

**MARYLAND HISTORICAL TRUST
DETERMINATION OF ELIGIBILITY FORM**

NR Eligible: yes no

Property Name: Maryland School for the Deaf Historic District Inventory Number: F-3-288
 Address: 101 Clarke Place Historic district: yes no
 City: Frederick Zip Code: 21701 County: Frederick
 USGS Quadrangle(s): Frederick
 Property Owner: State of Maryland School for the Deaf Tax Account ID Number: 1102110504
 Tax Map Parcel Number(s): 0053A Tax Map Number: 0418
 Project: Maryland School for the Deaf Agency: Maryland Department of General Services
 Agency Prepared By: EAC/Archaeology, inc.
 Preparer's Name: Paula Reed Date Prepared: 9/3/2021
 Documentation is presented in: _____
 Preparer's Eligibility Recommendation: Eligibility recommended Eligibility not recommended
 Criteria: A B C D Considerations: A B C D E F G
Complete if the property is a contributing or non-contributing resource to a NR district/property:
 Name of the District/Property: _____
 Inventory Number: _____ Eligible: yes no Listed: yes no
 Site visit by MHT Staff yes no Name: _____ Date: _____

Description of Property and Justification: *(Please attach map and photo)*

The Maryland School for the Deaf has been maintained and operated by the State of Maryland since its establishment in 1867. The school is located in the southern part of Frederick City in Frederick County Maryland. Its campus is bounded by South Market Street on the west, Clarke Place on the south and South Carroll Street on the east. Residential properties fronting onto South Market Street, and East South Street occupy land to the north along with a large water tower for the City of Frederick. A newer extension of the campus extends southward from Clarke Place along the east side of South Carroll Street to its terminus. Buildings and structures in this south extension date from the mid-1970s and later and are physically separated from the older main campus. Therefore, this Determination of Eligibility documentation is limited to the historic main campus with its collection of buildings, most of which date from the 1960s. The property is Frederick City Tax Map 0418, Parcel 0053A, but appears on the Maryland SDAT system as Frederick County Tax Map 007B, Parcel 0052A. This DOE uses the more recent Frederick City information.

Historic resources previously identified within the Maryland School for the Deaf Historic District include the site of the Old Main Hall and the Hessian Barracks. Old Main Hall was the large four-story brick building constructed for the school, first occupied in 1873 and demolished in 1967 to be replaced by a new auditorium and classroom building in 1972. There is an MIHP form (F-3-

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[Signature] 10/20/2021
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34) for the Old Main Building site, written in 1980, after its demise. The Hessian Barracks were listed in the National Register in 1970 (FHD-243). The Maryland School for the Deaf Historic District lies completely within the existing National Register listed Frederick City Historic District (F-3-39).

Physical Description

The current complex contains 11 buildings arranged on landscaped grounds and linked by concrete walkways. At the center, the A. Fuller Crane plaza (c.1974) with its large fountain and pool, trees and landscaping, provides a park-like setting with walkways leading to buildings, parking areas and bordering streets. Along South Market Street is an iron fence with entrance gates for pedestrians and vehicles. This gate is the original entrance that led to Old Main Hall. The existing campus buildings will be described in numerical order as they are identified on the Maryland School for the Deaf Frederick Campus Map.

In order of their numbers on the campus map, each of the buildings is described briefly:

1. Maintenance Garage. Located at the northwest corner of the campus, the Maintenance garage is a one-story rectangular salmon-colored brick building with an asphalt shingle covered gable roof. It faces east onto a parking lot. Two garage bay doors dominate the east elevation. On the same wall are two double metal hinged doors entering the building. High three-pane windows are located on the west wall. The building was constructed in 1965 (Maryland Bulletin February-March 1980:12).

2. Maintenance Building. Standing to the south of the maintenance garage, the Maintenance building is a rectangular one-story salmon-colored brick building, with its narrow sides facing east and west. It is topped with a low-pitched hipped roof covered with asphalt shingles. The building fronts toward the campus with a three-bay façade, accentuated with a trabeated neoclassical entrance. Along the north side there are three garage bay entrances with roll-up doors, toward the west end of the building. This building was constructed in 1980 (Maryland Bulletin February-March 1980:12).

3. Foxwell-Moylan Hall Dormitory. One of three similar looking dormitory buildings aligned along south market street at the west edge of the campus. The three current buildings are very similar in design, materials and setting, aligned on a north-south axis at the west edge of the campus. Foxwell-Moylan Hall faces east into the campus with its back to South Market Street. It is an L-shaped building constructed of salmon colored brick with three stories of living space above raised basements. A low-pitched hip roof caps the building. At the ends of each L extension, the exterior wall is recessed both front and rear, creating an inset balcony at each level of the building front contained under the main roof span. The balconies are supported with square posts and enclosed with metal (cast iron or cast aluminum) railings. The building is seven bays long on the south leg of the L and six bays long on the east leg. Windows have eight over eight light sash, some trimmed with flanking shutters. The building has three entrances at the front which are pedimented, in keeping with the colonial stylistic influence of the buildings. There are additional entrances at each balcony level. These are less elaborate, with doors beneath four-light transoms. Concrete is used for walkways and the entrance areas. Handicap ramps have been added to most of the entrances, along with metal railings. Foxwell-Moylan Hall was constructed between 1962 and 1964 by the Hicks-Tate, Inc. firm of Baltimore (Maryland Bulletin October 1962: 19, Maryland Bulletin November-December 1962-1963: 33, 35, Maryland Bulletin December 1967: 34), and served as the first separate dormitory for boys outside the Old Main Hall. It also housed the school infirmary and a kitchen (Maryland Bulletin February-March 1980: 22).

4. Klipp-Redmond Hall Dormitory. One of three similar looking dormitory buildings aligned along south market street at the west edge of the campus. The three current buildings are very similar in design, materials and setting, aligned on a north-south axis at the west edge of the campus. Klipp-Redmond Hall faces east into the campus with its back to South Market Street. It is an L-shaped building constructed of salmon colored brick with three stories of living space above raised basements. A low-pitched hip roof caps the building. At the ends of each L extension, the exterior wall is recessed both front and rear, creating an inset balcony at each level of the building front contained under the main roof span. The balconies are supported with square posts and enclosed with metal (cast iron or cast aluminum) railings. The building is seven bays long on the south leg of the L and six bays long on the

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5. Faupel Hall Dormitory. One of three similar looking dormitory buildings aligned along south market street at the west edge of the campus. Faupel Hall faces east into the campus with its back to South Market Street. It is constructed of salmon colored brick with three stories of living space above raised basements. A low-pitched hip roof caps the building. At the ends of each L extension, the exterior wall is recessed both front and rear, creating an inset balcony at each level of the building front contained under the main roof span. The balconies are supported with square posts and enclosed with metal (cast iron or cast aluminum) railings. The building is seven bays long on the north leg of the L and six bays long on the east leg. Windows have eight over eight light sash, some trimmed with flanking shutters. The building has three entrances at the front which are pedimented, in keeping with the colonial stylistic influence of the buildings. There are additional entrances at each balcony level. These are less elaborate, with doors beneath four-light transoms. Concrete is used for walkways and the entrance areas. Handicap ramps have been added to most of the entrances, along with metal railings. Faupel Hall was constructed between 1967 and 1968 (Maryland Bulletin December 1967: 33, Maryland Bulletin Senior 1968: 163, 170).

6. Ijams-Vance Cafeteria. One of the newer buildings in the historic core campus is the cafeteria. It is a one-story L-shaped building of salmon colored brick, with a steeply pitched gabled roof. In the angle of the L is a flat-roofed rectangular wing. Ijams-Vance Cafeteria was constructed between 2010 and 2012 (Maryland Bulletin Spring 2010: 15, Maryland Bulletin Spring 2012: 13). The building appears to have replaced the former 1964 Baker Hall girl's dormitory and infirmary.

7. Ely Building -- Auditorium. This is a very large building in the heart of the campus. It is a two-story Colonial Revival-inspired building of salmon colored brick with a hipped roof. It has main entrances on its east and west sides with secondary entrances on other walls. On the west front, there are two seven-bay blocks separated by a seven bay one story flat-roofed entrance pavilion for the auditorium. Three large portal arches lead to a recessed entrance. On its east side, the building faces onto the plaza with its decorative fountain. The east elevation is more overtly Colonial Revival in style with multipaned windows and a row of gabled dormers across the roof of the seven-bay central block. The Ely Building was constructed between 1971 and 1972 by the Blake Company of Hagerstown (Maryland Bulletin January 1971:55, Maryland Bulletin Senior 1972: 19).

8. Fredericktown Barracks/Hessian Barracks. The oldest building on the historic campus is the "Hessian Barracks" attributed in some writings as dating from the French and Indian War, and in other reports as constructed during the American Revolution, both attributions are without citation. The two-story stone L-shaped building is referenced as standing in the early nineteenth century and based on its architectural features probably dates from ca. 1780-1810. The barracks complex once contained two similar L-shaped stone buildings, but one was removed to allow for construction of the school's Old Main Hall. (Mrs. Preston Parish, December 1970, "National Register of Historic Places Registration: Hessian Barracks", Maryland Historical Trust. Accessed August 23, 2021). The barracks building is two stories in height with a gabled roof, which forms an overhang along the south and west walls to shelter the entrances. An open walkway or upper deck allows exits from the upper-level rooms. Openings have flat jack arches, and massive mortised and tenoned framing with pegged joints and ovolo trim, which are characteristic of the 1780-1810 period. The Hessian Barracks have been subject to renovation several times, with the most recent and most intensive completed between 2016 and 2017 to restore it to its eighteenth century configuration (Maryland Bulletin Winter 2016-2017: 20).

