, New York) from 1931 to 1932, Columbia University (New York, New York) from 1932 to 1933, and returned to complete his studies at New York University from 1933 to 1934. He served as Chief Draftsman for C. Godfrey Poggi (Elizabeth, New Jersey) between 1930 and 1940.

In coordination with Anthony Ferrara, McLeod established the firm McLeod and Ferrara, in Elizabeth, New Jersey in 1938. The firm closed in 1941 when the architects left for Takoma Park, Maryland. McLeod and Ferrara joined the Office of the Architect for the Pentagon Building (Washington, D.C.) from 1941 to 1943, and then gained employment with the War Production Board (Washington, D.C.) from 1943-1945. During the design phase of the Pentagon, McLeod prepared many of the exterior and interior renderings for both study purposes and public use.

At the end of World War II, McLeod and Ferrara reestablished their firm under the name McLeod and Ferrara, Architects, Washington, D.C. The firm specialized in school and religious design. McLeod focused on the designs of school buildings, writing over ten publications (books and articles) focusing on the subject. Over the course of his career, he served on many committees and boards, including, but not limited to: 1) member of the US Delegation to UNESCO International Conferences on school building programs; 2) president of the Washington Metropolitan Chapter, American Institute of Architects; 3) chairman of National Committee on School Buildings; 4) Montgomery County Bound of Education Architects' Advisory Committee; 5) co-chairman of Office of Civil Defense Advisory Committee on the design and construction of public fallout shelters; and 6) member of the National Council on Schoolhouse Construction. McLeod retired from the firm in 1977. He died on January 23, 1997.¹⁰²

I. Areas Exempt from Designation: The environmental settings does not include the adjacent parcel purchased in 1966. The acquisition of this parcel falls outside of the period of significance and fails to enhance our understanding of the property's overall importance to Montgomery County.

J. Designation Criteria:

The Edward U. Taylor School meets Designation Criteria 1.A, 1.D, and 2.E as listed in Section 24A-3 of the Montgomery County Code.

1.A Historical and cultural significance. The historic resource has character, interest or value as part of the development, heritage or cultural characteristics of the county, state or nation.

The Edward U. Taylor School is associated with 1) the closure and consolidation of one-room and two-room Black elementary schools in the mid-twentieth century prior to desegregation; 2) sustained advocacy for modern school facilities and pressure applied from state and national litigation against the "separate but equal" doctrine; 3) the desegregation of the school system; and 4) the burden placed on the Black community to achieve the desegregation policies set forth by the county.

The Taylor School provides a unique opportunity to protect a cultural landscape that documents the progression of school design for Black residents over a 100-year span through the small collection of 3 vernacular buildings

¹⁰¹ Arlington County Register of Historic Places, "Arlington Presbyterian Church," (January 2014): 28-30.

¹⁰² Arlington County Register of Historic Places, "Arlington Presbyterian Church," (January 2014): 28-30.

and sites in Boyds (App. 9, Fig. 5-6).¹⁰³ This section of White Ground Road reflects the transition of segregated school design from collocation with churches, to the acquisition and construction of one-room schoolhouses for nearby communities, and the building of consolidated elementary schools for the regional area before integration. St. Mark's Methodist Episcopal Church, presently located at 19620 White Ground Road, housed the first school for Black children ca. 1878 in Boyds. The Board of Education purchased and constructed the nearby one-room, School No. 2, Election District 11, located across from the Taylor School at 19510 White Ground Road, in 1896. This one-room school remained open until 1937, but other similar one-room and two-room school buildings housed Black elementary school students until the construction of the four consolidated elementary schools (including the Taylor School) in the mid-twentieth century. Taken as a collective, these 3 sites highlight the architecture of racial segregation and integration over a 100-year span from the post-bellum to the mid-20th century.

1.D Historic and cultural significance. Exemplifies the cultural, economic, social, political or historic heritage of the county and its communities.

The Edward U. Taylor Elementary School serves as a reminder of segregated life in the twentieth century and desegregation of public education in Montgomery County. Local Black teachers, parents, and advocates fought against injustice to improve educational environments for Black school children during segregation. The segregated Black schools received fewer funds and were in poorer condition than their counterpart white schools. Coinciding with national and local litigation to demand equal facilities in public education, the community succeeded in the closure of most of the obsolete one-room and two-room up-county school buildings in the late 1940s. The construction of the four consolidated modern brick schools (including the Edward U. Taylor School) were major achievements for Black residents in the county.

Following the *Brown vs. the Board of Education of Topeka (I and II)* rulings by the Supreme Court, Montgomery County desegregated public school facilities between 1955 and 1961. The Edward U. Taylor School was one of the last schools to be desegregated by the county and the only elementary school to remain open as an integrated elementary school. The Board of Education changed the use of the three other segregated Black elementary schools to integrated special education facilities due to a perceived need to retain a 3:1 ratio of white to Black students at any given school. As a result, the burden of desegregation primarily fell to Black residents. While Montgomery County completed their desegregation plan by 1961, many schools retained an all-white student body.

2.E Represents an established and familiar visual feature of the neighborhood, community or county due to its singular physical characteristic or landscape.

The Edward U. Taylor School is the last major building constructed on White Ground Road in Boyds. The community recognized its significance within the built environment in the MARC Rail Communities Sector Plan (2019). The Sector Plan recommended retaining and supporting existing Boyd institutions including the Taylor School in recognition of its role as an “historical and physical landmark.” The school serves as a tangible link between the residents and their past, providing a sense of continuity, orientation, and place as a former center of educational and social activities. In addition, segregated public schools present the opportunity to interpret difficult and challenging aspects of American history, and remind individuals that racism continues to persist in the social environment. None of the other consolidated segregated Black elementary schools are listed in the *Master Plan for Historic Preservation*.

¹⁰³ A cultural landscape is a geographic area, including both natural and cultural resources therein, associated with a historic event, activity, or person(s), or that exhibit other cultural or aesthetic values. A vernacular cultural landscape: 1) includes the use, construction, or physical layout that reflects endemic traditions, customs, beliefs or values; 2) expresses cultural values, social behavior, and actions over time; and 3) is manifested in physical features and materials and their interrelationships including patterns of spatial organization, land use, circulation, structures, etc. Through social or cultural attitudes of an individual, family, or community, a vernacular landscape reflects the physical and cultural character of those everyday lives.

K. Conclusion:

The Edward U. Taylor School retains sufficient historic and physical integrity to convey its period of significance (1951-1961). The school has integrity of location and setting as it remains in its original location on White Ground Road. More importantly, the spatial relationship to the one-room schoolhouse remains intact. Thereby, the evolution of education for Black school children remains evident within the cultural landscape. There is no immediate construction within the vicinity that impinges on the historic setting.

The school continues to express its integrity of design, workmanship, and materials. The first two additions (1954 and 1961) to the school occurred during the period of significance. The later addition built (1969) had no adverse effect on the historic building due to its location, form, and massing. Alterations to the building resulting from its conversion to a storage warehouse and processing facility occurred primarily on the interior of the building. While the building is no longer utilized in its original function, the architecture continues to express a school and it remains owned by Montgomery County Public Schools. Therefore, the school retains its sense of feeling and association.

The Taylor School is representative of the educational experience for Black residents in Montgomery County immediately before and following desegregation of public education. These sites permit residents and visitors to experience historic racialized spaces beyond written records. Preserving the architecture of racial segregation in this place, with this understanding, creates a forum to educate the public, provide spaces to deliberate the past and modern race relations, and discuss social justice and tolerance.

8. ENVIRONMENTAL SETTING/GEOGRAPHICAL DATA

Property Land Area: 6.955 acres

Account Number: 00388443

District: 6

Environmental Setting Description: The environmental setting incorporates the entire parcel acquired by Montgomery County Public Schools in 1951.

Environmental Setting Justification: The environmental setting does not include the parcel to the southwest owned by Montgomery County Public Schools. While MCPS acquired the parcel during the period of significance, the property was never actively developed into athletic fields or baseball fields prior to 1979. All present day uses (baseball fields) were initiated in the late twentieth century. Therefore, the parcel is not within the environmental setting.

9. PROPERTY OWNERS

Name: Board of Education

Address: 850 Hungerford Drive, Rockville, MD 20850

10. FORM PREPARED BY

Name/Title: John Liebertz, Cultural Resources Planer III, Montgomery County Planning Department

Date: January 2020; Updated September 2022

11. MAJOR SOURCES CONSULTED

Ancestry.com [numerous].

Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872, Family Search.

Clarke, Nina H and Lillian B. Brown. *History of the Black Public Schools of Montgomery County, Maryland, 1872-1961*. Washington, D.C.: Vintage Press, 1978.

Conference before the United States Commission on Civil Rights. March 21-22, 1960.

Dunn, Frederick Luther, Jr. *Programs and Procedures of Desegregation Developed by the Board of Education, Montgomery County, Maryland*. College Park, MD: University of Maryland, 1959.

Evening Star [numerous].

Jane C. Sween Research Library and Special Collections, Montgomery History.

Montgomery County Land Records, <http://www.mdlandrec.net>.

