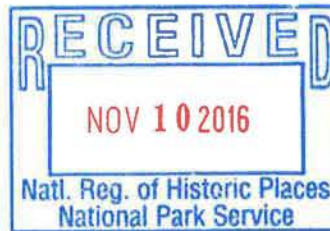


United States Department of the Interior
National Park Service



909

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name St. Brigid's School & Convent

other names B-3704-1

2. Location

street & number 900 S. East Ave.

☐ not for publication

city or town Baltimore

☐ vicinity

state Maryland code MD county Independent code 510 zip code 21224
City

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☐ statewide ☒ locally. (☐ See continuation sheet for additional comments).

Elizabeth Huglin
Signature of certifying official/Title

11-4-2016
Date

Director/SHPO, Maryland Historical Trust
State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

- ☒ entered in the National Register.
☐ See continuation sheet.
☐ determined eligible for the National Register.
☐ See continuation sheet.
☐ Determined not eligible for the National Register.
☐ removed from the National Register.
☐ other (explain): _____

Signature of the Keeper

Date of Action

Edson R. Beall 12-27-16

St. Brigid's School & Convent (B-3704-1)

Name of Property

Baltimore City MD

County and State

5. Classification**Ownership of Property**

(Check as many boxes as apply)

- ☒ private
☐ public-local
☐ public-State
☐ public-Federal

Category of Property

(Check only one box)

- ☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1	0	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing)

N/A

number of contributing resources previously listed in the National Register

N/A

6. Function or Use**Historic Functions**

(Enter categories from instructions)

RELIGION / church school / K-8 school
 RELIGION / church-related residence / convent

Current Functions

(Enter categories from instructions)

WORK-IN-PROGRESS

7. Description**Architectural Classification**

(Enter categories from instructions)

MODERN MOVEMENT / International Style

Materials

(Enter categories from instructions)

foundation Concrete

walls Aluminum Curtain Wall

Brick

roof Fiberglass

other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets)

8. Statement of Significance**Applicable National Register Criteria**

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

- ☒ **A** Property is associated with events that have made a significant contribution to the broad pattern of our history.
- ☐ **B** Property associated with the lives of persons significant in our past.
- ☒ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply)

Property is:

- ☒ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** a birthplace or grave.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object, or structure.
- ☐ **F** a commemorative property.
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets)

Area of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

RELIGION

Period of Significance

1961

Significant Dates

1961

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation**Architect/Builder**

Edward H. Glidden, Jr.

9. Major Bibliographical References**Bibliography**

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets)

Previous documentation on files (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey

- ☐ recorded by Historic American Engineering Record

Primary location of additional data:

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☒ Other

Name of repository:

Name of Property

County and State

Acreage of Property

Acreage of Property .5 acres

(Place additional UTM references on a continuation sheet)

1	Zone	Easting	Northing
2			

[illegible]☒ See continuation sheet

(Describe the boundaries of the property on a continuation sheet)

(Explain why the boundaries were selected on a continuation sheet)

name/title	Charles Belfoure
------------	------------------

Organization

date 10/5/2015

street & number 4596 Wilders Run Lane

telephone 443-732-6070

city or town Westminster

state MD

zip code 21158

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

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

Additional Items

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

Property Owner

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

name 900 South East LLC

street & number 217 E. Churchville Rd.

telephone 410-977-1700

city or town Bel Air

state MD

zip code 21014

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

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

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B-3704-1
St. Brigid's School & Convent
Name of Property

Baltimore City, MD
County and State

Description Summary:

St. Brigid's School & Convent is a flat roofed, L-shaped three-story Modernist / International Style building located on the southwest corner of Hudson Street and S. East Avenue in the Canton neighborhood of Baltimore City, Maryland. It was built in 1961 as a Catholic school for St. Brigid's Parish in the Archdiocese of Baltimore for 450 students and also included a convent on its third floor for its teaching staff, the School Sisters of Notre Dame. A 150' long three-story wing housing classrooms along a double loaded corridor and the convent extends along S. East Avenue to an alley and a 150' wing containing a main office, a library, and a two-story high multi-purpose room with a connected one-story kitchen extends along Hudson Street to S. Robinson Street. The main entry to the building is at the corner Hudson Street and S. East Avenue. To rear of the building paralleling S. Robinson Street is a playground enclosed by chain-link fencing. The school has been closed by the Archdiocese since 1980 and has been used for parish and community activities. It is constructed of structural steel framing sheathed in an aluminum curtain wall system and brick. The building has 100% intact architectural integrity retaining all its modernist / International Style design features including its massing, fenestration, and original aluminum curtain wall and brick construction. The exterior has remained unaltered since its construction in 1961. The interior consists of glazed and painted concrete block walls, terrazzo floor in corridors, asphalt tile, plaster partitions, acoustical tile and plaster ceilings. It is in excellent condition and remains unaltered with the classrooms, library, and convent spaces remaining in their original locations (see original floor plans). Except for some pollutant soiling and wear from the elements, the exterior of building is in excellent condition.

General Description:

Located on a .5 acre lot on the southwest corner of Hudson Street and S. East Avenue in a residential section of the Canton district in Baltimore City, St. Brigid's School & Convent is 48,920 square foot building built in one phase in 1961. Except for a metal canopy attached to the rear elevations, there have been no additions to the building.

The east elevation along S. East Ave. consists of a two-story section beginning at the corner that extends south and connects to a 4-story brick stair tower which in turn is connected to a three-story block. The main entry which is located at the corner is a one-story aluminum window wall with double full-glazed doors. Extending out over the entry is an eight-bay, one-story section that wraps around the corner extending approx. 40' and cantilevers over a brick wall on the north elevation. It is clad in painted metal panels set in aluminum framing with a mill finish. Between the framing are horizontal awning windows about 18" in height. Immediately to the south is a four-story stair tower clad in brick laid in running bond with a narrow three-story window wall

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St. Brigid's School & Convent

Name of Property

Baltimore City, MD

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set off center on elevation. At the corner of the tower is a cornerstone dated 1961 and there is an aluminum flagpole attached to the face of the tower to the left of the window. At the top of the stair tower is a 4' high lead-coated copper multi-faceted fascia and louver that wraps all four sides of the tower. The tower is connected on the south to a twenty-seven-bay, three-story section that sets back from the face of the tower. The base of the block is brick built on top of concrete grade beam that rises to a continuous limestone window sill that extends the entire length of the block. Above the sill are twenty-seven identical bays of aluminum curtain wall framing with painted metal spandrel panels. Between the framing are single glazed fixed and awning window units. Above the third floor windows is a cantilevered concrete overhang clad with a matching lead-coated copper fascia. At the south end of the block is a three-story brick wing wall extending past the face of the curtain wall.

The north elevation along Hudson Street consists of the corner section that cantilevers 2' over a one-story brick wall that has a strip of fixed and awning aluminum window units with a mill finish that are directly under the cantilever. The brick wall extends west in one plane and once past the cantilever, becomes two stories in height all the way to S. Robinson St. This section of the north elevation has a continuous band of aluminum framed fixed windows with a limestone sill only at the second story level. The elevation is capped by a fascia matching the rest of the building. The west elevation at the end of the Hudson St. wing is a blank brick wall with a covered metal stair that goes to the basement level and to the one story kitchen section that is attached to the south elevation of the wing.

The rear of the L-shaped building fronts on the former asphalt-paved playground consists of the south elevation of the Hudson St. wing which has a one-story section constructed of brick in a running bond with matching fascia with two bands of five-bay aluminum framed fixed and awning windows flanking a projecting brick entry with double steel and glass doors. Attached to the face of the one-story section is a non-original metal canopy supported by tubular steel columns. Connected to the rear of the section is a two-story brick section with nine-bay band of fixed aluminum framed windows in the upper story. At the north end in the upper story of the two-story section is a single recessed double window. The three-story west elevation of the S. East Ave. wing is of similar construction and design as the east elevation with nineteen identical bays of aluminum curtain wall framing with painted metal spandrel panels atop a brick base with a continuous limestone window sill. Also between the framing are single glazed fixed and awning window units. On the third floor flanked by four bays of windows is an opening to an outdoor area covered by a flat concrete roof with matching fascia and is supported by square tubular steel columns. At the north end of the west elevation is a three-story section of brick with a single aluminum framed window with fixed and awning units. At the south end of the elevation is a brick stair tower with a narrow three-story vertical aluminum framed window similar to the

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north stair tower on S. East Ave. At the base of the tower directly at grade is a flush steel door covered by a concrete overhang that has a stone statue of the Virgin Mary mounted on top of it. The metal canopy on the south elevation of the Hudson St. wing wraps onto the elevation for approx. 20'. At about the center of the elevation is a flush metal door from the first floor.

The south elevation of the S. East Ave. wing is a brick wall with a two-story vertical aluminum framed window with fixed and awning units and double glass door set in a recessed opening. Above the opening at the third floor are seven aluminum-framed fixed and awning units separated from each other by narrow brick piers. The roof on the three-story and two-story sections are both flat with a built-up membrane covered with gravel with a lead coated copper coping which is part of the continuous fascia. Atop the north stair tower facing S. East Ave. is a mechanical room accessible directly from the north tower stair and has two aluminum framed windows flanking a metal door out to the roof.

The main entry doors lead to a foyer with off-white glazed block in a stack bond, white acoustical tile ceiling with recessed lights, and terrazzo floor. To the right of the foyer is the main school office which has a floor-to-ceiling aluminum framed window wall with glass door that intersects the entry window wall. To the left of the foyer are the double metal doors to the north stair tower and a hallway to an elevator. The glazed block wall of the elevator hallway has the stone cross from the previous convent set into it. A telephone booth is also located to the left. On the west wall of the foyer are metal double doors leading to the two-story high multi-purpose room which served the school and parish as an auditorium, school cafeteria, and gymnasium. The walls on all four sides are buff glazed block in a running bond that rise one story to painted standard concrete block in a running bond. The ceiling has painted exposed steel framing with acoustical ceiling tiles and H.I.D. pendent fixtures are attached to the beams. On the north and south walls at the second story level are bands of fixed aluminum framed windows. At the west end of the room is a raised stage with a rectangular proscenium opening. Below the face of the stage are doors to storage area beneath the stage which has a track system. To the left of the stage is a door leading to a short flight of stairs to the stage. On the south wall below the windows are doors to the one-story section that houses a cafeteria kitchen. To the left of the kitchen is a stairwell that leads to the basement and to an exit door to the playground. Connected to the stairwell is a corridor that leads to the boys and girls dressing rooms.

Off the foyer extending south along S. East Ave. is the first floor classroom wing consisting of five classrooms, a boys and girls lavatory on a double loaded corridor. The corridor which extends to a double door exit at the south alley has a terrazzo floor, glazed block in a running bond extending to a 6' height with painted standard concrete block above, and white acoustical tile ceiling with original surface mounted circular light fixtures. Inset on both sides of the

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corridor are metal lockers and there is a water fountain. Recessed off the corridor are the original classroom doors which are flush wood veneer and have a small vision panel. The classrooms are identical in appearance and finish. A typical classroom is 24' x 32' with asphalt tile flooring, glazed and painted standard concrete block, 12" x 12" acoustical tile ceilings, two rows of original fluorescent light fixtures, blackboards, a wall-mounted intercom, and a storage closet. The window sills have a glazed block bullnose profile with hydronic heating cabinets mounted below. All the classrooms and the corridor are in excellent condition. The boys and girls lavatories have porcelain fixtures with metal stalls, and the floors are unglazed ceramic tile, the wall are glazed ceramic tile wainscot and painted standard concrete block above, and a plaster ceiling. The classrooms remain in their original locations (see original floor plans).

The stairs in the north and south stair tower are steel framed with terrazzo flooring and step with a steel pipe hand railing. The walls of the stair tower are painted standard concrete block. The south tower stops at the third floor and the north goes to the roof. The second floor of the S. East Ave. wing also contains a double loaded corridor and five classrooms which are identical in appearance and condition as those on the first floor. The classrooms remain in their original locations (see original floor plans). On the second floor where the S. East Ave. wing connects to the Hudson St. wing, there is the school library accessed from the corridor by a set of original flush wood veneer double doors. The library consists of one large room with wrap around windows, acoustical ceiling tiles, asphalt tile floor, painted concrete block walls, an interior office with half-glassed walls, and a display case. Off the hallway to the elevator is a nurse's office with an open waiting area separated from the main hall by a half wall of glazed block.

The third floor which takes up the entire S. East Ave. wing are spaces exclusively for the use of the convent which remain in their original locations (see original floor plans). Off the north stair tower there is a small foyer that leads to a corridor, off of which is a chapel and sacristy where daily mass was said. The chapel has wood parquet floors, plaster walls and ceiling with recessed lights. There is a raised wood platform where the altar once stood. Continuing down the corridor bedrooms for the sisters are located. The typical bedroom is a single room with parquet floors, plaster walls and ceiling, a closet with a sliding, and a wall-mounted sink attached to a ceramic tile wainscot. There are nine bedrooms in the convent along the corridor which dead ends at the south stair tower. Located at the north end is a kitchen with a pantry, two parlors for receiving visitors. On the west side of the wing overlooking the playground is a refectory with two flush wood entry doors, windows overlooking Hudson St., parquet floor, and plaster walls and ceiling. Directly to the south of the refectory is the community room with two flush wood entry doors, windows overlooking the playground and the outdoor promenade, parquet floor, and plaster walls and ceiling. A glass door leads from the community room to the promenade which is an outdoor area open to the playground and covered by a concrete roof with a triple arrangement of

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skylights one of which is damaged. The promenade has roof is supported by painted tubular steel columns and has a pipe railing on the parapet wall extending the width of the opening. Windows from the community room and bedrooms border the perimeter of the promenade on three sides. The floor surface is concrete sloped to two drains.

The full basement follows the footprint of the L-shaped building and consists of storage areas, a boiler room, and storage rooms converted for community activities. The interior finish is painted concrete block walls, asphalt tile floors, wood flush doors, and plaster ceilings. Both stairs and the elevator go down to the basement level.

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Summary Statement of Significance:

St. Brigid's School & Convent is significant under Criterion C because it is a fully intact example of modernist school design representative of the Post-World War II public and parochial school construction boom that lasted from 1945 to 1970 in the United States. It has retained 100% of its exterior and interior architectural integrity since its construction in 1961 (See Fig.1 & original floor plans) with all its walls and partitions in their original locations and its original finishes intact. Its massing, construction methods, fenestration, detailing, and floor plan reflect the new design direction that postwar architects and school officials adopted that supported new educational theories for a new approach to school buildings that created a child-friendly environment promoting the physical, emotional, and academic needs of the pupil. The building is an outstanding example of the nationwide trend of modernist / International Style-inspired school design with glass and metal curtain wall cladding that replaced historicist pre-war schools. The postwar school construction boom in America took place chiefly in the suburbs; St. Brigid's is unusual because it is an intact modernist design in an inner city neighborhood. Although the building is primarily significant for its architecture, it is also significant under Criterion A for its role in the history of St. Brigid's Irish-American parish, the first Catholic church in Canton. The school's multi-purpose room also functioned as St. Brigid's parish hall. The school is associated with the history of the national Catholic teaching order, the School Sisters of Notre Dame. St. Brigid's School & Convent meets Criteria Consideration A for its association with historical trends in religious education in postwar America in the early 1960s when Catholic school enrollment in the U.S. was at its height.

The date of construction of the architecturally significant building – 1961 – constitutes the Period of Significance.

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Resource History and Historic Context:

History of St. Brigid's School & Convent (Figs. 2 & 3)

St. Brigid's School & Convent is significant because of its association with broad historical trends that created urban ethnic neighborhoods in industrial American cities particularly those of Irish-Americans who settled in large numbers in Canton, a major industrial section of the Baltimore City. In these urban industrial neighborhoods, parishes were more than buildings but represented a social and religious community bound to a particular church which had strict geographical boundaries. The urban parish represented an intensely insular world which was the center of a Catholic immigrant's life. This world supported and relied upon parochial schools. St. Brigid's School & Convent is also significant because of its association with the history of teaching orders in the America, specifically the School Sisters of Notre Dame, one of the most influential orders in the history of Catholic education.

St. Brigid's Church and parish were founded in 1854 at Hudson Street and Ellwood Avenue in the Canton district of Baltimore City. The area was originally the 2,250 acre plantation created from 1786 to 1796 by John O'Donnell, a merchant in the China trade who named his estate after the Chinese port. After O'Donnell's death his son Columbus and the Baltimore businessman, William Patterson approached the New York capitalist, Peter Cooper in 1828, to purchase land in Canton. The prospects of the recently created Baltimore and Ohio Railroad persuaded Cooper to buy 3,000 acres. The Canton Company was founded to develop the land for industry and maritime trade. Iron works and copper smelting plants were the first industries established which drew the first immigrants, Welsh copper workers. More foundries, oil companies, fertilizer factories, and dye works followed attracting more Welsh then large numbers of Irish immigrants escaping the Famine. By 1872, there was a shortage of skilled prompting Charles Baker, president of the Canton Company to travel to Europe to recruit labor, principally Irish and Poles. The canning and packing plants along Boston St. and breweries on Fait Ave. attracted more immigrant workers of all nationalities including large numbers of Germans. Blocks of new 2-story row houses were erected to house them on the hills and fields of upper Canton,

Every immigrant group in Canton – Irish, English, Polish, and German wanted a church to practice their respective religions according to their ethnic traditions. St. Brigid's was the first Catholic church in Canton established originally as a mission of St. Patrick's, the largest Irish parish in the city at Broadway and Bank St. by its pastor Rev. James J. Dolan. It was named in honor of St. Brigid, one of the patron saints of Ireland. The church was attended by Irish families of men working at the Abbott Rolling Mill and Clinton St. blast furnaces. The parish's first resident priest, James Gibbons would go on to become one of church's most famous leaders,

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first as Archbishop of Baltimore then Cardinal. He had been an assistant pastor at St. Patrick's then was appointed by Dolan to be pastor of St. Brigid's in 1861 only six weeks after his ordination. The area around the first church was mostly vacant lots and there was no rectory so Gibbons lived in a few rooms built against the church wall. Because of shortage of priests during the Civil War, Gibbons was also appointed pastor of St. Lawrence O'Toole in Locust Point. After five years, Gibbons was recalled to the Cathedral by Archbishop Spalding. In the early years of the parish there was no school. Religious instruction was taught in the church and in the homes of parishioners. A house on Robinson St. was acquired for teaching catechism. In 1870, the new pastor, Rev. William L. Jordan renovated an existing building on Robinson St. into a full-time four classroom school and appointed his sister, Mary E. Jordan as teacher.