9. Bjorlee Museum. One of the older buildings on the campus, the Bjorlee Museum stands on the east side of the historic core campus, facing west, into the central plaza, opposite the auditorium. It is brick with Classical Revival/Georgian Revival massing

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consisting of a central two story, three bay block flanked to the sides and to the rear with one story wings. The central block has a modillioned pediment and central pedimented entrance. Other features on the building include corner quoins and a molded brick water table. Brick jack arches top the windows. The wings each have hipped roofs. The roofing material is slate. The building was constructed as the BJORLEE Library between 1952 and 1953, opened in 1954, and converted into a museum in 2007 (Maryland Bulletin October 1952: 10, Maryland Bulletin Winter 2007-2008: 2). It was designed by Charles C Bowers of Frederick and constructed by Allen Feeser of Taneytown (Maryland Bulletin October 1952: 10).

10. Ambrosen Building. This one-story brick administration building faces north onto the east side of the central plaza of the campus, and south onto Clarke Avenue and an adjacent parking lot. The building is gable roofed, eleven bays in length, with central projecting pedimented entrance pavilions on the north and south walls. Quoins accent the entrance pavilions, and a molded brick water table extends around the entire building. The Ambrosen Building was constructed between 1966 and 1967 ((Maryland Bulletin February 1966: 67, Maryland Bulletin February 1967: 67).

11. Shockley House. Also known as the president's house, it is located at the southeast corner of the campus, near the intersection of Clarke Place and South Carroll Street. It faces south toward Clarke Place. The building is a two story, three bay brick dwelling with a central pedimented entrance. A one-story wing extends to the rear. An exterior brick chimney is on the east gable end. The structure was originally constructed as the school Superintendent's residence in 1958, extensively renovated in 2003 for use in an independent living program for Maryland School of the Deaf students, and an addition added in 2006 (Maryland Bulletin Fall 2003: 7, Maryland Bulletin Fall 2006: 16).

The school's buildings are all of brick construction and are influenced by mid twentieth century "colonial" stylistic features. Together, the complex except for the Hessian Barracks building provides an intact collection of mid-late twentieth century Colonial Revival-style-influenced institutional buildings.

In addition to the buildings there is a system of walkways through the campus, a bus loop and parking lots distributed around the perimeter of the campus. These provide a network of supporting infrastructure that help to define the character of the campus.

History of MSD

Prior to the establishment of the Maryland School for the Deaf, most of Maryland's deaf either studied with private tutors, if they were wealthy, or had no practical access to education at all. However, the recognition that deaf children could be educated, although requiring special methods, had been installed in the national consciousness in the early nineteenth century and the surrounding states had established their own residential schools for the deaf, Pennsylvania in 1820 and Virginia in 1838. After 1828, Maryland's deaf children were sent to the Pennsylvania Institute for the Deaf and Dumb in Philadelphia for education (Maryland Bulletin February-March 1980: 11). The Columbia Institution for the Instruction of the Deaf and Dumb and Blind (later Gallaudet) was established in 1857 for District of Columbia children, and in 1862 "...the state of Maryland agreed to send its deaf children to the Columbia Institution for their education (Van Cleve and Crouch 1989: 84)".

As was the case with many state residential schools, the impetus for the Maryland program came first from wealthy and influential citizens with deaf children. Eliza Aldridge Ijams was the mother of two deaf children, whom she had sent out of state for their education (Maryland Bulletin Winter 2012-2013: 32). Mrs. Ijams lobbied the wealthy and influential men of her social set and subsequently the Frederick County delegate, Henry Baker, brought legislation for such as school to the General Assembly (Maryland Bulletin February-March 1980:11). The Maryland school for the Deaf was established by act of the General Assembly in 1867. Mrs. Ijams would go on to enroll both her children in the school and serve as Matron upon its opening (Maryland Bulletin February-March 1980:11, Maryland Bulletin Winter 2012-2013: 32).

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The school opened September 1868 on land in Frederick already owned by the State, and most recently used during the Civil War as U.S. Army General Hospital #1 (The Maryland Bulletin Winter 2012-2013: 32). The first school year began on a campus with two late eighteenth century stone barracks as both dormitory and class rooms, a mid-nineteenth century wooden kitchen building and 34 pupils, which increased to 57 during the course of the year (Maryland Bulletin Winter 2008-2009: 38, Maryland Bulletin Winter 2012-2013: 32). Students and Staff used the two stone eighteenth century Hessian barracks from September 1868 until January 1873, when portions of the old main building were occupied (Maryland Bulletin Senior 1968: 163, Gannon 1981: 39, Maryland Bulletin Winter 2008-2009: 39). After demolition of one of the barracks, construction of the north wing of the old main building was completed and the new building fully opened in 1875 (Maryland Bulletin Senior 1968: 163, Maryland Bulletin Winter 2008-2009: 39). Although no longer present on the campus, the four story brick building affectionally known as "Old Main" for most of its life was the center piece of the Maryland School for the Deaf campus for nearly 100 years. The structure was designed by William R. Lincoln and William F. Weber of Baltimore and constructed by William L. Brown (Maryland Bulletin Winter 2012-2013: 33).

From its inception the school was based on a manualist or combined approach to the education of the deaf, which utilized both speechreading and sign language in instruction and everyday life within the school. Although the upper administrative staff were generally persons without hearing impediments, from the earliest stages the Maryland School for the Deaf included deaf instructors, with two of the three first teachers (Charles Grow and his wife Lucinda) being deaf themselves (Maryland Bulletin Winter 2008-2009: 39, Maryland Bulletin Winter 2011-2012: 13).

During the 1870s the school would work to establish itself first at the state level and then as part of the national network of schools for the deaf. Unlike most state residential schools, the Maryland School for the Deaf had viable competition for many of its wealthier students, from both the Pennsylvania Institution and the Columbia Institution. In addition, in 1872 or 1873 the private German-English Knapp School of Baltimore also began to offer instruction to deaf students, albeit in an oralist tradition. Finally, the Maryland Assembly established the Maryland School for the Colored Blind and Deaf in 1872, in the Overlea area of Baltimore City (Maryland Bulletin 2012 Special). Neither the Knapp School, with an estimate lifetime enrollment of approximately 200 deaf students, nor the Maryland School for the Colored Deaf which seems to have struggled with low enrollments into the twentieth century, seem to have substantially effected the Maryland School enrollment. Indeed, the Maryland School for the Colored Deaf instead pulled students from West Virginia in the early 1880s and the Columbia Institution after 1905 (Maryland Bulletin 2012 Special: 5).

By 1880 the Maryland School for the Deaf was well established, with an annual average of 90 students and a total of 230 children having passed through its programs in the twelve years of its existence (Maryland Bulletin March 15 1881: 7). Admittance age was as young as nine, but the school accepted any child up to the age of twenty-one. Students whose families could not afford the modest fees were subsidized by the state upon application. Instruction extended beyond the three basic "Rs" to include subjects such as geography and history, and those students judged able to benefit were also give instruction in speechreading and speech. Vocational training was established early in the school's history, with cabinetmaking, shoemaking, and printing taught to the boys and dressmaking to the girls (Maryland Bulletin March 15 1881: 7).

In 1881 the school established its own "Little Family Paper", a term adopted by the national collective of residential schools for the deaf to refer to the individual newsletters or school publications which circulated not only in the student/parent body of each school, but also among the administrations of the various schools (Maryland Bulletin March 15, 1881), Van Cleve and Crouch 1989: 98). The Maryland Bulletin has been continuously published since that time and has traditionally reported on national debates and scientific studies in addition to school events and alumni news. The Bulletin has historically served to keep a deaf community, originally drawn together from all over the state to attend the school, strongly connected after graduation. It short, before telephones with TDD and social networking sites, the Bulletin helped form the backbone of the Maryland deaf community.

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Alumni of the School have been attending an annual reunion since 1878 (Maryland Bulletin June 18, 1890: 3). Continued expansion of the student body in the early 20th century required subsequent expansion of the campus, a program conceived and initially instituted by then Superintendent Ignatious Bjorlee. In 1926 the state appropriated funds necessary for construction of a vocational and gymnasium building and in 1928 the students moved into classrooms in a new academic building (Maryland Bulletin Senior 1968: 163, Maryland Bulletin February-March 1980: 11). A small additional lot was acquired north of the barracks and used for poultry houses (Maryland Bulletin October 1928, Maryland Bulletin October 1943). Much of the 1930s was devoted to improvements with the Old Main building, including expansion of the dormitory wings, fireproof staircases, expansion of some internal rooms, new flooring, new paint, etc., and expansion and improvement of the powerhouse. A WPA crew spent 1936 working on the school grounds, including work on the brick boundary wall and removal of diseased trees on the campus and 1937 connecting the school to the new Frederick City sewage system (Maryland Bulletin October 1936, Maryland Bulletin October 1937).