Morse, H.N. and E. Fred Eastman. *An Educational Survey of a Suburban and Rural County* (Washington, D.C.: Government Printing Office, 1913.

State Board of Education, [numerous].

Washington Post [numerous].

APPENDIX ONE:
ENVIRONMENTAL SETTING/GEOGRAPHICAL DATA

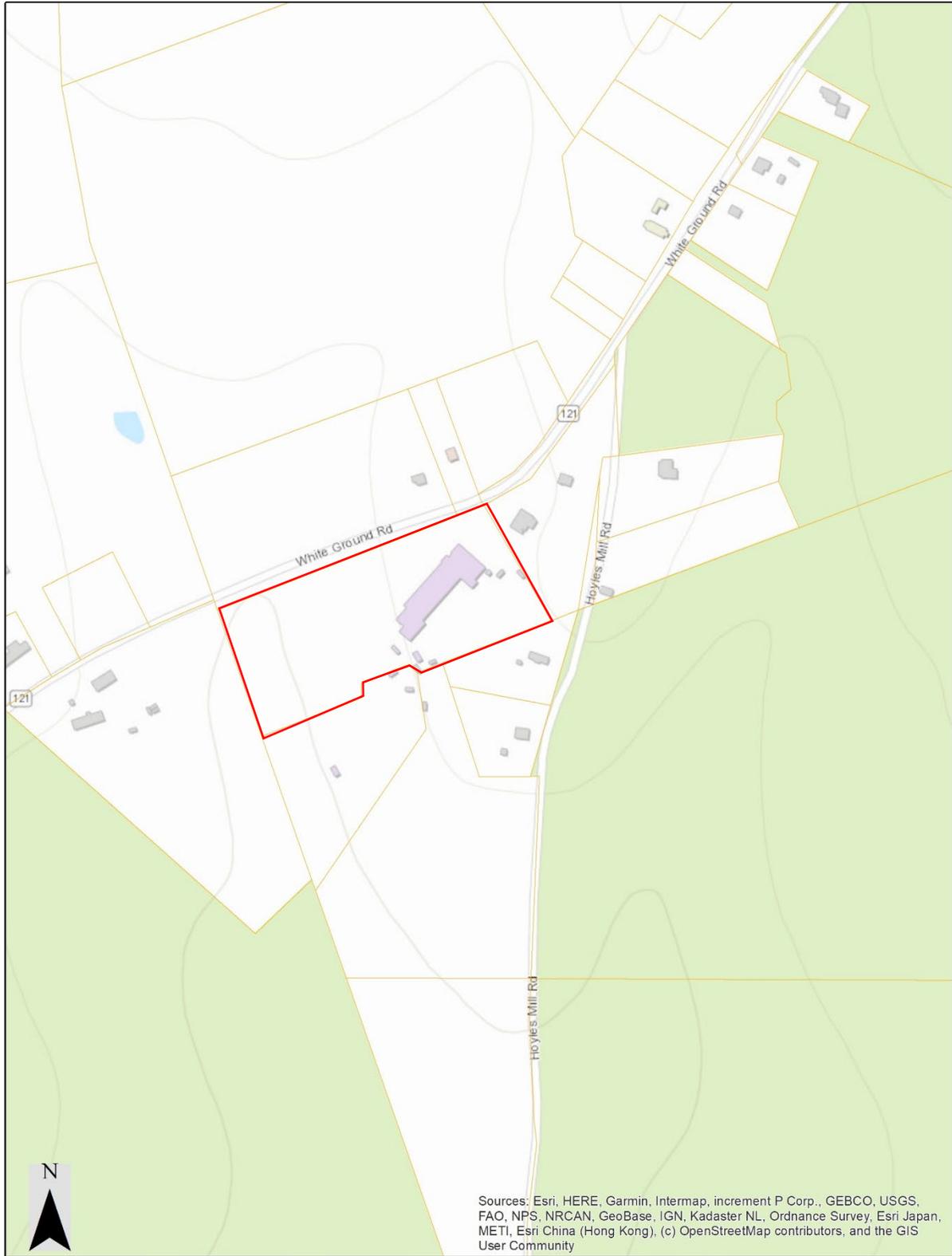


Figure 1: Environmental setting for the Edward U. Taylor School, 19501 White Ground Road, Boyds, Maryland. The setting is outlined in red.

**APPENDIX TWO:
DETAILED ARCHITECTURAL DESCRIPTION**

North Elevation (façade) – Appendix Four, Figures 1-4

The north elevation consists of four sections of the building including the: 1) auditorium; 2) entrance hall and principal's office; 3) classroom wing (with multiple additions); and 4) library and services wing. The eastern extent of the building is highlighted by the auditorium which lacks fenestration. The architects omitted windows as the stage is along this wall on the interior. Adjacent to the auditorium is the single-bay main entrance that is setback 5'. The entrance consists of a non-historic, double-leaf, metal-framed glass door. These doors are flanked by full-height, two-light, sidelights. Projecting 10' from the main entrance is the single-bay principal's office. The principal's office originally projected only 2' from the main entrance, but the Board of Education expanded the space in 1961. The single-bay consists of a ribbon of three vertically orientated, three-light, metal-sash windows. The lower two lights are operable hopper and awning windows and the upper light is fixed.¹⁰⁴

The eight-bay classroom wing is setback 6' from the principal's office. It consists of the original four-bay (two classroom) wing and two subsequent two-bay additions (each with one classroom on the north and south elevations). Each of the four classrooms have doors directly accessing the exterior. On the original classroom wing, the westernmost bay consists of a ribbon of seven, vertically orientated, four-light, metal-sash awning and hopper windows above a brick knee wall. The lower three lights are operable hopper and awning windows and the upper light is fixed. Adjacent to the ribbon of windows is full-height, vertical redwood siding that has two non-historic, single-leaf, doors each accessing a classroom. The bay to the west abuts the siding and consists of the standard ribbon window that terminates at the former brick-veneered exterior wall.

The first two-bay addition consists of the standard ribbon window adjacent to the vertical redwood siding with a non-historic, single-leaf door. The siding terminates to the west at the former exterior brick-veneer walls. The second two-bay addition repeats this design and fenestration pattern.

Setback 12' from the classroom wing is the library and services wing. The wing consists of two building forms: 1) a three-bay, one-story educational services wing; and 2) a taller one-story library with an exposed basement. The two easternmost bays of the educational services wing have a ribbon of vertically orientated, three-light, metal-sash windows. The lower two lights are operable hopper and awning windows and the upper light is fixed. The western bay of the educational services wing consists of a partially enclosed stair and covered walkway accessing double-leaf, single-light, wood doors.

The library is setback an additional 25' from the north elevation of the services wing. Fenestration is limited on the library to a single bay towards the eastern extent of the building. The exposed basement consists of a two-light, metal-sash awning window and the first story has vertically orientated, four-light, metal-sash windows.

West Elevation – Appendix Four, Figures 4-6

The west elevation consists of the two-bay service wing to the north and three-bay library wing to the south. The west bay of the service wing consists of an opening with a concrete sill and wood lintel that provides light to the partially enclosed walkway. The east bay has a ribbon of vertically orientated, three-light, metal-sash windows. The library wing projects approximately 19' from the face of the services wing. This three-bay block has a centrally located, double-leaf, single-light, wood door on the exposed basement. The door is flanked by a two-light, metal-sash awning window to the north and a single-leaf, wood door to the south. The first story is comprised of two vertically orientated, four-light, metal-sash windows.

¹⁰⁴ All windows feature brick sills and wood lintels unless otherwise noted.

South Elevation – Appendix Four, Figures 6-10

The south elevation (from the west to east) consists of the: 1) library wing; 2) classroom wing; 3) health room and teacher lounge addition; 4) entrance hall and kitchen. The three-bay library wing has limited fenestration accounting for shelving. The first story has three vertically orientated, four-light, metal-sash windows.

The classroom wing is recessed 9'. The south elevation is a mirror of the north elevation with four classrooms with matching design and fenestration. Like the north elevation, each classroom has a single-leaf door that accesses the exterior.

The one-story health room and teacher lounge addition obscures part of the original elevation of the school and projects 43' to the south from the classroom wing. The addition features a concrete block structural system with five-course, common-bond, brick veneer. Since the projection is not visible when standing to the east or west of the school these elevations will be described here. The four-bay west elevation (not visible when standing to the west of the school) consists of two single-leaf wood doors within vertical wood siding flanked by paired vertically orientated three-light, metal-sash windows. The south elevation and east elevation have no fenestration.

Setback 9' from the health services and teacher lounge addition is the original south elevation of the central entrance hall and kitchen. There is limited fenestration on this elevation consisting of three two-light, metal-sash windows.

East Elevation – Appendix Four, Figures 1 and 11

The east elevation (from the south to the north) consists of the: 1) entrance hall (kitchen and boiler room); and 2) the auditorium. The two-bay entrance hall consisted of a double-leaf, single-light, wood door accessing the kitchen area and a paired, vertically orientated, three-light, metal-sash window. The four-bay auditorium features taller, vertically orientated, metal-sash windows. The southernmost three bays consist of paired or ribbon of three vertically orientated five-light, metal-sash windows. The northern bay features a smaller four-light, metal sash window due to the raised stage on the interior.