In 1884, with an enrollment of seventy-eight students, the School Sisters of Notre Dame were given charge of the school, one of many schools they would administer in the late 19th century in the Archdiocese of Baltimore. In 1885, the first class was confirmed by Archbishop Gibbons who would have a life long interest in St. Brigid's because it was his first resident posting. In the early 1890s, rooms in the school had to be subdivided to meet the increasing enrollments. The Sisters' first convent in 1884 was an existing 3-story rowhouse, but the increase in students necessitated more teaching sisters so a larger convent was built in 1893. The 3-bay, 3-story building which was dedicated on the February 1st feast day of St. Brigid, was brick with a wooden cornice and located on the northeast corner of Hudson St. and East Ave. Indoor plumbing would be installed in 1916 and an automatic hot water heater in 1921. Sister Maxelinda noted the opening in her journal, "On Sunday 'Open House' was held. At 3:00 P.M. all the Societies of the parish met at the church and from there proceeded in ranks and order to the new house and entered it, very much pleased, cheerfully giving their contributions as they entered."

By 1896, 150 students were enrolled. Sister Maxelinda wrote, "the four little rooms were crowded to the doors." Father Jordan died in 1901 and was replaced by Lawrence J. McNamara. The new pastor's first priority was to build a new school to replace the four-room schoolhouse. The estimated cost was \$25,000 and it was up to the parish to raise the entire amount. Personal donations and bazaars were held. One bazaar in 1902 raised \$6,000 alone. To make room for the new school, the old one was demolished with temporary classrooms set up in the convent and in the church sacristy. Ground was broken on March 19, 1904 and the building was completed on September 19 and opened with an enrollment of 250 in eight grades and seven teaching sisters. The school was solidly built with outside toilets, gas lighting, and coal stoves – "as modern as any of the local schools of 1904." The school also included a parish hall on the second floor.

Schools records over the years note the awarding of gold medals for academic and religious excellence that give a clue to the ethnicity of the students – Doyle, Finnegan, McDonough, O'Neil, Ahern, Browne, Feehely – show that that parish remained Irish for many generations. In 1921, the parish's main benefactor, Cardinal Gibbons died. In 1924, there were 512 students over eight grades. In the summer of 1927, a brick and stone wall was erected around the school grounds and Hudson St. was paved alleviating the dust problem. In 1943, after forty-

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two years as pastor, Rev. MacNamara died and was replaced by Rev. Thomas J. McKew. McKew decided to amass an endowment fund to take care of future needs of the parish. He died in 1957 and his successor, Rev. Michael R. Egan requested permission from the Archdiocese to replace the church, convent, and school and repair the rectory. With donations from parishioners and because of McKew's endowment fund accumulated over the years, the parish was financially able to construct the new buildings.

The parish did not have enough land to build a new school and convent so the convent at Hudson St. and East Ave. had to be demolished and seven adjoining rowhouses on east had to be purchased. Instead of building a separate new convent, it was decided that the third floor of the school would serve as the convent. The architect of the building would be Edward H. Glidden, Jr. and the general contractor was Lardner & Wich, Inc. The school open on November 6, 1961. To pay for the 400 desks and library furnishings, the students raised \$8,000 selling chocolate bars all over Baltimore City. The teaching sisters who had living in temporary quarters moved in to the convent on December 17, 1961. When the new school opened, the students were still largely of Irish ancestry with some of Ukranian, Polish, and Bohemian extraction.

"It was just wonderful to move into such a clean updated building with such brighter lighting after what we'd been in."

Mary Claire, 5th grader on the Nov. 6, 1961 dedication day of the new St. Brigid's School

The new school contained nine 1st to 8th grade classrooms with fifty students each on the first and second floors, a kindergarten room, health and administrative offices, a multi-purpose room with stage and dressing rooms, a kitchen, and basement storage rooms. The convent on the third floor which is accessed by an elevator contained nine bedrooms, bath and toilet facilities, an office, sewing room, kitchen, pantry, community room, and chapel.

The parish has had three churches – at Hudson St. and Ellwood Ave from 1854 to 1876, at Hudson and Robinson Streets from 1876 to 1968 with the present one at the same location. The rectory located directly east of the church was built in 1864 and has fallen into disrepair.

By the late 1970s, the enrollment dwindled and in 1980, St. Brigid's was merged with Sacred Heart School in the new Bishop John Neumann School and the teaching sisters were reassigned by the Archdiocese. The school classrooms were used for weekly religious instruction, parish-community outreach programs like Headstart, and AA. The parish hall remained in use until July of 2015. The school was sold in 2015 and will be converted into apartments retaining the historic fabric of the building.

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Architect: Edward Hughes Glidden, Jr. (Fig. 4)

The architect of St. Brigid's School & Convent, Edward H. Glidden Jr. (1901-1975), was one of the most prolific designers of postwar modernist Catholic and public schools in the Baltimore metropolitan area. He was one of the very earliest designers of a school in the new modernist / functionalist style with Milford Mill Junior - Senior High School in 1947. Glidden was the son of Edward H. Glidden (1873-1924), a prominent Baltimore architect who was one of the sons of the founder of the Glidden Paint Company of Cleveland, Ohio. Glidden attended high school at the Baltimore Polytechnic Institute then studied architecture at the University of Pennsylvania for two years. He joined his father's firm in 1923 which was in partnership with Hobart B. Upjohn. After his father's death in 1924, he carried on the firm eventually naming it after himself. Glidden's career transitioned from the historicist / classical styles that his father was well known for (Furness House, Washington Apartments on Mt. Vernon Place in Baltimore City) to modernism that dominated American architecture after World War II. His other Baltimore public and parochial school designs include Edmondson Heights Elementary School (1955), Gwynns Falls Parkway Elementary School (1958), Archbishop Curley High School (1959), Our Lady of Victory School (1960), and Ascension School (1950). These schools share the same design vocabulary with St. Brigid's with flat roofs, aluminum curtain walls, brick exteriors, interior finishes, and orthogonal layout. In the 1950s, Glidden also designed buildings for Frostburg State Teachers' College (now Frostburg State University). His non-educational work included Lexington Market (exterior façade altered in the 1980s) and Keswick Home for Incurables. Glidden retired in 1967.

St. Brigid's School & Convent Project Team:

Design Architect: Edward H. Glidden Jr.
Construction Architect: Ferdinand P. Kelly
Structural Engineer: Van Rensselaer P. Saxe
Mechanical Engineer: McNeil & Baldwin
General Contractor: Lardner & Wich, Inc.
Demolition Contractor: Roland Larkin Co.

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School Design in America: Colonial Period to the 1930s

St. Brigid's School is part of the evolution of school design that began with the colonization of America. The previous two parish schools and the 1961 building were representative of the trends in school building of a particular time and place since the founding of the parish in 1854 in response to a growing immigrant population in Canton. Although it is a school in an urban setting, St. Brigid's design is related to the development of the classroom originating in rural schoolhouses.

The One-Room Schoolhouse

The country school in rural America dates from 1647 when the government of the Massachusetts Bay Colony passed the first law providing for the establishment of a school system – “so that learning may not be buried in the graves of our fathers,” stated the law’s preamble. The selectmen in each township of the colony were responsible for building petty schools, the forerunner of grammar schools. Until common schools were constructed in the American colonies, home schooling was prevalent as well as private tutoring hired by wealthy families. Schools in the colonial period were not free but subscription schools. After the Revolution, as new states joined the Union, common schools had to be created and maintained with public funding by law. These country schools were mostly one-room schools with a single teacher responsible for over thirty students in eight grades. The earliest schools were examples of vernacular building, the form shaped by local traditions using local construction methods and any building materials available such as logs, planks, adobe, or sod. In some parts of the country like the Great Plains, it could be a tent lined with boards or a dugout structure cut into the prairie. Sometimes abandoned farm buildings would be adapted or stripped of material for a new structure. A new community on the frontier would quickly build a temporary schoolhouse and replace it later with a more substantial structure of better material such as wood frame, stone or brick. Many of these later vernacular structures resembled other rural community buildings such as meetinghouses, churches and town halls. Often, the required public funding never materialized so parents would supply the materials and labor. The schools were always located within walking distance of the students which meant many schoolhouses were scattered through the countryside.

The design of new schools evolved from simple vernacular, utilitarian structures to buildings based on plan books authored by educator reformers who wanted to improve learning by improving school architecture. In

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1832, a schoolmaster named William A. Alcott, published an essay on the design of a schoolhouse, *Essay on the Construction of School-Houses* using floor plans showing large windows for light and ventilation, and storage. He also suggested a desk arrangement where students sat in rows from front to back in the classroom with aisles between so the teacher could circulate freely. Early schools had benches set in a pew arrangement found in churches. A Connecticut educator, Henry Barnard, published *School Architecture* in 1838. The handbook which was revised several times would become very influential in school design across the country. Barnard favored the popular Greek Revival Style because "every schoolhouse should be a temple, consecrated in prayer, to the physical, intellectual, and moral culture of every child in the community." He recommended 150 cubic feet of air for each occupant, windows on two sides of the classroom 3.5' to 4' above the floor and not located directly behind the teacher. Barnard's colleague, educator Horace Mann, also argued that school buildings should carefully planned and devised a standardized plan. Other plan books would follow in the 19th century with James Johonnet's *Country School-Houses* in 1859 that disdained the Greek Revival and favored the Gothic Revival.

The plan books felt the optimum size for a classroom where a lone teacher could handle forty students and where her voice could carry without shouting was approximately 30' x 40'. Schools of this period had separate entries for boys and girls and a bell tower which aside from calling children to class could be used for alerting community emergencies such as mine cave-ins or tornadoes. A vestibule or cloakroom acted as a buffer against winter winds. With the development of balloon framing in the 1840s, wood frame schoolhouses appeared all over America especially in the West. Contrary to the image of the little red schoolhouse, most schools were painted with white lead paint.

After the Civil War, standardization was the main means of promoting progressive school design through the use of architect designed plan books that were adopted by new state and county education agencies. The books also set standards for interior furnishings such as desks, bookcases, blackboards, window shades, and also for heating methods and hygienic standards for indoor and outdoor plumbing. Even as more and more of the U.S. population shifted from an agricultural society to urban areas in the late 19th and early 20th centuries, the one room schoolhouse continued to serve American children on a large scale. As late as 1913, one half of the school children in America were enrolled in 212,000 one-room schools. The use of the rural schoolhouses continued into the 1940s. Some were even built after the Second World War. *Planning Rural Community School Buildings* was published by the Teachers College of Columbia University in 1949. But reformers in the first decades of the 20th century now wanted to eliminate the schoolhouses in favor of school consolidation with buildings that had more classrooms, teachers, and students in one location. The development of the school bus was a major catalyst in the school consolidation movement. Today, the number of one-room schoolhouses has dwindled to less than 400 nationwide found in some of most isolated areas of the country. But the 30' x 40' dimension of a classroom recommended by William Alcott in 1832 is still used today in the design of schools.

The Urban School

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Larger, multi-classroom buildings were needed as a result of rapidly increasing urbanization that attracted large numbers of immigrants into neighborhoods. The history of St. Brigid's School follows this trend.

One of public education's key milestones was the Common School Movement begun before the Civil War, which popularized the concept of free schools paid for by local property taxes. The idea gained great support culminating in the Kalamazoo decision in 1874 when the Michigan Supreme Court made this method of financing legal. This decision was to define modern public schooling in America igniting a large nationwide expansion of schools. Cities and towns now responsible for educating students were faced with increasing enrollments and expected to build schools. With child labor laws prohibiting the use of children in the workplace, they now by law had to attend school. Due to sheer increase in enrollments, the design of the one-room schoolhouse evolved into a more complex structure. More than fifty students in a classroom proved unmanageable, and an alternative was needed. Education reform had also become a design catalyst. Mann had introduced the 8-4 system for public education – eight years of grammar school and four years of high school based on the German model of schooling. His reforms included broadening the curriculum with science, language, arts, and physical education. New spatial arrangements were necessary to adopt this new curriculum which was widely accepted by educators in the U.S. In the 1840s, Mann who had been appointed Secretary of the Massachusetts Board of Education and other educators had toured educational facilities in other countries and found that Prussia had schoolhouses divided into several classrooms. In 1847, basically following the Prussian model, a new groundbreaking grammar school was created in Quincy, Massachusetts. Instead of one self-contained classroom, there would be a dozen classrooms which allowed for specialization of instruction. In 1855, school authorities in Boston adopted standardized plans based on the Quincy Plan. In 1873, according to Henry Barnard in the *American Journal of Education*, most American cities had adopted the model.

The cities faced additional educational challenges with the great influx of immigrants in the second half of the nineteenth century and early decades of the twentieth. As a result, the first large urban public schools were built to provide a system of assimilation and teach the newcomers the values of the "American way." The typical urban school of the period was a single multi-story block on a tight lot with classrooms bordering a wide central corridor. The construction now was of brick with interior partitions of wood and plaster and wood floors. Twelve to fifteen foot high ceilings that accommodated tall windows for daylighting and natural ventilation lined the side of a classroom which contained individual desks in rows bolted to the floor. Programmatically, schools became more complex with auxiliary spaces such as administrative offices, specialized classrooms like science laboratories and music rooms, and common facilities like auditoriums, libraries, and gymnasiums. The creation of manual training high schools in the 1880s called for classrooms equipped with machines and tools.

The School Specialist

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With the advent of urban schools, came the beginnings of architect-designed schools. But those designs still relied on standardization promoted by an increasing number of manuals created by school architecture specialists such as William R. Briggs' *Modern American School Buildings* in 1899 and A.D.F. Hamlin's *Considerations on School House Design* of 1910. New York City's massive school building program was led by an architect, C.B.J. Snyder from 1891 into the 1920s. Snyder worked tirelessly to upgrade the city's school environment such as developing the H-shaped plan that brought in more light and air into the building. He hoped, "to make the school building as much a factor in education as the textbooks." Large urban school districts followed the New York City school system's example by creating in-house architectural departments like the one Snyder had pioneered.

No longer plain utilitarian buildings, urban schools exhibited elegant exteriors that reflected the classical model of the Beaux Art tradition, Richardsonian Romanesque, Gothic, Colonial Revival, and other popular neo-classical styles emphasizing symmetry and monumental scale that created a building that was an important community symbol and a source of civic pride.

In the early twentieth century, came a greater concern for health and safety which in turn led to efforts to improve lighting with electric illumination, modern plumbing, mechanical ventilation and particularly fire safety with fireproof construction and more stringent exiting requirements. School design became more regulated with new handbooks to guide design such as John J. Donovan's *School Architecture: Principal and Practices* in 1921. Teachers College at Columbia University established its expertise in the field with two experts in school architecture on its faculty – N.L. Engelhardt and George D. Strayer. Together in 1920 they published *School Planning and Building Handbook*, a text that would be continually revised and used into the 1980s. The book went beyond design and advised school officials on site selection, hiring an architect, preparing a checklist for school building accounting, executing construction contracts, and even naming the school, cornerstone laying and the dedication ceremonies. Standardization had its critics who complained that schools were not factories but standardization saved money and most financially strapped school districts willingly sacrificed innovation in design in favor of economy.

When the Great Depression hit in the early 1930s, school construction did not stop. The funding of the Public Works Administration (WPA) of the Roosevelt Administration provided the financing for seventy percent of the new school construction in America. The majority of the school design was still based on plan books and standardization of the previous decades. But a new generation of school reformers such as John Dewey and Maria Montessori had introduced new theories of education that championed child-centered learning that would form the basis of learning to the present time. With these new ideas, came new innovative school architecture especially in Europe.

Modernist School Design in America: 1920s to 1960s (Fig. 5 & 6)

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St. Brigid's School is strongly representative of an important architectural trend in school design in the 1950s and 1960s in America. It is an outstanding intact example of a modernist school inspired by the International Style that became the model for new schools built after World War II. Since its construction in 1961, its original design has remained unaltered. The postwar school construction boom in America took place chiefly in the suburbs; St. Brigid's is unique because it is an intact modernist design in an urban neighborhood.

