### 1. Name of Property

**Historic name:** Harmony School  
**Other names/site number:** Harmony Elementary School, Martin Luther King Jr. Elementary School, Marcus Garvey Leadership Charter School  
**Name of related multiple property listing:** N/A

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

### 2. Location

**Street & number:** 1537 Northeast 24th Street  
**City or town:** Oklahoma City  
**State:** Oklahoma  
**County:** Oklahoma  
**Vicinity:**

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national  
___ statewide  
X local

Applicable National Register Criteria:

X A  
B  
C  
D

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**Signature of certifying official/Title:**

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State or Federal agency/bureau or Tribal Government

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In my opinion, the property ___ meets ___ does not meet the National Register criteria.

**Signature of commenting official:**

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Title: State or Federal agency/bureau or Tribal Government
4. National Park Service Certification
I hereby certify that this property is:
___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) ____________________

Signature of the Keeper __________________________ Date of Action ________________

5. Classification
Ownership of Property
(Check as many boxes as apply.)

Private: [x]
Public – Local [ ]
Public – State [ ]
Public – Federal [ ]

Category of Property
(Check only one box.)

Building(s) [x]
District [ ]
Site [ ]
Structure [ ]
Object [ ]
Harmony School
Name of Property

Number of Resources within Property
(Do not include previously listed resources in the count)

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<th>Noncontributing</th>
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Number of contributing resources previously listed in the National Register 0

6. Function or Use
   Historic Functions
   (Enter categories from instructions.)
   EDUCATION/School

Current Functions
(Enter categories from instructions.)
VACANT/Not in Use
7. Description

Architectural Classification
(Enter categories from instructions.)
Late 19th/Early 20th Century Revivals/Classical Revival

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Brick

Narrative Description

Summary
Harmony School is a two-story brick building located at 1537 Northeast 24th Street, in Oklahoma City, Oklahoma. It occupies a very large lot in a modest residential neighborhood approximately two miles east of the Oklahoma State Capitol (NRHP #76001572). The building sits near the south end of its large lot, facing south to Northeast 24th Street. The open north part of the lot contains a small playground that was installed ca. 2001, and three small one-story outbuildings that are all just a few decades old. The school is a contributing building; each of the three outbuildings is a non-contributing building, and the playground is a non-contributing object. The school building has a flat roof, a concrete foundation and red brick walls. It was built in three phases. The original school is now the east end of the building. It was completed in 1928, with six classrooms, restrooms and offices. The second section, which was added in 1930, includes six classrooms and a cafeteria. The third section, which contains a large auditorium to the west, was built ca. 1949. (See Figure 5, Floor Plans.) All three sections have very similar restrained Classical Revival styling which includes simple massing and flat brick walls ornamented with patterned brickwork and cast stone accents. The wide façade is lined with large banks of windows. The large banks of windows used throughout are associated with classrooms. The window openings are all original; the window sashes and frames are a few decades old. The formal front entrance, which is centered in the oldest section of the building, opens to a wide stair hall which runs north-south. A longer east-west hallway located at the center of the building is lined with classrooms and support spaces. The second floor has a nearly identical floorplan. There have been very few changes to the overall form or finishes, and the school is notably intact, inside and out. It has been vacant for several years and has suffered from vandalism, and is in fair condition. Overall, the school appears very much as it did during the period of significance, which runs from 1928 to 1963.
Narrative Description

Setting and Site:
Harmony School occupies the northwest corner of the intersection of Northeast 24th Street and North Jordan Avenue. The property occupies the entire eastern half of an oversized city block. (See Figures 1-4.) It is located in a residential area; most surrounding homes are one to two stories tall, with limited levels of architectural detailing. The majority of the houses in the neighborhood were constructed in the early to mid-twentieth century. A one-story brick church building located just across North Jordan Avenue to the east was built in the mid to late twentieth century, and enlarged in the 1990s. Harmony School is by far the largest and most highly styled building in the surrounding twelve to twenty blocks.

The school building sits at the southern edge of its large level lot. There is a modest tree-filled lawn in front of the school, as well as a concrete sidewalk, which runs along Northeast 24th Street. (Photo 3.) A row of trees runs between the west wall of the school and a neighboring house. A paved parking lot stretches from the east wall of the school to the east property line adjacent to North Jordan Avenue, and a smaller parking area is located south of the auditorium addition. (Photos 1 and 4.) The north part of the lot contains a mix of open space and small support buildings. The very north end of the property has grass sports fields, and much of the center section has asphalt paving; the paving is in poor condition. (Photos 11-13.) Chain link fencing surrounds everything except the school building and the east parking lot. (Photos 9 and 13.)

Resource Count (See Figure 4.)
The school building is the largest building on the property, and the only contributing resource. There are also three smaller non-contributing buildings located north of the school. All three appear to have served as supplemental classroom space as some point, and may have been moved to the site from other locations. There is also one playground, which is counted as a non-contributing structure. The 4 non-contributing resources are modest, and all are set to the rear of the school. They do not have a strong impact on the historic setting of the school.

Harmony School: 1928-ca. 1949, contributing building. (Photos 1-11, 14-22.)
Harmony School sits approximately fifty feet from the south property line, facing south towards Northeast 24th Street. The building has an irregular footprint which is approximately 210 feet wide and just over 80 feet deep. It was built in three distinct phases. The first two phases, which were built in 1928 and ca. 1930, form the two-story body of the school. That part of the building measures roughly 150 feet by 72 feet. The third phase is an auditorium wing that was added ca. 1949. The 40 foot by 80 foot auditorium links to the main school via a small two-story connector that contains a staircase and a separate front entrance. (Figure 5.) All parts of the school have the same type of architectural detailing, which includes flat variegated red brick walls with simple notched parapets and cast stone coping. The same type of cast stone is used for small square accent pieces within the masonry walls, and as casing around doors and windows.
Façade (South Wall)
The façade of the school has five bays. (Photo 1.) The east three bays encompass the original section of the building, which was completed in 1928, and the two bays on the west are part of the ca. 1930 addition. (Photo 3.) The formal front entrance to the school is located in the second bay from the east. (Photo 2.) The entry bay is accented with bands of dark brick and a small stepped parapet wall that bears a stone nameplate which reads “HARMONY”. A bank of five metal, 1/1 hung window units with fixed transom windows above spans the second floor of the entry bay. The window opening has a continuous cast stone lug subsill and it is topped with a row of dark soldier bricks. Matching dark bricks laid in stacked courses are used to form vertical panels along the edges of the entry bay. Each panel is bordered with dark soldier and stacked bricks and filled with a grid pattern of headers.