Interior

The interior layout of the school has been altered to permit the storage and processing of science kits for MCPS. The recessed main entrance leads to a hall. The hall provided access to the former auditorium to the east, kitchen, teacher's lounge, health room, and restrooms to the south, and principal's office and classroom wing to the west. The principal's office presently serves as a managerial space. The classroom wing features a central hallway flanked by four classrooms on either side. The walls between the classrooms have been partially demolished to provide a continuous flow of materials for efficiency of the storage facility. West of the classroom wing is the former special services wing.

**APPENDIX THREE:
AERIAL PHOTOGRAPHS**



Figure 1: Aerial photograph, 1951. The aerial shows the surrounding area immediately prior to the development of the school.



Figure 2: Aerial photograph, 1957. The red arrow points to the school. The yellow dashed line shows the location of the first classroom addition to the west.



Figure 3: Aerial photograph, 1963. The red arrow points to the school. The building includes the second addition constructed prior to desegregation in 1961.



Figure 4: Aerial photograph, 1969. The red arrow points to the school. The building includes the third and final addition completed that year.

APPENDIX FOUR:
EXTERIOR PHOTOGRAPHS OF THE EDWARD U. TAYLOR SCHOOL



Figure 1: View of the north (facade) and east elevations looking south across White Ground Road.



Figure 2: Detailed view of the main entrance on the north elevation. The auditorium is to the left, entrance hall is in the center, and principal's office (extended in 1961) is to the right.



Figure 3: Detailed view of the original classroom wing on the north elevation completed in 1952.



Figure 4: View of the north (façade) and west elevation looking southeast. The purple arrows point to the original classroom wing (1952), the red arrow points to the first classroom addition (1954), the yellow arrow points to the second classroom addition (1961), and the blue arrows point to the library and services wing (1969).



Figure 5: View of the west elevation (library and services wing) looking east.



Figure 6: View of the west elevation and part of the south (rear) elevation looking northeast.



Figure 7: Partial view of the south (rear) elevation looking northeast including the library and services wing (left) and classroom wing (right).



Figure 8: Detailed view of the west elevation of the teacher's lounge and health room addition (1952) on the rear elevation.



Figure 9: View of the south (rear) and east elevations looking northwest from the baseball field.



Figure 10: View of the south (rear) and east elevations looking northwest. The kitchen is in the foreground and the auditorium is in the background.



Figure 11: Detailed view of the east elevation showing the auditorium.



Figure 12: View of corrugated metal shed (Outbuilding A).



Figure 13: View of brick shed with garage door (Outbuilding B).



Figure 14: View of wood-frame shed (Outbuilding C).



Figure 15: View of storage container protected by a gable and shed roof pavilion (Outbuilding D).



Figure 16: View of a wood-frame shed and storage container (Outbuildings E and F).



Figure 17: View of a wood-frame, gambrel-roof, shed (Outbuilding G).



Figure 18: View of wood-frame, hipped-roof, picnic pavilion (Outbuilding H).



Figure 19: Photograph Key. The circles with numbers show the views of Figures 1-11. The circles with letters show the location of the various outbuildings, figures 12-18.

APPENDIX FIVE:
MODELS SHOWING THE EVOLUTION OF THE TAYLOR SCHOOL

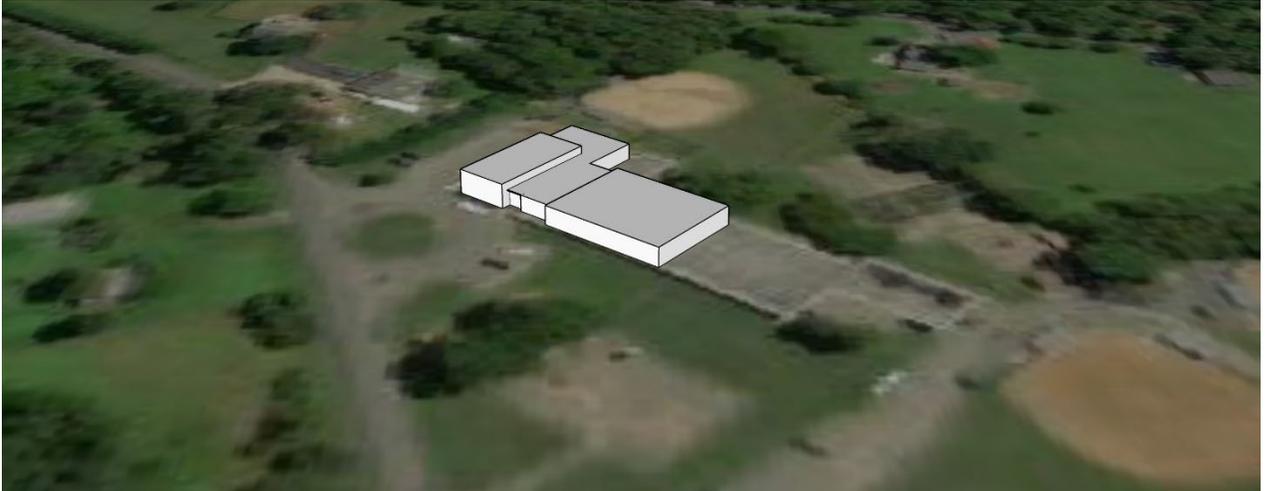


Figure 1: Model of the Taylor School, 1952. The model shows the original configuration of the building.



Figure 2: Model of the Taylor School, 1952. The auditorium is shaded red, the entrance hall, principal office, and kitchen are blue, and the four-room classroom wing is green.

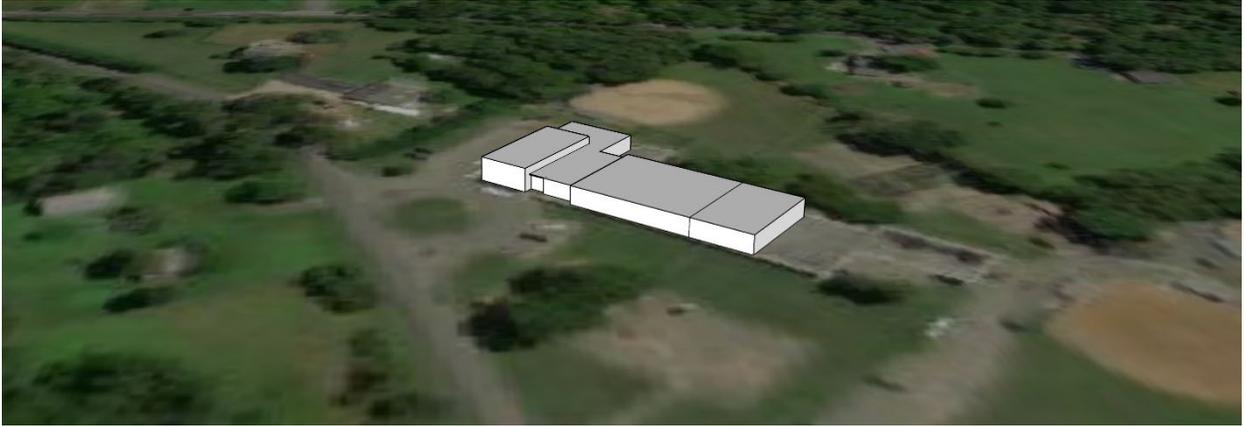


Figure 3: Model of the Taylor School, 1954.

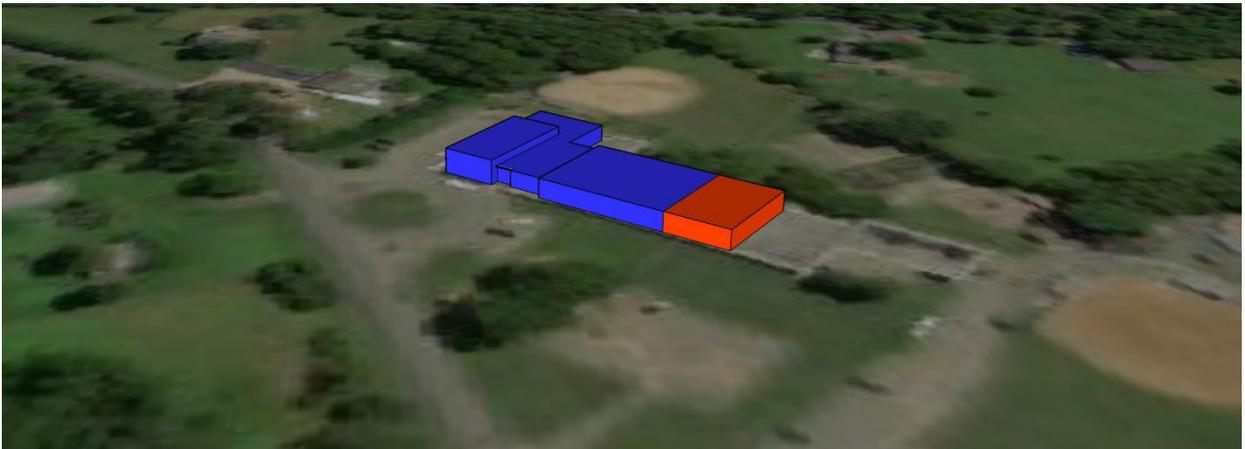


Figure 4: Model of the Taylor School, 1954. The original school (1952) is shaded blue and the two-classroom addition (1954) is shaded orange.