Early Design Innovations

The first quarter of the twentieth century brought the first new innovations in school design influenced by new attitudes toward education. New spatial organization and massing relationships produced designs that were more functionally based and less formally symmetrical than current classical public school models. The goal was to de-institutionalize the learning environment by incorporating outdoor space for learning activities, designing flexible multi-use interior spaces, and shared common spaces. The envelopes of the buildings were more open and transparent to promote an indoor-outdoor relationship that allowed for views and daylighting. The child-scaled learning environment was an important factor in design with interiors more domestic in character using natural materials, reduced height ceilings and windows. Color became an essential design tool to create a child-friendly classroom. The majority of schools were still designed in the traditional manner, "But somewhat radical changes in educational objectives introduce new requirements of design which have been reflected in a limited number of buildings, but which will naturally make their influence more generally felt as the stages of experimentation are passed," wrote one educator in the 1930s.

One of the very earliest innovative designs in the U.S. was Frank Lloyd Wright's Hillside School at Taliesin in Spring Green, Wisconsin in 1902. Designed for his two aunts who ran a progressive school, it is organized into two parallel 2-story wings connected by a bridge with bands of windows looking out over farmland. But it was in the Netherlands in the early 1920s that the initial ground breaking modernist design was done. W.M. Dudok, a municipal architect for the garden city of Hilversum, created a series of neighborhood schools that humanized the educational environment with low one and two story wings domestic in character. Eliel Saarinen's rich and evocative buildings for the Cranbrook Boy's School in 1925 and Kingswood Girl's School in 1929, both in Bloomfield Hills, Michigan were some of the major school design innovations in America. The emergence of the modern movement in Europe which became to be known as the International Style in the late 1920s and throughout the 1930s produced school buildings that derived architectural expression from the relationship of form and function. Better access to the outdoors, natural light and fresh air brought an increasing transparency to the building envelope with more glass and fresh air with a pavilion plan where parallel one-story wings classrooms were organized along single-loaded hallways. Flat roofs were typical with the elimination of any extraneous ornament on the interior and exterior. Many of the schools in this period were built in Scandinavia. In England, the Impington Village College of 1936 by Walter Gropius and Maxwell Fry was a striking example of the use of floor to ceiling glass in classrooms.

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One of the very first notable American modernist design associated with International Style functionalism was William Lescaze's Hessian Hills School in Croton-on-Hudson, New York in 1932. Using a wing design, the classrooms are lined with bands of windows and glass doors to an outdoor area. In California, Richard Neutra's Corona Avenue School of 1935 and Emerson Junior High School of 1937 were modernist designs with classrooms equipped with sliding window walls that opened onto landscaped patios for outdoor activities. Ernest J. Klump's Acalanes Union High School of 1939 in the San Francisco Bay area was an early example of the finger plan that had rows of classroom wings with three or four classrooms each with outdoor instead of indoor circulation. This arrangement allowed for future expansion by adding wings.

Crow Island School

Probably the most influential pre-World War II modernist design was the Crow Island School in Winnetka, Illinois. Designed by the father and son team of Eliel and Eero Saarinen with Perkins Wheeler and Will in 1939, the school encompassed all the new design innovations of the time to make a learning environment more home-like and child-friendly. In developing the design, the architects made direct observations of classroom activity and talked to teachers, pupils, and staff, something that was never done under plan book standardization. The elementary school building is composed of four one-story classroom wings in a finger plan around a central building housing the common areas such as the library, art room, music room, and auditorium. Each of the classrooms are domestically scaled and has its own garden space. Horizontal bands of steel windows line the sides of the 23' x 32' classroom as well as having wrap around windows at the corners to open up the space to the outside. Window benches are built in under the windows for individual and small group study. The school desks were not fixed and the ceilings were low at 9.5' with acoustical tiles. Light color asphalt tile was laid over concrete to reflect light and provide easy maintenance. The interior partitions are brick or steel framed covered with redwood or ponderosa pine for a warm home-like feeling. Color was introduced into the design with red, yellow, and blue classroom doors and painted color on unpaneled walls in the classrooms. Recessed lockers replaced the traditional coatrooms and each classroom had an attached teacher's workroom. The entire composition was anchored by a purely functional element, a fifty-foot tall chimney that doubles as a clock tower inlaid with tiles of animals and decorative brickwork. The exterior is a warm brick color with Indiana limestone trim.

Post World War II School Design

The momentum of the new school design innovations was interrupted by the Second World War but the post war period would bring an unprecedented demand for new school buildings. Dramatically rising birth rates, a demographic shift of population from cities to suburban areas caused an explosion of school construction in the United States in the late 1940s, 1950s and 1960s. In its special issue dedicated to schools in 1949, *Architectural Forum* stated that, "children not tanks, planes, or bombs were the greatest output of the U.S. during World War II." When building resumed, the modern functionalist school design was unquestionably the model for both new

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public and parochial schools. Over \$20 million would be spent on educational facilities from the end of the war through 1964. Coping with ever increasing enrollments, school authorities turned to handbooks that now embraced the new trend in school design. The traditional multi-story school-house in a historicist style was gone replaced by one-story flat roofed buildings with a standard façade of continuous full height ribbon metal windows with spandrel panels. The modern school was the answer to "the school problem" of the post war era, a new utilitarian form that was supportive of the new child-friendly educational methods. Aside from an aesthetic preference, the modernist school had practical advantages. Because it was basically light-weight construction utilizing new construction technologies, it was less expensive and faster to build than the pre-war traditional schools but the life expectancy was shorter. One of the first important post-war designs, Thatcher Junior High School in Attleboro, Massachusetts was done in 1948 by Walter Gropius and The Architects Collaborative (TAC). Functionally expressive in form and organization, its exposed steel framing, curtain wall windows, porcelain enameled spandrel glass and flat roof set the design vocabulary for the coming decade.

In contrast to the constricted sites of the traditional urban school, modernist schools like Thatcher took advantage of the abundant amounts of land available through the massive post war suburbanization. Land that had once been countryside or farmland was now available for the new designs that needed the space for wings, finger plans, future expansion, and large outdoor recreation for educational and community use. The new schools were seen to be more appropriately scaled to the low-density neighborhoods of new single-family developments that were rapidly being built.

The standard American school of the 1940s and 1950s was one-story in height with classrooms organized in wings with double loaded corridors. From this basic design came variations such as the open plan with movable partitions to resize classrooms, the campus plan with many separate buildings in a landscaped setting connected by open circulation, the pavilion plan with building separated by courtyards, the school-within-a-school plan with a central building for shared activities with attached wings that acts as neighborhoods, and the forum plan that had a central multi-use space surrounded on four sides by classroom with a gallery circulation on the upper floors. Classroom walls became partial-height solid partitions topped with clerestory windows or glazing giving students a sense of unconfined space. A unique design feature of the modern school was the multi-purpose room, a large space used for a gym, a theater, a cafeteria, and also for after hours community use.

Caudill Rowlett Scott (CRS)

A new generation of architects in the post war period became school specialists with the bulk of their firms work being school design. One of the most influential school specialists of the period was the Texas firm, Caudill Rowlett Scott. William W. Caudill's *Space for Teaching* written in 1941 was one of the earliest publications advocating the design of modern schools based on new teaching methods, new social trends, and changing patterns of living in America. "When will we stop building places to store children and start building healthful, comfortable schools to be lived in?" wrote Caudill in another design guide - *Toward Better Schools* in

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1954. The old traditional schools were to impress adults, he felt, not respond to the physical and emotional needs of the pupil. CRS designed single-story schools with wide low- sloped gable or shed roofs in suburban neighborhoods all over the Southwest. The classrooms surrounded courtyards with broad overhangs to provide protection from the sun as in their Underwood Elementary School in Andrews, Texas in 1957.

New Materials for a New Type of School (Fig. 7)

St. Brigid's School is significant because of its use of construction materials, methods, and finishes that are associated with the new modernist school design of the postwar period. Since its construction in 1961, these materials have remained almost completely unaltered.

The 1949 school issue of *Architectural Forum* focused on new materials that would be important in the design of the new schools. School authorities now wanted low maintenance schools and wanted them constructed quickly and as cheaply as possible. Traditional schools had hard wood and plaster interior surfaces leading to reverberation of sound making it difficult for teachers especially in elementary schools to be heard. The development by Johns-Manville and other companies of twelve-inch square fiberglass acoustical ceiling tiles by companies with hundreds of holes perforating them became the standard ceiling treatment in schools. The holes acted as noise traps dissipating sound energy in the lower ceilings. Some architects installed the material on side and end walls for great absorption. Their off-white color aided in light reflection of electrical illumination and natural lighting. The product was available before the war but became very popular in the school construction boom. Acoustic design was now given great emphasis in school design to create good hearing conditions by the exclusion of outdoor noise and noise transmission through interior walls. Aluminum curtain wall windows cut down outside noise and the mass of eight-inch concrete block walls between classrooms and common spaces helped to reduce sound transmission. Floors in classrooms had been mostly wooden strip flooring but the post-war era brought asphalt tiling that was easier to clean and more resilient. The tiles had an added benefit of being manufactured in an array of colors allowing for an inexpensive infusion of color in the classroom in keeping with the new concept of making the spaces more child-friendly. In both ceiling tiles and flooring, asbestos was added for durability and as a fire retardant. The terrazzo floor which became widespread in schools in the 1920s was a holdover and continued to be used because of its durability.

The demand for more schools called for a faster means of construction which meant light weight steel frame construction instead of the labor-intensive masonry of pre-war traditional schools. Bethlehem Steel produced advertisements in architectural magazines promoting their open web steel joists as an economical and fast method of producing classrooms. Alcoa promoted their aluminum curtain wall systems as a maintenance-free and fast way inexpensive way to build the quarter of a million classrooms needed by 1960. Throughout the 1950s and 1960s, aluminum curtain walls systems with metal or fiberglass spandrel panels were the predominant construction method. Keeping maintenance costs low was a high priority for school agencies and the use of glazed block became widespread not only in corridors but the classroom itself. Like floor tiling, these

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durable products came in different colors to liven the interiors of classrooms. The cost of the glazed blocks was initially quite expensive compared to regular concrete block, but schools thought the long-term payback would be in reduced maintenance costs. To save money, the glazed product was laid to a height of a student's outstretched arm with the low cost block built the remaining distance to the underside of the ceiling.

Traditional schools relied greatly on natural light even with the development of electrical illumination in the 1890s. The tall windows were built to flood the classroom with light augmenting the dim inefficient incandescent lighting that gave off 90% of its energy as heat. Classroom lighting changed with the development of the low-voltage fluorescent light in the early 1940s by General Electric, Sylvania, and Westinghouse. Patented in Germany in 1926, the new lighting was first introduced at the New York World's Fair in 1939. Four years later, over thirty million fluorescent lamps were sold. The new lighting was far more economical with the color of its light near white and it generated far less heat than incandescent lamps. Glare had always been a problem in the classroom. Plan books of the first half of the nineteenth century had recommended placing windows on the buildings north side for glare free light but there were problems with cold north winds in wintertime. With its large surface area, fluorescents reduced glare problems. With the new fluorescent lamps came new lighting fixtures to house them. The surface mounted egg-crate fixture was developed to house four-foot-long tubes and further eliminated glare. New lighting studies were done for classrooms raising the previous standard of 30 foot-candles to 70.

A common complaint about the traditional schools was that they were cold and expensive to heat. The new guidebooks advised on heating and cooling. The new geometries of the new schools would be easier to heat and cool, said the era's school specialists. High ceilinged classrooms were a thing of the past. Thermal comfort of the students, teachers, and staff became a priority. Solar gain, occupancy load, humidity levels were all taken in to account in new studies. Ventilation was always a concern; new research by the American Society of Heating, Refrigerating & Air-Conditioning Engineers (ASHRAE) recalculated the ventilation standard from 30 cubic feet per minute (cfm) to 10. Hot air or hydronic heating systems were incorporated in wall-mounted units as part of the curtain wall assembly. Air conditioning became standard in schools in the South and Southwest. Firms like CRS made climate control a design factor by providing wide overhangs to cut down solar gain and glare. The introduction of total year-round climate control also led to the design of the hermetically-sealed school building.

The 1960s

The demand for schools continued into the 1960s. An article in *Time* called "Schools of Tomorrow" stated that "the value of U.S. school buildings reached \$30 billion – four times the total assets of General Motors. Half the nation's children would be in postwar schools ... with a need of 600,000 classrooms in the next ten years." Portable classrooms began to be installed on school grounds – 3,300 in Los Angeles. The modernist prototype also continued into the 1960s but architects began to vary the design with more complex forms like domed or

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arched profiles for common space facilities like gyms and auditoriums. More flexibility was required for classrooms which necessitated movable partitions that short circuited sound transmission. A new informality in the classroom was now desired which introduced carpeted floors.

The 1960s was a period of social upheaval that affected schools especially those in urban areas and inner cities. While suburban schools continued to prosper, urban schools faced great challenges including both white and black middle class flight, second and third generation immigrant children who chose to live in the suburbs, and decaying prewar school buildings. Modernist schools that had been built in urban areas faced not physical decay but demographic shifts that would affect enrollments by the late 1960s and 1970s.

Catholic Schools in America: the New Republic to the 1960s

St. Brigid's School is significant because of its relationship to broad historic trends in Catholic education. It is part of the Catholic education system that began with the founding of the United States in the late eighteenth century. For over two hundred years, Catholic parochial schools would educate millions of Americans without direct aid from federal, state, or local governments. The St. Brigid's School was the third school built by the parish on the same site. When it opened in 1961, it was the height of Catholic school education in the United States with 5.2 million children enrolled in 13,000 schools, 12% of the all the children enrolled in the nation. St. Brigid's is also associated with the history of the national teaching order, The Teaching Sisters of Notre Dame which administered the school since 1884.

Catholic Schooling in the Colonies

Catholicism took hold in the English colonies with great difficulty. By 1765, out of a population of two million, there were only 25,000 Catholics. The idea of accepting Catholics was regarded by colonists as a denial of the righteousness of the Protestant faith. Anti-Catholicism was codified into law in most colonies – Massachusetts forbade Catholics from holding religious services, Maryland denied them the right to vote or hold office. Pennsylvania and Rhode island were only colonies to allow a measure of religious freedom. In face of this intolerance, Catholics made little effort to establish schools. Wealthy Catholics turned to home schooling and private tutors. There were attempts to create schools in Maryland, in Newtown on the Eastern Shore in 1640 and in Bohemia Manor in Cecil County in 1645 where John Carroll who become the nation's first bishop and his cousin Charles Carroll, a signer of the Declaration Independence both studied. There was an economic factor for Catholic education remaining informal in the colonies, Catholic communities could not support schools as well as churches.

Tolerance in the New Republic

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With the passage of the Constitution in 1787, restrictions on all religions were basically eliminated though anti-Catholic sentiment still persisted. John Carroll who was appointed as the first bishop of Baltimore in 1790 laid the foundations for Catholicism and Catholic education in America. He felt that without Catholic schools, Catholics would be lost to the church through intermarriage and "unavoidable intercourses with non-Catholics." The Baltimore Archdiocese was vast consisting of the whole of America east of the Mississippi except for Florida, Detroit, and New Orleans. Of 3 million people, only 35,000 were Catholics. The first general school law of the Church in the United States was passed in 1829 stating, "We judge it absolutely necessary that schools should be established in which the young may be taught the principals of faith and morality, while being instructed in letters." The church had already begun to create institutions of higher education with the founding of Georgetown University and St. Mary's Seminary in Baltimore. The system of Catholic elementary schools was begun in Emmitsburg, Maryland in 1810 by Elizabeth Ann Seton and the Sisters of Charity. Before there was a public school system in Baltimore, in 1815, they opened a school in connection with St. Patrick's Church. From 1810 to 1830, the order had staffed fifteen schools in eleven cities. At the time of Carroll's death in 1815, the number of Catholics in America had risen to 90,000.

An Explosion of Immigration

From 1820 to 1860, millions of immigrants came to America. Most of the Irish and German newcomers were Catholic, impoverished and illiterate. They faced increasing hostility and resentment from native-born Americans who felt they were a threat to democracy. The Catholic Church and the foreigners were one in the same. Catholics were mocked in pulpits and in the popular press. Beginning in the 1830s, anti-Catholic sentiment accelerated greatly resulting in violence against Catholics culminating in riots in Philadelphia in 1844 where churches and homes were burned down. Common public schools were proposed to Americanize immigrant children encouraging them to abandon ties to their parents, homeland and religion and embrace America and Protestant values. At the core of the curriculum was the King James Bible. Catholic parents who wanted their children educated objected to the use of the bible and the Protestant bias so they decided to take education into their own hands by putting their energy in raising money to build parish schools and finding qualified teachers to staff them. They also realized that obtaining public financing support for parochial schools would be fruitless. German Catholics in the dioceses of Cincinnati, St. Louis and Milwaukee in particular built schools quickly. Their support extended beyond education fearing public schools would "Anglicize" their children making them abandon German culture and language. This would set the model for ethnic parish schools meant to preserve national identities. After the nativist backlash, in cities across America, the parish school would become the dominant institution in every Catholic neighborhood.

A New Separate Parochial School System

The American Catholic Church now made it a priority to build schools. The First Plenary Council of Baltimore in 1852 urged bishops "to see that schools are established in connection with the churches of their dioceses." In

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the next fifty years, a separate system of Catholic schools emerged and developed parallel to public schools. One of the early leaders in the movement was Archbishop John Hughes of New York who embarked on a building campaign to raise enrollment to 15,00 children. Before long building programs were underway in the dioceses in Baltimore, Pittsburgh, Chicago, Cincinnati, Boston, and Philadelphia. Nationwide the number of parochial schools increased from 1,400 in 1875 to an estimated 6,500 in 1920.

