

# Maryland Historical Trust

## Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

### 1. Name of Property

Montrose School

historic Maryland Industrial School for Girls  
other Montrose School

### 2. Location

street and number 13700 Hanover Road \_\_\_ not for publication  
city, town Reisterstown \_\_\_ vicinity  
county Baltimore County

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

name State of Maryland Use of The Military Department  
street and number 13700 Hanover Road telephone  
city, town Reisterstown state Maryland zip code 21136

### 4. Location of Legal Description

Courthouse, registry of deeds, etc. Circuit Court for Baltimore City liber 08312 folio 00339  
city, town Baltimore tax map 0039 tax parcel 0068 tax ID number

### 5. Primary Location of Additional Data

\_\_\_ Contributing Resource in National Register District  
\_\_\_ Contributing Resource in Local Historic District  
☒ Determined Eligible for the National Register/Maryland Register  
\_\_\_ Determined Ineligible for the National Register/Maryland Register  
\_\_\_ Recorded by HABS/HAER  
☒ Historic Structure Report or Research Report at MHT  
\_\_\_ Other: \_\_\_\_\_

### 6. Classification

Category	Ownership	Current Function	Resource Count
___ district	<input checked="" type="checkbox"/> public	___ agriculture	Contributing
___ building(s)	___ private	___ landscape	<input checked="" type="checkbox"/>
___ structure	___ both	___ commerce/trade	Noncontributing
<input checked="" type="checkbox"/> site		___ recreation/culture	___ buildings
___ object		___ defense	___ sites
		___ religion	___ structures
		___ domestic	___ objects
		___ education	___ Total
		___ funerary	
		<input checked="" type="checkbox"/> government	
		___ unknown	
		___ health care	
		___ vacant/not in use	
		___ industry	
		___ other:	

Number of Contributing Resources  
previously listed in the Inventory  
2

---

## 7. Description

Inventory No. BA-3207

---

### Condition

<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins
<input type="checkbox"/> fair	<input type="checkbox"/> altered

---

### Property Description:

Over the 486 acres of the Maryland Industrial School for Girls (BA-3207), there are over 20 acres that include significant structures and buildings that add to the historic context of the school. Located in Reisterstown, Maryland, it is home of the Montrose Mansion and Chapel and was used as a summer home and farmland by local residents throughout the eighteenth, nineteenth, and twentieth centuries. The Maryland owned industrial school moved to this location in the 1920s from their previous home in Baltimore, Maryland, and was shut down in 1989. It was then bought by the Maryland National Guard who moved in, repurposed many of the existing buildings (averaging 7 in total) whilst adding a number of their own. Upon their schools' arrival there was only the Montrose Mansion and Chapel, both of which have been listed on the National Register of Historic Places. Construction began to create school buildings, cottages for the students, and miscellaneous structures for use by the school. It is in the 1920s and 30s that these structures are built, however, improvements to the site as well as additional buildings were constructed until the 1980s. The one-acre plot within the site that contains the Bond Cottage, constructed in 1923 and renovated throughout the 1980s, is the structure of investigative importance.

The structure surveyed for this form is the Bond Cottage. As it sits today, the cottage was reused to house military barracks, but no major reconstruction was done to the physical structure of the building. The second floor is most accurate in portraying the environment the girls were living in when it was used as their school grounds in the twentieth century. The Bond Cottage was constructed as a two-story, three-unit fieldstone building. It stands at 20.5 ft tall and 116 ft in length with a low-pitched hipped roof, fieldstone materials, and eleven bays with thirteen windows. The principal entrance façade, facing west, extends 5 inches from the front elevation and contains the stairs that lead up to a single unpaneled door with a square glass window. The steel door is outlined by wood paneling with a small decorative crown. Above the decorative door paneling are two separate single-hung windows with a double-hung window between them with connecting singles on either side. On either side of the juted entrance elevation is a continuing two-story façade containing three single-hung windows on both the first and second stories and a double-hung fenestration on the first and second story of the east/west most side of the elevations. Each fenestration has a stone sill with keystone designs above.