World War II resulted in modest changes to the school, as deaf men were not accepted in the military at this time. However, the WWII period represented a peak period of employment opportunity for Maryland's deaf community, which went to work in factories in Washington, Baltimore, and Philadelphia producing the materials needed by the war effort and the nation. Locally, this meant the school saw a shift in the profile of the student body, as older students elected to instead take advantage of these new job opportunities in Maryland's factories and farm fields (Maryland Bulletin October 1942). Economic challenges from the war also meant new capital improvement projects were often delayed, and yearly improvements to the school during this period and the later 1940s generally represent equipment upgrades and necessary maintenance rather than new construction. Student enrollment was reported as relatively steady during the period and into the early 1950s. As the state economy stabilized again, the additional elements of the early capital improvements program were completed. In 1953 the library with study hall was added to the campus, and in 1954 a modern heating plant was installed in the laundry (Maryland Bulletin Senior 1968: 163, Maryland Bulletin February-March 1980: 11). Vocational training was expanded to include bookbinding, as well as typing and cosmetology for girls (Maryland Bulletin October 1953: 1). In 1956 the Maryland School for the Deaf received twelve students from the former Maryland School for the Colored Deaf as part of the integration of programs which closed the latter school (Maryland Bulletin October 1956, Maryland Bulletin 2012 Special).

By the late 1950s and early 1960s enrollment had again soared, and the campus required additional expansion (Maryland Bulletin February-March 1980: 11). The Superintendent of the time, Llyod Ambrosen, began planning a capital improvements program to accommodate the anticipated future demands on the Maryland School for the Deaf. The school requested and received permission for construction of a new primary building (demolished in the early twenty-first century). New dormitories for the intermediate and advanced students were constructed in the early 1960s an occupied in 1964, with a third completed in 1968, and a fourth in 1973 (Maryland Bulletin February 1964, Maryland Bulletin November 1968, Maryland Bulletin February 1973). The Old Main building was declared unfit for purpose and demolished in 1967 after which a new administration building was constructed in 1971 and occupied in 1972 (Maryland Bulletin Senior 1972). During the same period, a national shortage of qualified teachers was occurring. In early 1960 Congress held hearings to address the shortfall in teacher training. Maryland School of the Deaf staff were among the experts giving testimony (Maryland Bulletin April 1960). The Maryland Bulletin issues during the period include frequent notation that staff positions remain open due to lack of qualified applicants, sometimes as many as four or five positions in a year.

In the mid-twentieth century major concerns at the Maryland School for the Deaf reflected the larger context of deaf education in America. After 50 years of oralism as the prevailing model among school administrators and governing bodies (most of whom were not deaf), the deaf community had finally begun to make headway in their counter arguments. The Congressional Best Study of 1946 and the subsequent Gallagher Study, while intended to improve education at the Congressionally supported Columbia Institution (Gallaudet), also opened the door to a renewed debate about the failure of primarily oral teaching programs and the need

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for combined or flexible teaching methods for deaf students (Gannon 1981: 233-237). The Maryland School, like most of its state residential school compatriots, was keenly involved in the debate, republishing academic articles rebutting the oralism position in The Maryland Bulletin, and including local opinion pieces in support of the combined approach (see for instance the March, April, and October 1960 issues of the Maryland Bulletin). Even during the height of oralism in America, the Maryland School had never banned the use of sign language among students, or even between students and teachers. By the late 1960s the philosophy had an accepted name "Total Communication", and the Maryland School for the Deaf was one of the first if not the first residential school to officially adopt the system (Maryland Bulletin March 1968, Gannon 1981: 369).

Despite its mid-twentieth century capital improvement program, the school once again found itself facing overcrowding in response to increased numbers of deaf children associated with the 1964-1965 outbreak of rubella in the state of Maryland (Maryland Bulletin December 1966: 36, Maryland Bulletin Senior 1968: 163). By 1969 the school had requested and received permission to open a second campus to be located in Columbia, Maryland. The Elementary portion of the MSD Columbia Campus was opened in 1973, and a program for children with multiple handicaps joined it in 1974 (Maryland Bulletin October 1974, Maryland Bulletin December-January 1973-1974, Maryland Bulletin February-March 1980: 12). Additional land was purchased for the MSD Frederick Campus in 1960, 1964, 1966, and again in 1979, and the new Gymnasium was opened in 1974 and the Vocational building at the end of 1974 on the separate southeast portion of the campus (Maryland Bulletin October 1960, Maryland Bulletin October 1974, Maryland Bulletin February-March 1980: 12). Programs were expanded to include work study and job placement programs as well as vocational programs, while the vocational programs themselves were modified to keep pace with the changing technology of the times. The school established a Preschool and Parent Counseling program for students not yet old enough to enter the school.

The last quarter of the twentieth century witnessed a number of changes in the education of the deaf in Maryland resulting in part from new technologies for hearing assistance, more standardized childhood testing of hearing impairment, improvements communication and education, and the introduction of the federally mandated concept of Least Restrictive Environment (LRE) in 1975 through the Education for All Handicapped Children Act (later the Individuals with Disabilities Education Act [IDEA]). The Little Family Papers of the time, including the Maryland Bulletin, were full of articles and opinion pieces addressing how to balance the need to follow federal LRE mandates with the deaf community's need for self-determination in education, as well as pieces on how best to approach state legislatures with the available evidence supporting specialized schools such as MSD and even Gallaudet. The old concept of day classes, or more correctly, mainstreaming deaf education into the public school system had to be balanced against the proven effectiveness of immersion education in schools such as MSD.

In addition, the establishment of the MSD Columbia Campus, the increased number of hearing impaired students into the public school system, and better testing to identify the profoundly deaf student earlier in the education process allowed MSD to deal with one of its ongoing issues- the need to provide education to students who arrived at the school with varying degrees of academic progress. Through much of the earlier twentieth century, students arriving at MSD from public schools frequently had levels of academic progress well below their age peers, a result of student frustration and incomplete comprehension due to ill-suited teaching methods.

Moving into the twentieth first century, MSD began development of a new Strategic Plan for the school (Maryland Bulletin 2004 Special). The new plan was developed with widespread outreach to both the community of educators and Maryland's deaf community and was conducted in part to accommodate new federal regulations in education, such as the No Child Left Behind Act of 2001. One of the goals of the new Strategic Plan was to improve MSD's use of Information Technology, i.e. to update and expand the technological learning aids available to its student body. Other program changes addressed academic needs to meet the new federal mandates for achievement testing in reading and math.

The Strategic Plan also incorporated the 15 Year Facilities Master Plan of 2001 for upgrade and expansion of the MSD Columbia

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and Frederick Campuses. Plans for the Frederick Campus in the early twenty-first century included new elementary classrooms, new student housing, a Family Education building, a new Student Support Services building and a cafeteria. Proposed demolition included all four existing dormitories, as well as the former Kent-McCanner Primary building, and the old boiler plant. As of the present time, the new cafeteria has been completed (opened in 2012), a new student center has been constructed in the southeastern extension of the campus (opened 2009) and new student housing is in development. The former Primary building has been demolished, and a new bus loop constructed. Other campus changes have been less dramatic, such as the expansion and renovation of Shockley house, the Superintendent's home since 1953, subsequently used first by the Family Education/Early Intervention Department and most recently by the Life Based Education Program which provides high school students the opportunity to prepare for independent living situations (Maryland Bulletin Fall 2003: 7). Similar projects include extensive renovation of the Old Barracks to return them to the eighteenth century appearance (2016) and adaption of the BJORLEE Library to function as the MSD museum (2007).

National Development Context

At the time of the school's opening, MSD reflected a general movement in America toward the formation of residential schools for the education of the deaf. The first permanent school for the deaf opened in Hartford, Connecticut 1817, as the Connecticut Asylum for the Education and Instruction of the Deaf and Dumb Persons (later the American School for the Deaf). By the time the Maryland School for the Deaf opened in 1868 there were dozens of such schools along the eastern seaboard and even a small handful of such schools West of the Appalachians in locations such as Missouri and Kentucky.

Instruction in these schools typically followed the French methodology brought back to America by Thomas Gallaudet and Laurent Clerc when they helped found the American School for the Deaf. This method relied heavily upon the use of natural sign as developed in France and modified in America, and was the predominate philosophy for deaf education into the late nineteenth and early twentieth century.

The late nineteenth century brought significant changes to the national (and international) approach to education for the deaf. The 1880 Milan Second International Congress on Education of the Deaf resulted in a vote to ban the use of sign language in the teaching of deaf students. Notably, the dissenting voices included all five American and the one British attendee to the conference (Gannon 1981: 65). Made most visible by Alexander Graham Bell, the tide of opinion turned towards oralism or the German Method, which placed primary emphasis on the teaching of speechreading and oral language skills in order to bring the deaf into common society. The use of sign language was put forth as an impediment to the development of proper language skills and full socialization (Gannon 1981: 59-92, Van Cleve and Crouch 1989 93, 106-127, Van Cleve 2007).

Oralism, with its focus on teaching deaf students to lip read and speak, appealed to the general public and to parents of deaf children as it offered hope that these deaf individuals could be integrated into the general American Society.

Hearing parents objected to sign language because they believed its use prevented their children from practicing speech and thus being "normal." Politicians thought that instruction by means of sign language made deaf education needlessly expensive. Hearing teachers and their professional associations argued that signs interfered with the socialization of deaf children, as the use of languages other than English supposedly interrupted the socialization of immigrant children (Van Cleve and Crouch 1989: 106-107).