Within the Catholic community, a schism developed on the direction Catholic education should take. Foreign-born Catholics were loyal to their native cultures and favored ethnic schools while American-born Catholics wanted their children fully integrated into American life. This forced the diocese to provide separate educational models at the parish level to placate both groups. In the last quarter of the 19th century, two models of Catholic education developed. First was the American Catholic school – an Americanization of the English language parochial school which eventually became the prototype of the contemporary parochial school. It would be fully competitive with local public schools using textbooks very similar to those used in the public system. Except for religious instruction, these schools were very much alike in instruction. It was strongly emphasized that American history be taught in the schools to instill American values.

Besides the curriculum, the quality of the school's physical plant had to be equivalent to that built by the public school system. The size of classrooms, the quality of materials on the interior and exterior, and the furnishings had to be the best money could buy for their children's education. Parents wanted to be proud of the new buildings, proof that they cared about their children's education and future. Architectural quality was important. Catholic parents were aware that parochial schools were thought inferior to public schools in the quality of the facilities and especially the training and education of the teachers. By the 1890s, parishes hired architects to design their schools. They gave the buildings an architectural quality on a par with public schools which were designed in eclectic styles.

The second model was the ethnic parish school strongly favored by the Germans and Slavic nationalities in particular the Poles who arrived in great numbers in the first two decades of the 20th century and established 350 schools in a dozen states. Preservation of language and native culture was a high priority. Bohemian schools were especially strong with ninety-four schools educating 16,000 students as late as 1945. The exception to the ethnic preference was the Italians who in 1924 averaged only one school for every six churches. Italian parents preferred a public school education for their children. The ethnic parish school resisted all attempts to Americanize but as foreign-born generations died off, Old World ways were abandoned and native language and culture were dropped from curriculums. The ethnic school was a key factor in the expansion of parochial schools but after World War I, it was fading.

Teaching Sisters / School Sisters of Notre Dame (Fig. 3)

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St. Brigid's School & Convent is significant because of its association with the history of teaching orders in the America, specifically the School Sisters of Notre Dame, one of the most influential orders in the history of Catholic education.

The Ursuline Sisters had founded the Ursuline Academy in New Orleans in 1727 when the territory was a French possession making it the oldest Catholic school in North America. The nuns established the precedent of teaching orders that was carried on by Elizabeth Ann Seton and the Sisters of Charity in 1810 with their school at St. Joseph's parish in Emmitsburg, Maryland. The number of nuns in the U.S. rose from 900 in 1840 to almost 200,000 when the new St. Brigid's School was constructed in 1961. Teaching sisters became the foundation of the growth of Catholic schools in America especially in the last quarter of the 19th century.

In 1884, the teaching and administrative duties of St. Brigid's School were given to the School Sisters of Notre Dame. The order had a strong reputation of creating and running schools in the Archdiocese of Baltimore. In 1922, 320 sisters and 13 lay instructors ran forty-two schools with over 12,000 students. By comparison, the Sisters of Charity ran fifteen schools. The order was founded in Bavaria in 1833 by Caroline Gerhardinger, and in 1847, six sisters emigrated to Baltimore to staff schools in three German parishes, St. James, St. Michael's and St. Alphonsus. At the same time, they founded the Institute of Notre Dame, a private school for German girls which is still in operation.

Because public funding was denied to Catholic schools, parishes that had to raise the money themselves to build schools greatly relied on the teaching sisters who had taken a vow of poverty and received very minimal pay. For many years, the teaching qualifications of nuns were minimal, some had not attended high school. Instilling piety and maintaining strict discipline were the main priorities in the classroom. In 1911, Catholic University of America began summer programs to train sisters and improve the quality of teaching. Pedagogy was introduced in the preparation of the School Sisters of Notre Dame in 1850. The parish always provided a convent for the nuns whether it was a purpose-built facility or an adapted existing building.

After World War II, the Catholic population increased rapidly causing a great demand for schools. By the 1960s despite almost 112,000 nuns or 74% of the teaching staff, there was a shortage of teaching sisters. This forced parishes to hire more expensive lay teachers creating a financial burden on the parish. By 1970, the percentage of sisters fell to 48%. This would be one of the chief reasons for nationwide closures of catholic schools.

The Post War Boom

Like other demographic groups in the U.S., Catholics were part of the migration to the edges of cities and the suburbs. Between 1950 and 1960, the central city population grew by 1.5% while the suburbs grew 62%. But the shift did not mean a decline in Catholic school enrollment but an enormous increase. Nationally, from 1953 to 1963, elementary school enrollment increased 38% and secondary school enrollment increased 62%. Over 5

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million students were enrolled in 13,000 schools by 1965, the peak of Catholic school enrollment. That was an increase of 2.1 million students since 1950. Over 100,000 students were turned away in 1960 because there was no space for them. While there was a shift to the suburbs, inner city schools like St. Brigid's still thrived. St. Brigid's enrollment stayed steady with 450 students with 50 students in a class. But like Catholic schools nationally, St. Brigid's had to turn students away because it was filled to capacity. The parishes and archdioceses could not keep up the pace of building to meet the demand. Then in the 1970s, along with the increasing number of lay teachers hired, the influx of African-Americans into ethnic Catholic neighborhoods and the suburbanization of urban Catholics began in parishes like St. Brigid's, dispersed urban parishioners to churches in the surrounding counties causing city schools to be closed or consolidated because of declining enrollments.

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Geographical Data

UTM Reference

18-364446-4349253 Baltimore East, MD USGS quad

Verbal Boundary Description:

The boundary of St. Brigid's School & Convent is recorded as Ward 1 / Section 11/ Block 1881 / Lot 001 in Baltimore City Land Records.

Boundary Justification:

The nominated property comprises the entire city lot historically associated with the resource.

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Name of Property: St. Brigid's School & Convent

Location: Baltimore City, Maryland

Photographer: Charles Belfoure

Date taken: August 2015

Location of original digital files: MD SHPO

Photo captions:

MD_BaltimoreCity_StBrigidsSchool&Convent_0001.tif
Looking south at the corner of Hudson St. & East Ave.
Photo #1 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0002.tif
East elevation
Photo #2 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0003.tif
Typical aluminum & steel panel curtain wall
Photo #3 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0004.tif
North stair tower
Photo #4 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0005.tif
Copper louvers & fascia on north stair tower
Photo #5 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0006.tif
Typical copper fascia on building
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MD_BaltimoreCity_StBrigidsSchool&Convent_0007.tif

Main entry at Hudson St. & East Ave. on east elevation

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MD_BaltimoreCity_StBrigidsSchool&Convent_0008.tif

North elevation

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MD_BaltimoreCity_StBrigidsSchool&Convent_0009.tif

Typ. aluminum & steel panel curtain wall at 2nd flr. over main entry

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MD_BaltimoreCity_StBrigidsSchool&Convent_0010.tif

Aluminum & glass doors & windows at main entry at east elevation

Photo #10 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0011.tif

Windows of multi-purpose room on north elevation

Photo #11 of 58

MD_BaltimoreCity_StBrigidsSchool&Convent_0012.tif

West elevation with enclosed stair

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MD_BaltimoreCity_StBrigidsSchool&Convent_0013.tif

Rear elevations looking north from playground

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MD_BaltimoreCity_StBrigidsSchool&Convent_0014.tif

South elevation at rear of building

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West elevation at rear of building

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MD_BaltimoreCity_StBrigidsSchool&Convent_0016.tif

Typ. aluminum & steel panel curtain wall on rear of building at west elevation

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MD_BaltimoreCity_StBrigidsSchool&Convent_0017.tif

3rd flr. convent open promenade at west elevation

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MD_BaltimoreCity_StBrigidsSchool&Convent_0018.tif

South stair tower on west elevation at rear of building

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MD_BaltimoreCity_StBrigidsSchool&Convent_0019.tif

South elevation at alley

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MD_BaltimoreCity_StBrigidsSchool&Convent_0020.tif

Exit at south elevation at alley

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MD_BaltimoreCity_StBrigidsSchool&Convent_0021.tif

Roof looking north at mechanical penthouse

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MD_BaltimoreCity_StBrigidsSchool&Convent_0022.tif

Looking west at St. Brigid's Church

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MD_BaltimoreCity_StBrigidsSchool&Convent_0023.tif

1st flr. main entry foyer looking north

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MD_BaltimoreCity_StBrigidsSchool&Convent_0024.tif

1st flr. main entry foyer looking west with entry to multi-purpose room

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Multi-purpose room / parish hall looking west
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Stage in multi-purpose room / parish hall
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MD_BaltimoreCity_StBrigidsSchool&Convent_0027.tif
Stage area looking south
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MD_BaltimoreCity_StBrigidsSchool&Convent_0028.tif
Multi-purpose room / parish hall looking east
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MD_BaltimoreCity_StBrigidsSchool&Convent_0029.tif
Kitchen adjoining multi-purpose room
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MD_BaltimoreCity_StBrigidsSchool&Convent_0030.tif
1st. flr main classroom corridor looking north
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MD_BaltimoreCity_StBrigidsSchool&Convent_0031.tif
Typ. 1st flr. classroom (all classrooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0032.tif
Typ. 1st flr. classroom (all classrooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0033.tif
Typical classroom intercom
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MD_BaltimoreCity_StBrigidsSchool&Convent_0034.tif
Typical main corridor bells
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MD_BaltimoreCity_StBrigidsSchool&Convent_0035.tif
Typical stair in north & south stair towers
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MD_BaltimoreCity_StBrigidsSchool&Convent_0036.tif
2nd flr. main classroom corridor looking north
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MD_BaltimoreCity_StBrigidsSchool&Convent_0037.tif
2nd flr. library looking west
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MD_BaltimoreCity_StBrigidsSchool&Convent_0038.tif
2nd flr. library looking northeast
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MD_BaltimoreCity_StBrigidsSchool&Convent_0039.tif
Typical 2nd flr. classroom (all classrooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0040.tif
Typical 2nd flr. classroom (all classrooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0041.tif
3rd flr. convent main foyer
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MD_BaltimoreCity_StBrigidsSchool&Convent_0042.tif
Convent chapel
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MD_BaltimoreCity_StBrigidsSchool&Convent_0043.tif
Convent corridor to private rooms
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Typical sister's private room (all rooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0045.tif
Typical sister's private room (all rooms identical)
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MD_BaltimoreCity_StBrigidsSchool&Convent_0046.tif
Typical parlor for receiving visitors
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MD_BaltimoreCity_StBrigidsSchool&Convent_0047.tif
Refectory looking northwest
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MD_BaltimoreCity_StBrigidsSchool&Convent_0048.tif
Community room looking north
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Kitchen
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Outdoor promenade looking south
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Convent mother's private room
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MD_BaltimoreCity_StBrigidsSchool&Convent_0052.tif
Typical basement storage room
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Typical acoustical tile ceiling throughout building
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MD_BaltimoreCity_StBrigidsSchool&Convent_0054.tif
Typical asphalt tile flooring throughout building
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MD_BaltimoreCity_StBrigidsSchool&Convent_0055.tif
Typical glazed & painted concrete block walls throughout building
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MD_BaltimoreCity_StBrigidsSchool&Convent_0056.tif
Typical parquet floors in convent
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MD_BaltimoreCity_StBrigidsSchool&Convent_0057.tif
Typical classroom door
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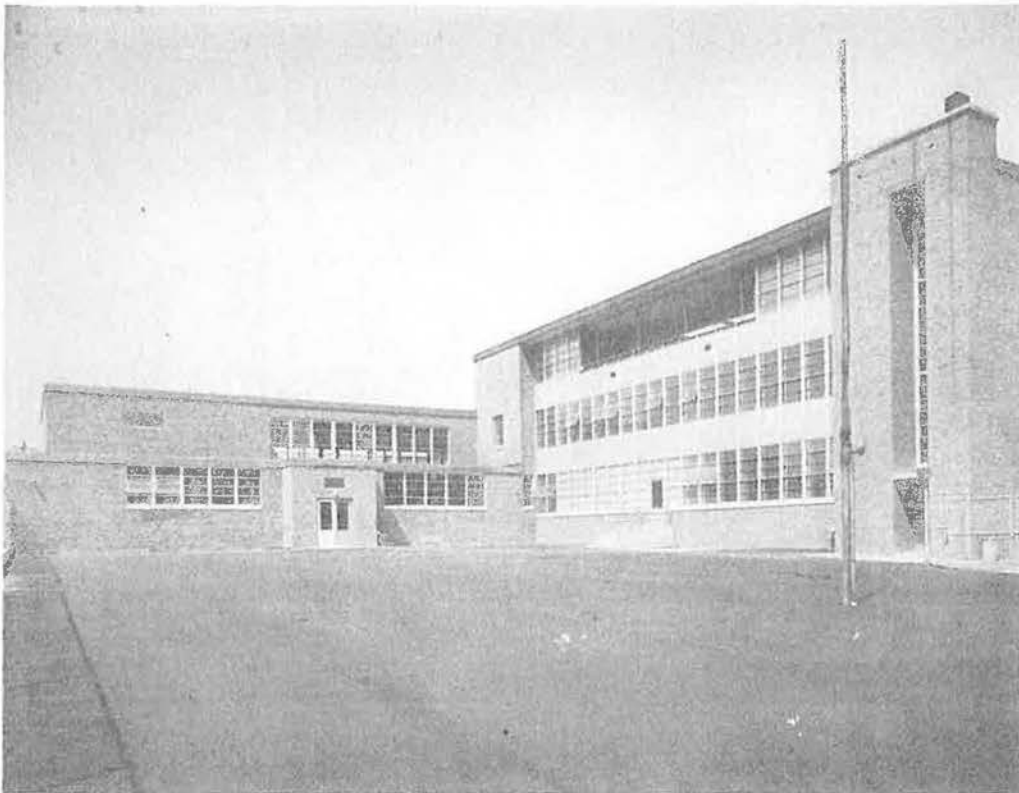
MD_BaltimoreCity_StBrigidsSchool&Convent_0058.tif
Cross from former convent relocated in elevator lobby on 1st flr.
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Figure 1 – Retention of Architectural Integrity

St. Brigid's School & Convent has retained all its original exterior & interior architectural integrity since it opened in 1961.



Building in 2015



Rear of St. Brigid's School & Convent on its dedication day.



Rear of building in 2015



St. Brigid's has retained 100% architectural integrity of its interior including retention of the location of all interior walls and partitions.



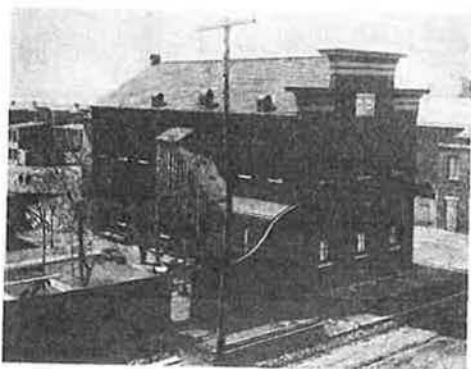
St Brigid's has retained all its original classrooms and finishes.

Figure 2 – History of St. Brigid's School

St. Brigid's Parish was created in 1854 as a result of the growing numbers of Irish immigrants who settled in Canton. St. Brigid's was the first Catholic church in Canton. All parishes in the Archdiocese of Baltimore were encouraged to create schools. When the 1961 school was built, Catholic school enrollment in America was at its height of almost 5 million children, 12% of total school enrollment.



St. Brigid's was newly ordained James Gibbons' first pastorship from 1861-1866. He would oversee parish schooling held in make shift classrooms and parishioners' homes. He became Archbishop of Baltimore and a cardinal.



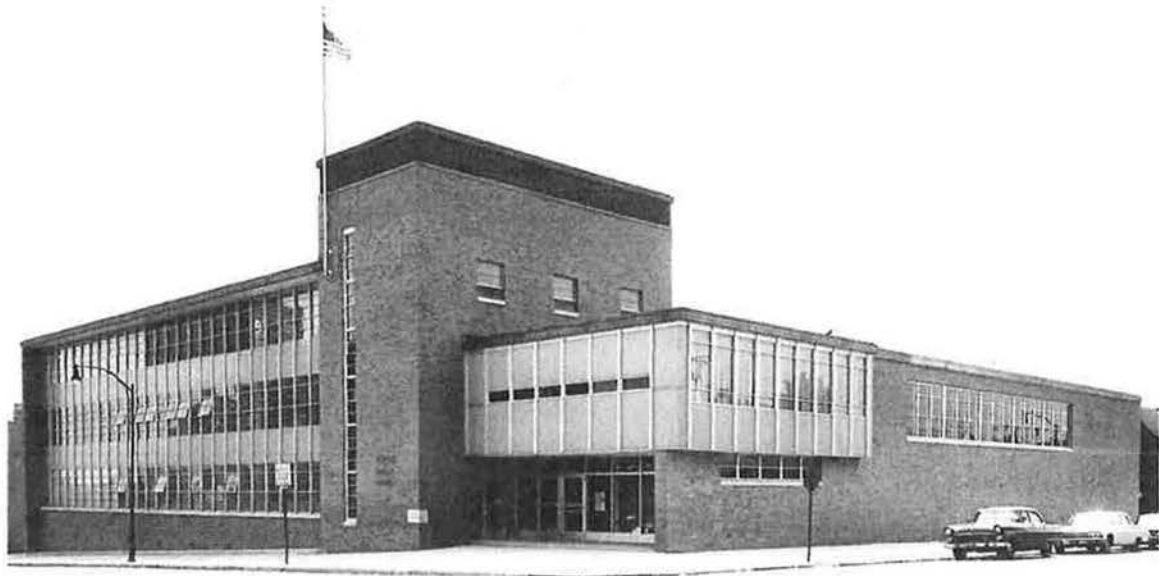
An existing building on Hudson St. was renovated into a new school with 4 large classrooms in 1870.