The north and south side facing elevations are precisely the same in construction. Both have windows set in concrete and are outlined on the sides and bottom with the same fieldstone exterior with three double-hung fenestrations on the first and second stories. All windows have cement sills with no other decoration. The west facing elevation has a flat fieldstone exterior with concrete sections on both ends to support steel doors on the second floor that connect via staircase to the ground floor. These fire escapes are composed of steel stairs and railings. There are six total doors, two on the second story for fire escapes, one on either side directly below, and two closer in the middle as back exits. There is also an opening between these doors that has a staircase leading to the basement/boiler room. There are eight single-hung windows and one double-hung with surrounding singles on the second story all with cement sills and seven singles on the first story with cement sills. The first story windows also have keystone designs. There is an outline of what appeared to be a double door exit where the single back exit is, but no construction plans mention this. Awnings over the first-floor doors and basement opening were added after the military moved in after 1989.

The interior of the Bond Cottage consists of three stories with bathrooms, common seating areas, bedrooms, and utility rooms. Floor plans in blueprints as well as an in-person investigation shows it follows a long hallway pattern. Stairs from the outside staircase lead down to the basement and modern boiler room. According to 1980 blueprints, it shows an existing boiler room and existing mechanical room, and an added recreation room. Back inside the first floor had one large room with removed walls in the 1990s for military use, a small bathroom, and a common room with couches and televisions. The second floor has stairs connecting from the first floor that leads to a small hallway. To the left and right of the hallway are fifteen, 4x6 sleeping rooms, and behind the hallway is a doorway to a small room for toilets and shower stalls, and another door to laundry rooms. All the doors on the second floor are steel but could have been wood before military renovations. Inside the rooms are one window: the connecting windows to the outside.

There were no decorations in the front lawns or side areas. While there were a number of outbuildings across the acreage of the school, no major architectural surveys were done on these. There were also no mentions of the other cottages, school buildings, gyms

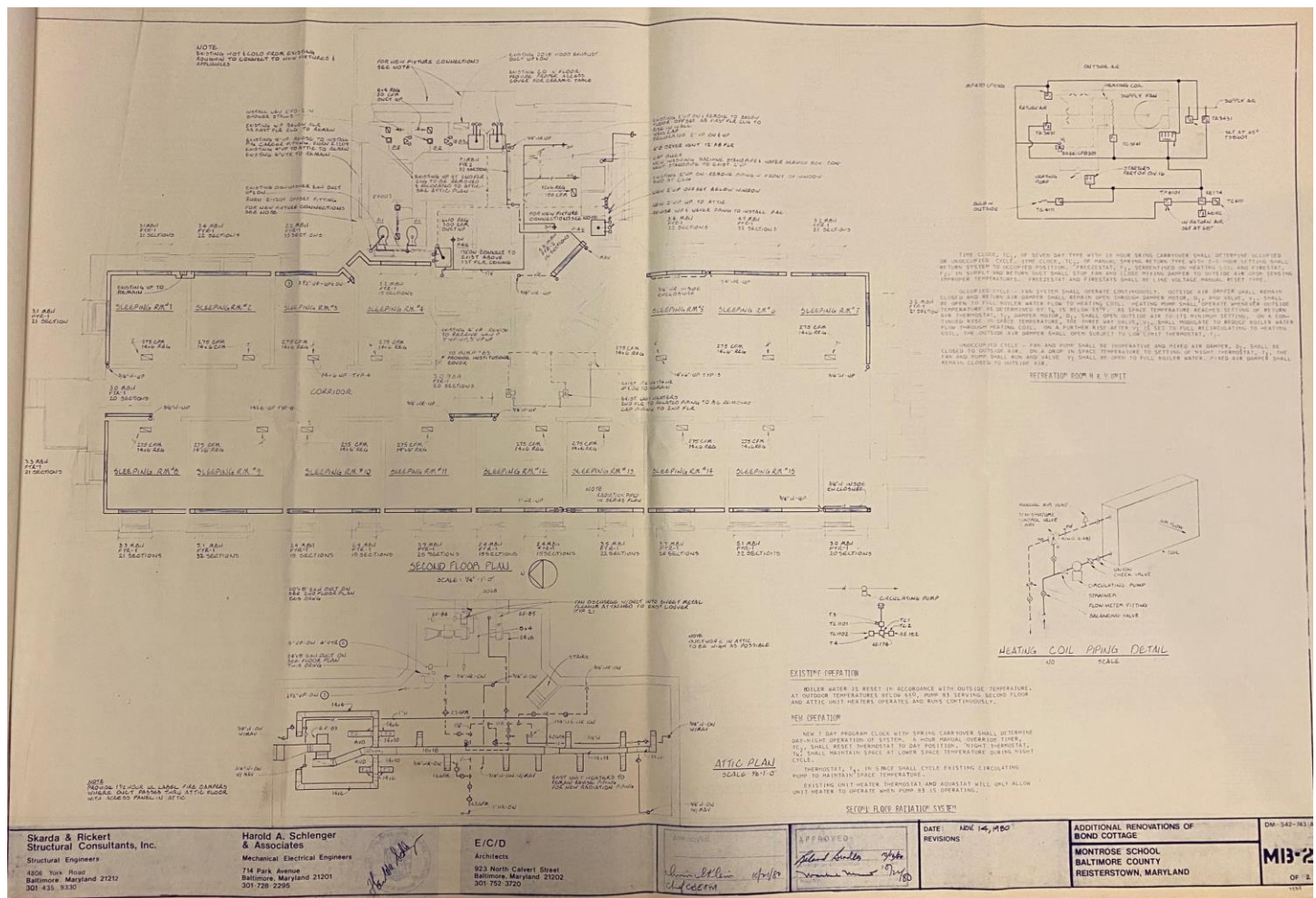
# Maryland Historical Trust Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