The first floor of the entry bay contains the front door and a double window. Both of those openings have shallow segmental-arched tops that are accented with dark soldier and sailor bricks. The front doorway is recessed into the west archway. The doorway is original; the doors are modern. The window opening in the other archway is covered with plywood. Like all windows in the school, the masonry window opening is fully intact, and filled with newer aluminum framed sashes. The wall between the arched openings is accented with dark stacked bricks and grids of header bricks that are similar to those on the outer edges of the bay.

The other two bays of the original part of the school façade, one on either side of the middle entry bay, have wide banks of windows that match those in the second floor of the entry bay. There is one such grouping on each floor. All four of those openings have continuous cast stone lug subsills, and those on the second floor are topped with a string course of soldier bricks which runs along the entire façade. Each window opening contains five newer metal windows, each of which consists of a metal, 1/1 hung window unit topped by a large fixed transom. Historic photos show that those openings had five windows each when the school was new; the historic windows varied in that they had wood, 9/9 hung window units instead. (Figure 6.)

The two westernmost bays of the school façade are part of the first addition of the building, which was completed ca. 1930. Those two bays are the same size and have the same patterns of fenestration as the end bays of the original building, and they also have the same kind of face brick and cast stone coping. Only minor details differentiate this addition from the original, and include an offset of just a few inches in the front wall which marks the junction between the two sections. The soldier brick string course above the second floor windows are accented with square cast stone blocks that align with the Mullions of the windows. (Photo 3.)

East Elevation
The east elevation of the building, which overlooks the east parking lot, has an arched inset entryway centered in the first floor. (Photos 9 and 10.) That entryway is edged with the same type of dark brick used on the front entrance bay. It contains a recessed set of double doors with a multi-light transom. The transom and door frames appear to be early or original; the doors themselves may be newer. There is one wide bank of windows located south of the entryway, and a rectangular brickwork panel to the north of it. The north panel is the same size as the south bank
of windows, and historic photos indicate that part of the wall originally had a bank of windows. (Figure 6.) The second floor of the east wall has just one window opening, which is centered above the doors, and contains a pair of typical windows. The upper east wall has a single soldier course band at window header height, and a notched parapet with cast stone coping. There are three concrete steps that lead up from the sidewalk that runs parallel to the parking lot, to the short sidewalk that that leads to the doors. The parking lot slopes down to the north and a there is a concrete retaining wall that runs the full length of the parking lot and sidewalk that varies in height and gets taller as it progresses north.

North Elevation
The north elevation of the original section is arranged much like the front façade of that section, but with an arched projecting entryway in the center bay and wider sets of windows in the outer bays. (Photos 8 and 9.) It differs in window size and configuration. There are several smaller sets of windows there, which reflect the location of restrooms and offices inside the building. All of the window openings are the same as those on the façade, with cast stone lug subsills and a band of soldier bricks running across the wall at the header of the windows. The original building is slightly shallower than the 1930 addition, with an approximately 12-foot offset between the two.

The north (back) elevation of the 1930 addition is three bays wide. (Photo 7.) It has the same system of architectural detailing as the façade, with the same type of variegated brick and cast stone accent pieces. The notched parapet is topped with cast stone coping, and the banks of windows on the second floor have the same type of soldier course headers accented with cast stone blocks as those on the front wall. There are two wide window openings and a single doorway on the first floor, plus a solid section of wall that has an ornamental brickwork panel like those used on the auditorium.

There are four sets of scuppers and downspouts on the back elevation. (Photo 9.) There are two on the original building, and two on the 1930 addition. One of the downspouts on the 1930 addition is badly damaged. The others are intact and in fair condition. All are early or original.

West Elevation
The west elevation of the 1930 addition is divided into two sections by the auditorium connector, which was added ca. 1949. It has the same architectural detailing as the façade, including a notched parapet topped with cast stone coping, and a continuation of the string course of soldier bricks on the second floor. The front portion of the wall has a panel of rectangular brickwork on each floor. (Figure 7) These panels feature soldier bricks with cast stone corner pieces. Most of the rear section of the west elevation is covered by a tree growing near the bottom of the wall. This section has a bank of four metal, 1/1 hung window units with fixed transom above on the first floor that are similar to those found on the rest of the main building. The second floor features a rectangular brickwork panel that is similar to the ones found on the front section of the wall.

Auditorium Wing
The auditorium is located west of the ca. 1930 addition. The façade of the auditorium is set back several feet from the façade of the main school, and the connector is recessed several more feet.
Although the auditorium wing was added nearly twenty years after the first addition was completed, it utilizes very similar materials and detailing. The walls are constructed of the same type of variegated brick used on the main building, and the cast stone coping at the roofline also matches that on the older sections. (Photo 4.)

The south façade of the connector contains a large arched entryway that is edged by wide slabs of stone. The double doors in the opening are modern. The entryway is flanked by small single windows, in the same configuration as the other windows, and have cast stone lug subsills and lintels. The second floor of the connector has one original window opening that has a set of two modern metal hung windows that are centered on the entryway. The north wall of the connector contains a modest door, with a single metal, 1/1 hung window topped by a large transom on the second floor that is similar to those found on the rest of the building.

The south facing façade of the auditorium has a stepped parapet that is similar to the one over the original school entrance. Ornamental brickwork is used to enliven the monolithic surface of the wall, which has no doors or windows. One soldier course runs a few feet below the top of the wall, and additional bands of soldier and stacked course bricks are combined with cast stone corner blocks to create rectangular brickwork panels lower on the wall.

The west side wall of the auditorium, which runs close to the west property line, has one doorway and eight single window openings, most of which are currently boarded over. (Photo 5.) The window openings all have simple cast stone lug subsills, and no lintels. A single soldier course band runs along the wall a few feet below the roofline. The north (back) and east walls of the auditorium have similar patterns of ornament. There are two entryways on the back wall. Each entryway is topped with a single-light transom and sheltered by a shallow, flat, concrete awning. One has a pair of modern flat painted doors, and the other is covered with plywood. Six metal, 1/1 hung window units with large transoms on the east elevation are similar to those found throughout the building. There is also one scupper and downspout on the east wall of the auditorium. The lower part of the downspout is missing and has been for some time as there is a significant level of staining of the brick and mortar under the downspout. (Photo 6.)