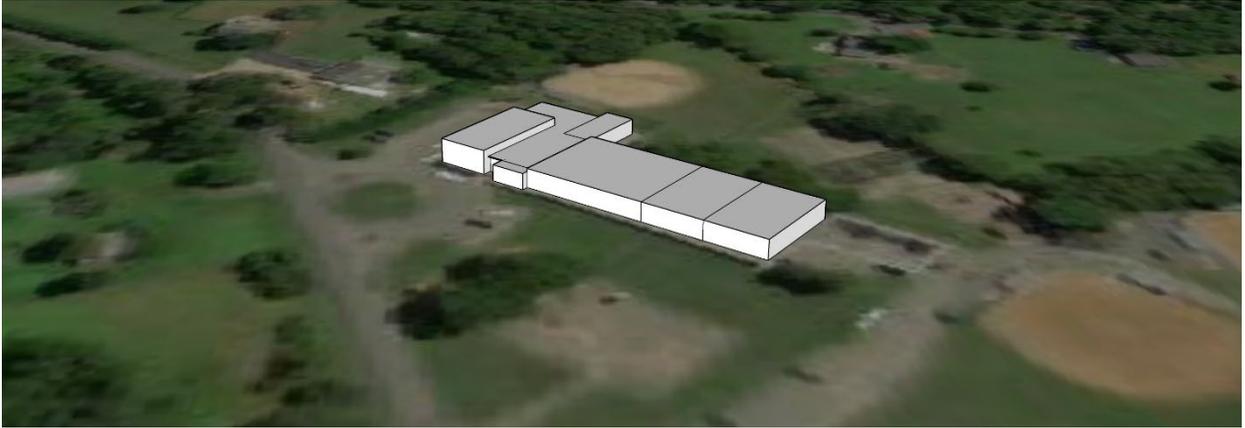


Figure 5: Model of the Taylor School, 1961.

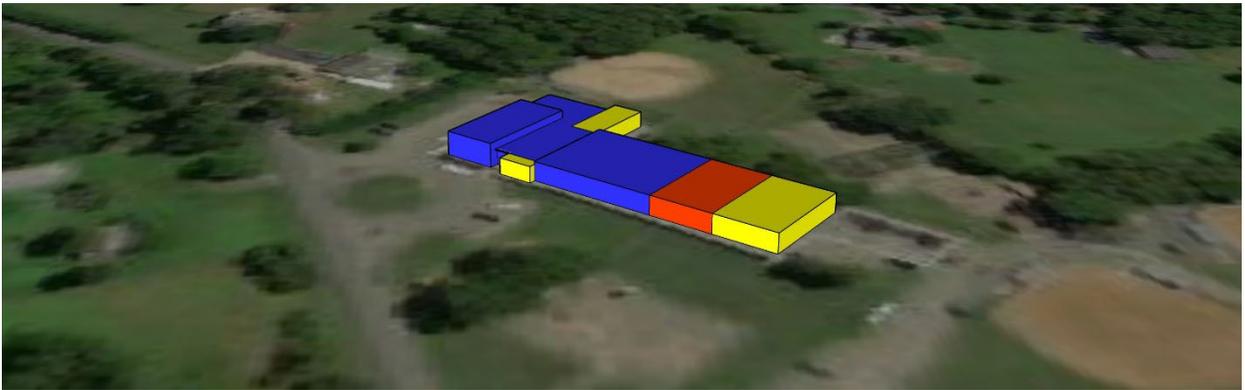


Figure 6: Model of the Taylor School, 1961. The original school (1952) is shaded blue, the two-classroom addition (1954) is shaded orange, and the extension of the principal's office near the main entrance, teacher's lounge and health room on the rear elevation, and two-classroom addition are shaded yellow (1961).

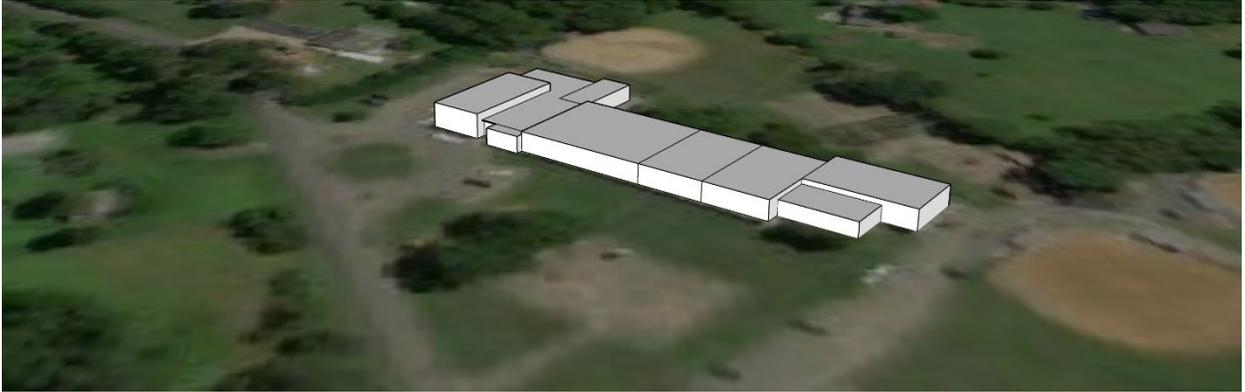


Figure 7: Model of the Taylor School, 1969.

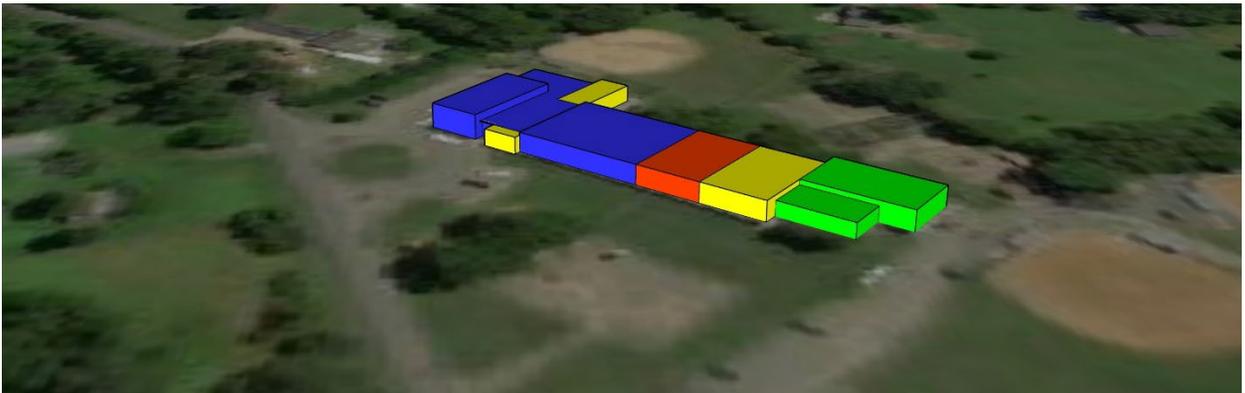


Figure 8: Model of the Taylor School, 1969. The original school (1952) is shaded blue. The two-classroom addition (1954) is shaded orange. The extension of the principal's office near the main entrance, teacher's lounge and health room on the rear elevation, and two-classroom addition are shaded yellow (1961). The library and services wing is shaded green (1969).

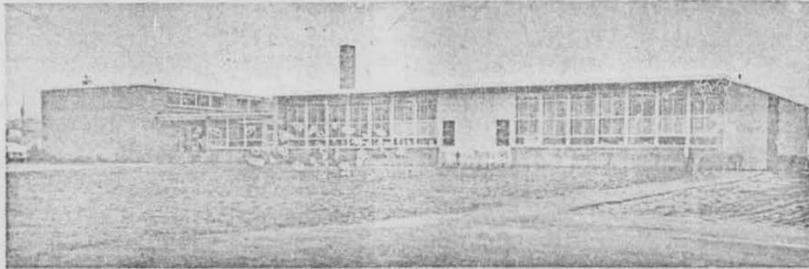


Figure 9: Model of the Taylor School, 1969. The original school (1952) is shaded blue. The two-classroom addition (1954) is shaded orange. The extension of the principal's office near the main entrance, teacher's lounge and health room on the rear elevation, and two-classroom addition are shaded yellow (1961). The library and services wing is shaded green (1969).

APPENDIX SIX:
HISTORIC PHOTOGRAPHS OF THE EDWARD U. TAYLOR SCHOOL

M:18-11-16

DEDICATORY SOUVENIR AND PROGRAM



EDWARD U. TAYLOR ELEMENTARY SCHOOL

BOYD, MARYLAND

Figure 1: *Dedicatory Souvenir*, ca. 1952. Cover of the dedication booklet showing the Taylor School prior to any additions.