Name  
Continuation Sheet

Number 7 Page 1

and auditoriums, or administration buildings. Further analyses could and should be done on these buildings to get a collective understanding of the overall layout of the school. While the military has moved in and reutilized these spaces, blueprints and architectural drawings collected by the site manager over the years show numerous changes to the structures as well as additional construction projects to accommodate the move. The original buildings that were there in 1989 are still on site, with some only slightly being renovated and others being entirely remodeled. All work was done to fit the master plan of the Maryland National Guards standards, but exact dates of the reconstruction is unclear. The Mansion and Chapel that are currently listed on the NRHP also still stand and are unused. The base did receive permission, however, to remodel the inside of the mansion to create spaces for offices and bathrooms.





# Maryland Historical Trust Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

Name \_\_\_\_\_

**Continuation Sheet**

Number 7 Page 2[illegible]

## 8. Significance

Inventory No.

Period	Areas of Significance	Check and justify below			
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> health/medicine	<input type="checkbox"/> performing arts	
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> archeology	<input checked="" type="checkbox"/> education	<input type="checkbox"/> industry	<input type="checkbox"/> philosophy	
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> architecture	<input type="checkbox"/> engineering	<input type="checkbox"/> invention	<input checked="" type="checkbox"/> politics/government	
<input checked="" type="checkbox"/> 1900-1999	<input type="checkbox"/> art	<input type="checkbox"/> entertainment/ recreation	<input checked="" type="checkbox"/> landscape architecture	<input type="checkbox"/> religion	
<input type="checkbox"/> 2000-	<input type="checkbox"/> commerce	<input type="checkbox"/> ethnic heritage	<input type="checkbox"/> law	<input type="checkbox"/> science	
	<input type="checkbox"/> communications	<input type="checkbox"/> exploration/ settlement	<input type="checkbox"/> literature	<input type="checkbox"/> social history	
	<input type="checkbox"/> community planning		<input type="checkbox"/> maritime history	<input type="checkbox"/> transportation	
	<input type="checkbox"/> conservation		<input type="checkbox"/> military	<input type="checkbox"/> other: _____	

<b>Specific dates</b>	1918-1989	<b>Architect/Builder</b>	John A. Ahlers, E/C/D Architects, Lucius R. White Jr.
<b>Construction dates</b>	1920-1980		

Evaluation for:

☐ National Register      ☒ Maryland Register      ☐ not evaluated

### Statement of Significance:

For reference, the school goes by several different names throughout the nineteenth and twentieth centuries. It is related directly to which Maryland state agency oversaw running the school at the time. Overall, it is referred to as the Maryland Industrial School for Girls and the Black school in Glen Burnie, Maryland, is called the Barrett School. However, when the Maryland Industrial School for Girls changes location to the place it is now, it was sometimes called the Montrose School due to its proximity to the Montrose Mansion. They are the same school.