Roof
Harmony School has a flat roof edged with a short notched parapet and cast stone coping. The parapet is stepped near the school’s main entrance, and along the south wall of the auditorium addition. The two original sections of the school building are divided by a firewall. The connector between the main school building and the auditorium addition also has a flat roof and notched parapet. A brick chimney is located roughly in the middle of the school, along the firewall in the original portion of the building. A comparison of historic and current photographs suggests that the chimney may have been shortened at some point, however no documentation of this change has been found. (Figure 8, Photo 1.) Several modern HVAC units are located on the roof of the school and auditorium. (Figure 3.)
Interior Plans
The first floor of the original building contains two large classrooms, restrooms, and offices. (Figure 5.) A hallway runs from the front door to and past an open staircase that is centered along the north wall. (Photo 14.) There are two large classrooms east of the stair hall, and offices and restrooms to the west. A second, longer hallway runs east-west through the center of the building. (Photo 15.) The hallway continues through the 1930 addition, where it accesses two classrooms and a cafeteria. (Photo 16.) The corridor continues west to the small auditorium connector, which contains another staircase to the second floor, as well as outside entrances and a doorway into the auditorium. (Photo 18.)

The auditorium is a large open room that measures 40 feet by 60 feet, with a large raised stage at the south end of the room. (Photo 17.) A shallow basement area below the stage provides storage for tables and chairs. There is also a very small basement level boiler room near the center of the original building. It is reached via a small enclosed staircase located off of the east-west hallway.

The second floor plans for both sections of the main building are very much like those on the first floor. (Figure 5, photos 19-22.) The original section has three classrooms, a library, restrooms, and a small office. The 1930 addition has four classrooms. A wide east-west hallway runs from the main staircase in the original section to the stairs in the auditorium connector. The auditorium is a two story space; there is no access to it from the second floor.

Interior Finishes
Interior finishes are largely intact. Most rooms retain at least some original finishes, including painted plaster walls, and stained or painted millwork. Surviving early or original millwork includes door casing, bulletin board frames, and built-in cabinets. (Photo 19.) The walls of the auditorium addition also have tall structural glazed tile (SGT) wainscoting which is early or original and in good condition. (Photos 17, 18.) Several rooms also have early tile flooring; the early tile has been removed from others areas, and several of the classrooms have newer carpeting. Although many of the rooms now have suspended tile ceilings with inset fluorescent light fixtures, those new systems are not excessively low and they have had a negligible impact. The stairways and the second floor hallway all have exposed early or original plaster ceilings, and surface mounted fluorescent light fixtures. (Photos 14 and 19.)

Modifications and Integrity
The school today looks very much as it did in the 1950s. There have been no exterior additions or changes to the form or footprint of the building since the auditorium was completed ca. 1949. Original exterior architectural detailing such as masonry walls and cast stone accents are unchanged and in fair condition. Although all or most doors and windows in the building have been replaced in recent decades, the original patterns of fenestration are unchanged, and the original masonry openings and associated interior millwork are all intact.

The interior plan and finishes are equally intact. There have been no notable changes to floorplans, circulation spaces, or individual patterns of room use. The original classrooms are little changed, and most retain early plaster walls, complete with chalk- and bulletin boards and early millwork.
Although ceilings in many of the rooms have new suspended tile systems, those systems represent an arguably reversible change that has not had a major impact upon the original volume of the rooms.

The school retains all aspects of integrity. It is in its original location and a large majority of the surrounding buildings have been in place as long as the school has, preserving the historic setting. Design, materials, and workmanship are particularly intact; there have been few changes to either the form or the finishes of the building since the auditorium was completed ca. 1949. Feeling and association are also intact; the building continues to be one of the largest and most highly styled buildings in the neighborhood, and it is immediately recognizable as an early twentieth century school.

**Non-contributing Resources**

**Playground: ca. 1970s to 2001, non-contributing structure, in fair condition.** (Photo 13.) Playground equipment located north of the school building includes several swings and climbing structures as well as a large metal and plastic playground structure. Aerial photos indicate that the larger structure was installed between 1995 and 2002; the swing sets and climbing structures may be 10 to 20 years older.¹

**Support Building 1: ca. 1980s, non-contributing building in fair condition.** (Photo 12.) The largest of the three outbuildings, Building 1 is about than 40 years old. It appears to have been used as a temporary classroom building. It measures roughly 40 by 90 feet, and has a rectangular footprint, vertical ribbed metal siding and a flat roof. Each of the long, north-south elevations has two widely spaced entrances that are flanked with windows.

**Support Building 2: ca. 2003, non-contributing building in fair to poor condition.** (Photo 11.) Support Building 2 appears to have been used as a temporary classroom building. This building was either altered or added to the site around 2004; early aerial maps show a much larger building in the same location from 1990 to 2002.² It is a modest building with a shallow hipped roof and flat metal clad walls. It is approximately 39 feet long and 25 feet wide, with deep front roof overhang which forms an open porch. There are two doors and two window openings under the porch, all of which are boarded over.

**Support Building 3: ca. 2003, non-contributing building in fair to poor condition.** (Photo 11.) Like Building 2, this building was either altered or added to the site around 2004; early aerial maps show a much larger building in the same location from 1990 to 2002.³ It appears to have been used as a temporary classroom building. It is a long rectangular building with a shallow gable roof with standing seam roofing, and flat metal walls. It measures approximately 30 feet by 70 feet. The gable roof overhangs on one side to shelter four entrances, all of which are boarded over.

8. **Statement of Significance**

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

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

**Criteria Considerations**
(Mark “x” in all the boxes that apply.)

- [ ] A. Owned by a religious institution or used for religious purposes
- [ ] B. Removed from its original location
- [ ] C. A birthplace or grave
- [ ] D. A cemetery
- [ ] E. A reconstructed building, object, or structure
- [ ] F. A commemorative property
- [ ] G. Less than 50 years old or achieving significance within the past 50 years
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Areas of Significance
(Enter categories from instructions.)
Education
Ethnic Heritage/Black
Architecture

Period of Significance
ca. 1928-1963

Significant Dates
ca. 1928
ca. 1930
ca. 1949

Significant Person
(Complete only if Criterion B is marked above.)
N/A

Cultural Affiliation
N/A

Architect/Builder
Layton, Hicks and Forsyth (Architects)
Hughes, S. P. (Builder)
Bailey & Bozalis (Architects)
Statement of Significance