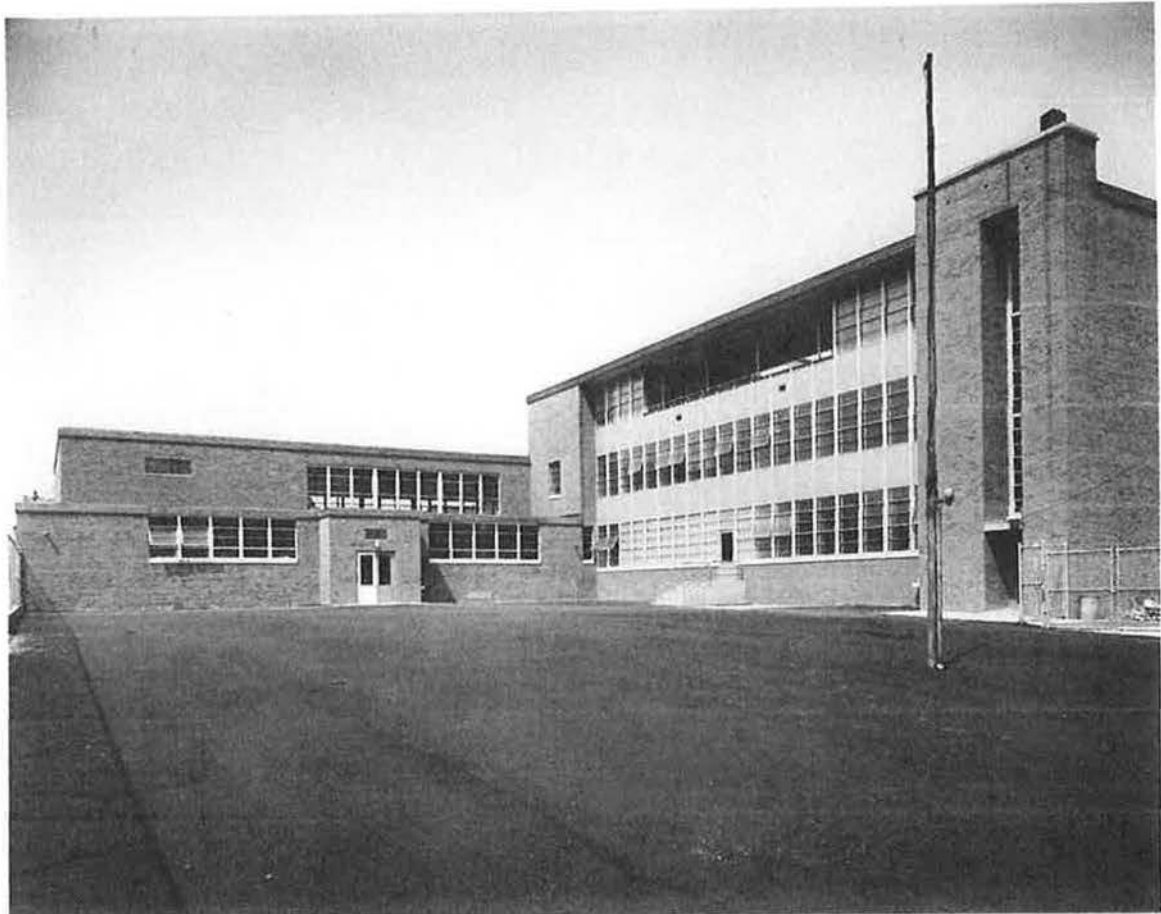
A typical size class in the first school from 1898.



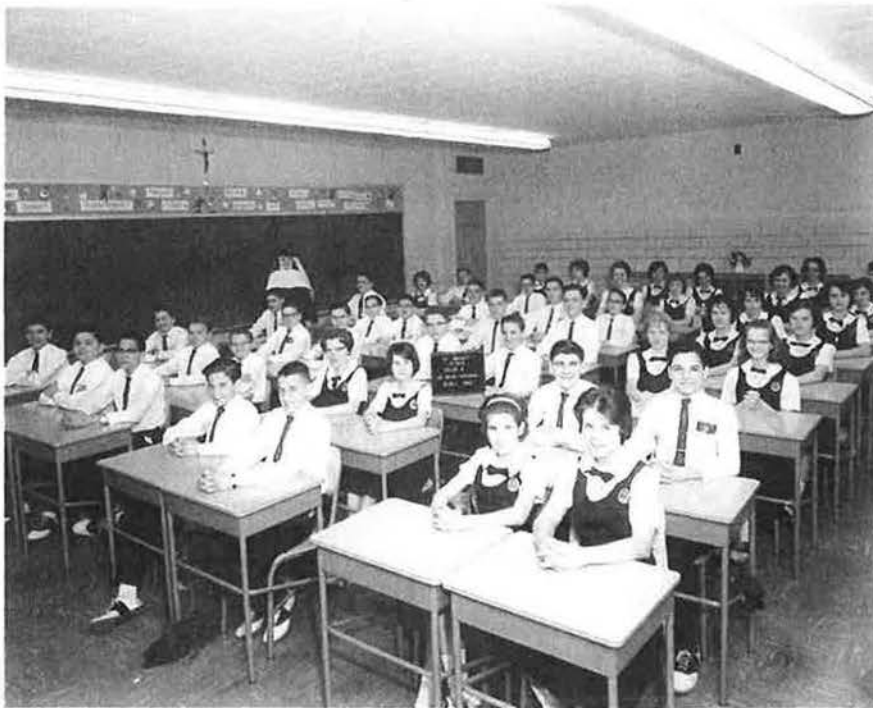
With enrollments rapidly increasing, a new school that included a parish hall was constructed in 1904 on Hudson and Robinson Streets on the site of the first school. The funds for its construction were raised entirely by the parish. The second convent is to the left on the corner of East Ave. and Hudson St.



The 1904 school eventually was too over crowded and antiquated so the parish raised the entire funding again for a new larger school. The parish hired Edward H. Glidden, Jr. to design the new school. The parents who were still descendants of the Irish immigrants who settled Canton were proud that the modernist building was as good as any public school building. The school as it looked in 1961 on its dedication day showing how all its architectural integrity has been retained in 56 years.



The rear of the school with the play area.



The new fifth grade classroom showing all the typical finishes of a postwar modernist schoolroom – the asphalt tile, acoustical ceiling tiles, fluorescent lights, and glazed and standard concrete block walls.



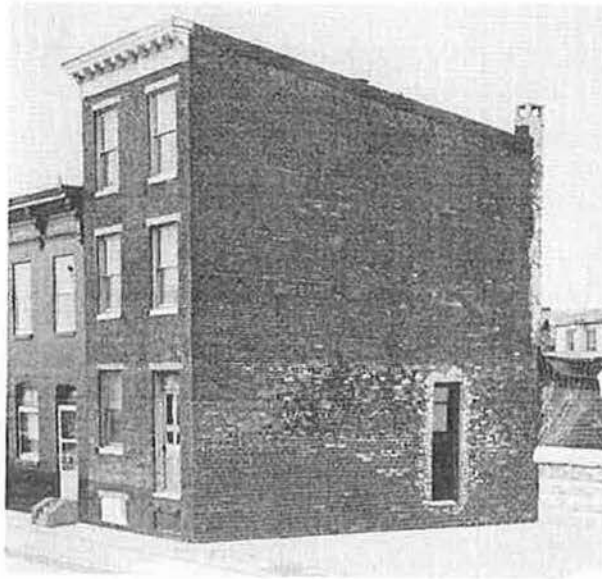
The new library in the northwest corner of the building.



The entry foyer and main administrative office.

Figure 3 – History of St. Brigid's Convent

The first teacher in the parish was a lay teacher, Miss Mary E. Jordan, the sister of the second pastor, Rev. William L. Jordan. In 1884, the School Sisters of Notre Dame took over teaching duties. By 1922, the order would be administering 42 schools with a total of 6,000 students in the Archdiocese of Baltimore.



The first convent was an existing rowhouse in the neighborhood that had been purchased by the parish and converted into a convent for the sisters.



Because of the large increase in enrollment, more sisters were assigned to the school and the first convent became overcrowded. A second much larger convent was built in 1893. It contained bedrooms, a chapel, a sacristy, a refectory, and office. It was on the southeast corner of East Ave. and Hudson St. (See photo of 1904 school)



Faculty

Back Row: Sister Conora, Mrs. Eleanor Hobbs, Sister Althea, Sister Mary Margaret.

Front Row: Sister Lauretta, Mrs. Claire Davis, Sister Veronica, Sister M. Mitchell, Sister Leo Mary.

To make room for the 1961 school, the convent was torn down and seven adjoining houses on East Ave. were purchased. Instead of buying more land and building a new separate convent, the building was designed to house the sisters in a convent on the third floor, an unusual arrangement for parochial schools. The floor was accessed by an elevator and there was privacy from the school on the floors below. From the sisters' standpoint, it was much more convenient arrangement.



Convents always had chapels. Every morning, a priest would say mass for the sisters in the new chapel on the third floor. There was an adjoining sacristy room.



*Community
Room*

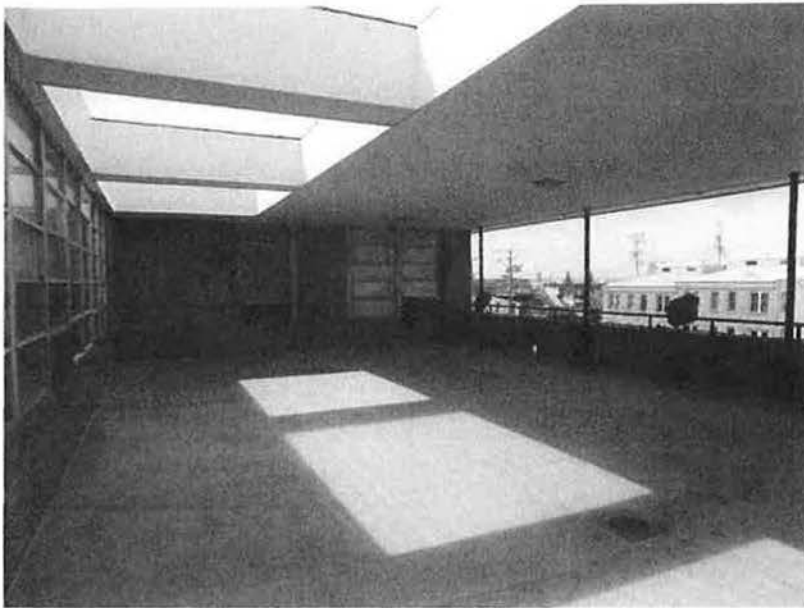


*Dining
Room*



Kitchen

Like all convents, the new St. Brigid's convent had a kitchen, refectory, and a community room and a full time housekeeper / cook. There was also a parlor, an administrative office for the order, and a sewing room.



Because there was no longer a convent with a garden, the new building incorporated a sheltered outdoor for the sisters that afforded privacy.

Figure 4 – Schools designed by Edward H. Glidden, Jr.



Glidden designed many public and parochial schools in the Baltimore area from the late 1940s, to 1960s in a modernist style with aluminum curtain walls, porcelain spandrel panels, and brick similar to St. Brigid's design. Archbishop Curley High School was built in 1959.



Ascension School in Halethorpe, MD built in 1950.



Glidden designed Milford Mill Junior / Senior High School in 1947, one of the first postwar modernist schools built in the Baltimore Metropolitan area.

Figure 5 – Postwar Modernist School Design in America: 1940s to mid-1960s

The 1961 St. Brigid's School followed the new design philosophy for school architecture.

"By 1950, the battle between contemporary and traditional design was won. The public not only began to accept modern but demanded it. So the architects had no choice but to try to produce logical schools." William Caudill, 1954



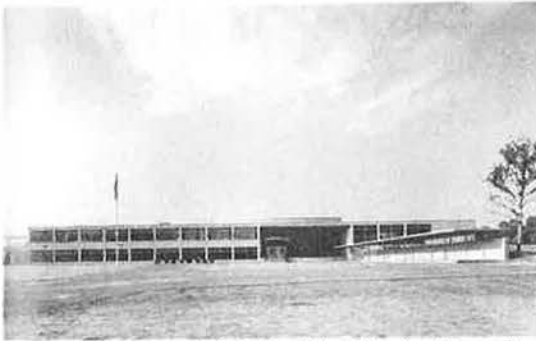
In the postwar era, traditional schools designed in pre-war historicist styles like the 1904 St. Brigid's were seen as hopelessly outdated and were quickly replaced.



European modernist schools of the 1920s had a great influence on American modernist school design such as W.M. Dudok's schools in Hilversum, Netherlands.



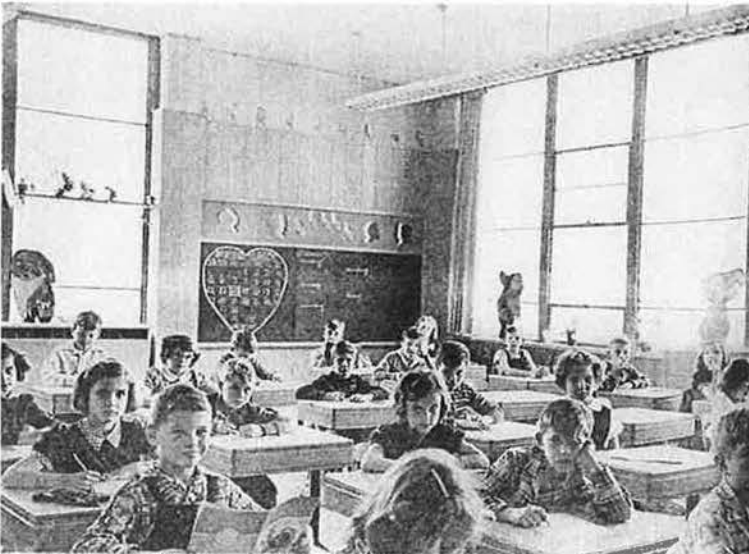
The Crow Island School in Winnetka, Illinois of 1940 by Eliel & Eero Saarinen with Perkins Wheeler & Will is considered the most influential modernist school that would influence the design of postwar schools.



Thatcher Junior High School by The Architects' Collaborative in 1948 was another seminal design of a postwar school.



The firm of Caudill Rowlett Scott was a leader in postwar school modernist design. Their 1955 Belaire Elementary School in San Angelo, Texas was the first school in the country to have air conditioning. This was the beginning of climate controlled school environments.



By the late 1940s, the model for the modernist school classroom was in place with aluminum window walls, asphalt tile floors, acoustical tile ceilings, fluorescent lights, and movable desks.

From the 1950s to the mid-1960s, metal curtain wall & brick modernism became the standard design elements for America's schools including St. Brigid's.

