

AA-1000

Built 1932

Queenstown School

Severn, Anne Arundel County, Maryland

Private

Built in 1932, the Queenstown School (a.k.a Sunnyside School) is significant as an example of a Rosenwald School, and as such represents a landmark era in black education in the period before federal support of local education. Rosenwald Schools were built with matching funds provided by the Julius Rosenwald Fund, which was a private foundation named for the Chicago entrepreneur who directed the booming growth of Sears, Roebuck & Company in the early 20th century.

Between 1917 and 1932, the Rosenwald Fund helped build over 5,300 schools for blacks in the rural south. Approximately 292 were built in Maryland. Of that number 24 were constructed in Anne Arundel County. Queenstown School is one of only five known surviving Anne Arundel County examples.

This school, as with all Rosenwald Schools, was built according to a standardized plan provided by the Rosenwald Fund. These cost and space efficient plans were developed for the Fund by leading educational experts and represented state of the art designs. As a result they were often employed in the construction of contemporary white schools and in schools after the Fund ceased operation.

Built in 1932, the Queenstown School had two classrooms and a library. After 1954, the building was used as a special education school for black children. Following the U.S. Supreme Court's order to integrate the nation's public schools, the Queenstown School was closed in 1966 and, subsequently, became the Queenstown Community Center.

Maryland Historical Trust State Historic Sites Inventory Form

Survey No. AA-1000

Magi No.

DOE yes no

1. Name (indicate preferred name)

historic Queenstown School -preferredand/or common Sunnyside School / currently Severn Improvement Association Building

2. Location

street & number 430 Queenstown Road not for publicationcity, town Severn vicinity of _____ congressional district _____state Maryland county Anne Arundel

3. Classification

Category	Ownership	Status	Present Use	
<input type="checkbox"/> district	<input type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture	<input type="checkbox"/> museum
<input checked="" type="checkbox"/> building(s)	<input checked="" type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial	<input type="checkbox"/> park
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input type="checkbox"/> educational	<input type="checkbox"/> private residence
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment	<input type="checkbox"/> religious
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input checked="" type="checkbox"/> yes: restricted	<input type="checkbox"/> government	<input type="checkbox"/> scientific
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial	<input type="checkbox"/> transportation
	<input type="checkbox"/> not applicable	<input type="checkbox"/> no	<input type="checkbox"/> military	<input checked="" type="checkbox"/> other: community

4. Owner of Property (give names and mailing addresses of all owners)

name Anne Arundel County Board of Educationstreet & number 2644 Riva Road telephone no.: _____city, town Annapolis state and zip code: Maryland 21401

5. Location of Legal Description

courthouse, registry of deeds, etc. Anne Arundel County Courthouse liber 2694street & number Church Circle folio 302city, town Annapolis state Maryland

6. Representation in Existing Historical Surveys

title _____

 federal state county local

depository for survey records _____

city, town _____ state _____

7. Description

Survey No. AA-1000

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved date of move _____
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed		

Prepare both a summary paragraph and a general description of the resource and its various elements as it exists today.

Built in 1932, the Queenstown School (a.k.a. Sunnyside School) sits on the north/northeast side of Queenstown Road. The building sits on a wide grassy lot and sits back from the road approximately 100'. A few medium-sized trees and bushes are placed around the building, while the lot's perimeter is lined by a heavy stand of comparatively mature deciduous trees. A paved horseshoe-shaped driveway that begins and terminates on the public road runs behind the building. In front are the remains a deteriorated poured-concrete play area.

Facing approximately south, the Queenstown School is a plain, one-story, frame building. Walls of this basically T-shaped building are sheathed in German siding and rest on a concrete block foundation. Foundation height changes to accommodate the lot's slope. Front walls sit on a foundation that is nearly 3' in height, while the rear wall is placed only slightly above grade.