Summary Paragraph
Harmony School, located at 1537 Northeast 24th Street, in Oklahoma City, was built in three phases; it was first placed in service in 1928, and it reached its current form ca. 1949. The school is locally significant under National Register Criteria A and C in the areas of Education, Ethnic Heritage: Black, and Architecture. The school is significant under Criterion A in the areas of Education and Ethnic Heritage: Black, for its association with education and the integration of Oklahoma City’s public schools in the late 1950s and early 1960s. Harmony Elementary School originally served white students only. Located in a transitional neighborhood, it was one of the first elementary schools in Oklahoma City to be the subject of a challenge to the Oklahoma City Board of Education’s discriminatory transfer policies. The transfer policy benefited white students by allowing them to transfer to a predominately white school outside of their district, but denied African American students the same transfer options. Although that initial challenge proved to be unsuccessful, it helped set the stage for future legal actions which led to the desegregation of the entire public school system in Oklahoma City. As integration of the school system progressed and neighborhood demographics changed, the enrollment of Harmony School transitioned from all-white to almost exclusively African American. The school was renamed Martin Luther King Jr. Elementary School in 1974, and continued to serve as a public school until around 2002. At the time of its closing, nearly all of the students there were African American. It is also eligible in the area of Architecture as a good example of a 1920s public school in Oklahoma City which was designed by two prominent Oklahoma architectural firms. The first two sections of the school were designed by Layton, Hicks and Forsyth, a prominent local architectural firm. Solomon Layton, one of the firm’s partners, is credited with designing several important buildings in Oklahoma City including the Oklahoma State Capitol (NRHP #76001572), as well as scores of school buildings. The auditorium wing of the school, which was added ca. 1949, was designed by Bailey and Bozalis. The period of significance for Harmony School begins in 1928, when construction of the first portion of the school was completed, and ends in 1963, when the Oklahoma City Board of Education was first ordered to desegregate the public school system.

Narrative Statement of Significance

Oklahoma City, Oklahoma
Oklahoma City, the state capitol of Oklahoma, and the county seat of Oklahoma County, was settled on April 22, 1889, as part of the land run of 1889. It was formally incorporated on July 15, 1890. The city is located roughly in the center of the state, and is a major hub for several interstates, as well as rail traffic. The city’s early economy revolved around agriculture and transportation. A number of railroads constructed lines through Oklahoma City, including the Southern Kansas Railway; the Choctaw, Oklahoma and Gulf Railroad; and the Missouri, Kansas, and Texas Railroad. Oklahoma City was also home to numerous manufacturing operations,

mills, cotton gins, and the Oklahoma National Stockyards. Most of Oklahoma City’s industrial activity and rail traffic was located along the Oklahoma River, south of Second Street. The area south of Second Street, near the Choctaw, Oklahoma and Gulf Railroad tracks was also home to a large concentration of the city’s African American population. On June 11, 1910, Oklahoma City received a significant economic boost when it was chosen to replace Guthrie as the capitol of Oklahoma. Two landowners, W. F. Harn and J. J. Culbertson offered a 10-acre parcel located three miles north of downtown Oklahoma City as the site of the new capitol building. The land surrounding the capitol quickly developed into several wealthy neighborhoods with large houses, and streetcar lines.

Educational opportunities in Oklahoma City before statehood were limited. Some of the first classes to be held in the community took place outside, or in tents. The first four schools in the city were built in 1894 and 1903, and are no longer extant. By statehood, about 4,000 students were attending classes in 23 schools throughout Oklahoma City. By the mid-1920s, the city’s school enrollment had ballooned to 20,380, a 400% jump over a single decade. That increase placed considerable strain on the school district’s buildings, and necessitated a dramatic increase in the construction of new school buildings in the 1920s. Between 1919 and 1931, the city constructed around 23 new school buildings, including the Harmony School on Northeast 24th Street.

Harmony School
The present Harmony School building is the second Oklahoma City public school to go by that name. The original Harmony School was located a few blocks southeast, at 1933 East 23rd Street near the present-day corner of 23rd Street, and North Martin Luther King Ave.

In April 1927, the Oklahoma City Board of Education announced plans to construct a new Harmony School building on a new site. The decision to change sites reflected the school district’s desire to achieve an even distribution of elementary schools as part of the building campaign of the 1920s. As one article about the building program noted, “School officials hope eventually to have city grade schools at points a mile apart. This would eliminate long walks and schools would not be too close together, as some of them near the city center now are.”

7 Linda D. Wilson, "Oklahoma City."
8 Planning Department, City of Oklahoma City, Reconnaissance Survey of Portions of Oklahoma City (Oklahoma City, OK: State Historic Preservation Office, 1994), 9.
10 Jo Meacham Associates, 12.
11 Jo Meacham Associates, 14.
13 1926 Directory, 314.
15 “Expansion of City Carries Need for Greater Educational Facilities,” The Daily Oklahoman, September 29, 1929, 3.
In May, the Special Committee on Needs for New Buildings and Additions recommended that the district construct “the first unit of a building in the Harmony school district.” Following the recommendation of the committee, the board of education instructed the architectural firm of Layton, Hicks and Forsyth to prepare plans for the new Harmony building. Architectural work was largely completed by July 1927, when the board awarded the general construction contract to S. P. Hughes. 

Like many elementary schools that were built in Oklahoma City during the 1920s, Harmony School was designed so that it could easily be expanded in the future. That was common practice; one survey of school buildings in Oklahoma City found that many of the city’s early elementary schools were expanded to two or three times their original size over the years. The expansions include the addition of classrooms and support spaces such as auditoriums, gymnasiums, and cafeterias. The district’s used a modular approach to school design, which they referred to as the “Unit Plan.” Under the plan, most elementary schools were constructed with eight original rooms, with floor plans that allowed four- or six-room additions to be easily added later. 

The first section of Harmony School was completed sometime in late 1927 or 1928, and was placed in service for the 1928 school year. The first floor included support spaces and bathrooms on the western half, and two large classrooms on the eastern half. The second floor included one bathroom, an office, and several additional classrooms. (Figure 6: Photograph of original school.) The first unit did not include a cafeteria; school board records show that residents in the Harmony school district had asked the board in 1927 to address that lack by setting up a temporary building on the site of the new school for use as a cafeteria.

Enrollment exceeded capacity of the new school within a year. In 1929, the Oklahoma City Board of Education announced a new construction program, aimed at easing a district-wide overcrowding issue that was being caused by rapid population growth in the city. The district’s plan included the construction of four new school buildings, plus the expansion of seven others, including Harmony. The district stated that “additions would give needed room at Bath and Harmony schools to take care of expansion of the city to the northeast…”

The second section of Harmony school was designed by the same architectural firm as the original section. In March 1930, Layton, Hicks and Forsyth reported to the school board that they

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16 “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” Oklahoma City Public Library, Vertical Files, May 2, 1927.
17 “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” July 16, 1927.
19 “Expansion of City Carries Need for Greater Educational Facilities.”
21 “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” December 27, 1927.
22 “Expansion of City Carries Need for Greater Educational Facilities.”
had completed drawings for the additions to ten school buildings, including Harmony School. On May 19, 1930, the Committee on Bids and New Additions awarded three separate contracts totaling $41,647.50, for plaster ceilings, heating, plumbing and electrical work at Harmony School. Construction on the second section of Harmony School proceeded quickly, and was completed around 1930. The school’s second included six classrooms and a cafeteria. (Figure 5: Floor Plans. Figure 8: Photograph of school showing second unit, ca 1936.) Once Unit 2 was placed in service, the temporary cafeteria building was removed from the school grounds, for use at another school.