Bell's viewpoints, although extreme and tied to the American eugenics movement, were largely sympathetic to viewpoints in Europe, especially Italy and France. Oralism became the dominate philosophy for education of the deaf in the early twentieth century, and by 1920 a survey of American schools reported that nearly 80 percent of deaf students were taught without the use of any sign language (Van Cleve and Crouch 1989: 122). At the national level this Oralism movement gave rise to opposition from the deaf themselves in the form of the organization of the National Association of the Deaf (NAD) in 1880, an organization which

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Reviewer, Office of Preservation Services						Date						
_____						_____						
Reviewer, National Register Program						Date						

would become central to the development and support of the American deaf community in the twentieth century (Van Cleve and Crouch 1989: 88).

At a local level the emergence of Oralism could be seen in the increased emphasis on speechreading and speech skills at the residential schools, with many state schools receiving mandates from their governing bodies to exclude sign language completely. The Maryland School for the Deaf was fortunate to not receive such a mandate from either the General Assembly or its Board of Visitors, but during the period from 1880 to 1920 the number of teachers of articulation increased steadily despite a slower increase in the student body. In 1890 the school noted two teachers for articulation, which became three in 1900, and then five in 1910 (Maryland Bulletin September 20, 1890, Maryland Bulletin September 26, 1900, Maryland Bulletin September 28, 1910). No number was published for the opening of the 1920 school year, which saw a record 150 students for the year (Maryland Bulletin October 1920).

Despite increasingly organized and impassioned rebuttal from the deaf community, Oralism remained the predominate educational philosophy in America until the World War II period, although Gannon noted a return to combined teaching methods (incorporation of sign as well as oral teaching) in religious teaching in the 1930s and 1940s (Gannon 1981: 193). It was not until the late 1940s however, that the general education of the deaf experienced a reorientation towards manual teaching methods, motivated by debate around Gallaudet College.

After World War II, Congress, as the funding agency behind the Columbia Institution, began to question the efficiency and expanse of maintaining a dedicated school for the deaf. Congress sponsored first the 1946 Best Study, and the subsequent Gallagher Study as a way to streamline Gallaudet. The resultant debate motivated studies across the country, which provided the evidence that the deaf community needed to support the argument they had been making since the turn of the century- that integrated oralist teaching environments actually produced poorly prepared students. This is a position that Olaf Hanson pointed out in 1901:

"... deaf students would fall behind academically in any situation where they had to rely on speech and speechreading to communicate with their teachers or with each other. In an oral environment," he wrote, "deaf children took so long to acquire 'a fair command of language' that they did not have the time or the ability to learn other subjects" (Van Cleve 2007: 126). The subject remained hotly debated through the 1950s, as evidence mounted with each new study and, most importantly, as the American deaf community continued to organize and grow in influence.

By the 1960s the deaf community had become a loud enough voice to begin to gain control of their own education, and strongly advocated for a return to a mixed manualist philosophy. In 1960 a collaboration between educators from both oralist and manualist approaches gave birth to the Council on Education for the Deaf (CAD) (Scouten 1984: 308). Llyod Ambrosen, then Superintendent of the MSD, was one of the delegates. The Rochester Method, which included fingerspelling during oral instruction, was introduced in the Riverside campus of the California School for the Deaf in the late 1950s (Scouten 1984: 314), and David Anthony introduced his Seeing Essential English system (SEE), which linked manual sign and English grammatical construction, in the early 1960s (Scouten 1984:315). The 1965 Babbage Report, based on a national survey of deaf educators, provided federal level support for a return to combined educational methods and called out several key areas in need of new perspectives (Scouten 1984: 322-324). Central among these was the shifting nature of America's deaf population (fewer children losing their hearing later in childhood), the unique challenges of language acquisition for the deaf child, and the critical need to identify and properly place deaf children at an early stage which necessitated early testing and parental counselling. At the same time, Dr. William Stokoe was studying ASL from a linguistics perspective and began publishing his studies in 1960, concluding that ASL was in fact a true "natural language" and inspiring a series of similar studies of the language (Gannon 1981: 364-367).

MARYLAND HISTORICAL TRUST REVIEW

Eligibility recommended _____

Eligibility not recommended _____

Criteria: A B C D Considerations: A B C D E F G

MHT Comments:

Reviewer, Office of Preservation Services

Date

Reviewer, National Register Program

Date

By 1967 deaf educators were debating a new philosophical approach, termed "Total Communication" by Roy Holcomb, a deaf instructor at the Indiana School for the Deaf (Scouten 1984: 327-328). Overall, the philosophy would come to advocate a combination of fingerspelling, sign language, lipreading, and oral instruction individually tailored to the child under instruction. Holcomb's specific approach advocated the use of SEE. While Holcomb continued to advocate this approach after his move to the California School, the American Instructors for the Deaf (AID) debated its nature and usefulness into the mid-1970s. Some state schools however, had been quietly using Holcomb's approach throughout the twentieth century (Scouten 1984: 327-328). MSD was one such school, and it officially adopted the approach under Superintendent David Denton in 1968 (Maryland Bulletin March 1968).

Introduction of the national Education for All Handicapped Children Act (later the Individuals with Disabilities Education Act [IDEA]) represented the next major wave of changes in education of the deaf. Ironically, at a time when education for the deaf was moving towards educational philosophies developed by the deaf community themselves, IDEA mandated the concept of Least Restrictive Environment (LRE)- a push to mainstream as much education of handicapped individuals as possible. Educators of the deaf once again found themselves pressured to prioritize day classes within public school systems, which rarely had sign language trained teaching staff, over specialized schools such as MSD and individualized approaches such as those advocated by the Total Communication philosophy.

Evaluation of significance

Criterion A

The historical core of the Frederick Campus of the Maryland School for the Deaf is eligible under Criterion A as associated with the development, support, and advancement of the Deaf community in Maryland. The Maryland School for the Deaf was the first institution of deaf education in Maryland and is the only successful continuing institution. Since at least 1890, the school has functioned as a physical meeting place for its annual alumni reunions and a central communication hub through its Maryland Bulletin for the elite of Maryland's Deaf community. The School, its Superintendents, and many of its alumni have served as key advocates for the Deaf and Deaf education at both the State and National Level. The suggested period of significance is 1867 to 1975, when federal education legislation fundamentally changed the focus and structure of deaf education in America.

Criterion C

Nearly all of the buildings on the Maryland School for the Deaf historic campus, except for the pre-existing Hessian Barracks date from the mid and late twentieth century. Thus, they are a cohesive group of mid-century, colonial-influenced institutional architecture situated on a planned campus. Most of the buildings date from the decade between 1962 and 1973, giving the campus a tightly defined period of construction history. While the buildings are not individually highly significant architectural examples, they together form a cohesive grouping of 1960s-early 1970s campus architecture. Moreover, all the buildings on the campus, including the Hessian Barracks, which originally housed the school, are tightly associated with the school's history. The campus meets National Register Criterion C as a notable collection of twentieth century institutional architecture and landscape features which retain a high level of integrity to the period of construction. The eighteenth century Hessian Barracks are already listed individually in the National Register.

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March 15, 1881

June 18, 1890

MARYLAND HISTORICAL TRUST REVIEW													
Eligibility recommended _____				Eligibility not recommended _____									
Criteria:	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	Considerations:	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	
MHT Comments:													
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Reviewer, Office of Preservation Services							Date						
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Reviewer, National Register Program							Date						

- September 26, 1890
- September 28, 1900
- October 1920
- October 1928
- October 1936
- October 1938
- October 1942
- October 1943
- October 1952
- October 1953
- April 1960
- March 1960
- October 1960
- October 1962
- November-December 1962-1963
- February 1964
- February 1966
- December 1966
- February 1967
- December 1967
- March 1968
- Senior 1968
- November 1968
- January 1971
- Senior 1972
- October 1972
- February 1973
- December-January 1973-1974
- October 1974
- February-March 1980
- Fall 2003
- Fall 2006
- Special 2004
- Winter 2007-2008
- Winter 2008-2009
- Winter 2011-2012
- Spring 2012
- Winter 2012-2013
- Winter 2016-2017

Scouten, Edward L

1984 Turning Points in the Education of Deaf People. Rochester, New York, National Technical Institute for the Deaf, Rochester Institute of Technology.

Van Cleve, John Vickery ed.

MARYLAND HISTORICAL TRUST REVIEW

Eligibility recommended _____

Eligibility not recommended _____

Criteria: ___ A ___ B ___ C ___ D Considerations: ___ A ___ B ___ C ___ D ___ E ___ F ___ G

MHT Comments:

Reviewer, Office of Preservation Services

Date

Reviewer, National Register Program

Date

2007 The Deaf History Reader. Gallaudet University Press, Washington D.C.

Van Cleve, John Vickery

2007 The Academic Integration of Deaf Children: A Historical Perspective. . In The Deaf History Reader. Van Cleve, John Vickery ed. Gallaudet University Press, Washington D.C.