This landscape that once held the Maryland Industrial School for Girls is incredibly significant as it stands as a representative for the one of thousands of industrial schools in America that do not have a written history. Industrial schools numbered in the thousands in the United States. They were specifically designed schools for “delinquent” children that originated in the United Kingdom, as British reformers created institutions to fight the rampant issue of juvenile vagrancy. When industrial schools emerged in the United States in the 1850s and 1860s, many were private organizations run by churches or female-lead groups attempting to combat delinquency in young children caused by poverty, abuse or other social downfalls. As early as the 1910s, more industrial schools became state-owned and operated under a direct board of managers who hired caretakers and educators to watch over the children. Outside of this general history, little is known about industrial schools in the United States.

One of the thousands of the country’s industrial schools was the Maryland Industrial School for Girls in Baltimore County. The building survives because the school was housed in a structure originally built as a summer home for a distance relative of Napoleon Bonaparte. The building’s architecture is the principal reason the home was listed on the National Register of Historic Places (National Register), which deemed it acceptable to be viewed by the public, even though it sits on a military base. Outside of the building itself – which has no staff, signs, or interpretative history – the National Register form has only a single sentence mentioning that the site also used to be an institutional home for young girls.

Uncovering archival sources related to the school’s history yields an immense lack of information concerning the institution and its inhabitants. One wonders how this silence was possible since it was a state-run facility that would have had requirements for some level of documentation. It is also noted that in the late 1800s, the school had an African American counterpart in Baltimore, Maryland. With few stories of the white school, no scholarship on the Black school, one is left to imagine how differently the students at the two schools were treated during the era of segregation. More specifically, how the schools’ physical environment, including the building interiors and exteriors, as well as the overall campus, shaped the lives of both white and Black children.

A larger breakdown of information collected on the Industrial School, including a literature review and methodology have been included. However, the major dates for this site surround 1918-1989. The state bought the Montrose Property in 1918 and girls began transferring from their school in Baltimore, Maryland, to the site in 1920. While some construction dates are known they are primarily the latter dates of the 1930s, 50s, and 80s. Construction notes tell us that it was done primarily for renovations throughout the site or for new buildings as school attendance grew over the years.

This historic landscape falls under criteria A and C for evaluation of the NRHP. For criterion A, the school is associated with the unwritten events of industrial schools and their terrible history across the country. Criterion C stands for the design and construction for understanding of the entire historic site, that important historical information regarding industrial schools and their history can be uncovered.

---

## 9. Major Bibliographical References

Inventory No. BA-3207

---

E/C/D Architects, Harold A. Schlenger & Associates, and Skarda & Rickert Structural Consultants, Inc. “*Additional Renovations of Bond Cottage, 1 of 5*,” November 12, 1980. A-1. DM-542-743 (A).

———. “Additional Renovations of Bond Cottage, 3 of 5,” November 12, 1980. A-3. DM-542-743 (A).

Edith Gardner, “*Montrose School for Girls*,” Report, July 23, 1943, Accession No.: MdHR 952727, Location: 2/7/6/67, E27436, Montrose School for Girls, Maryland State Archives (Annapolis, Maryland).

Gutman, Marta. “*A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950*.” Chicago and London: The University of Chicago Press, 2014.

Herring, Kate M. “*Maryland Training School Begins Transfer Of Work To New Home In Country*.” The Baltimore Sun, July 18, 1920. ProQuest Historical Newspapers: The Baltimore Sun.

Johnson, Muriel E. “*Barrett School for Girls*.” Annual Report. Fiscal Report For The Years Of March 1st, 1946 - February 28th, 1951. Glen Burnie, Maryland, n.d.

Lantz, Emily Emerson. “*Where State Control Leads to Self Control*.” The Baltimore Sun. May 1, 1921. ProQuest Historical Newspapers: The Baltimore Sun.

Leimbach, Gertrude. “*Maryland’s Training School For Girls Needs A Home In The Country*.” The Baltimore Sun. January 4, 1920. ProQuest Historical Newspapers: The Baltimore Sun.

Lucius R. White, JR. Architect, ed. “*New Dormitory Building at the Montrose School for Girls*,” February 28, 1950. A-5. MG-60-03.

“*Maryland Industrial Training School for Girls*”, Annual Report, January 1916, SR94203 1923/05, Accession No.: MdHR Roll 320-52, E7179, Montrose School for Girls, Maryland State Archives (Annapolis, Maryland).

McGrain, John. “*National Register of Historic Places Registration Form*.” United States Department of the Interior: National Park Service, 1989. [https://mht.maryland.gov/secure/medusa/PDF/NR\\_PDFs/NR-1045.pdf](https://mht.maryland.gov/secure/medusa/PDF/NR_PDFs/NR-1045.pdf).