The school served the needs of the district into the late 1940s, when the district engaged the local architectural firm of Bailey & Bozalis to design a large new auditorium for the school. Design work was completed by September 1948, when the board of education solicited bids for “constructing a new auditorium and remodeling the existing building known as Harmony School.” Construction of the auditorium addition was the last significant addition made to Harmony School. (Figure 9: Photograph of auditorium addition, ca. 1949; Figure 10: Sanborn Map showing Harmony School.)

African American Communities in Oklahoma City

While Harmony School was located in a predominately white neighborhood in the 1930s, the demographics of the neighborhood had changed by the 1960s. Settlement patterns in Oklahoma City were shaped by city ordinances that restricted people of color to specific neighborhoods. In 1916, the city passed the first of many racial housing ordinances. Under that ordnance, it was illegal for a person to move to a block where 75% or more residents were of another race. That ordinance was declared unconstitutional one year later, but was followed by similar legislation in 1918. The new ordinance established Northeast Fourth Street as the boundary between white and black neighborhoods. The second ordinance held until 1919, when it was declared unconstitutional in United States District Court for the Western District of Oklahoma.

Although both of these early ordinances were quickly declared unconstitutional, Northeast Fourth Street stood as the divining line between white and black neighborhoods until the 1930s. In 1933, the Oklahoma City Planning Commission recommended new boundaries to separate white and black neighborhoods. Under the commission’s recommendations, the northern limit of exclusively black development was to be Northeast Eighth Street, while the southern limit of exclusively white development was Northeast 10th Street. In the area between the two streets, no one was allowed to move to a block that was occupied by 51% or more members of another race.
race. Although that ordinance was also declared unconstitutional, Northeast Eighth Street continued to be the unofficial northern boundary of African American communities in Oklahoma City through the 1950s. As the black population in Oklahoma City increased, that boundary moved north, and by 1960, it had reached Northeast 23rd Street. (Figure 12: “Black Population Location and Distribution, Oklahoma City; 1930; Figure 13: “Black Population Location and Distribution, Oklahoma City, 1960.)

Restrictive housing ordinances in Oklahoma City neighborhoods established clearly-defined racial segregation that had long-lasting impacts. Boundaries between white and black neighborhoods were unofficially maintained for decades, and they impacted countless activities within the city, especially when it came to the education system.

**Public Education Before 1954**

Oklahoma’s founding constitution laid the groundwork for a system of segregated educational facilities that would last well into the 1970s. The Oklahoma Organic Act established a territorial government for the Oklahoma Territory on May 2, 1890. Less than two weeks later, on May 14, 1890, an addition to the act provided funds to establish segregated schools in the Oklahoma Territory. According to one study, the public school system in Oklahoma City was “the first institution [in the state] to be officially segregated…” Originally, the Organic Act allowed counties to choose whether their schools would be separate or combined. That practice changed in 1897, when a law mandating separate schools was passed.

Oklahoma entered the Union on November 16, 1907 with a constitution that included a long section about education. In keeping with many of the state’s territorial laws, the new constitution stipulated that schools were to be completely segregated, and made it illegal for any teacher to teach in a school where both black and white children were enrolled. Doing so was considered a misdemeanor, and was punishable with fines up to $500 per day.

Statistics show a clear disparity between black and white schools during Oklahoma’s first decades of statehood. In the 1920s, the average teacher in a black school was responsible for seven more students than the average teacher in a white school, and earned around $600-$1,000 less than white teachers at the same grade level. In Oklahoma City, the board of education paid teachers in the white-only schools approximately $5.77 per child taught in 1928. Teachers in

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30 Planning Department, City of Oklahoma City, 11.
31 Pugh, 98.
32 Planning Department, City of Oklahoma City, 10
34 Cayton, 2.
35 Cayton, 43.
36 Cayton, 103.
"separate schools" were paid $4.14 for each child.\(^{37}\) The difference in pay between teachers was not equalized until 1948.\(^{38}\)

Equal educational opportunities for black students first came at the higher education level. In 1946, an African American woman named Ada Lois Sipuel was denied admission to the School of Law at the University of Oklahoma, the only law school in the state. After the United States Supreme Court ruled that Sipuel was entitled to a “separate but equal” education, the state of Oklahoma created the Langston University School of Law, a separate law school for African American Students. Sipuel, along with many prominent legal and educational professionals, pushed back at that decision. They argued that Langston University School of Law, which was nicknamed the “one-man law school,” was not equal to the law school at the University of Oklahoma. In 1949, after a lengthy legal challenge, the state of Oklahoma closed the school and admitted Sipuel into the University of Oklahoma.\(^{39}\)

In the 1950s, spurred on by the success of cases like the one involving Sipuel, community activists began planning legal challenges to Oklahoma City’s segregated public school system. Many believed that defeating the city’s segregation policies in court would lead to a larger, statewide repeal of segregation laws.\(^{40}\) Their efforts received a major boost on May 17, 1954, when the United States Supreme Court ruled in \textit{Brown v. Board of Education} that the practice of “separate but equal” for schools and other services was unconstitutional. Following the \textit{Brown} decision, civil rights advocates throughout Oklahoma called for a swift end to legal segregation. Johnston Murray, the Governor of Oklahoma, announced that the state would uphold the Supreme Court’s decision without conflict.\(^{41}\)

\textbf{Public Education After 1954}

Local advocates redoubled calls for the integration of the city school system following the \textit{Brown v Board} decision. In October 1954, the Oklahoma City chapter of the NAACP filed a petition, asking the Oklahoma City Board of Education to speed up the process of integrating the city’s public schools.\(^{42}\) In July 1955, Jimmy Stewart, president of the Oklahoma City chapter of the NAACP, presented a petition to the school board on behalf of several African American families who requested that their children be permitted to attend white schools immediately.\(^{43}\) School board minutes note only that the petition was presented; no information was found to indicate that the board later took any action on that particular petition.

\(^{37}\) Calculated from payroll statistics in Oklahoma City Board of Education minutes, March 5, 1928. According to the minutes, there were 29,372 white students, and 2,680 black students attending schools in the district. Total payroll for employees in white-only schools was $194,556.13 in the month of February 1928. The payroll for employees in “separate schools” was $13,960.16.