The building features three distinct sections, two of which are original. First period construction include a long (approximately 60') rear portion that runs in an east/west orientation. Centered on this and projecting at a right angle from it, is an approximately 20' gable-front block. The third section is small and flat-roofed, and is situated in the southwest intersection of these two original portions. Clear breaks between its concrete foundation and that of the main portion of the building identify this portion as a later addition. Its siding, however, is identical to that covering the main building and suggests the entire building has been resided. The roof of all three blocks is sheathed with modern composition shingles. A tall brick interior stove chimney is located on the roof of the addition. With respect to the original portions, the roofline is flush on the gable-ends and accented by a narrow verge board. Eaves of the longitudinal walls overhang slightly and have a plain cornice.

As with all Rosenwald Schools, windows are the most dominant characteristic of this building. The projecting front wall of the front block contains a continuous bay of four, tall, 9/9 sash windows. Plain wide boards serve as both mullions and the surround. Rear wall fenestration is divided into three groups. On either end of the rear wall is a bay of five windows. Rear wall window surrounds match those seen on the building's front section, but the rear openings are considerably larger than those in front are. Windows were originally 9/9 sash types, but many are now boarded over, including all windows in the eastern-most bay. Centered between the two main bays is a pair of substantially smaller windows that are now boarded over. Windows in the addition are the smaller than elsewhere on the building. Three individually placed 6/6 windows are found in both the south and the west wall of the addition.

Two entrances are present, each of which is approached by a small flight of concrete steps. The main entrance is located on the west wall of the front block, near the intersection with the long rear section. An elongated shed-roofed porch hood protects the doorway. The second entrance is located on the east wall of the addition, near the intersection with the rear block. The doors in both of these entrances are modern replacements.

The building's interior was extensively remodeled. If any historic interior finish survives, it is now covered by modern material.

8. Significance

Period	Areas of Significance----Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates 1932

Check: Applicable Criteria: A B C D
 and/or
 Applicable Exception: A B C D E F G
 Level of Significance: national state local

Prepare both a summary paragraph of significance and a general statement of history and support.

Queenstown School and the Julius Rosenwald Fund

The Queenstown School is an architecturally significant example of a Rosenwald School design, and as such represents a landmark era in black education in the period before federal support of local education. Rosenwald Schools were built with matching funds provided by the Julius Rosenwald Fund, which was a private foundation created by and named for the Chicago entrepreneur who directed the booming growth of Sears, Roebuck and Company in the early 20th century. Between 1917 and 1932 the Rosenwald Fund helped build over 5,300 schools for blacks in the rural South. Approximately 292 Rosenwald Schools were built in Maryland, of that number 24 were constructed in Anne Arundel County.¹ Queenstown School was built in 1932 at the end of the Fund's school construction program. It is one of the last two Rosenwald Schools built in the county (The other, built at Furnace Branch, is no longer standing.) This school, as with all Rosenwald schools, was built according to a standardized plan supplied by the program. Queenstown School is based on the *Two Teacher Community School: Floor Plan no. 20*.

The importance of the Rosenwald Fund's school building program to black education can not be overstated. School plans were developed for the Fund by leading educational experts and distributed to the various locales. These state of the art plans reflected the latest theory in spatial organization, and placed a premium on sanitation and ease of maintenance. As a result, these plans were sometimes employed in the construction of contemporary white schools, and in schools built after the Fund ceased to finance school construction. The impact of the Rosenwald Fund extends beyond black education and the time frame in which it operated.

(please see continuation sheet)

The Julius Rosenwald Fund

Julius Rosenwald (1862-1932) stands out as one of America's most notable businessmen and philanthropists. At age twenty-five this son German Jewish immigrants acquired partial ownership in Sears, Roebuck and Company. Under his management the company became a mail-order merchandising phenomenon. Rosenwald's philanthropy kept well apace of his amassing fortune and, according to estimates, by the time of his death in 1932 he had given away between \$60,000,000 and \$70,000,000. More than \$20,000,000 of this went to black causes.²

According to his biographers, Rosenwald was a great admirer of Booker T. Washington, and was deeply impressed by Washington's climb from poverty to educational leadership. After meeting Booker T. Washington and subsequent visits to the south, Rosenwald, appalled by the condition of southern blacks, made African-American causes in general, and black education in particular, a foremost concern. Rosenwald established an independent foundation with full time administrators to manage his charities. The work of the Julius Rosenwald Fund in southern education stressed four programs: the provision of library service, the education of teachers, the development of centers of higher learning, and foremost, the school building program.