Milliman, Robert, Carroll Mainen, Henry M. Samuels, J. Hermon Craig, and Mark O. Bibby. “*Grand Jury Report*.” Grand Jury Report, December 27, 1934.

“Montrose School for Girls,” 1948.

Photo by Author. Bond Cottage: Single Room. September 15, 2022. Digital Photograph.

State of Maryland Department of Public Improvements, ed. “The Barrett School for Girls: Administration Building,” February 5, 1962. File J-J 60-6. Project No. DB-601.

———, ed. “*The Barrett School for Girls: Plans*,” January 1, 1962. File J-J 60-6. Project No. DB-601.

———, ed. “*The Barrett School for Girls: Schedules & Details*,” January 1, 1962. File J-J 60-6. Project No. DB-601.

The Baltimore Sun. “*Delinquent Girls Like Montrose School*.” March 20, 1944. ProQuest Historical Newspapers: The Baltimore Sun.

The Baltimore Sun. “*Girl Without Shelter: Former Inmate of Industrial School Found in Doorway at Mount Washington*.” January 25, 1915. ProQuest Historical Newspapers: The Baltimore Sun.

“United States Census, 1940; <https://Familysearch.Org/Ark:/61903/3:1:3QS7-89M1-HLWN?Cc=2000219&wc=QZXB-CFS%3A790103401%2C790855101%2C790317601%2C791070801>.” Accessed August 24, 2022.

<https://www.familysearch.org/ark:/61903/3:1:3QS7-89M1-HLWN?wc=QZXB-CFS%3A790103401%2C790855101%2C790317601%2C791070801&cc=2000219>.

---

## 10. Geographical Data

---

Acreage of surveyed property 1  
Acreage of historical setting 486  
Quadrangle name Reisterstown

Quadrangle scale: 1:24,000

---

### Verbal boundary description and justification:

The total number of acres surveyed for this report is less than one. While the total acreage of the school and current military base is over 400, the examination stayed within the boundaries of one former cottage used by the girls school which is now being used as barracks by the Maryland National Guard. Therefore, all 486 acres of the school and now military base are being considered in this form. It is located entirely in Baltimore County, Maryland. An image of the area has been attached according to MEDUSA, MHT's Maryland Cultural Resource Information System.

---

## 11. Form Prepared by

---

name/title	Samantha Rogers		
organization	UMBC History Department	date	11/01/2022
street & number	3125 Adams Drive	telephone	410-259-9468
city or town	Hampstead	state	Maryland

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

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

return to: Maryland Historical Trust  
Maryland Department of Planning  
100 Community Place  
Crownsville, MD 21032-2023  
410-697-9591

# Maryland Historical Trust

## Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

Name  
Continuation Sheet

Number 8 Page 2

---

### Literature Review:

Studies surrounding the issues of delinquent and vagrant children associated with U.S. state-run institutions has had a long, but extremely limited literature. Most age groups, genders, and races have been studied in the context of juvenile and delinquent studies in criminality. However, studies of students' direct experiences and time at these schools is severely lacking. Though we know of their existence in these places, scholarly research does not specifically reference what happened in these schools. A subsection of this literature does focus specifically on incarcerated children, "delinquents", sentenced to extended periods of time either at industrial or training schools, but they do not highlight the issue of the schools themselves, only the smaller social issues surrounding them. These schools have a much narrower historiography compared to their adult counterparts, but a plethora of information can be found concerning the causes, effects, and solutions to truancy and flagrant misbehavior of younger children, though this is not my focus.

Overall scholars have not written a great deal about industrial and training schools and when searching for a more specific organization such as state sanctioned industrial schools, little to nothing can be found. What little is mentioned is only used in the context of larger themes such as gender or race, depending on what time they are written. At the time many industrial training facilities were being established, usually around the 1840s, these places kept meticulous records and annual reports explaining the purpose of the institutions and what methods would be used to combat delinquent behavior. Studies of unlawful behavior in general has, over the past decades, had a significant increase in the number of studies published on the social and political issues surrounding the treatment of adults with mental health problems being sentenced to prisons or "mental health" institutions that functioned as prisons. While this trend has led to more studies regarding children sent to their own respective institutions, little substantial work has been conducted linking delinquency studies to state industrial or training schools.