\(^{38}\) Cayton, 108


\(^{40}\) Saxe, 120.

\(^{41}\) Saxe, 126.

\(^{42}\) “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” October 21, 1954.

\(^{43}\) “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” June 17, 1955. The board’s minutes do not name the schools that were mentioned in the petition.
The board of education did respond to calls for school integration, however. On June 2, 1955, they took a major step in the integration process by asking the Superintendent’s Office to prepare a study of school boundaries, and school building capacities, to provide data that could be used for future efforts. In August 1955, the board announced a plan for revised school enrollment areas in a part of the city that was described as “racially mixed.” The area being targeted was just south of the Harmony School attendance area, between Northeast 23rd Street and Northeast 15th Street. It contained approximately 18 of the city’s 77 elementary schools at the time. The new plan was described as being geographically based. According to the plan, schools would be open for all students living within that school’s geographic area. An article about the project also noted that some attendance boundaries remained the same, but “doors of the previously all-white schools are simply thrown open to Negro pupils presently living in the district.”

The plan allowed students living within those boundaries to either continue attending their previous school for one year, or enroll at the school within their new district’s enrollment areas regardless of their race. The first five schools to be desegregated began enrolling students of both races just a few weeks after the plan was announced. At the beginning of the 1955 school year, just under 200 black students were enrolled in elementary schools that had previously been available to white students only. Of those five newly integrated schools, only one enrolled more black children than white children the year the change was made.

The new integration program was of limited scope, however, and was further hampered by a restrictive transfer policy, which did not take geographic boundaries into consideration. Instead, the school board allowed students to transfer to a school outside of their assigned attendance area only in cases where they would be in the majority race of the new school. The transfer policy was seen by the local NAACP and other civil rights activists as counter to the goals of a fully integrated school system, and in 1957, it became the target of a legal challenge by the Oklahoma City NAACP.

Harmony School Transfer Challenge
In late 1957, the Oklahoma City chapter of the NAACP announced their plans to file a suit in federal court challenging the school district’s transfer policy, “which we believe to be discriminatory.” That action had been precipitated by a request for a transfers to the Harmony School. Earlier that fall, seven African American students requested a transfer from Culbertson Elementary, the integrated school they had been enrolled in, to Harmony Elementary, which was an all-white school at the time. (Figure 14: Excerpt from article about Harmony transfer case.) The Oklahoma City Board of Education denied the student’s request. That prompted John Green, an attorney for the Oklahoma City chapter of the NAACP, to challenge the board’s decision in

44 “Minutes of the Board of Education of the City of Oklahoma City, Oklahoma,” June 2, 1955.
46 “End of Segregation Changes 13 School District Boundaries.”
49 Loy Ferguson, “Court Action Asked in School Dispute.”
the October 1957 board of education meeting. Green was well-qualified to handle that challenge. The second black student to graduate from the University of Oklahoma’s law program, he spent a large part of his career fighting segregation issues, and he became a prominent figure in the national and statewide civil rights movements.

At the October 1957 meeting of the school board, Green questioned the Oklahoma City Board of Education’s reasoning in denying transfers to the black students who wished to attend to Harmony School. He pointed out that one of the students lived about 2 blocks from Harmony, but 16 blocks from Culbertson Elementary, and noted that forty white students had been granted the same transfer from Culbertson to Harmony. The board insisted that their decision in denying the request was legal under the Supreme Court’s *Brown* decision, and that African American students in the Culbertson Elementary enrollment area were given the option of attending either Culbertson Elementary, which was integrated, or Edwards Elementary, which was not. In one newspaper article, the transfer policy was described as an “escape valve for those who cannot take integration” and that the policy “has helped integration proceed smoothly here” by reducing conflicts.

Shortly after that meeting, the national NAACP Executive Committee announced that they would allow the Oklahoma City branch of the NAACP to seek legal action in the Harmony School transfer case. Dr. Melvin Barnes, the superintendent of the Oklahoma City public school system, defended the district’s transfer policy, pointing out that there were around 3,000 students in the system who were attending a school outside of their district. Dr. Barnes further stated that the largest obstacle towards full integration in Oklahoma City was racism among some adults, noting that “I have not found any expressions of prejudice on the part of the children.”

Although it does not appear that the Harmony School transfer issue was ever brought to federal court, it did lay the ground work for future actions. In 1963, John Green and the local NAACP chapter were able to initiate legal action, with the lawsuit of *Dowell v. School Board of Oklahoma City Public Schools* in the United States District Court for the Western District of Oklahoma. According to the American Bar Foundation, the *Dowell* suit “forced the Oklahoma City school system to integrate all public schools and make education in Oklahoma equal for all races.”

The suit began when Robert Dowell, then a student at Douglass High School, was denied a transfer from Douglass to Northeast High School, an all-white high school. According to the suit,
African American students in the school district who sought transfers faced “conditions and limitations that are not met and faced by white pupils within the school district who seek transfers to the same school or schools from the attendance area in which they live.”

In order to establish a history of racial discrimination within the district, Green highlighted the board’s uneven enforcement of the “minority to majority” transfer policy. One of the examples that was presented involved the case of Edwina Hilton. Hilton was one of the students who had sought a transfer from Culbertson Elementary School to Harmony Elementary School in 1957. Her mother had said that Edwina had asthma, and lived less than a half-mile from Harmony, compared to one mile from Culbertson. In the process of questioning the board’s decision of denying Edwina admission to Harmony, the prosecution presented evidence which showed that Harmony’s population at the time of the Dowell case included 139 African American students, and 179 white students. That ratio was far closer than many of the other integrated schools in the district at that time. The prosecution also stated that two of Edwina’s close neighbors received transfers to Harmony “without trouble or difficulty on the basis that they were transferring out of a predominantly Negro school to a predominantly white school.”

District Court Judge Luther L. Bohanon found that “the Oklahoma City School District was operating a dual school system in violation of the Equal Protection Clause of the Fourteenth Amendment of the U. S. Constitution,” adding that the board “followed a course of integration as slowly as possible.” As a result, Judge Bohanon ordered the district to take steps to fully desegregate by the end of 1963. In 1965, Judge Bohanon appointed a commission to study the actions of the Oklahoma City school district, to see if it had complied with integration as established by the Supreme Court’s decision in Brown v. Board of Education. After the commission found that the district had not fully complied, Judge Bohanon ordered the full desegregation of Oklahoma City schools by 1966.