The school building program was done in conjunction with the Boards of Education of the various southern states, and due to racist attitudes, Rosewald's largess was not always welcome. For example, in Mississippi Rosenwald Schools were the target of Ku Klux Klan attacks. In other locations members of the school board opposed black school construction. Even in Anne Arundel County, where School Superintendent George Fox's commitment to improving the quality of black education was well known, politics played a role in the building of black schools. According to a 1931 letter, a proposed Annapolis school failed to receive Rosenwald funds due to construction delays. In this letter, a county official named Huffington attempts to have funding restored with the following explanation. "Take the Annapolis situation. We could not do a thing until the bonds were approved. Then it was out of the question of Mr. Fox doing anything on the colored work until he got the white work straighten out."³

Rosenwald was adamant that his efforts only inspire and supplement state initiatives, not replace them. Rosenwald encouraged government and community to work together to address social problems. Furthermore, Rosenwald Fund monies were very regulated and certain very definite conditions had to be met before the Fund would become involved in the construction of a school. First, a county had to apply for funding and agree to abide by the conditions set forth by the Fund.

Ideally, a Rosenwald school represented a common effort by the given Board of Education, and both the white and African-American communities. The state and county always bore most of the cost of the building and had to agree to maintain the new building as a regular part of the public-school system. The white community was solicited for financial contributions, or gifts of land and supplies. The black community also made gifts of money, labor and supplies. Records indicate that in Anne Arundel County costs were born entirely by the state, black community and the Rosenwald Fund, with no support coming from the white community.⁴

The contributions of the Fund ranged from a minimum of \$200 for a one-teacher school to \$2,600 for a six-teacher building. While at the high school level, the Fund contributed up to \$6,000 for a twelve-teacher structure. In terms of percentages, the Rosenwald Fund's contribution toward the total cost of a school was comparatively small. The Fund, however, provided more than money and architectural plans. Rosenwald's reputation and record of accomplishment secured the trust of the African-American community who, knowing their resources would be used directly for the good of their neighborhood, were inspired to give money and labor. The result was a donation of resources Boards of Education usually felt compelled to accept. The Rosenwald Fund served not only as a funding source, but also as an important mediator between the black community and the generally all-white Boards of Education.

Between 1917 and 1929, about sixty percent of the schools constructed were of the one- and two-teacher type. Queenstown School is an example of the two-teacher type. In Maryland, and reportedly other states, a number of the two-room plan buildings were built according to a modified Rosenwald design created by Anne Arundel County Superintendent of Schools, George Fox. Rosenwald Fund records mention approving the use of "The Fox Plan" but unfortunately they do not specify how it differs from the Fund's two-teacher version. Queenstown School probably represents the Fox Plan because it does not exactly match the published Rosenwald two-teacher design.

After 1929, in an acceptance of the trend toward school consolidation, funding was gradually withdrawn from small schools and emphasis switched to larger buildings. By the time the Fund's school building program ended in 1932, it had helped to build 5,357 public schools, industrial shops, and teacher's homes in 883 counties of 15 southern states at a total cost of \$28,408,502.

Rosenwald Schools

In 1920 the Rosenwald Fund established an office in Nashville, under the direction of S. L. Smith, an architect with experience in school administration. Smith established an architectural department to research and draw school designs. The input of leading educational theorists was solicited in developing school plans. Rosenwald school plans represented the state-of-the-art in American school architecture. Boards of Education were not allowed to deviate from the Fund's plans and specification without obtaining permission.