Just as in adult studies, over time, scholars' interpretations of these industrial schools shifted. The original analyses of these institutions via newspapers and primary documents such as annual reports were that they were the ideal solution for flagrant delinquency. Reports written by state administrations then outlined a larger trend that transitioned again to say that the schools were still important but were beginning to run into issues. It was not until the 1970s and 80s that social historians would drastically shift the interpretation towards one of open distaste for the schools when uncovering the truth about these institutions. Authors would use horrific truths to place industrial schools in the spotlight as case studies for larger topics and themes. When these writings began surfacing, they still rarely directly mentioned the industrial and training schools, though there are a few rare notable exceptions. Scientific, sex, racial, gender, social, and economic historians look at these schools to specifically link their scholarly history topics to larger studies surrounding these schools. Everything cited or quoted for this review of the literature are specifically found in journals on feminist studies, gender history, sexual history, or in social reform.

The changing interpretations of the schools follow a seemingly strict chronological outline. Most recently, historians of the late twentieth and early twenty-first centuries also explore larger themes of science, sex, race, gender, and social and economic studies. The major themes throughout the limited historic studies on state industrial schools shift over decades depending on what scholars are placing emphasis on at the time. Trends of social injustice, for example, bring in race relations, sexuality, and eugenics to the scholarly discourse due to their popularity at the time.

The first example of a major interpretation shift on industrial schools comes in the 1950s. This is the first time we see scholars directly challenge the narrative that these schools were devoid of any problems. One particular example even goes as far as to list a number of industrial schools that show that their environments – issues regarding punishment, isolation, and physical and psychological treatment – was not matching with what government reports were saying. Most emerging historical works that begin reframing the reputation of industrial schools come occurred during the 1940s and 1950s. Works from these years illustrate the negative changes not only of the schools themselves, but also on how society and scholarly discourse view the institutions when researchers focused more on people rather than government entities. Still, historians regarded the schools in this period as essential to the reformation of delinquent children, however, this is the first period to blatantly question the authenticity of the institutions. From here, the emerging works takes us from the 1970s to the 1980s. This period shows the use of industrial schools as case studies for



# Maryland Historical Trust

## Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

Name  
**Continuation Sheet**

Number 8 Page 3

---

larger issues, such as sexuality and gender norms or economic and social standings. These works push the discussion of these schools into a much more modern era that highlights their flaws within the larger context of the themes mentioned.

Another time where interpretations shift is in the late 1980s or early 1990s. Tackling social problems such as gender, race, social and economic standings, and more, the works emerging here combine their emphasis of these themes while condemning the behavior of these facilities. The State Training School of Illinois and southern juvenile reformatories are used by a number of gender and science historians when approaching the conversations people were having on eugenics and scientific links to sexual deviancy at the time. These conversations were concentrated in the case studies of mass sterilization programs at these schools. The same Illinois school also gives insight into how sexual immorality was viewed by eugenicists and the general public, as cited in the source, in a harsher light regarding African American girls rather than white girls. Others use this to make connections linking race and gender, stating that Black girls, for example, were condemned more for their sexual deviance than white girls or boys. Last, the narrative shift in scholarly discussions of these schools uses the training schools to speak about gender in a broader theme of social and economic values and how industrial schools came to be viewed as unfavorable regarding deviants and delinquents of a lower social class.

There is much left to be written about industrial schools. An extensive search has yielded no material on a crucial component of the social history of these institutions: their physical environments. A simple survey can show what buildings are still standing and those that have been removed from the landscape, but no major works have been compiled regarding the built environment of these industrial and training school buildings. Focusing specifically on the landscape histories of the Maryland Industrial School for Girls and the Maryland Industrial School for Colored Girls in Baltimore will allow me to analyze how these industrial institutions mediated adolescence through racialization and through the physical world. Another key aspect of my research will show how different groups were marginalized based on gender, race, or religion, and furthermore how some buildings were meant to resemble cottages or schools, while others were reminiscent of prisons.

My research will add to the existing historic interpretation by expanding on these themes and studies of the state industrial schools by comparing two Maryland industrial schools, one for white girls and the other for Black girls. This approach will allow me to link race and architecture in my discussion of state approaches to juvenile delinquency. With this new interpretation, architecture can also be included in the discussion of how racialized ideologies of reform were channeled into the built environment. With Black industrial schools being built to resemble prisons, and white schools fashioning a homely environment, my research will add to the conversation that race was used specifically to segregate one group as criminals and the others as delinquents who could be reformed, purely because this was how the state viewed them.