After a series of subsequent appeals by the Oklahoma City Board of Education, the court ordered the school district to adopt the “Finger Plan” in 1972. The plan, developed by Dr. John A. Finger, had been implemented in several other school districts across the country, and was designed to use mandatory bussing of students as a way to effectively integrate Oklahoma City schools. In 1985, the Oklahoma City Board of Education voted to end the practice of mandatory bussing, and established voluntary bussing policies.

The fight over desegregation in Oklahoma City’s public school system continued until 1990, when the Supreme Court agreed with the decision of the District Court to dissolve the 1963
federal desegregation ruling, on the grounds that the board had acted in good faith in implementing desegregation policies, and had achieved “unitary status.” According to one article written about the case, the term “unitary status” generally describes “a dual school system that has been brought into compliance with the equal protection clause of the fourteenth amendment of the Constitution.” Because the Oklahoma City public school district was found to have achieved “unitary status,” the court ruled that federally-imposed desegregation policies were no longer applicable to the district.

Harmony School remained in use as a public elementary school throughout that process. Around 1974, Harmony School was renamed Martin Luther King Jr. Elementary School, and the building continued to serve as a public school until it was decommissioned, around 2003. Soon after it was closed, the board of education leased the building to the Marcus Garvey Leadership Charter School, which served students in kindergarten through 6th grade. Marcus Garvey Leadership Charter School held classes in the building until 2013, when the Oklahoma City Board of Education pulled the school’s charter due to financial concerns and poor academic performance. By the time the Marcus Garvey Leadership Charter School closed in 2013, about 95% of the school’s 180 students were black. The building has been vacant since the Marcus Garvey Leadership Charter School closed.

Architecture
In a 1994 reconnaissance survey of northeast Oklahoma City, Harmony School was identified as individually eligible for listing on the National Register of Historic Places under Criterion C, for Architecture. That determination of eligibility was reaffirmed in 2001, when an architectural survey of school buildings in Oklahoma City also found the school to be eligible.

Harmony School is a good example of an Oklahoma City public school building that was designed and built during a time of major growth and expansion for the Oklahoma City public school system. It gains additional significance for its association with two of Oklahoma City’s leading architectural firms. The first two sections of the school were designed by the architectural firm of Layton, Hicks and Forsyth. Solomon Layton, the firm’s founder, was born in 1864. Layton began his career in Denver, and moved to El Reno, Oklahoma in 1902. He established several architectural firms over the course of his career, and he is credited with the design of over 100 buildings across the state. Those projects include some of Oklahoma’s most important buildings, such as the Oklahoma State Capitol (NRHP #76001572), the Governor’s Mansion (NRHP #76001569), the Oklahoma County Courthouse (NRHP #925000126), the

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64 Widdig, 86.
65 Jo Meacham Associates, 34.
69 Planning Department, City of Oklahoma City, 13.
70 Jo Meacham Associates, 32.
Solomon Layton is also widely recognized as a leading designer of public schools in the state. He designed at least 46 school buildings in Oklahoma City alone. Only a handful of those schools are listed in the National Register of Historic Places. They include Central High School (NRHP #760001570, listed 1976), (Old) Douglass High School (NRHP #07000259, listed 2007), Harding Junior High School (NRHP #2000172, listed 2002), Taft Junior High School (NRHP #07000515, listed 2007), and Dunbar Elementary School (NRHP SG100002217, listed 2018).

Dunbar Elementary School, the only elementary school in Oklahoma designed by Layton that is listed in the National Register, shares many aspects of form and design with Harmony School. Both schools are rectangular, two-story “Unit System” buildings that were expanded as the need for space increased. Architectural styling of Dunbar is also similar to that of Harmony. Both buildings feature decorative brick patterns accented with square stone blocks, and wide banks of windows grouped around formal entrances. (Figure 11: Photograph of Dunbar Elementary School, 2017.)

The ca. 1949 auditorium addition to Harmony School is also the work of one of the state’s more notable architectural firms. The plans for the auditorium represents an early commission for the architectural firm of Bailey & Bozalis, which was formed in 1946 by Leonard Bailey and John Bozalis. The partners went on to design several Naval Reserve Training Centers in Oklahoma, as well as the Petroleum Engineering Building at the University of Oklahoma. Although Leonard Bailey retired in the mid-1950s, the firm remained active into the late twentieth century, and they have been credited with the design of some of the most iconic Modernist buildings in Oklahoma City, such as the Citizens State Bank (NRHP #03000875), the Citizens Bank Tower (NRHP #9000978), and the BancFirst Tower (Chase Tower), at 100 North Broadway.

**Conclusion**

For much of its history, Harmony School was a white-only institution. By December 1957, eight of the city’s elementary schools had been integrated. Around 1959, Harmony School became the 10th school in the Oklahoma City public school system to be integrated, out of a total of 91 public elementary or secondary schools in the city. The first five integrated schools in the city were located in areas that were already racially mixed, or which had a large majority of African American residents. Harmony School, by contrast, was in an area that had a large concentration of white residents, and it had served white students only up to that time. In the 1950s, the northern boundary of the black population in Oklahoma City reached Northeast 23rd Street. Given its proximity to the expanding African American community in northeast Oklahoma City,

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72 Mary Jo Nelson, "Layton, Solomon Andrew."


74 Jo Meacham Associates, 19.

75 Imogene Patrick, “5 Gradeschools in City Mixed by Integration.”
Harmony School was an ideal location for a challenge to the Oklahoma City Board of Education’s discriminatory transfer policies. Although the initial challenge to the board’s policy was unsuccessful, the experience gained during the Harmony School case proved to be instrumental for attorney John Green and other local activists. Green went on to take a lead role in the 1963 case of *Dowell v. School Board of Oklahoma City Public Schools*, which led to the desegregation of the Oklahoma City public school system. Harmony School has seen few alterations since the auditorium addition was completed ca. 1949, and it appears today much as it did when it was used as an elementary school.
9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)


City of Oklahoma City. “Founding of Oklahoma City.”


Dowell v. School Board of Oklahoma City Public Schools. 219 F. Supp 427 (W. D. Okla., 1963.)


“Minutes of the Board of Education of the City of Oklahoma City, Oklahoma.” Oklahoma City Public Library, Vertical Files. Various years between 1927 and 1957.


Oklahoma City Directories. Various years between 1922 and 1959.