M:18-11-16

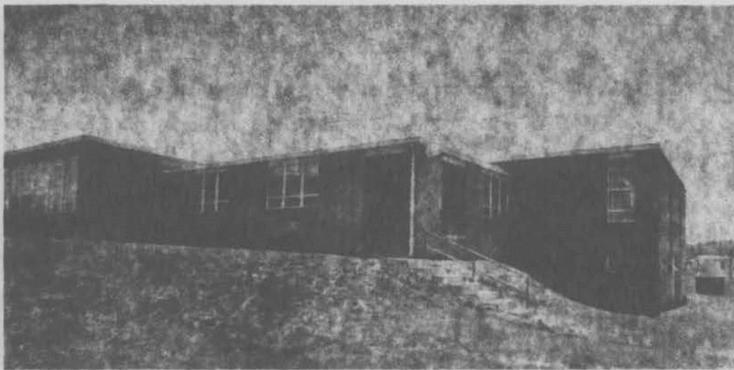


Figure 2: *Edward U. Taylor Elementary School Rededication, 1969.* The photograph shows the library and services wing.



Figure 3: View of the north (façade) and east elevations of the Edward U. Taylor School looking south from White Ground Road, 1979.

APPENDIX SEVEN:

SELECT ARCHITECTURAL DRAWINGS FROM MCPS ARCHIVE

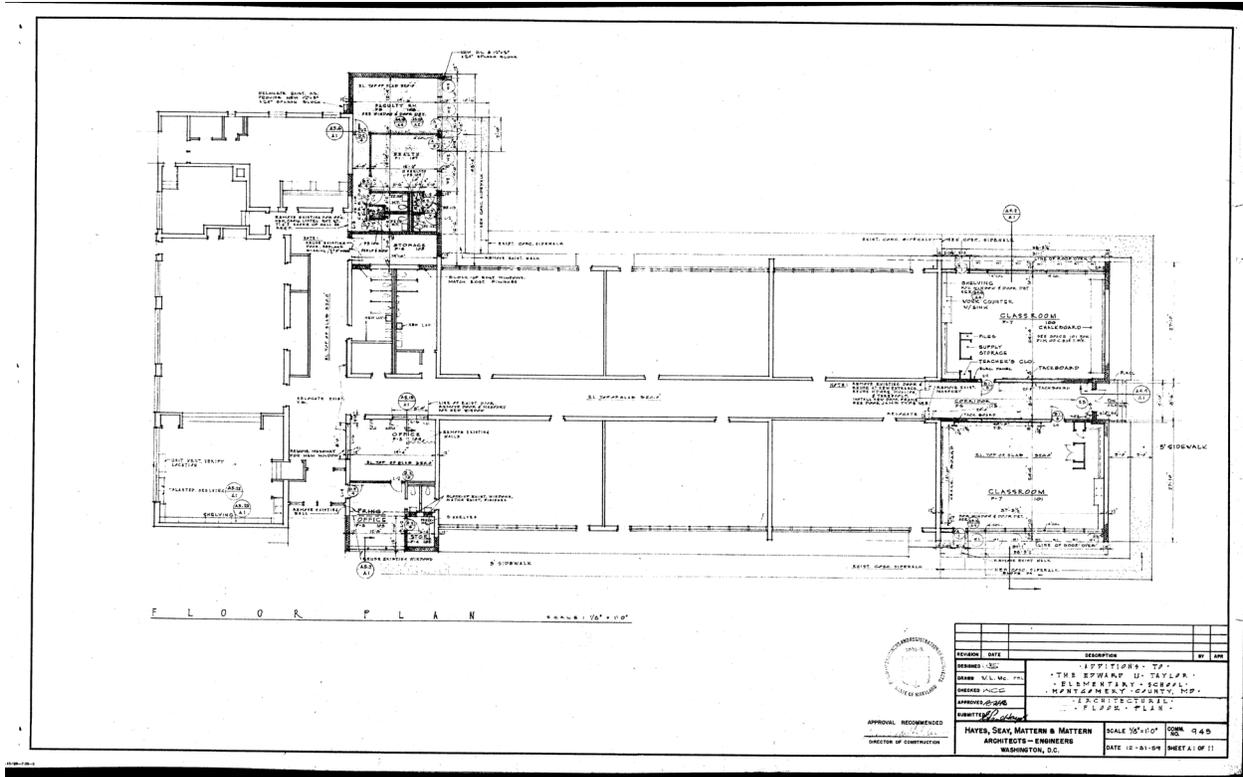


Figure 2: Addition to the Taylor School, 1959. The floor plans note two-classroom addition, extension of the principal's office, and new health room and teacher's lounge.

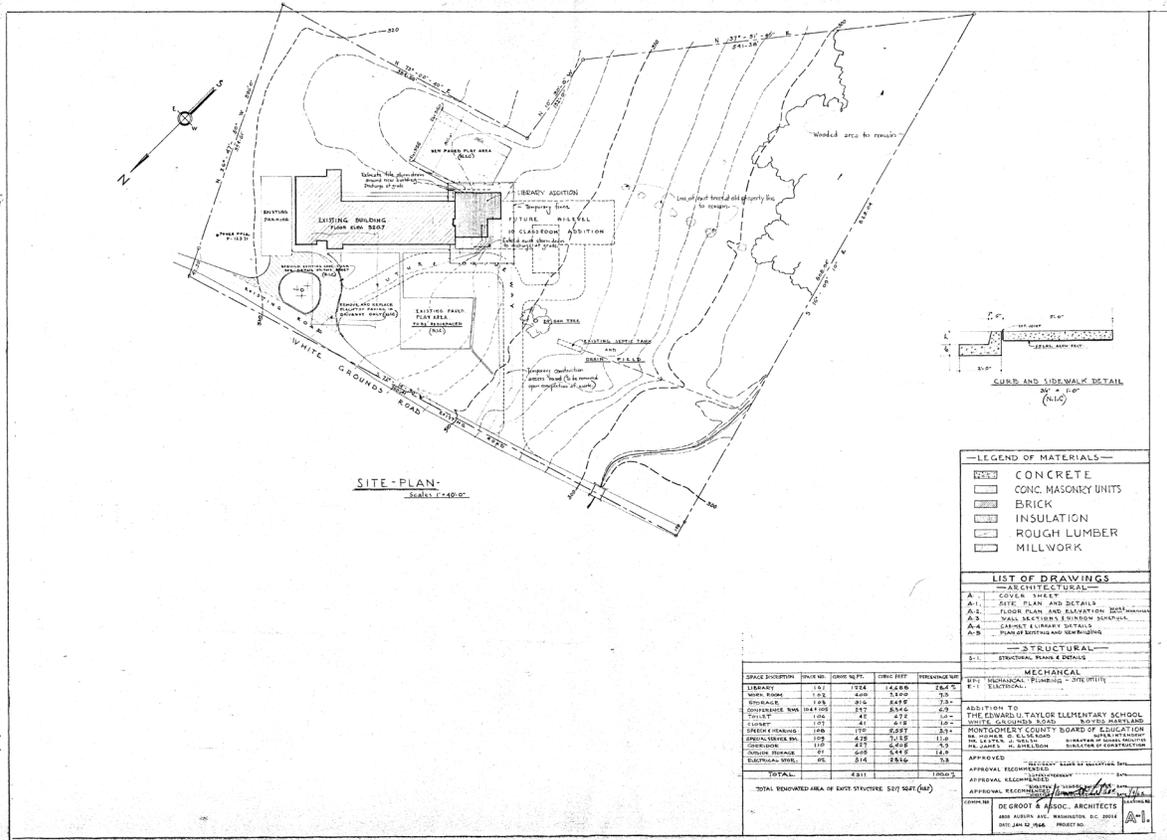


Figure 4: Addition to the Taylor School, 1959. The site plan depicts the proposed location for a much larger building to the east.