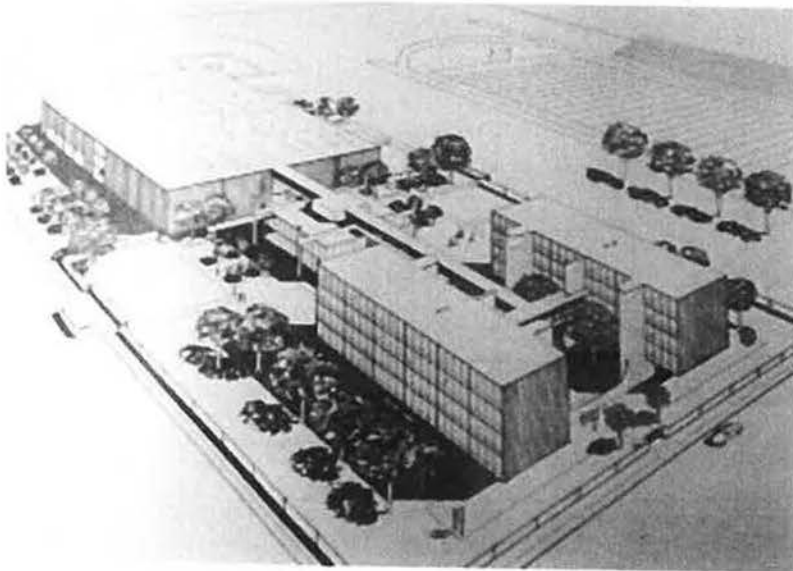
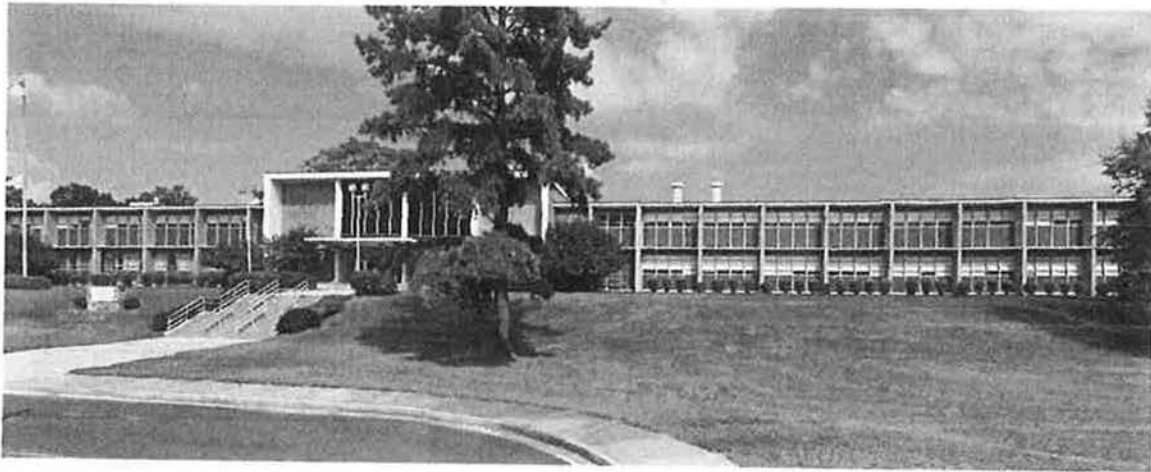
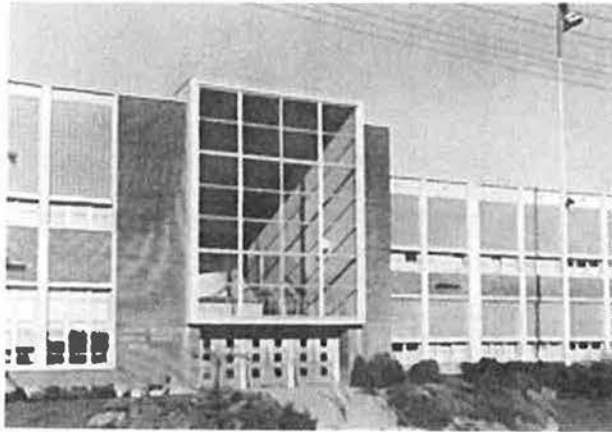


Figure 6 – Postwar Modernist Catholic Schools: 1940s to mid-1960s

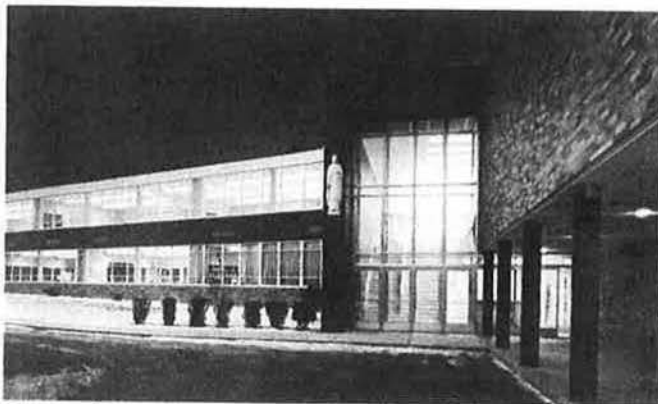
Like public schools, Catholic schools turned to the modernist aesthetic in postwar America. The design of Catholic schools in postwar America basically followed that of public schools but with the inclusion of religious iconography and spaces such as chapels, shrines, and occasionally housing for teaching sisters and brothers like in St. Brigid's.



The traditional Catholic school of the pre-war period like the Epiphany School in Detroit of 1926 was considered an outmoded environment for the new educational thinking of the 1950s and 1960s and was quickly replaced by modernist structures that represented the future of American education.



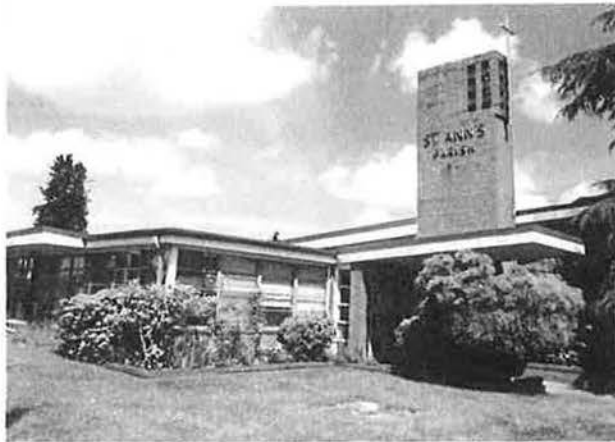
All Souls School in San Francisco was an important early modernist work in 1949 by Mario Ciampi.



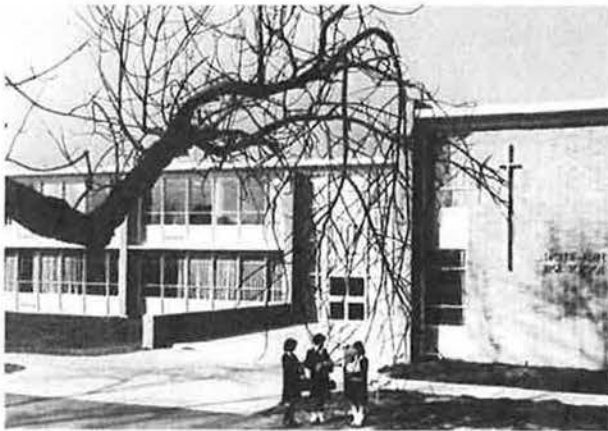
St. Ursula Academy in Toledo, Ohio built in 1962.



The School of St. Jude in Canarsie, Brooklyn of 1966 shares the same design features with St. Brigid's with the aluminum window walls and porcelain panels.



St. Ann's School in Tacoma, Washington built in the late 1940s closely followed the model of the seminal 1940 Crow Island School by Saarinen and Perkins Wheeler & Will.



Sacred Heart High School in Mokena, Illinois was built in 1965 with aluminum curtain wall and porcelain panels.

Figure 7 – New Materials for Modernist Schools

The design of St. Brigid's School uses the materials that became standard in the postwar period for the nation's schools.



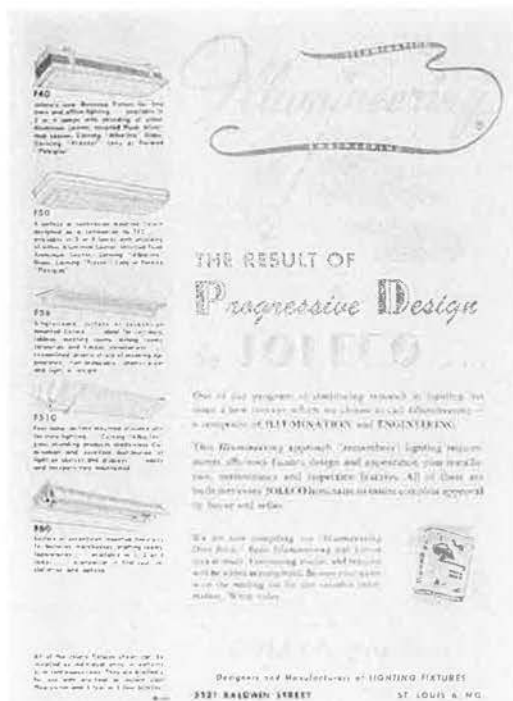
Aluminum window walls with spandrel panes like St. Brigid's was became a popular cladding for new schools not only because of the modernist preference for glass exteriors but because they were inexpensive and quicker to erect. Manufacturers advertised heavily in architectural and school facility journals.



Glazed block was used for its durability and low maintenance. It was used in St. Brigid's halls and classrooms along with inexpensive standard concrete block.



Acoustical ceiling tiles became standard in postwar classrooms because of their sound absorbing qualities to improve hearing and cut down noise reverberation.



**THE RESULT OF
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LIGHTING**

One of our programs of studying research in lighting has been a new concept which we believe is called **ADVANCEMENT** in a complete re-illumination and ENGINEERING.

This **ADVANCEMENT** approach encompasses lighting requirements, efficiency, fixture design and appearance, plus installation, maintenance and inspection factors. All of these are included in our **SOLE ENGINEERING** and **CONSTRUCTION** approach to better and better.

We are now completing our **ADVANCEMENT** design for the new **St. Brigid's School** and **Convent** in Baltimore, Maryland. The new building will be a masterpiece of modern design and construction. The new building will be a masterpiece of modern design and construction. The new building will be a masterpiece of modern design and construction.

Designers and Manufacturers of LIGHTING FIXTURES
3321 BALDWIN STREET ST. LOUIS 8, MO.



Wanted: 341,000 More Classrooms

It is the most serious problem in the world today. The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community.

The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community.

The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community. The need for more classrooms is a problem that affects every community.

BETHLEHEM STEEL



By the time school building began after the war, like the fluorescent lamp had improved and new fixtures were being developed to house the tubes to provide even glare-free white-color light with a high lumen output. St Brigid's used the new lights.

The structural system of most modernist schools was lightweight steel construction because of its low cost and ease of construction. St Brigid's used steel. Steel makes like Bethlehem Steel tried to capture a share of the school market.

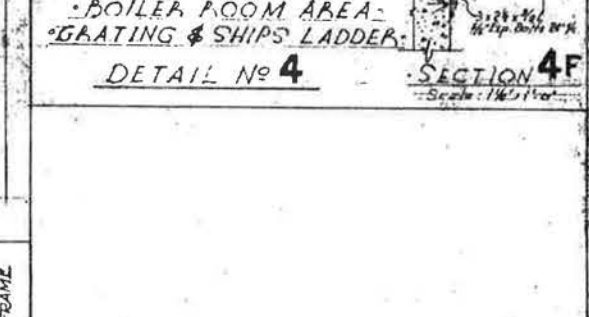
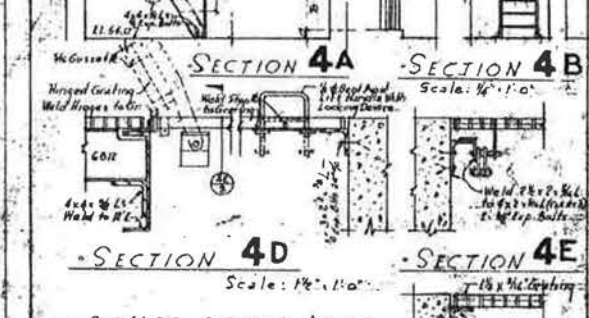
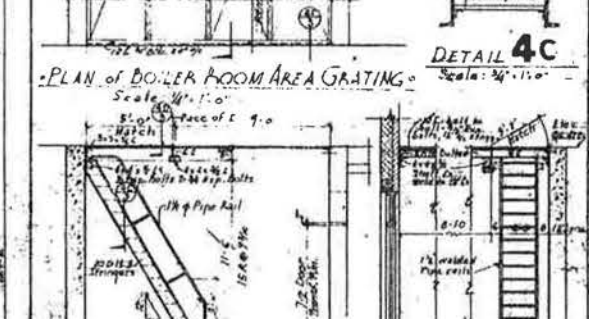
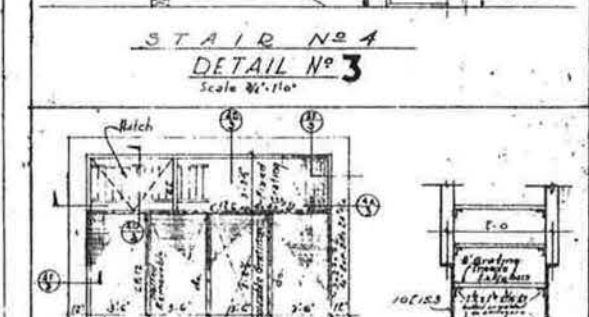
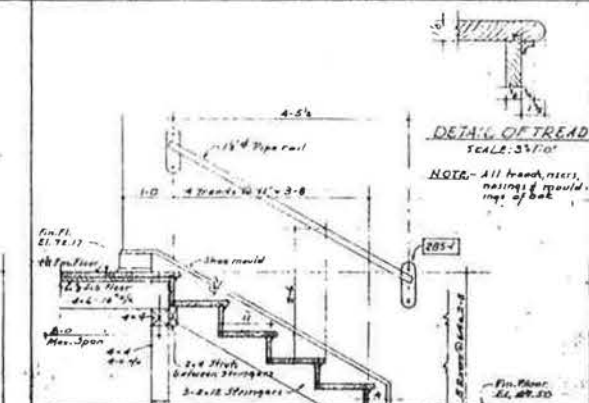
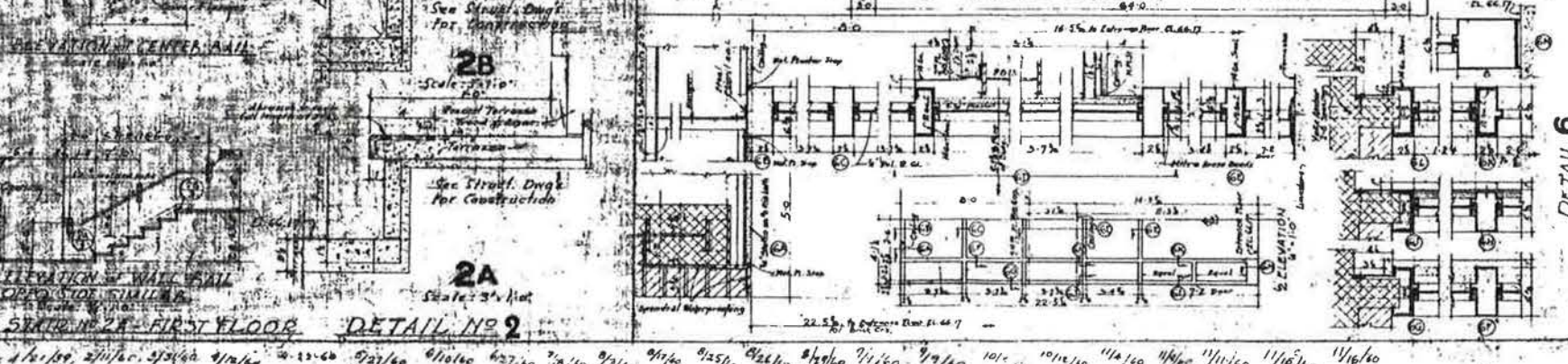
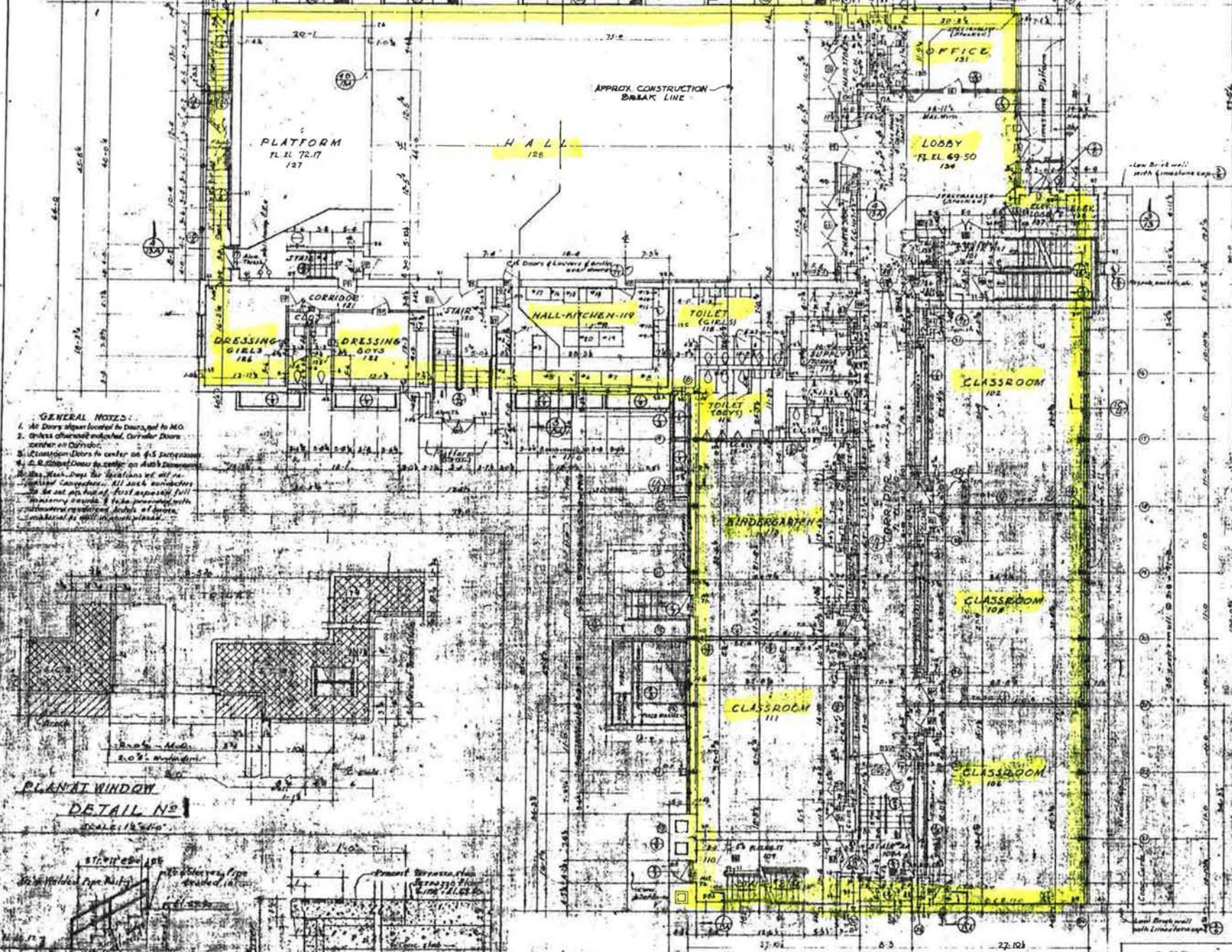