Harmony School

Name of Property

Oklahoma County, Oklahoma

County and State


Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Previous documentation on file (NPS):

____ preliminary determination of individual listing (36 CFR 67) has been requested
____ previously listed in the National Register
____ previously determined eligible by the National Register
____ designated a National Historic Landmark
____ recorded by Historic American Buildings Survey #________
____ recorded by Historic American Engineering Record #________
____ recorded by Historic American Landscape Survey #________

Primary location of additional data:

X  State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
____ Other

Name of repository: _____________________________________

Historic Resources Survey Number (if assigned): _____ N/A

10. Geographical Data

Acreage of Property 4.09 Acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84: _________
(enter coordinates to 6 decimal places)
1. Latitude: 35.495281  Longitude: -97.484028

Verbal Boundary Description (Describe the boundaries of the property.)
Lot Fifteen (15) of Raney’s Addition to the City of Oklahoma City, Oklahoma.

Boundary Justification (Explain why the boundaries were selected.)
The boundary encompasses all land currently and historically associated with Harmony School.
11. Form Prepared By

name/title: Debbie Sheals and Mason Martel  
organization: Building Preservation, LLC
street & number: 29 South 9th St. Suite 210  
city or town: Columbia state: Missouri zip code: 65201 
e-mail: debsheals@gmail.com  
telephone: 573-874-3779  
date: October 2018; March 2019

Additional Documentation
Submit the following items with the completed form:

- Maps: A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- Sketch map for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- Additional items: (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs
Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn’t need to be labeled on every photograph.

Photo Log
Name of Property: Harmony School
City or Vicinity: Oklahoma City
County: Oklahoma State: Oklahoma
Photographer: Debbie Sheals
Date Photographed: October 2018, March 2019

Description of Photograph(s) and number, include description of view indicating direction of camera:
Photo 1 of 22. Southeast corner, facing northwest.
Photo 2 of 22. Front entrance detail, facing north.
Photo 3 of 22. South wall, facing northeast.
Photo 4 of 22. South wall of auditorium addition, facing north.
Photo 5 of 22. Northwest corner of auditorium, facing southeast.
Harmony School

Name of Property

Oklahoma County, Oklahoma

County and State

- Photo 6 of 22. Northeast corner of auditorium, facing southwest.
- Photo 7 of 22. North wall, facing south.
- Photo 8 of 22. North wall, facing south.
- Photo 9 of 22. Northeast corner, facing southwest.
- Photo 10 of 22. East wall, facing west.
- Photo 11 of 22. Site and two noncontributing buildings, facing southeast.
- Photo 12 of 22. Noncontributing building, facing west.
- Photo 13 of 22. Playground and site, facing northeast.
- Photo 14 of 22. First floor staircase, facing north.
- Photo 15 of 22. First floor corridor, facing west.
- Photo 16 of 22. First floor classroom, facing northeast.
- Photo 17 of 22. Auditorium, facing south.
- Photo 18 of 22. First floor staircase, facing northwest.
- Photo 19 of 22. Second floor corridor, facing west.
- Photo 20 of 22. Second floor classroom, facing southeast.
- Photo 21 of 22. Second floor classroom, facing northeast.
- Photo 22 of 22. Second floor classroom, facing northwest.

**Figure Log**

Figure 1: Site Map. Google Maps 2019.
Figure 2: Contextual Map. Google Maps 2019.
Figure 3: Aerial photo of entire site. Google Earth 2019.
Figure 4: Site Plan and Key to Exterior Photos.
Figure 5: Floor Plans and Key to Interior Photos.
Figure 6: Photograph of original school.
Figure 7: Photograph showing portion of west elevation of Harmony School.
Figure 8: Photograph of school showing second unit, ca. 1936
Figure 9: Photograph of auditorium construction, ca. 1949
Figure 10: Sanborn Map showing Harmony School, 1950.
Figure 11: Photograph of Dunbar Elementary School.
Figure 12: “Black Population Location and Distribution, Oklahoma City, 1930.”
Figure 13: “Black Population Location and Distribution, Oklahoma City, 1960.”
Figure 14: Excerpt from October 1957 article about Harmony transfer case.
Harmony School  
Name of Property

Oklahoma County, Oklahoma  
County and State

Figure 1: Site Map. Google Maps 2019. (See Figure 3 for detailed view of site.)

Figure 2: Contextual Map. Google Maps 2019.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Figure 3: Aerial photo of entire site. Google Earth, 2019.
Figure 4: Site Plan and Exterior Photo Key. Image from: Oklahoma County Assessor online property map, https://assessor.oklahomacounty.org/203/Search-Property-Records (accessed March 2019.)
Figure 5: Floor Plans and Key to Interior Photos. 1983 base plans supplied by building owner.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State


Figure 7: Photograph showing portion of west elevation of Harmony School. Photo by Deb Sheals, 2018.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Figure 10: Sanborn Fire Insurance Map showing “Harmony Public School.”

This Sanborn map shows the two school sections, and the auditorium addition, with approximate construction dates for all three. Although available Sanborn maps of the school do not show the entire site, which extends north to Northeast 26th Street, the key for this volume depicts the site as a single undivided lot. This suggests that the school district could have owned the entire lot.
Figure 11: Photograph of Dunbar Elementary School, NRHP #SG100002217
Figure 12: “Black Population Location and Distribution, Oklahoma City, 1930.”
Figure 13: “Black Population Location and Distribution, Oklahoma City, 1960.”
Figure 14: Excerpt from October 1957 article about Harmony transfer case. Imogene Patrick, “Negroes Ask Entry to Harmony School,” *The Daily Oklahoman*, October 8, 1975, 23.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 1. Southeast corner, facing northwest.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 2. Front entrance detail, facing north.
Harmony School
Name of Property

Photo 3. South wall, facing northeast.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 4. South wall of auditorium addition, facing north.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 5. Northwest corner of auditorium, facing southeast.
Harmony School                  Oklahoma County, Oklahoma
Name of Property            County and State

Photo 6. Northeast corner of auditorium, facing southwest.
Harmony School
Name of Property

Okahoma County, Oklahoma
County and State

Photo 7. North wall, facing south.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 8. North wall, facing south.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 10. East wall, facing west.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 11. Site and two noncontributing buildings, facing southeast.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 12. Noncontributing building, facing west.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 13. Playground and site, facing northeast.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 14. First floor staircase, facing north.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 15. First floor corridor, facing west.
Harmony School  
Name of Property  

Oklahoma County, Oklahoma  
County and State  

Photo 16. First floor classroom, facing northeast.
Harmony School
Name of Property

Photo 17. Auditorium, facing south.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 18. First floor staircase, facing northwest.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 19. Second floor corridor, facing west.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 20. Second floor classroom, facing southeast.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 21. Second floor classroom, facing northeast.
Harmony School
Name of Property

Oklahoma County, Oklahoma
County and State

Photo 22. Second floor classroom, facing northwest.