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Van Cleve, John V and Barry Crouch

1989 A Place of Their Own: Creating the Deaf Community in America. Gallaudet University Press, Washington D.C.

MARYLAND HISTORICAL TRUST REVIEW

Eligibility recommended _____

Eligibility not recommended _____

Criteria: A B C D Considerations: A B C D E F G

MHT Comments:

Reviewer, Office of Preservation Services

Date

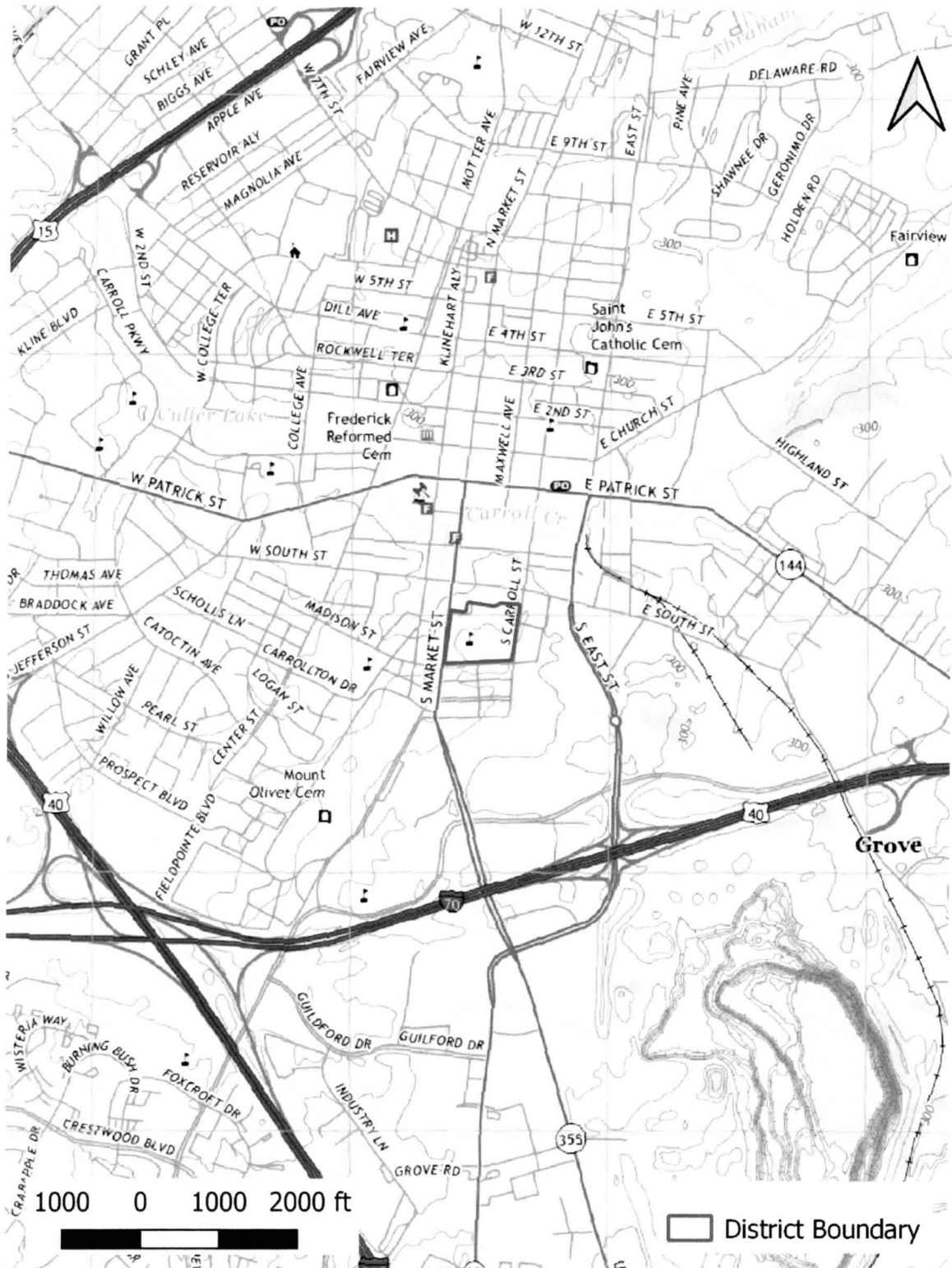
Reviewer, National Register Program

Date

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 1

MIHP No: F-3-288

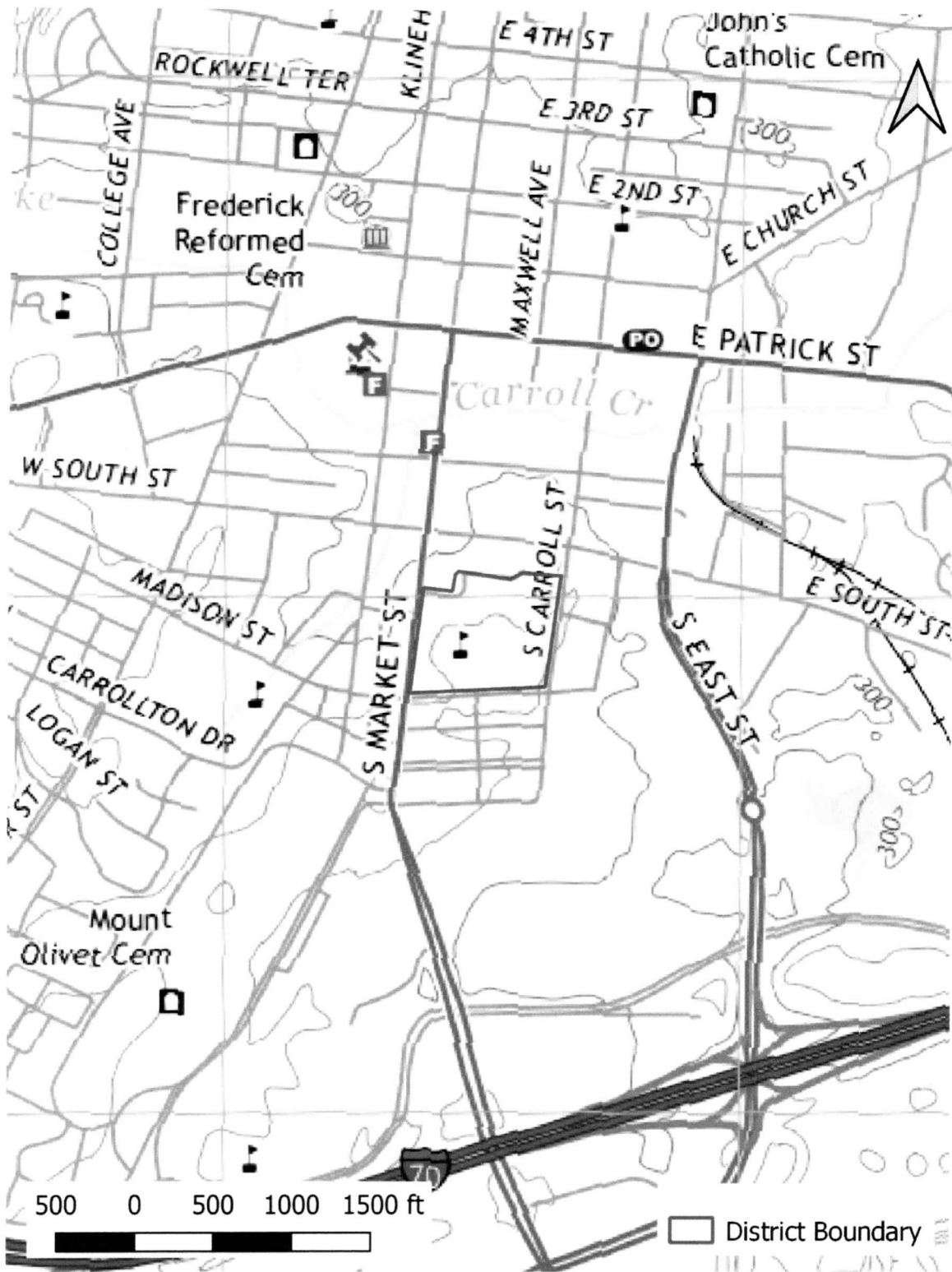


F-3-288
Maryland School for the Deaf Historic District
USGS 2019 Topographic Quadrangle
Frederick MD Quadrangle 7.5 Minute
1:24,000

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 2

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
USGS 2019 Topographic Quadrangle
Frederick MD Quadrangle 7.5 Minute
1:12,000