Designs were simple and efficient, and omitted corridors where possible to save on costs and maximize useable space. Buildings were one-story in height, both because of cost consciousness, and to facilitate evacuation in the event of fire. The buildings were generally siding with weatherboard nailed over diagonal substrate. Exterior color schemes were white trimmed in gray, gray trimmed in white, or nut brown trimmed in white or cream.

Since there was seldom electricity available, design and placement maximized natural light. Groupings of tall double-hung sash windows are characteristic of all Rosenwald designs. Buildings were oriented with the points of the compass and the plan designed so that every class room would receive either east or west light. Color schemes, seat arrangements and even window shades were specified to make the fullest use of sun light.⁵⁶

The Fund demanded that interiors not be left unpainted. This was for sanitary, aesthetic, and maintenance reasons, but mainly because "It will materially increase the amount of light in the classroom." The Fund permitted only two interior paint schemes.

Color Scheme No. 1: Cream ceiling, buff walls and walnut wainscoting or dado

Color Scheme No. 2: Ivory cream ceiling, light gray walls and walnut stain wainscoting or dado

Contractors were warned not to mix lamp black with white paint in order to make gray as such a mixture would reflect very little light. As a result of these precautions, Smith noted proudly that all Rosenwald designs provided natural light well in excess of the minimums proposed by the National Education Association's Committee on Schoolhouse Planning and Construction.

Interior featured a sub-floor topped by oiled wooden flooring, wooden tongue-and-groove wainscoting and plaster walls. Desk arrangements were provided. For example, in a 22' x 30' classroom, desks were to be arranged in five rows of nine desks. Each room had a blackboard set at a scientifically determined height. Because chalk dust was known to be a health detriment, chalkboard designs included chalk trough with a wire net covering. This prevented erasers from absorbing and spreading chalk dust.

Many requirements were associated with the placement and maintenance of privies. The same is true regarding the drinking water supply system.

Rosenwald Fund administrators strictly enforced design guidelines. Regular construction progress reports and photographs were required, and failure to meet deadlines or guidelines resulted in the forfeiture of Rosenwald support.

Summary

The Julius Rosenwald Fund's school building program officially ended in 1932. By that time almost 15,000 teachers were instructing over 650,000 black children in 5,357 Rosenwald-sponsored schools throughout the South. The buildings could accommodate more than two-fifths of the African-American children enrolled in school. The number of buildings aided by the Fund exceeded the total number of schools of every sort that existed for blacks in the southern states at the beginning of the Fund's program. The value of these schools in 1932 was more than twice that of all black rural-school property at the beginning of the effort in 1917. One in every ten Rosenwald schools provided high school-level instruction. African-American high school enrollment in the South increased from few thousand in 1920 to approximately 125,000 in 1931, an increase directly attributable to the Rosenwald building campaign.⁷

Rosenwald schools set an example of beauty, efficiency and sanitation. During this era Rosenwald Schools set the standard for all school construction. Rosenwald plans were used for more than 15,000 white schools which otherwise had no relation to the Fund. The success of the Fund was not so much in the amount it contributed or the number of schools it helped to build, but in intangibles that can not be measured. Mr. Rosenwald's biographers believed the Fund's success was primarily expressed in the effect of increased literacy in the lives of African-Americans, through the opportunities that education provided.⁸ Arguably, the Rosenwald Fund's school building program represents the most important movement in black education prior to the court-ordered desegregation of schools in the 1960s.

Queenstown School

Built in 1932, the Queenstown School had two classrooms and a library. After 1954, the building was used as a special education school for black children. Following the U.S. Supreme Court's order to integrate the nation's public schools, the Queenstown School was closed in 1966 and, subsequently, became the Queenstown Community Center.