Here's an object lesson
in low-cost remodeling



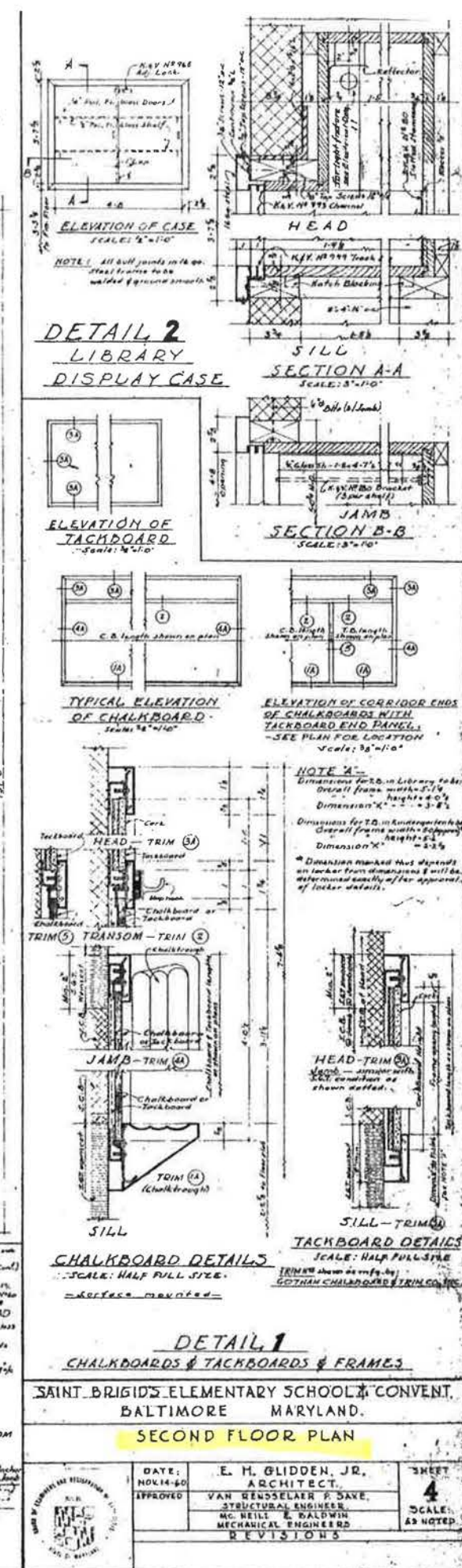
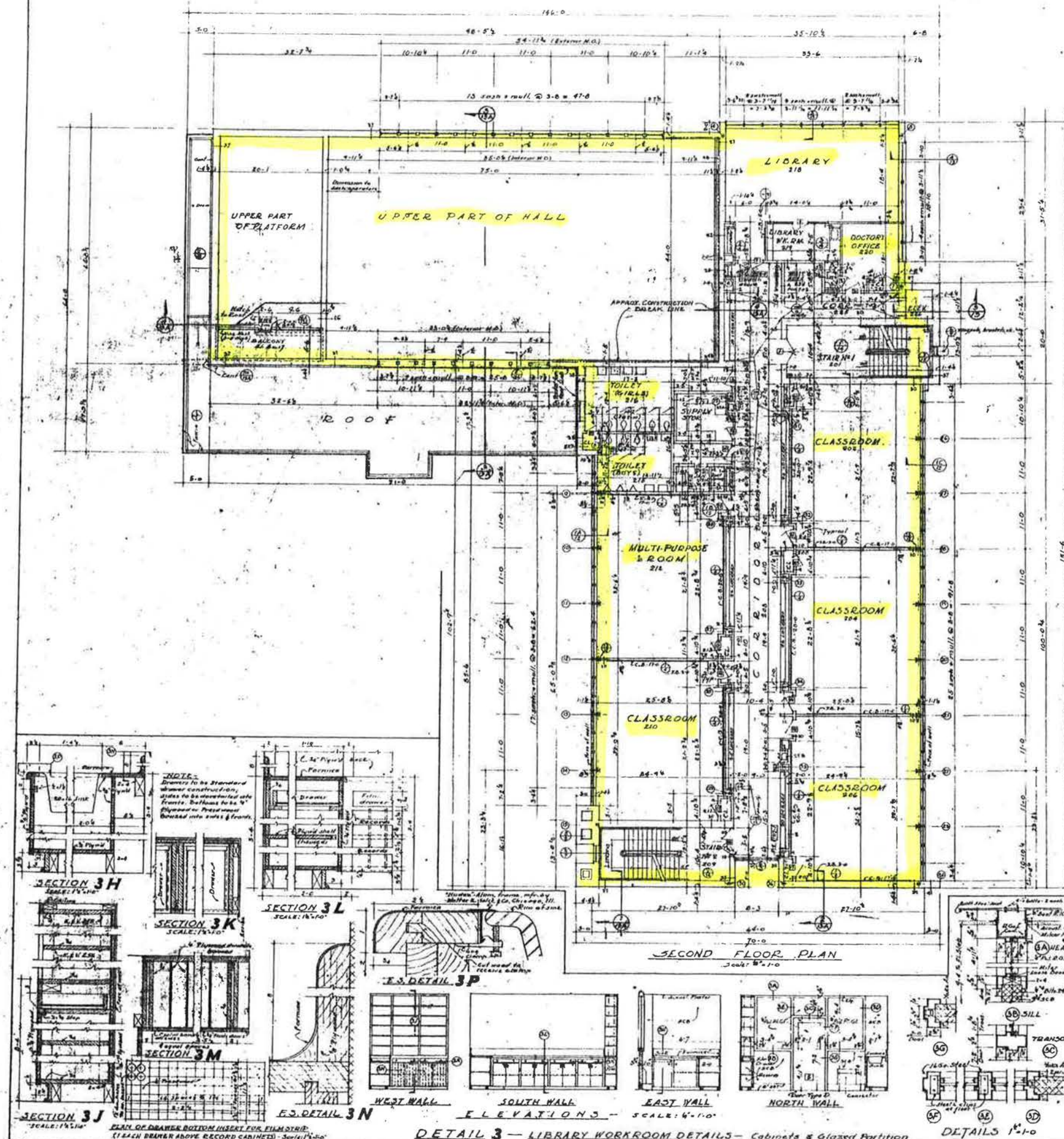
In the postwar era, wood floors in schools were replaced with asphalt tiles which were less expensive, low maintenance and came in a wide range of colors to make the classroom more child-friendly. The tiling also became very popular for both commercial and residential uses. Terrazzo was used in St. Brigid's heavily trafficked halls with asphalt tile in classrooms.

ITEM	EQUIPMENT	SCHEDULE
1	Range Hood	
2	Oil Sifter	
3	Chef's Table	
4	Break Room	
5	Wash Sink	
6	Preparation Sink	
7	Hot Water	
8	Cover Dish Area	
9	Chilling/Freezing Sink	
10	Hot Water	
11	Space for Garbage Box below	
12	Wash Dish Area	
13	Refrigerator	
14	Ice Cream Cabinet (47.5)	
15	Coffee Urn & Stand	
16	Hot Water	
17	Wash Sink	
18	Wash Sink	

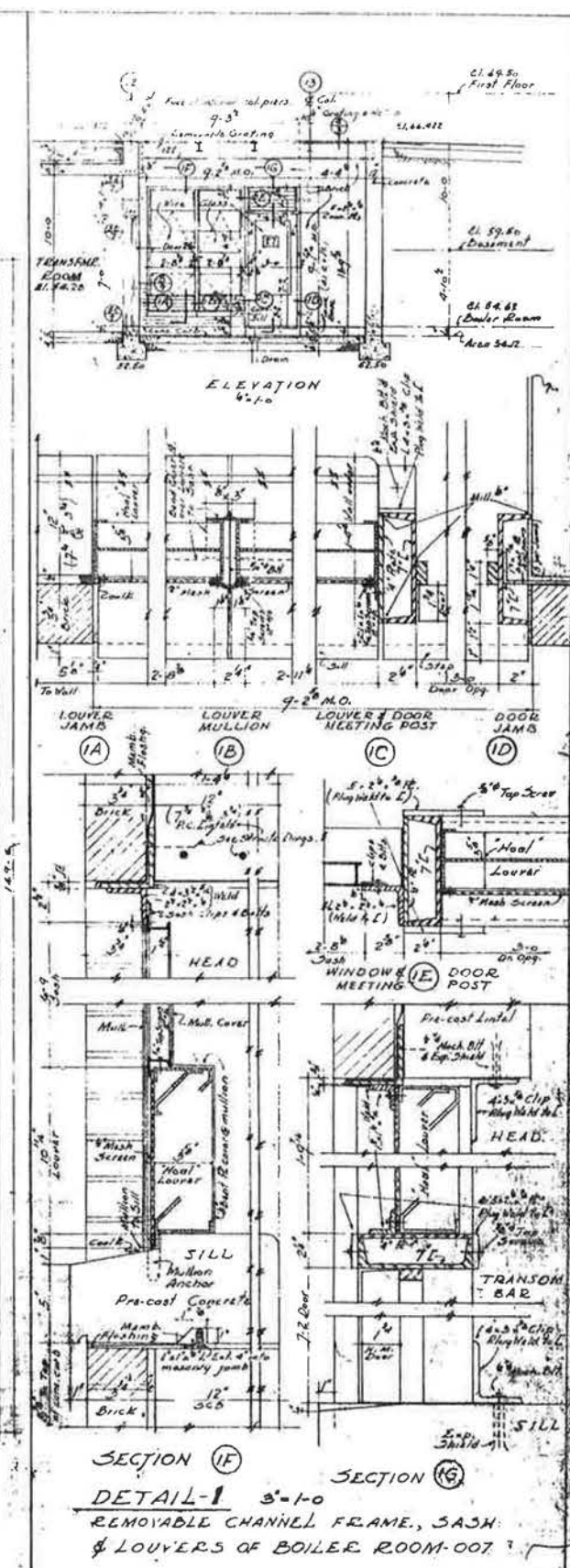



SAINT BRIGID'S ELEMENTARY SCHOOL & CONVENT BALTIMORE MARYLAND		
FIRST FLOOR PLAN		
DATE: NOV. 14-46	E. H. GLIDDEN, JR. ARCHITECT.	SHEET 3
APPROVED:	VAN HEUSSELAER & SAKS STRUCTURAL ENGINEERS MECHANICAL ENGINEERS	SCALE: AS NOTED
REVISIONS		

*Sr. Brigid's school & convent, BALTIMORE CITY, MD
ORIGINAL PLANS B-3704-1*



ST. BRIGID'S SCHOOL & CONVENT, BALTIMORE CITY, MD
ORIGINAL PLANS
B-3764-1



SAINT BRIGID'S ELEMENTARY SCHOOL & CONVENT			
BALTIMORE MARYLAND.			
BASEMENT FLOOR PLAN			
	DATE:	E. H. GLIDDEN, JR.	SHEET
	NOV. 18 - 20	ARCHITECT.	2
	APPROVED	VAN RENSSELAER D. Saxe	SCALE:
		STRUCTURAL ENGINEER	AS NOTED
		Mc NEILL & CALDWYN	
		MECHANICAL ENGINEERS	
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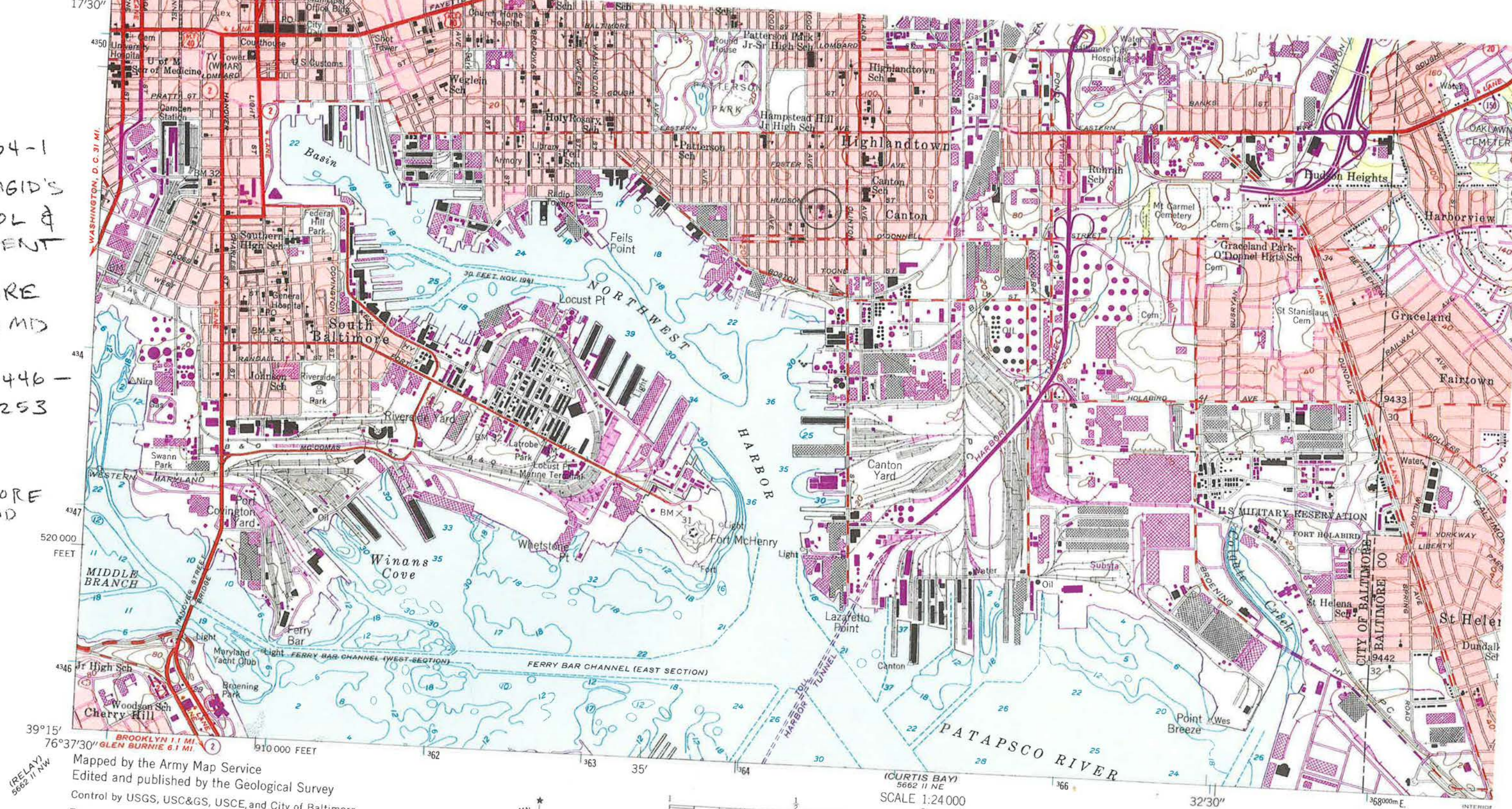
ST. BRIGID'S SCHOOL & CONVENT, BALTIMORE CITY, MD
ORIGINAL PLANS B-3704-1

B-3704-1
ST. BRIGID'S
SCHOOL &
CONVENT

BALTIMORE
CITY, MD

18-364446-
4349253

BALTIMORE
EAST, MD
QUAD



(RELAY)
5662 1 NW

Mapped by the Army Map Service
Edited and published by the Geological Survey

Control by USGS, USC&GS, USCE, and City of Baltimore

Topography from aerial photographs by photogrammetric
methods. Aerial photographs taken 1943. Field checked 1944
Culture revised by the Geological Survey 1953

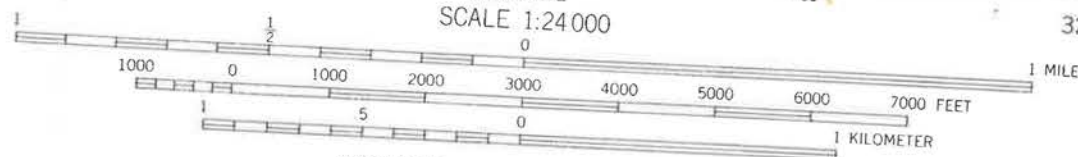
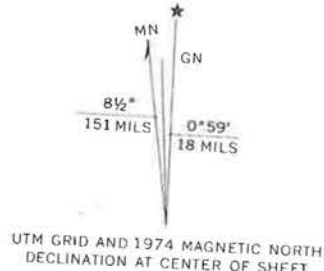
Hydrography compiled from USC&GS Chart 545 (1951)

Polyconic projection. 1927 North American datum
10,000-foot grid based on Maryland coordinate system
1000-meter Universal Transverse Mercator grid ticks,
zone 18, shown in blue

Red tint indicates areas in which only landmark buildings are shown

Revisions shown in purple compiled by Geological Survey from
aerial photographs taken 1966 and 1974. This information not field checked

Purple tint indicates extension of urban areas



CONTOUR INTERVAL 20 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
DEPTH CURVES AND SOUNDINGS IN FEET—DATUM IS MEAN LOW WATER
SHORELINE SHOWN REPRESENTS THE APPROXIMATE LINE OF MEAN HIGH WATER
THE MEAN RANGE OF TIDE IS APPROXIMATELY 1.1 FEET

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY
DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST



