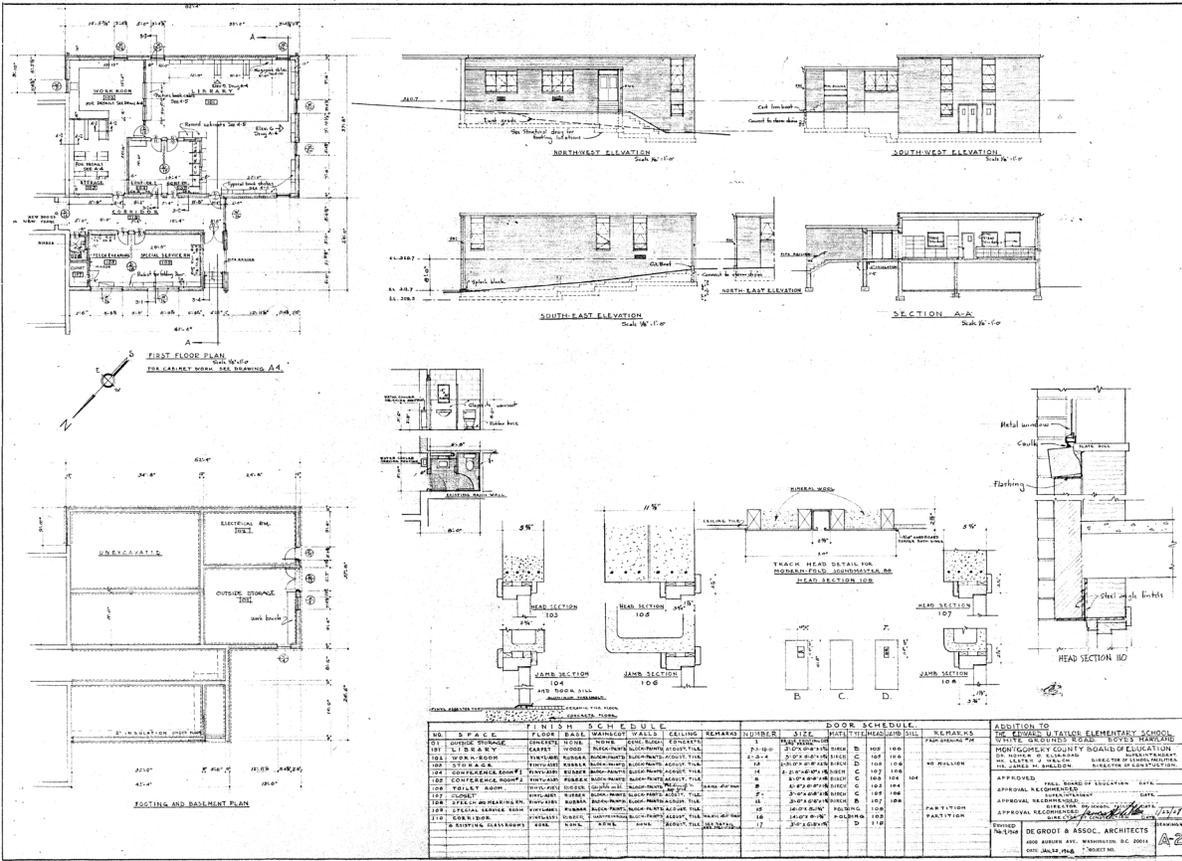


Figure 5: Addition to the Taylor School, 1959. The architectural drawing shows the floorplan and elevations for the library and services wing.

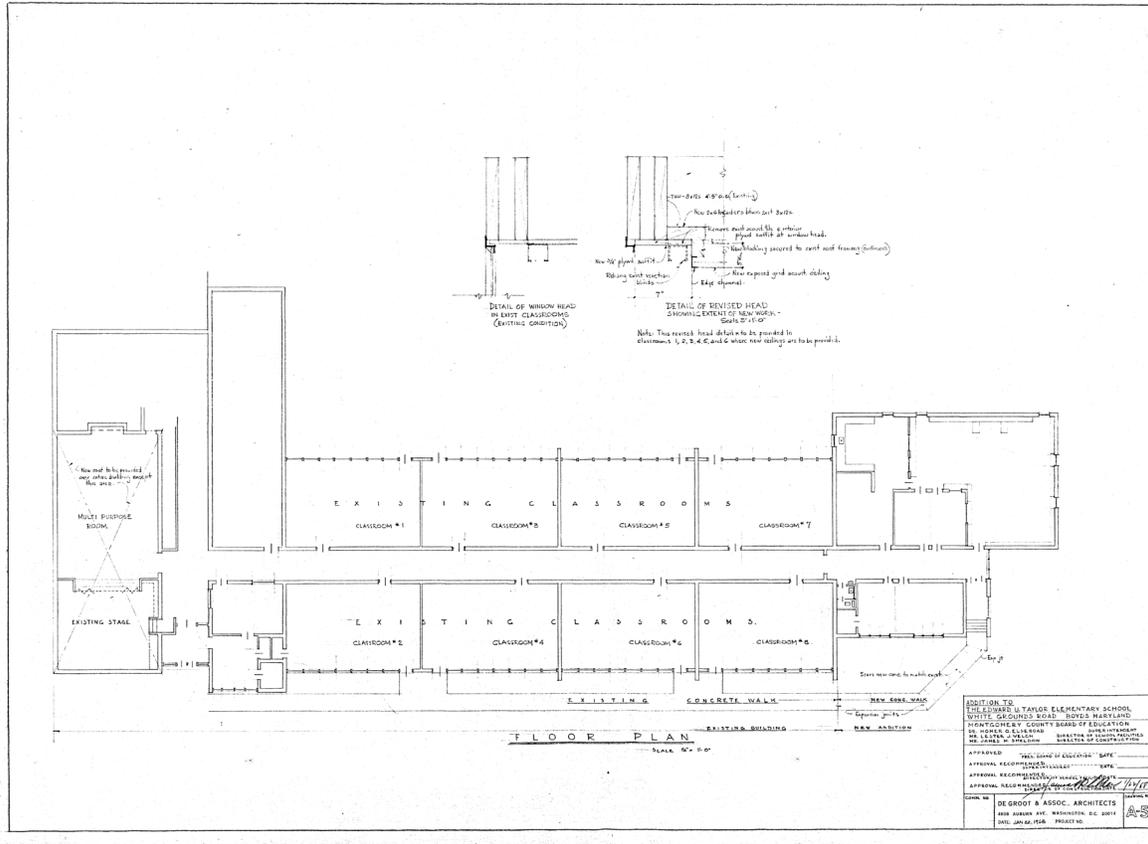


Figure 6: Addition to the Taylor School, 1959. The architectural drawing shows the overall floorplan for the building.

APPENDIX EIGHT:

**EXTERIOR PHOTOGRAPHS OF THE THREE OTHER CONSOLIDATED SEGREGATED BLACK
ELEMENTARY SCHOOLS IN MONTGOMERY COUNTY, MARYLAND**



Figure 1: Emory Grove Community Center (former Emory Grove Elementary School), 2019.



Figure 2: Ross Boddy Neighborhood Recreation Center (former Sandy Spring Elementary School), 2019.



Figure 3: Rock Terrace Elementary School, 2019.

APPENDIX NINE:
OTHER PHOTOGRAPHS AND MAPS



Figure 1: Boyd School No. 2, District 11. Also known as Boyds Negro School, Montgomery County Master Plan Site #18/11
Source: Historic Preservation Staff, 2019.



Figure 2: Historic photograph of school flag that reads Boyd School No. 2, District [11].
Source: Boyds Historical Society.

M:18-11-16



MR. EDWARD U. TAYLOR

I would be brave through all that I must mee,
With petty cares I'd do the best I can,
But whether mine the victor or defeat,
Lord, let me know I've battled as a man.
— Edgar Allen Guest

This book is a tribute to our late Supervisor, Mr. Edward U. Taylor, to Dr. Edwin W. Broome, our retiring superintendent, to our faculty, children, parents, patrons and friends of the Edward U. Taylor School. We have longed for this day. We only wish the person who visualized this building on this spot of ground were present to share in its dedication.

We view the future with great hopes, expecting that this building will touch the lives of people who are unmindful of its purpose. We visualize it as a community house, bringing closer relationship between school, home and church, a community house meeting the needs of the community and guiding the lives of the children, youth and adults.

This book is portraying elementary school interests. Therefore, with simplicity of understanding and on an easy level it has been prepared, so that the average intermediate child can grasp its meaning and can enjoy reading its contents, that the lives and works of those printed herein will inspire some to follow their examples.

THE TRUSTEES

- Mr. Francis Wilson Wins Clarksburg
- Mr. Roland Talley Poolesville
- Mr. Alonzo Graham Martinsburg

Figure 3: *Dedicatory Souvenir*, ca. 1952. Photograph of Edward U. Taylor.
Source: MIHP Form



Figure 4: Edward U. Taylor, undated.
Source: Montgomery Historical Society, Public School Vertical File.



December 31, 2019

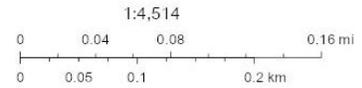


Figure 5: The White Grounds Road Cultural Landscape of nineteenth and twentieth century educational opportunities for Black residents in Boyd. The red arrow points to the Edward U. Taylor School, the blue arrow points to School No. 2, Election District 11 (Boyd's Negro School), and the yellow arrow points to St. Marks Church. In the early twentieth century, a small Black community surrounded these institutions.