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 4

MIHP No: F-3-288

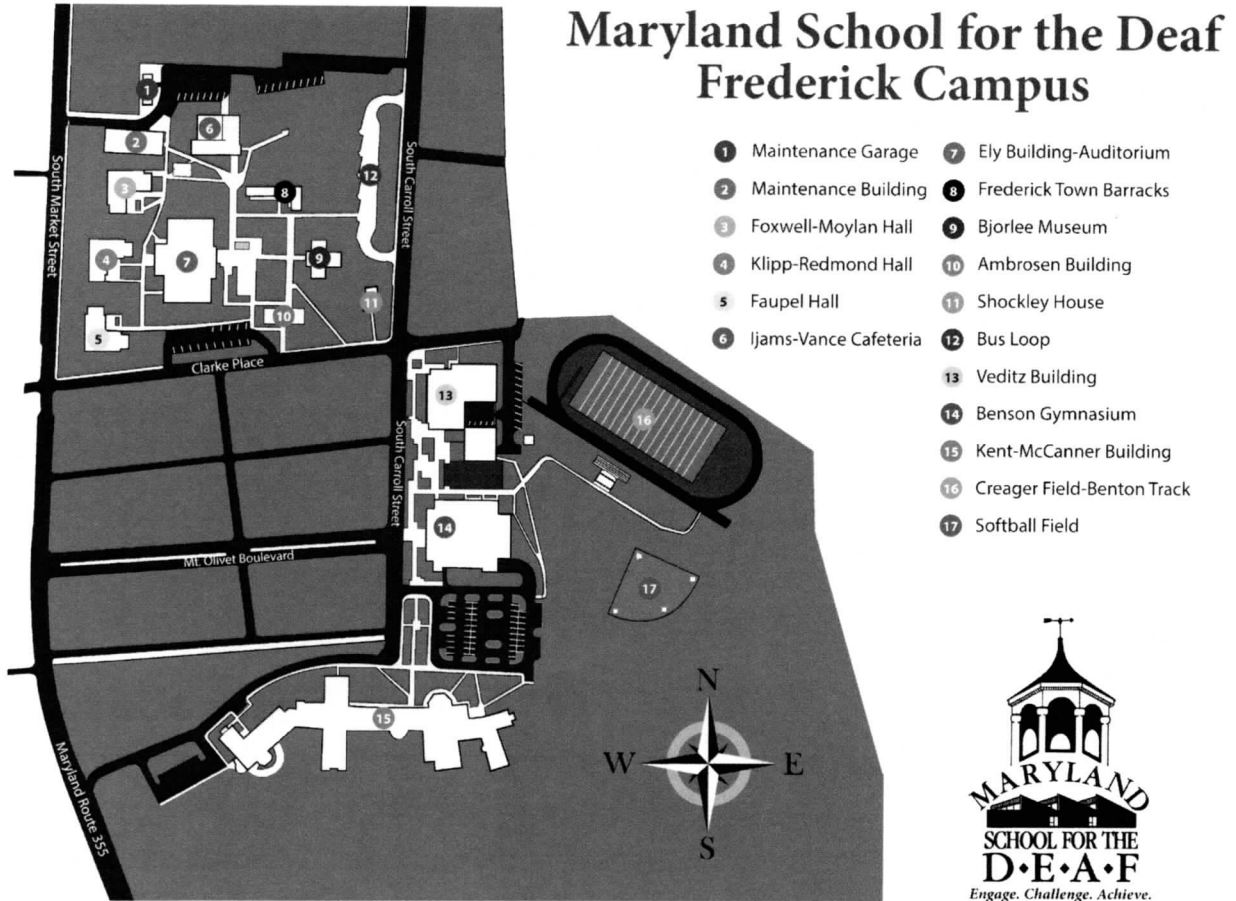


F-3-288
Maryland School for the Deaf Historic District
2017 Maryland Six Inch Imagery Service Aerial Photograph (courtesy of MD iMap)

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 5

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick Campus Map, courtesy of the Maryland School for the Deaf

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 6

MIHP No: F-3-288



F-3-288

Maryland School for the Deaf Historic District

Pre 1873 photograph of the original Maryland School for the Deaf campus, showing the two former Hessian Barracks buildings. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* Fall 2014.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 7

MIHP No: F-3-288



F-3-288

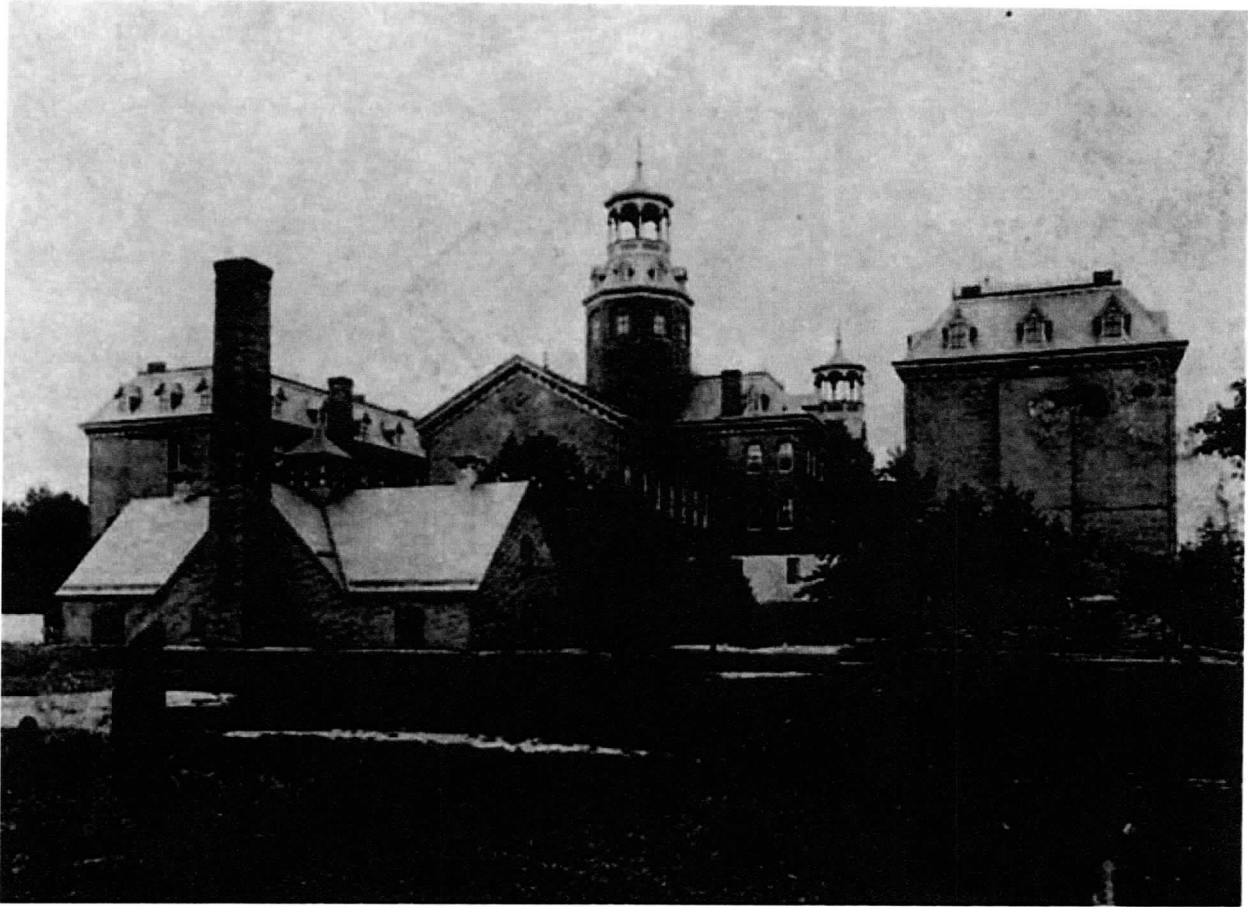
Maryland School for the Deaf Historic District

Circa 1873 photograph of the original Maryland School for the Deaf campus, showing the two former Hessian Barracks buildings and the Old Main Hall under construction. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* February-March 1980.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 8

MIHP No: F-3-288



F-3-288

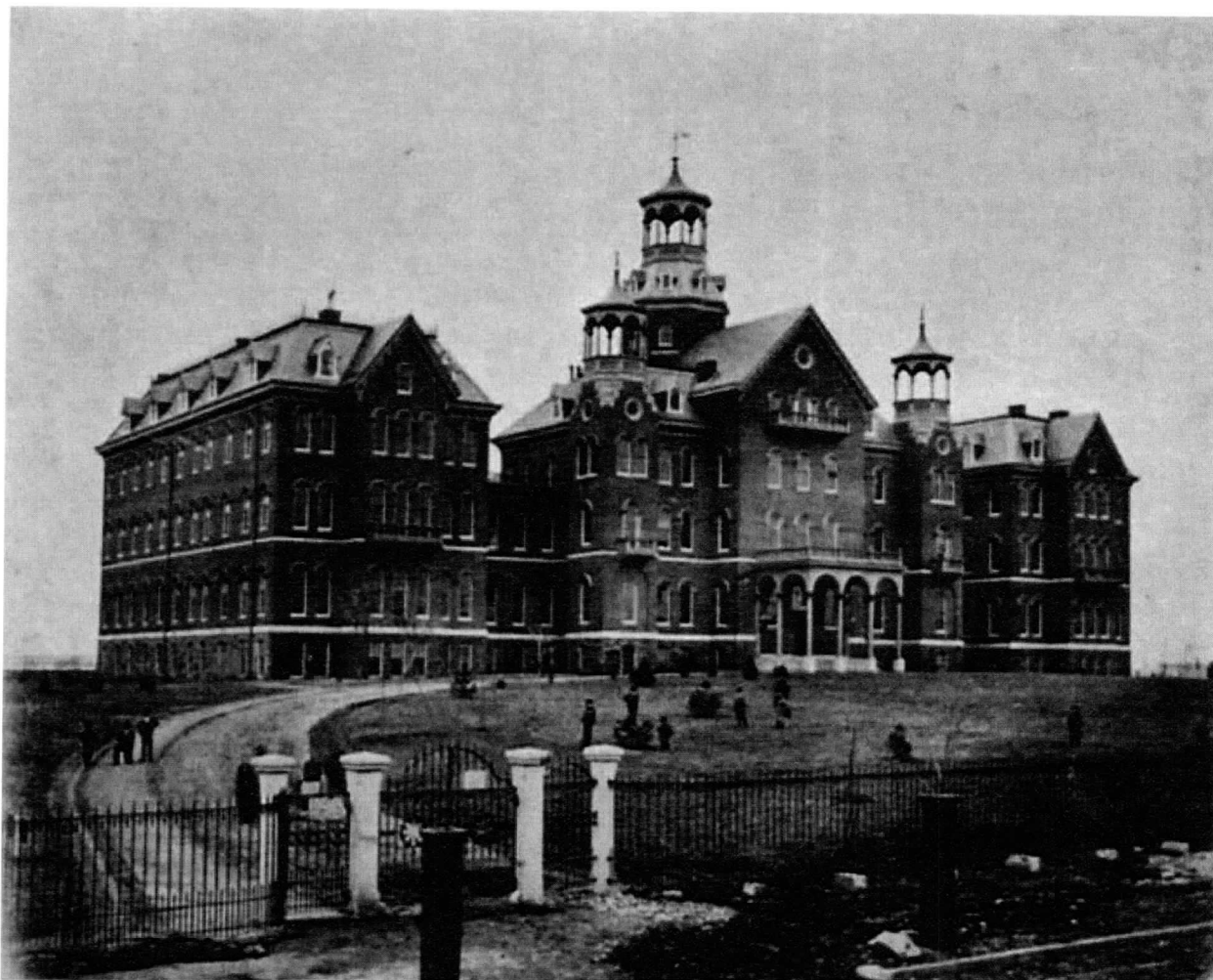
Maryland School for the Deaf Historic District