### **Methodology:**

The decades following 1970 shows a drastic shift in scholarly interpretation of state industrial schools. This period showed scholars placing a strong emphasis on the many sociological problems young children faced in these facilities, such as lacking educations, poverty, and parental neglect, and how these issues affected larger societies politically, economically, and socially. My research aims to expand on these questions by focusing on the architectural aspects of industrial schools and comparing “colored girls” schools with schools for white girls. While my research will follow the same general outline of previous social historians’ work – using schools as case studies to further the literature of a specific field – mine will differ in the manner of sources I intend to use.

The major sources for my research will include architectural evidence (physical and archival) and annual reports. A primary focus will be on the physical layouts of the two schools, neither of which has been explored at any depth. Since I plan to compare and contrast the campuses and buildings of both schools, I will use specific sources to help me determine if one school was built more as a prison for Black girls and the other school as a reformatory cottage for white girls. Architectural drawings could play a large role in distinguishing the differences in the schools’ physical landscapes, but I am still sifting through collections to find blueprints or other illustrative materials pertaining directly to the school. I will be using Sanborn Fire Insurance Maps from Baltimore County and Baltimore City, as well as geological surveys from the State of Maryland, both contained in the Library of Congress. I will use the

# Maryland Historical Trust

## Maryland Inventory of Historic Properties Form

Inventory No. BA-3207

Name  
**Continuation Sheet**

Number 8 Page 4

---

architectural archival sources in conjunction with census research to include information on the girls at these schools and their overseers.

I will then pair this knowledge of the landscape with information gleaned from the annual reports housed in the Maryland State Archives. These reports detail daily schedules, education, staff reporting, psychological data collected on the girls, and letters from current superintendents to the governor of Maryland describing the schools' progress. I will use these annual reports specifically to speak to the treatment of the girls, and to uncover how treatment differed between the white and Black schools. The daily reports will house the majority of information regarding the girls' time in these schools, but the archives will allow me to make connections between architecture, race, and the tactics used by each school to treat their delinquent girls.

The annual reports are not new to the written literature for both the white girls' and the Black girls' school. While I will not be the first to use these reports in scholarship, I believe I will be one of the very few to. A 1950 thesis mentions a number of different reports the Black girls school made, including personal correspondences from the superintendent at the time. The author does not, however, cite the reports, and no source classified as a "report" is listed in the bibliography. I will be using the available annual reports to portray how differently these girls, white and Black inmates, were treated at the different schools. I will then compare how the girls were treated to the architectural layout of the schools.

One of the two schools I am studying is still standing, and I am fortunate to have access to the site. Field work analysis at the Maryland Industrial School for Girls will give me firsthand physical and sensory information on the daily lives of the white students. Because the Maryland Industrial School for Colored Girls has been demolished, I must rely on Sanborn maps and census research – which some researchers have used, but only for preliminary placement of inmates in their schools – and archived collections of architectural drawings and blueprints to discern what the Baltimore school would have looked like. I will use this to compare the differences in the schools' architecture, the relationship architecture had with treatment, as well as exposing how the state believed the children should be classified within these schools.

To learn more about broader public opinions on the schools, salaries of employed workers, enabling legislation for the formation of the schools and the annual appropriations for the school from the state legislature, I will be looking at two major newspaper archives. The first, the Baltimore Sun, houses archived proceedings from the Maryland General Assembly, Maryland Legislature, Senate House of Delegates, and the Senate on numerous matters regarding both schools. The Sun touched on annual allotments of state and donated funds, social issues facing the want or need of these schools, and bills passed that document massive changes for the schools on general care and "inmate" detention. Public opinion pieces highlight the common attitudes shared on these schools, whether they needed updates in whatever capacity or, later in the twentieth century, if they should be closed entirely. The second is the Baltimore Afro-American. This newspaper spoke more on the schools for "colored youth" and how young Black instruction fit in the larger landscape of Maryland education in the nineteenth and twentieth centuries. The writers of these newspaper articles often compared the state's treatment of the Black school to the white school, while emphasizing the need for attention on industrial education, women's rights, and African American rights. Both newspapers also frequently mentioned the topic of segregation and its impact on education as well as the reactions to how the schools saw themselves being portrayed by detached new outlets or state officials.