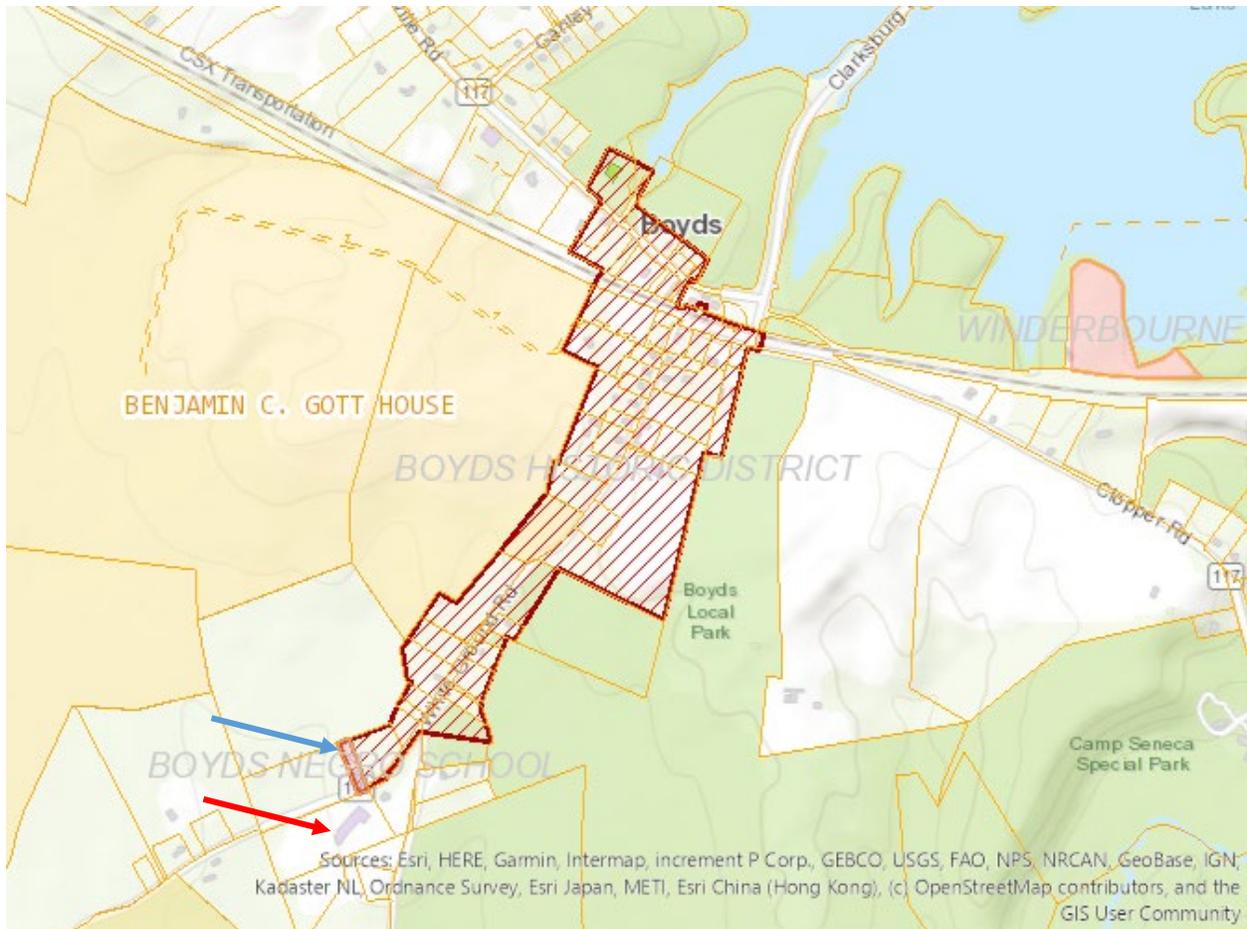


Figure 6: The red arrow points to the Edward U. Taylor School, the blue arrow notes the location of the Boyd's Negro School Master Plan Site (18/11), and the red hatched area is the Boyd's Master Plan Historic District (18/8).

**APPENDIX TEN:
CHAIN OF TITLE**

Parcel comprising the environmental setting

Date: June 30, 1951

Grantor: Leslie I. Gaines and Bernice Gaines

Grantee: Montgomery County School Board

Cost: Unknown

Acres: 6.955

Liber: CKW 1546

Folio: 506-508

Date: July 12, 1950

Grantor: Edna B. Johnson (administrator of the will of Addison E. Duffin)

Grantee: Leslie I. Gaines

Cost: \$600

Acres: 7

Liber: 1409

Folio: 130-132

Parcel owned by MCPS outside of the environmental setting

Date: November 9, 1966

Grantor: Leslie I. Gaines and Bernice Gaines

Grantee: Montgomery County School Board

Cost: \$10

Acres: 3

Liber: CKW 3569

Folio: 94-95

**APPENDIX ELEVEN:
DESIGN GUIDELINES**

Introduction

The Edward U. Taylor School Master Plan Site Design Guidelines (hereinafter referred to as the “Design Guidelines”) outline the design review and approval process by the Montgomery County Historic Preservation Commission (HPC). The Design Guidelines are intended to assist Montgomery County Public Schools (MCPS), Montgomery Planning Historic Preservation Office staff, and the Historic Preservation Commission in the preservation and protection of the Edward U. Taylor School. The document seeks to manage change and rehabilitation in a thoughtful, compatible, and consistent manner.

The Design Guidelines are based on accepted preservation guidance from the U.S. Secretary of the Interior’s Standards for Rehabilitation, as listed below, and linked here: <https://www.nps.gov/tps/standards/four-treatments/treatment-rehabilitation.htm>:

1. A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.
2. The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
3. Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.
4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.
5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property should be preserved.
6. Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature should match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.
7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.
8. Archaeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.
9. New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property.
10. New additions and adjacent or related new construction will be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Historic Context

The Board of Education built the Modern Movement-influenced Edward U. Taylor School in 1952. The one-story, flat-roof building features four different phases of construction completed over seventeen years between 1952 and 1969. The school consists of:

1. the original building comprised of the auditorium (which served as a multi-purpose room), entrance hall, principal's office, cafeteria, and four classrooms built in 1952;
2. a two-classroom addition in 1954;
3. a two-class room, health office, teachers' room, and storage area addition, and extension of the principal's office in 1961; and
4. the library and services addition in 1969.

The building presently serves as the Taylor Science Center for the processing and storage of science kits for Montgomery County Public Schools (MCPS).

The Taylor School represents the cumulative efforts of individuals and organizations to obtain support for better facilities and opportunities for African American residents of the county. These efforts were strengthened by state and national litigation against the separate but equal doctrine. As a result, Montgomery County Public Schools dedicated funding to construct four new consolidated African American elementary schools between 1947 and 1951. These schools achieved modern school design standards including concrete structural systems with brick veneer, ribbon metal windows providing light and ventilation, and access from each classroom to the exterior.

Character Defining Architectural Features and Site Elements

1. Horizontal emphasis and rectilinear massing
2. Building forms that define spatial functions (auditorium, classroom wing, and library and services wing)
3. Siding materials (brick veneer and vertical wood siding)
4. Fenestration pattern (location and size of the windows and doors)
5. Flat roof
6. Circular driveway accessing the main entrance

Historic Area Work Permit

Certain exterior alterations will require a Historic Area Work Permit (HAWP) from the HPC to ensure the preservation of character defining architectural and historical features at the Edward U. Taylor School. The procedures for applying for a HAWP are governed by Montgomery County Code, §24A.8, Historic Area Work Permits.

HAWP Requirements

The following exterior alterations shall be reviewed and approved by the HPC prior to being undertaken:

1. New construction or addition to the building.
2. Demolition of part or all of the building.
3. Demolition or removal of any character defining architectural features.
4. Repair or replacement of the doors or windows with a different material or design.
5. Repair or replacement of any exterior siding materials (brick or redwood siding), window sills or lintels, cornice, or other trim with a different material or design.
6. Modification of the location, design, or materials of the existing circular driveway in the northeast corner of the site.
7. Installation of new circulation networks.

The following exterior alterations may be reviewed and approved by the Historic Preservation Office staff prior to being undertaken:

1. Installation of new windows or doors that match the existing with respect to size and style.

2. Removal of any existing circulation networks (other than the circular driveway in the northeast corner of the site).
3. Installation of new exterior lighting features or other similar equipment.
4. Installation of new mechanical equipment.
5. Installation of solar panels, wind turbines, geothermal wells, or any other types of modifications made for energy-efficiency.
6. Installation of new signage.
7. Construction of any new buildings, sheds, or structures associated with the athletic fields or baseball diamonds.
8. Painting of previously unpainted exterior surfaces.

The following items will be exempt from review by the Historic Preservation Office staff and the Historic Preservation Commission.

1. In-kind replacement of the flat roof.
2. General landscaping, preparation, and maintenance of lawns, shrubbery, flower beds, tree removals, etc.
3. Paving repair using in-kind (or similar) materials in locations that are currently paved.
4. Painting of previously painted surfaces.
5. Replacement of existing signs with a sign of identical size and materials.
6. In-kind alterations to the existing athletic fields (baseball diamonds) including scoreboards, fencing, dugouts, bleachers, and other elements associated.
7. Demolition of any non-contributing outbuildings, sheds, or other structures within the environmental setting.

Guidelines for Specific Building Elements

Windows

Recommended Strategies for Replacement:

1. Maintain the location of individual and ribbon windows.
2. Maintain the configuration of operable windows.
3. Maintain the original number and arrangement of panes.
4. Use metal windows (or a compatible material) that reflect the original design intent.