Undated photograph of the Maryland School for the Deaf looking east towards the Old Main Hall (background) and original heating plant (foreground). Courtesy of the Maryland School for the Deaf *Maryland Bulletin* February-March 1980.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 9

MIHP No: F-3-288



F-3-288

Maryland School for the Deaf Historic District

Undated photograph of the Maryland School for the Deaf looking west towards the Old Main Hall from South Market Street. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* February-March 1980.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 10

MIHP No: F-3-288



F-3-288

Maryland School for the Deaf Historic District

Circa 1962 concept sketch of the 1964 "New" dormitories along South Market Street. Foxwell-Moylan Hall is to the left, the former Barry Hall is to the center. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* November-December 1962.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 11

MIHP No: F-3-288



F-3-288

Maryland School for the Deaf Historic District

Spring 1968 photograph of Faupel Hall under construction. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* Senior 1968.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 12

MIHP No: F-3-288



F-3-288

Maryland School for the Deaf Historic District

1973 aerial photograph of the Maryland School for the Deaf looking west from South Market Street. Courtesy of the Maryland School for the Deaf *Maryland Bulletin* February 1973.

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 13

MIHP No: F-3-288

Photo Log

MIHP No.: F-3-288

MIHP Name: Maryland School for the Deaf Historic District Historic District

County: Frederick

Photographers: Meredith Katz

Dates: August 02, 2021

Image File Name	Image Description
F-3-288 2021-08-02 01.tif	Building 1; Maintenance Garage, south and east elevations
F-3-288 2021-08-02 02.tif	Building 1; Maintenance Garage, west elevation
F-3-288 2021-08-02 03.tif	Building 2; Maintenance Building, south elevation
F-3-288 2021-08-02 04.tif	Building 2; Maintenance Building, north elevation
F-3-288 2021-08-02 05.tif	Building 3; Foxwell-Moylan Hall, south and east elevations
F-3-288 2021-08-02 06.tif	Building 3; Foxwell-Moylan Hall, east elevation
F-3-288 2021-08-02 07.tif	Building 4; Klipp-Redmond Hall, south and east elevations
F-3-288 2021-08-02 08.tif	Building 4; Klipp-Redmond Hall, north and east elevations
F-3-288 2021-08-02 09.tif	Building 4; Klipp-Redmond Hall, north and west elevations
F-3-288 2021-08-02 10.tif	Building 5; Faupel Hall, north and east elevations
F-3-288 2021-08-02 11.tif	Building 5; Faupel Hall, north elevation
F-3-288 2021-08-02 12.tif	Building 5; Faupel Hall, east elevation
F-3-288 2021-08-02 13.tif	Building 6; Ijams-Vance Cafeteria, south elevation
F-3-288 2021-08-02 14.tif	Building 6; Ijams-Vance Cafeteria, north and west elevations
F-3-288 2021-08-02 15.tif	Building 7; Ely Building-Auditorium, west elevation
F-3-288 2021-08-02 16.tif	Building 7; Ely Building-Auditorium, east elevation
F-3-288 2021-08-02 17.tif	Building 8; Frederick Town Barracks, south and west elevations
F-3-288 2021-08-02 18.tif	Building 8; Frederick Town Barracks, east and north elevations
F-3-288 2021-08-02 19.tif	Building 9; Bjorlee Museum, west elevation
F-3-288 2021-08-02 20.tif	Building 9; Bjorlee Museum, west and south elevations
F-3-288 2021-08-02 21.tif	Building 10; Ambrosen Building, north elevation
F-3-288 2021-08-02 22.tif	Building 10; Ambrosen Building, south elevation
F-3-288 2021-08-02 23.tif	Building 11; Shockley House, west and south elevations
F-3-288 2021-08-02 24.tif	Building 11; Shockley House, west elevation
F-3-288 2021-08-02 25.tif	Building 11; Shockley House, east and north elevations