AA-1000

Built 1932

**Queenstown School (alternatively, Sunnyside School)
Severn, Anne Arundel County, Maryland**

MARYLAND COMPREHENSIVE STATE HISTORIC PRESERVATION PLAN DATA

Geographic Organization: Western Shore

Chronological/Development Period(s): Modern Period (1930-present)

Prehistoric/Historic Period Theme(s): Architecture, Education

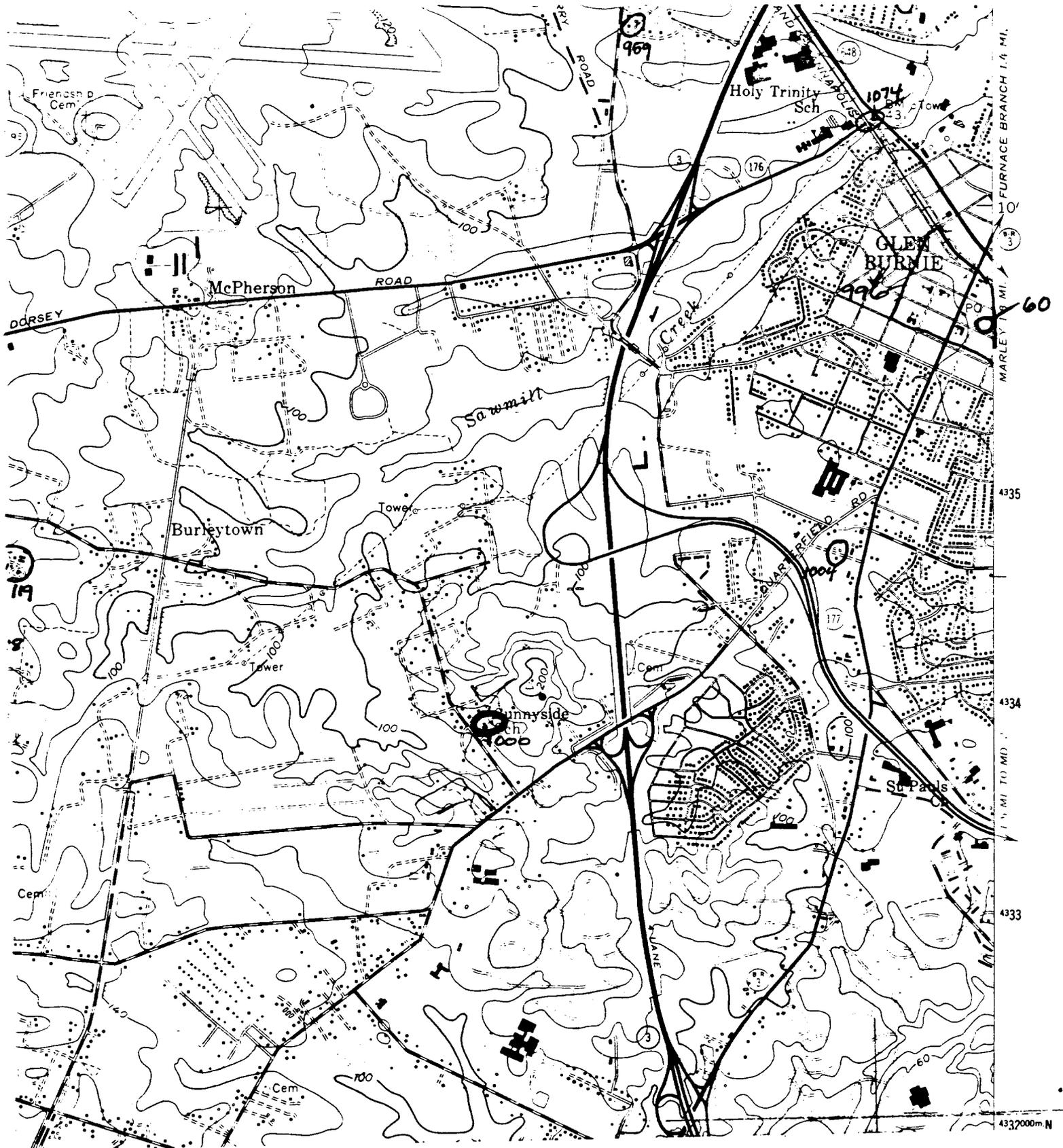
Resource Type:

Category Type: Building

Historic Environment: village

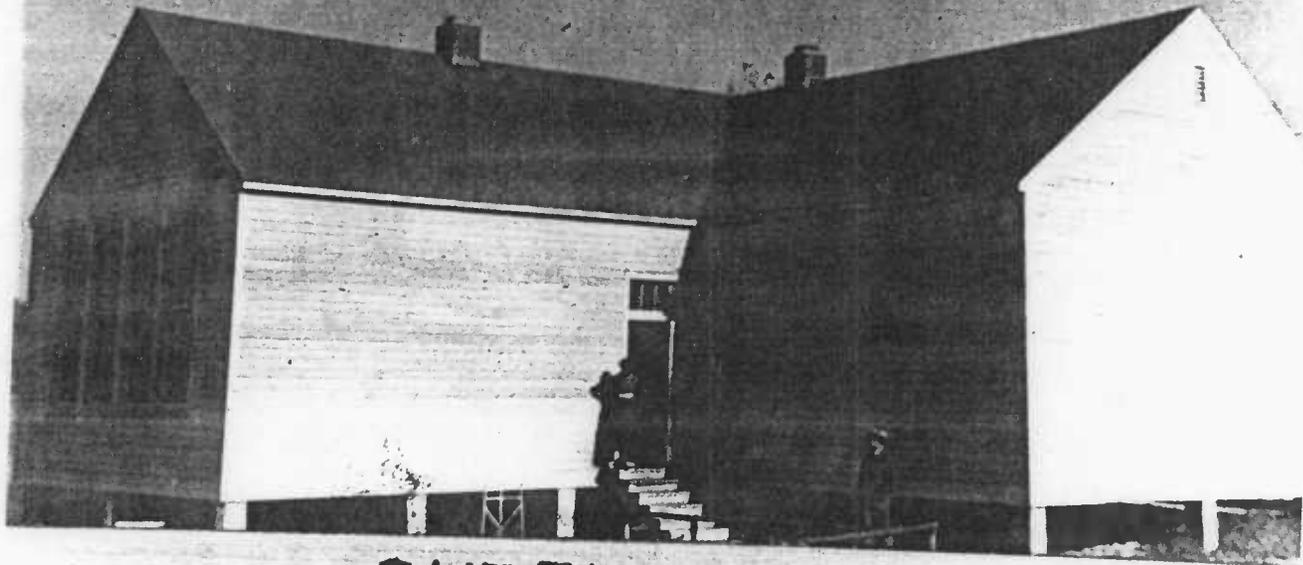
Historic Function(s) and Use(s): African-American school

Known Design Source: Community School Plans, published by the Julius Rosenwald Fund,
Nashville, Tennessee.



RELAY
 USGS 7.5 minute series
 Scale: 1:24,000
 1957, photo revised 1966 and 1974

Site Number: AA-1000
 Site Name: Queenstown (Sunnyside) School
 Location: 430 Queenstown Road, Severn



QUEENSTOWN

Queenstown School as it appeared in 1939.



AT 1000

Queen's University of Kingston (1)

L. Rosenwald Library

Arch. Project 12, Kingston

Photo by Sherin Mason

Oct 1993

Negative at:

Box 1, 2nd

Room 105 -



AF 526

negative

10/10/1970

10/10/1970

October 1970

October 1970

Negative

10/10/1970

10/10/1970



AA-1000

QUEENSTOWN (SUNNYSIDE) School

A Rosenwald School

ANNE ARUNDEL CO., MARYLAND

Photo By Sherri M. Marsh, Oct 1996

NEG. AT:

1'E PERSPECTIVE

Photo 3 of 4



1000

Queenstown School (west side school)
= 1000 with 1000 people

Area covered by CC, road, road

Photo by clients market
oct. 1996

Negative at:

School of (name of school west)

2000 + 1000 =