Not Recommended Strategies for Replacement:

1. Change in the number or location of the windows.
2. Change in the size of the window openings.
3. Infill of original windows.

Doors

The doors on the building have been replaced over the years, but the architectural drawings depict many of the original door designs/types. New doors should reflect the original design intent.

Recommended Strategies for Replacement:

1. Restore the design of the doors to its original configuration.
 - a. The HPC will approve various door materials (such as steel, metal, or wood).

Not Recommended Strategies for Replacement:

1. Change in the number or location of the doors.
2. Change in the size of the door openings.
3. Infill of original doors.

APPENDIX TWELVE:
MARYLAND INVENTORY OF HISTORIC PROPERTIES FORM

M: 18-11-16

Edward U. Taylor School
White Grounds Community, Boyds Vicinity
Private

1951

This one-story, modern brick school was built during of segregation as the consolidated school for numerous small schools for blacks in upper Montgomery County. It was named in honor of a leader in black education in the County.

INVENTORY FORM FOR STATE HISTORIC SITES SURVEY

1 NAME

HISTORIC Edward U. Taylor School

AND/OR COMMON

2 LOCATION

STREET & NUMBER East Side of White Grounds Road

CITY, TOWN

Boyd's

___ VICINITY OF

CONGRESSIONAL DISTRICT

8

STATE

Maryland

COUNTY

Montgomery 20720

3 CLASSIFICATION

CATEGORY	OWNERSHIP	STATUS	PRESENT USE
<input type="checkbox"/> DISTRICT	<input checked="" type="checkbox"/> PUBLIC	<input checked="" type="checkbox"/> OCCUPIED	<input type="checkbox"/> AGRICULTURE <input type="checkbox"/> MUSEUM
<input type="checkbox"/> BUILDING(S)	<input type="checkbox"/> PRIVATE	<input type="checkbox"/> UNOCCUPIED	<input type="checkbox"/> COMMERCIAL <input type="checkbox"/> PARK
<input checked="" type="checkbox"/> STRUCTURE	<input type="checkbox"/> BOTH	<input type="checkbox"/> WORK IN PROGRESS	<input checked="" type="checkbox"/> EDUCATIONAL <input type="checkbox"/> PRIVATE RESIDENCE
<input type="checkbox"/> SITE	PUBLIC ACQUISITION	ACCESSIBLE	<input type="checkbox"/> ENTERTAINMENT <input type="checkbox"/> RELIGIOUS
<input type="checkbox"/> OBJECT	<input type="checkbox"/> IN PROCESS	<input type="checkbox"/> YES: RESTRICTED	<input type="checkbox"/> GOVERNMENT <input type="checkbox"/> SCIENTIFIC
	<input type="checkbox"/> BEING CONSIDERED	<input checked="" type="checkbox"/> YES: UNRESTRICTED	<input type="checkbox"/> INDUSTRIAL <input type="checkbox"/> TRANSPORTATION
		<input type="checkbox"/> NO	<input type="checkbox"/> MILITARY <input type="checkbox"/> OTHER:

4 OWNER OF PROPERTY

NAME Montgomery County Board of Education Telephone #: 972-0481

STREET & NUMBER 850 Hungerford Drive

CITY, TOWN

Rockville

___ VICINITY OF

STATE, zip code

Maryland 20850

5 LOCATION OF LEGAL DESCRIPTION

COURTHOUSE, REGISTRY OF DEEDS, ETC. Montgomery County Courthouse

Liber #: 3569

Folio #: 94

STREET & NUMBER

CITY, TOWN

Rockville

STATE

Maryland 20850

6 REPRESENTATION IN EXISTING SURVEYS

TITLE

None

DATE

___ FEDERAL ___ STATE ___ COUNTY ___ LOCAL

DEPOSITORY FOR SURVEY RECORDS

CITY, TOWN

STATE

M:18-11-16

7 DESCRIPTION

CONDITION

- EXCELLENT
- GOOD
- FAIR
- DETERIORATED
- RUINS
- UNEXPOSED

CHECK ONE

- UNALTERED
- ALTERED

CHECK ONE

- ORIGINAL SITE
- MOVED DATE _____

DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

This modern, one story brick school stands on the east side of White Grounds Road, opposite the Boyds Negro School. It consists of eight classrooms, a health room, a faculty lounge, a kitchen, and a multi-purpose room which serves as dining room as well as auditoriam since it has a stage. In the school year 1968-1969, the last addition was made, an "instructional materials center" which consists of speech room, conference room, and work room in addition to the large library area.

Two small ball diamonds are located near the school for the students, and another larger (standard size) one) maintained by the Montgomery County Recreation Department is south of the school and is used by both students and community.

CONTINUE ON SEPARATE SHEET IF NECESSARY

PERIOD		AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW			
<input type="checkbox"/> PREHISTORIC	<input type="checkbox"/> ARCHEOLOGY-PREHISTORIC	<input checked="" type="checkbox"/> COMMUNITY PLANNING	<input type="checkbox"/> LANDSCAPE ARCHITECTURE	<input type="checkbox"/> RELIGION	
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> ARCHEOLOGY-HISTORIC	<input type="checkbox"/> CONSERVATION	<input type="checkbox"/> LAW	<input type="checkbox"/> SCIENCE	
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> AGRICULTURE	<input type="checkbox"/> ECONOMICS	<input type="checkbox"/> LITERATURE	<input type="checkbox"/> SCULPTURE	
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> ARCHITECTURE	<input checked="" type="checkbox"/> EDUCATION	<input type="checkbox"/> MILITARY	<input checked="" type="checkbox"/> SOCIAL/HUMANITARIAN	
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> ART	<input type="checkbox"/> ENGINEERING	<input type="checkbox"/> MUSIC	<input type="checkbox"/> THEATER	
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> COMMERCE	<input type="checkbox"/> EXPLORATION/SETTLEMENT	<input type="checkbox"/> PHILOSOPHY	<input type="checkbox"/> TRANSPORTATION	
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> COMMUNICATIONS	<input type="checkbox"/> INDUSTRY	<input type="checkbox"/> POLITICS/GOVERNMENT	<input checked="" type="checkbox"/> OTHER (SPECIFY)	
		<input type="checkbox"/> INVENTION		Black History Local History	

SPECIFIC DATES 1951-1952

BUILDER/ARCHITECT

STATEMENT OF SIGNIFICANCE

The construction and plan of this building stands in sharp contrast to the small one room school house on the opposite side of the road. This one was built in 1951-1952, while the latter was constructed in 1895. Both were constructed as schools for black children in a segregated school system. The modern one was named for Edward U. Taylor, the Supervisor of Negro Education in Montgomery County from 1923-1951. Included in this report is a history of Edward Taylor and of this school, copied from the Dedicatory Souvenir and Program. Also included is a more recent history of the Taylor School.

According to the Dedicatory Souvenir and Program, the forerunners of the Edward U. Taylor School were one room schools at Montgomery, Poolesville, Boyds, Sugarland, Sellman, and Clarksburg. Children who attended the Taylor School are descendants of former students of these 19th century, one room schools.

The original 6.95 acres of this school lot was purchased by Addison Duffin in 1900 from Sarah and Joseph Saks (deed 14/67). He farmed this land until it was sold to Leslie Garner, who in turn sold it to the Board of Education in 1951 for the new school (deed 1546/506). Duffin also owned the property along Hoyle's Mill Road (parcels: DU51-P41 & P68), and farmed that, too. On parcel DU51-P100, directly behind the school lot was his barn where he sheltered his stock.

M:18-11-16

9 MAJOR BIBLIOGRAPHICAL REFERENCES

Dedicatory Souvenir and Program, Edward U. Taylor Elementary School, Boyds, Maryland, 1952. No publisher cited.
Conversations with Betty Hawkins, Boyds, Maryland, March - May, 1979.
Land Records of Montgomery County, Maryland. *DEEDS 4/67, 1546/506.*

CONTINUE ON SEPARATE SHEET IF NECESSARY

10 GEOGRAPHICAL DATA

ACREAGE OF NOMINATED PROPERTY _____

VERBAL BOUNDARY DESCRIPTION

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE	COUNTY

11 FORM PREPARED BY

NAME / TITLE	George W. McDaniel	Tamar Hoewing, Research Assistant Karen Sewell, Research Assistant
ORGANIZATION	Sugarloaf Regional Trails	DATE May 1979
STREET & NUMBER	Box 87	TELEPHONE 926-4510
CITY OR TOWN	Dickerson	STATE Maryland 20753

The Maryland Historic Sites Inventory was officially created by an Act of the Maryland Legislature, to be found in the Annotated Code of Maryland, Article 41, Section 181 KA, 1974 Supplement.

The Survey and Inventory are being prepared for information and record purposes only and do not constitute any infringement of individual property rights.

RETURN TO: ~~Maryland Historical Trust~~
~~The Shaw House, State Circle~~
~~Annapolis, Maryland 21401~~
~~(301) 267-1438~~

SUGARLOAF REGIONAL TRAILS
Box 87, Stronghold
Dickerson, Md. 20753
(301) 926-4510