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 14

MIHP No: F-3-288

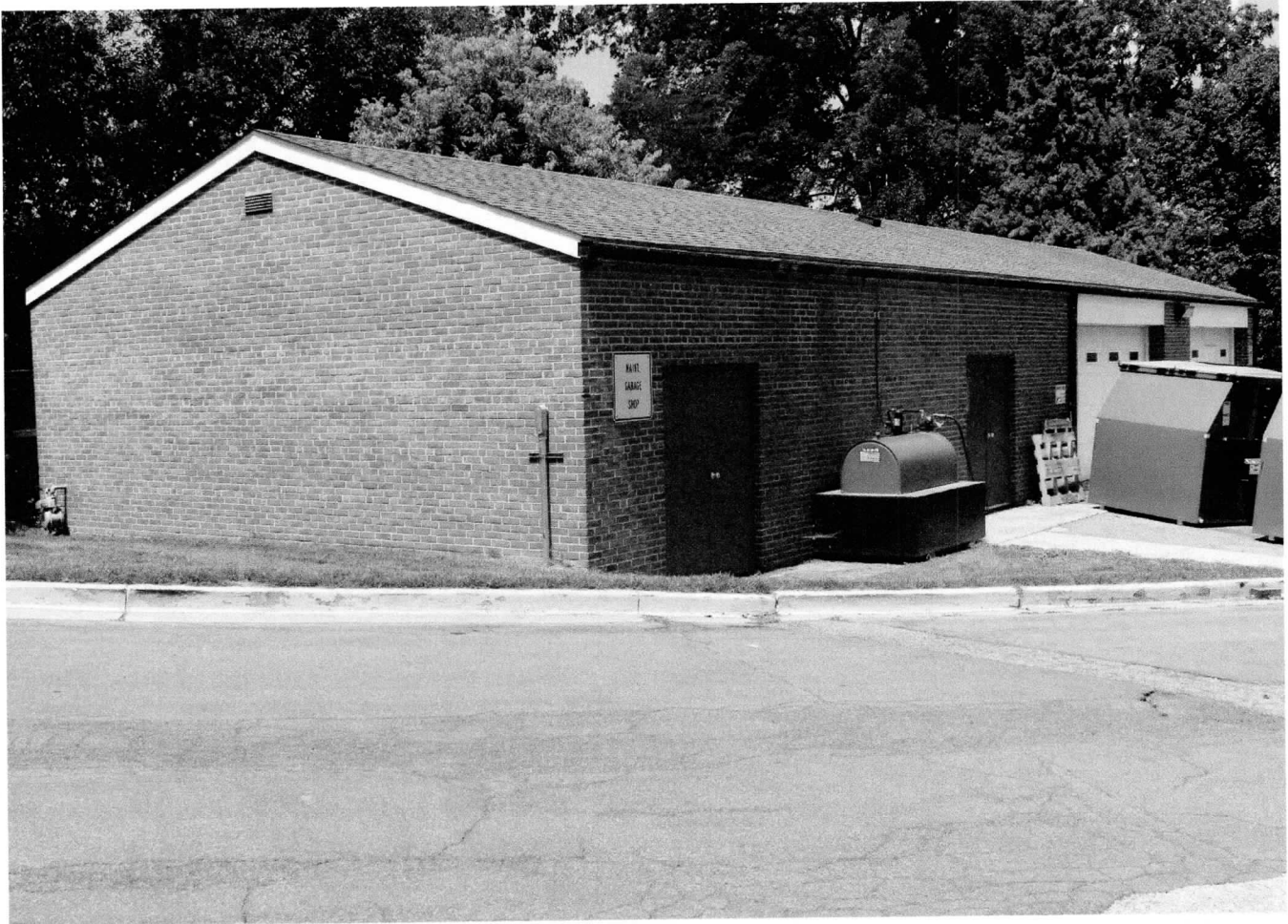


F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 15

MIHP No: F-3-288

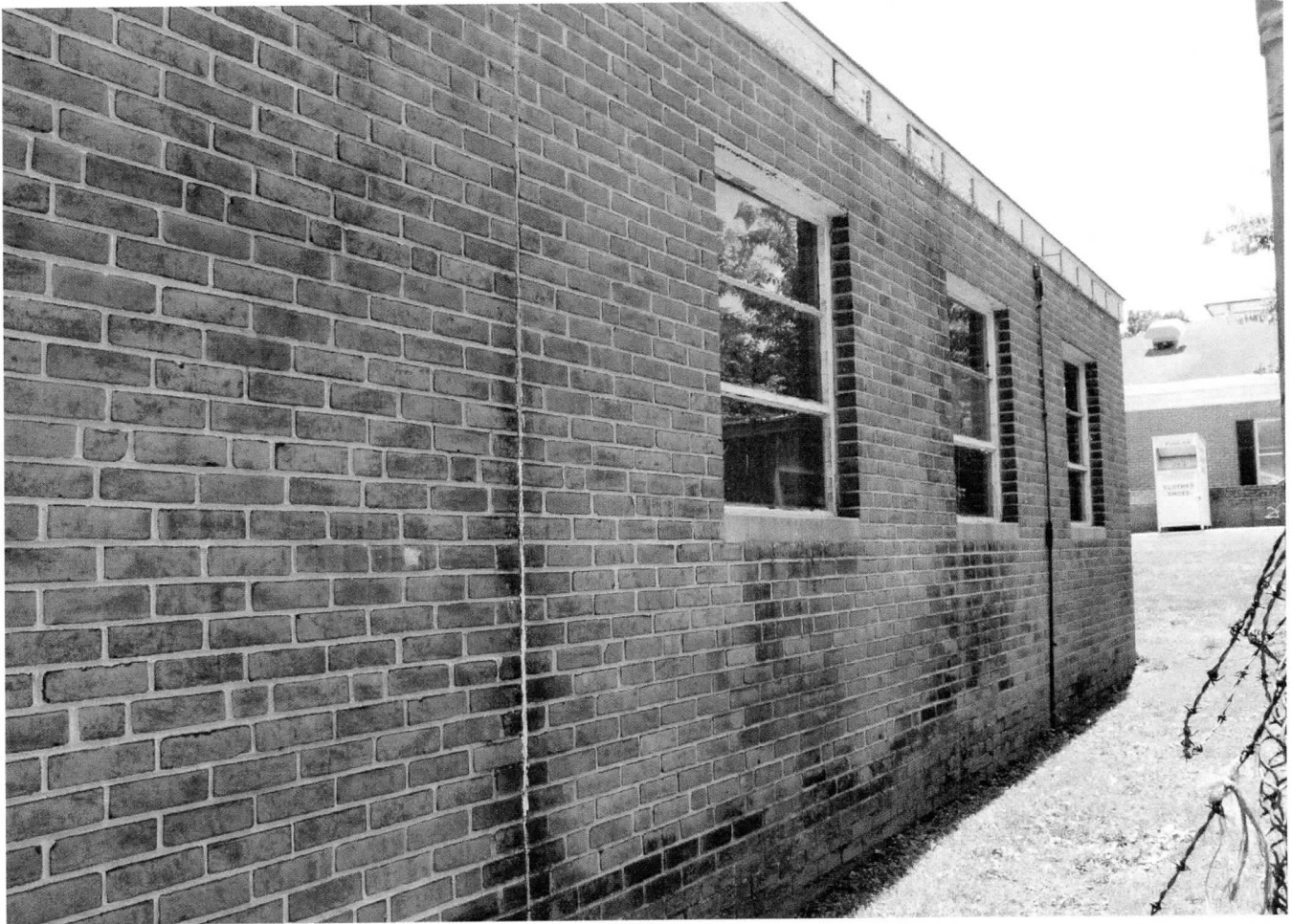


F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 1; Maintenance Garage, south and east elevations
01/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 16

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 1; Maintenance Garage, west elevation
02/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 17

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 2; Maintenance Building, south elevation
03/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 18

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 2; Maintenance Building, north elevation
04/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 19

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 3; Foxwell-Moylan Hall, south and east elevations
05/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 20

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 3; Foxwell-Moylan Hall, east elevation
06/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 21

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 4; Klipp-Redmond Hall, south and east elevations
07/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 22

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 4; Klipp-Redmond Hall, north and east elevations
08/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 23

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 4; Klipp-Redmond Hall, north and west elevations
09/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 24

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 5; Faupel Hall, north and east elevations
10/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 25

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 5; Faupel Hall, north elevation
11/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 26

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 5; Faupel Hall, east elevation
12/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 27

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Ijams-Vance Cafeteria, south elevation
13/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 28

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 6; Ijams-Vance Cafeteria, north and west elevations
14/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 29

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 7; Ely Building-Auditorium, west elevation
15/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 30

MIHP No: F-3-288

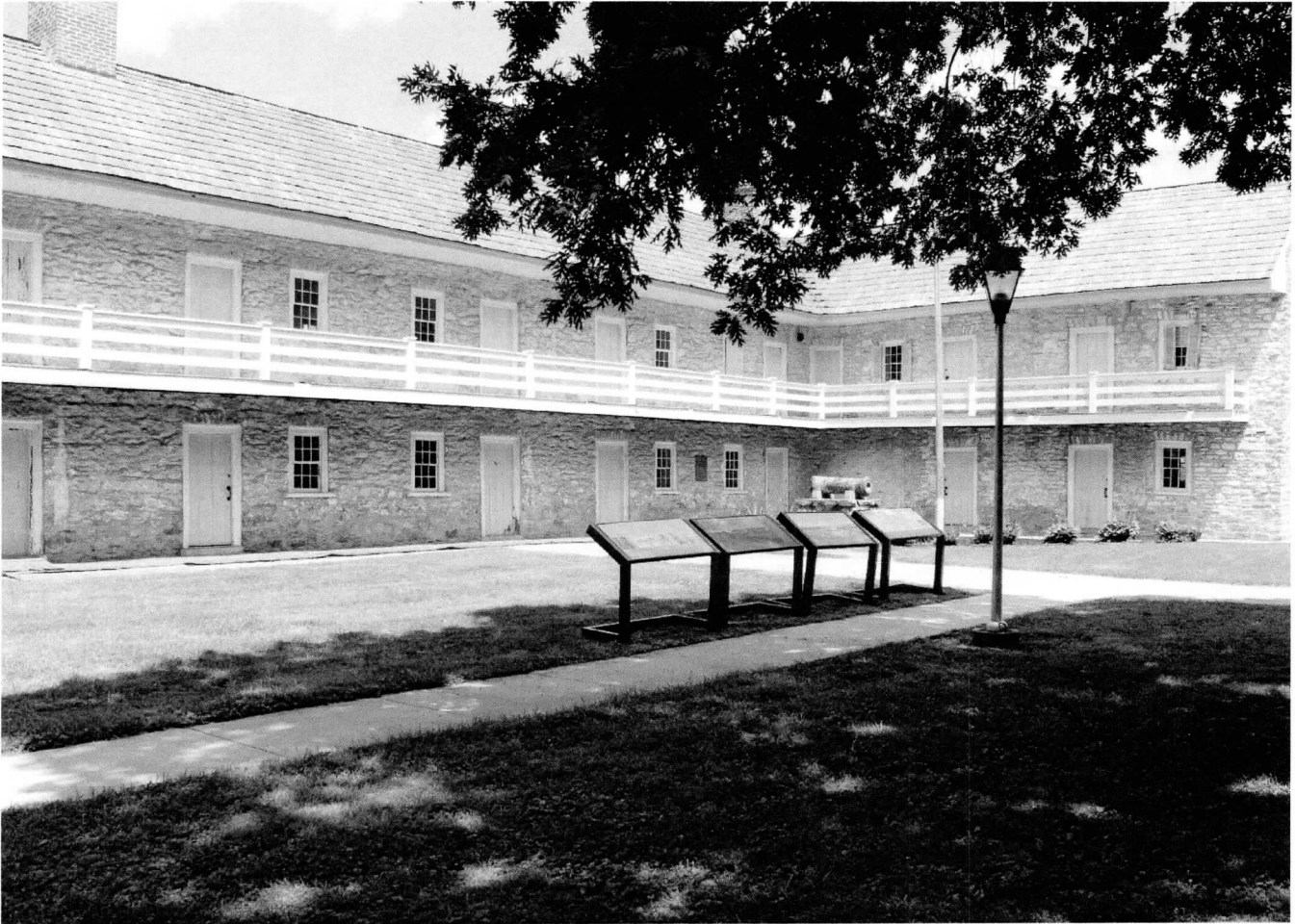


F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 7; Ely Building-Auditorium, east elevation
16/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 31

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 8; Frederick Town Barracks, south and west elevations
17/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 32

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 8; Frederick Town Barracks, east and north elevations
18/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 33

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 9; BJORLEE MUSEUM, west elevation
19/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 34

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 9; Bjorlee Museum, west and south elevations
20/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 35

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 10; Ambrosen Building, north elevation
21/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 36

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 10; Ambrosen Building, south elevation
22/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 37

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 11; Shockley House, west and south elevations
23/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 38

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 11; Shockley House, west elevation
24/25

MARYLAND HISTORICAL TRUST
NR-ELIBILITY REVIEW FORM

Continuation Sheet No. 39

MIHP No: F-3-288



F-3-288
Maryland School for the Deaf Historic District
Frederick City, Frederick County, Maryland
Meredith Katz
August 02, 2021
Building 11; Shockley House, east and north elevations
25/25