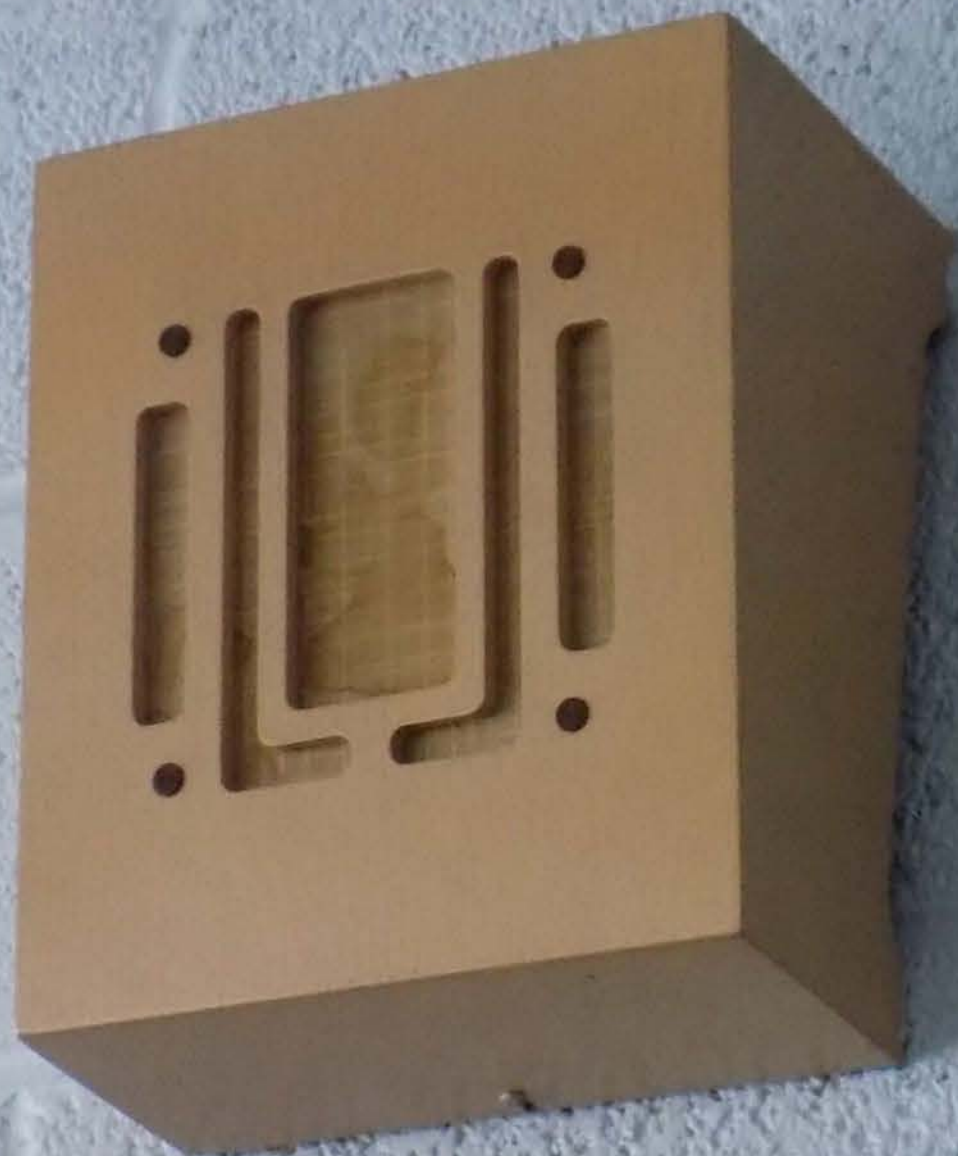










































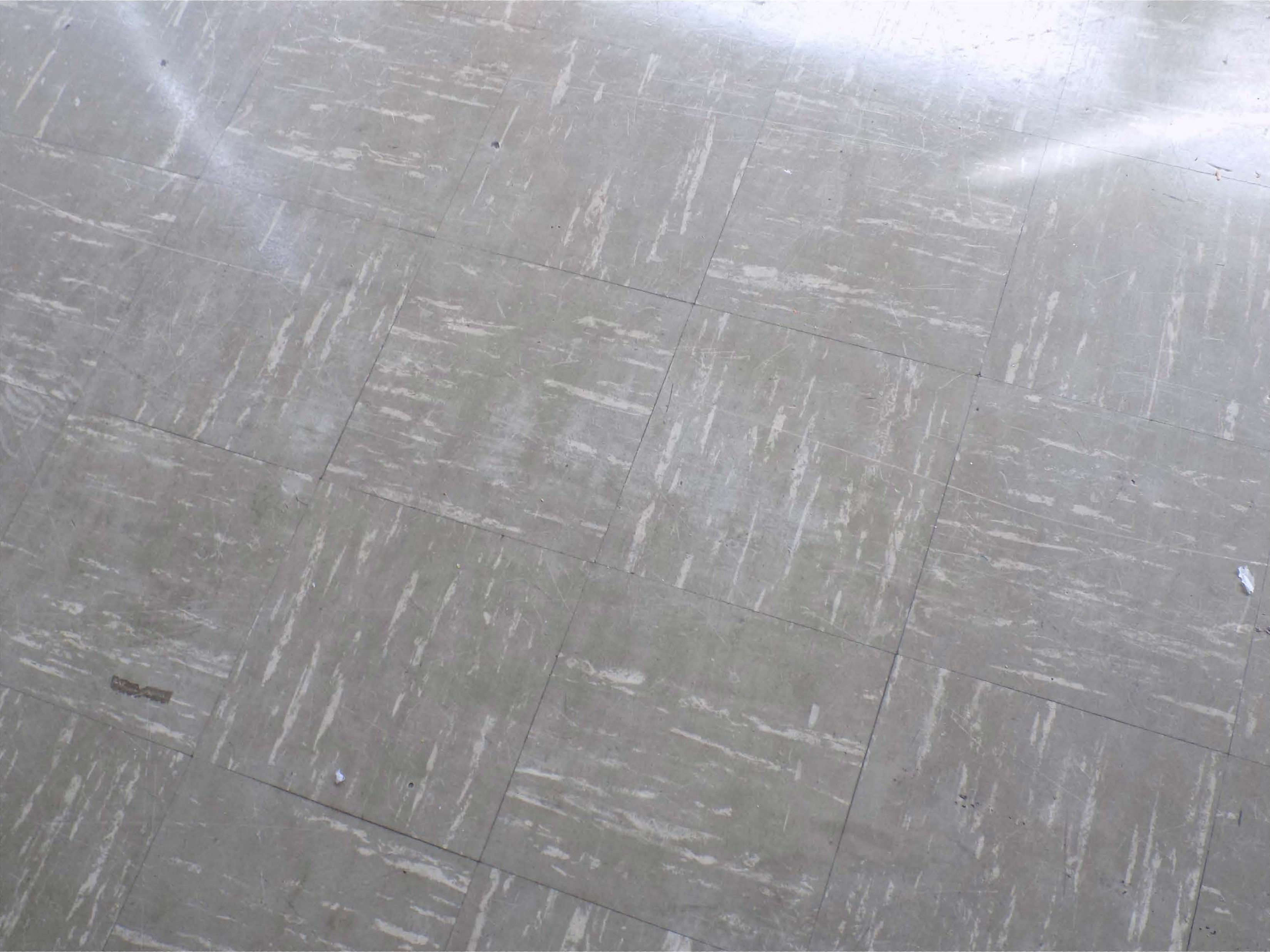


















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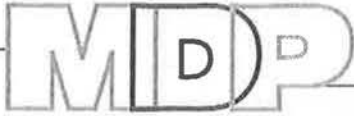
ST. BRIGID'S
CONVENT

1874

1961

NATIONAL REGISTER OF HISTORIC PLACES EVALUATION/RETURN SHEET

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



Maryland Department of Planning
Maryland Historical Trust

Larry Hogan, Governor
Boyd Rutherford, Lt. Governor

David R. Craig, Secretary
Wendi W. Peters, Deputy Secretary

February 4, 2016

Mr. William C. Link
900 South East LLC
217 E. Churchville Rd
Bel Air, MD 21014-3825

RE: St. Brigid's School and Convent (B-3704-1), Baltimore, Maryland

Dear Mr. Link:

St. Brigid's School and Convent will be considered by the Governor's Consulting Committee for nomination to the National Register of Historic Places on Tuesday, March 8, 2016. The National Register is the official list of historic properties recognized by the Federal Government as worthy of preservation for their significance in American history, architecture, archaeology, engineering, and culture. In Maryland, the nomination process is administered by the Maryland Historical Trust. Enclosed you will find a copy of the criteria under which properties are evaluated for listing. The meeting will be held at the People's Resource Center, 100 Community Place, Crownsville, Maryland, beginning at 10:00 a.m. You are welcome to attend this meeting.

Listing in the National Register results in the following for historic properties.

1. Consideration in planning for Federal, federally or state funded, licensed and assisted projects. Federal and state legislation requires that Federal agencies allow the Advisory Council on Historic Preservation and state agencies, including the Maryland Historical Trust, opportunity to comment on all projects affecting historic properties listed in the National Register. For further information please refer to Section 36, Code of Federal Regulations, Part 800 and Annotated Code of Maryland, State Finance and Procurement Article, Section 5A-323 et seq. or call the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7630.
2. Eligibility for Federal tax provisions. If a property is listed in the National Register, certain Federal tax provisions may apply. The Tax Reform Act of 1986 revises the historic preservation tax incentives authorized by Congress in the Tax Reform Act of 1976, the Revenue Act of 1978, the Tax Treatment Extension Act of 1980, the Economic Recovery Tax Act of 1981, and the Tax Reform Act of 1984, and as of January 1, 1987, provides for a 20 percent investment tax credit with a full adjustment to basis for rehabilitating historic commercial, industrial, and rental residential buildings. The former 15 percent and 20 percent Investment Tax Credits (ITCs) for rehabilitation of

older commercial buildings are combined into a single 10 percent ITC for commercial or industrial buildings built before 1936.

The Tax Treatment Extension Act of 1980 provides Federal tax deductions for charitable contributions for conservation purposes of partial interests in historically important land areas or structures. Whether these provisions are advantageous to a property owner is dependent upon the particular circumstances of the property and the owner. Because tax aspects outlined above are complex, individuals should consult legal counsel or the appropriate local Internal Revenue Service office for assistance in determining the tax consequences of the above provisions. For further information on certification requirements, please refer to 36 CFR 67 or the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7630.

3. Eligibility for a Maryland income tax benefit for the rehabilitation of historic property. For further information on the Heritage Preservation Tax Credit, contact the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7628.

4. Consideration of historic values in the decision to issue a surface coal mining permit where coal is located. In accord with the Surface Mining Control and Reclamation Act of 1977, there must be consideration of historic values in the decision to issue a surface coal mining permit where coal is located. For further information, please refer to 30 CFR 700 et seq.

5. Eligibility to apply for federal and state grants and state low interest loans for historic preservation projects. To determine the present status of such grants and loans, contact the Office of Preservation Services of the Maryland Historical Trust at (410) 514-7632.

Owners of private properties nominated to the National Register have an opportunity to concur in or object to listing in accord with the National Historic Preservation Act and 36 CFR 60. Any owner or partial owner of private property who chooses to object to listing may submit to the State Historic Preservation Officer a notarized statement certifying that the party is the sole or partial owner of the private property and objects to the listing. Each owner or partial owner of private property has one vote regardless of what portion of the property that party owns. If a majority of private property owners object, a property will not be listed; however, the State Historic Preservation Officer shall submit the nomination to the Keeper of the National Register of Historic Places for a determination of eligibility of the property for listing in the National Register. If the property is determined to be eligible for listing, although not formally listed, Federal agencies will be required to allow the Advisory Council on Historic Preservation and state agencies, including the Maryland Historical Trust, an opportunity to comment before the agency may fund, license, or assist a project which will affect the property. If you choose to object to the listing of your property, the notarized objection must be submitted to Elizabeth Hughes, State Historic Preservation Officer, ATTN: Peter Kurtze, Maryland Historical Trust, 100 Community Place, Crownsville, Maryland 21032-2023 by the date of the meeting given above.

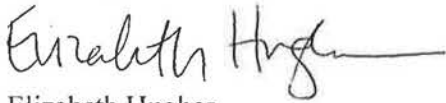
Listing in the National Register does NOT mean that the Federal Government or the State of Maryland wants to acquire the property, place restrictions on the property, or dictate the color or materials used on individual buildings. Local ordinances or laws establishing restrictive zoning, special design review committees, or review of exterior alterations are not a part of the National Register program. Listing also does NOT require the owner to preserve or maintain the property or seek approval of the Federal Government or the State of Maryland to alter the property. Unless the owner applies for and accepts special

Page 3

Federal or state tax, licensing, or funding benefits, the owner can do anything with his property he wishes so long as it is permitted by state or local law.

If you wish to comment on whether the property should be nominated to the National Register, please send your comments to Elizabeth Hughes, State Historic Preservation Officer, ATTN: Peter E. Kurtze, before the Governor's Consulting Committee considers the nomination. Copies of the nomination, regulations and information on the National Register and Federal and State tax provisions are available from the Trust. If you have questions about this nomination, please contact Peter E. Kurtze, Administrator of Evaluation and Registration, Maryland Historical Trust at (410) 514-7649.

Sincerely,

A handwritten signature in cursive script, appearing to read "Elizabeth Hughes", followed by a horizontal line.

Elizabeth Hughes
Director
State Historic Preservation Officer

cc: Hon. Stephanie Rawlings-Blake, Mayor of Baltimore

**NATIONAL REGISTER BULLETIN****HOW TO APPLY THE NATIONAL REGISTER
CRITERIA FOR EVALUATION**[Previous](#)[Next](#)

U.S. Department of the Interior, National Park Service

II. NATIONAL REGISTER CRITERIA FOR EVALUATION

Criteria for Evaluation

The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A. That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. That are associated with the lives of significant persons in our past; or
- C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded or may be likely to yield, information important in history or prehistory.

Criteria Considerations

Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties *will qualify* if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- b. A building or structure removed from its original location but which is primarily

significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or

c. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building associated with his or her productive life; or

d. A cemetery that derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or

e. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or

f. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or

g. A property achieving significance within the past 50 years if it is of exceptional importance.

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[Comments or Questions](#)

JPJ



MARYLAND HISTORICAL TRUST
CERTIFIED LOCAL GOVERNMENT/NATIONAL REGISTER
RECOMMENDATION FORM

Property Name

ST. BRIGID'S SCHOOL & CONVENT

Location

900 S. EAST AVE.

County

Baltimore City

CLG Name

Commission for Historical and Architectural Preservation

HISTORIC PRESERVATION COMMISSION RECOMMENDATION

☒ Nomination recommended

☐ Nomination not recommended

Please check the applicable National Register criteria and/or considerations (exceptions) used in decision:

criteria: ☒ A ☐ B ☒ C ☐ D

considerations: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G

Justification of decision: (use continuation sheet if necessary)

St. Brigid's School & Convent is significant under Criterion C because it is a fully intact example of modernist school design representative of the Post-World War II public and parochial school construction boom that lasted from 1945 to 1970 in the United States. It has retained 100% of its exterior and interior architectural integrity since its construction in 1961 (See Fig. 1 & original floor plans) with all its walls and partitions in their original locations and its original finishes intact. Its massing, construction methods, fenestration, detailing, and floor plan reflect the new design direction that postwar architects and school officials adopted that supported new educational theories for a new approach to school buildings that created a child-friendly environment promoting the physical, emotional, and academic needs of the pupil. The building is an outstanding example of the nationwide trend of modernist / International Style-inspired school design with glass and metal curtain wall cladding that replaced historicist pre-war schools. The postwar school construction boom in America took place chiefly in the suburbs; St. Brigid's is unique because it is an intact modernist design in an inner city neighborhood. Although the building is primarily significant for its architecture, it is also significant under Criterion A for its role in the history of St. Brigid's Irish-American parish, the first Catholic church in Canton. The school's multi-purpose room also functioned as St. Brigid's parish hall. The school is associated with the history of the national Catholic teaching order, the School Sisters of Notre Dame. St. Brigid's School & Convent is also significant under Criteria Consideration A for its association with historical trends in religious education in postwar America in the early 1960s when Catholic school enrollment in the U.S. was at its height.



signature of commission chairman

8/9/2016

date

Commission for Historical and Architectural Preservation

name of commission

CHIEF ELECTED OFFICIAL RECOMMENDATION

☐ I concur with the opinion of the historic preservation review commission.

☐ I do not concur with the opinion of the historic preservation review commission.

(Please justify disagreement on a separate sheet.)

signature of chief elected official

date

title



Larry Hogan, Governor
Boyd Rutherford, Lt. Governor

Wendi W. Peters, Secretary
Ewing McDowell, Deputy Secretary

November 4, 2016



Mr. J. Paul Loether, Chief
National Register of Historic Places
National Park Service
1201 Eye St., NW
Mail Stop 2280
Washington, DC 20005

RE: ST. BRIGID'S SCHOOL & CONVENT

Dear Mr. Loether:

Enclosed is documentation for nominating the above-referenced property to the National Register of Historic Places. The state review board and the owners concur in my recommendation for listing. Should you have questions in this matter, please contact Peter Kurtze at (410) 514-7649.

Sincerely,

Elizabeth Hughes
Director
State Historic Preservation Officer

EH/krk

Enclosures: NR form, maps, photos, CD/DVD

Correspondence:

Owner letter

CLG recommendation form