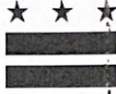


GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



HISTORIC PRESERVATION REVIEW BOARD
APPLICATION FOR HISTORIC LANDMARK OR HISTORIC DISTRICT DESIGNATION

New Designation X
Amendment of a previous designation _____
Please summarize any amendment(s) _____

Property name The Progressive National Baptist Convention & National Training School for Women and Girls Historic District

If any part of the interior is being nominated, it must be specifically identified and described in the narrative statements.

Address 601 50th Street, NE

Square and lot number(s) Square 5194, Lot 829 (historically Lots 28-33)

Affected Advisory Neighborhood Commission 7C

Date of construction 1914 (Lincoln Memorial Arch); 1927-28 (Trades Hall); 1954-56 (Dormitory); and 1961 (Chapel)

Date of major alteration(s) _____

Architect(s) Unknown (Lincoln Memorial Arch); Thomas M. Medford (Trades Hall); Vaughn & Ferguson (Dormitory); Unknown (Chapel)

Architectural style(s) Late 19th and 20th Century Revivals; Stripped Renaissance; Streamline Modern

Original use School Present use Church Headquarters; School

Property owner Progressive National Baptist Convention

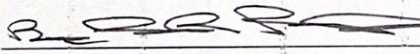
Legal address of property owner 601 50th Street, NE

NAME OF APPLICANT(S) Progressive National Baptist Convention, Inc.

If the applicant is an organization, it must submit evidence that among its purposes is the promotion of historic preservation in the District of Columbia. A copy of its charter, articles of incorporation, or by-laws, setting forth such purpose, will satisfy this requirement.

Address/Telephone of applicant(s) 601 50th Street, NE

Name and title of authorized representative Rev. David R. Peoples, President

Signature of representative  Date 2/11/22

Name and telephone of author of application EHT Traceries, Inc. (202) 393-1199

Date received _____
H.P.O. staff _____

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: The Progressive National Baptist Convention & National Training School for Women and Girls Historic District

Other names/site number: National Trade and Professional School for Women and Girls; Nannie Helen Burroughs School; Progressive National Baptist Convention, Inc.

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: 601 50th Street, NE

City or town: Washington State: District of Columbia County: _____

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ___ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

<p>_____ Signature of certifying official/Title:</p>	<p>_____ Date</p>
<p>_____ State or Federal agency/bureau or Tribal Government</p>	

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In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
<hr/>	<hr/>
Signature of commenting official:	Date
<hr/>	<hr/>
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:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
-

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District

Site

Structure

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

3

Noncontributing

1

buildings

sites

structures

objects

Total

Number of contributing resources previously listed in the National Register 1

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

RELIGION/Progressive National Baptist Convention, Inc. (PNBC) headquarters

EDUCATION/School

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7. Description

Architectural Classification

(Enter categories from instructions.)

Late 19th and 20th Century Revivals; Stripped Renaissance; Streamline; Stripped Classicism

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, Cinder Block, Steel

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Progressive National Baptist Convention & National Training School for Women and Girls Historic District is located at 601 50th Street, NE, at the corner of 50th Street, NE, and Nannie Helen Burroughs Avenue, NE, in northeast Washington, D.C.'s Lincoln Heights neighborhood. The six-acre district encompasses Square 5194, Lot 829 (historically lots 28-33). Lot 816, Lot 827, Lot 828, Lot 830, and Parcel 187/12 were historically part of the campus but are no longer associated with the site. The property is bound to the north by Nannie Helen Burroughs Avenue, NE; to the west by 50th Street, NE; to the south by Fitch Place, NE; and backs up on the east to buildings along 50th Place, NE.

The National Training School for Women and Girls was founded by Nannie Helen Burroughs and opened in 1909 as the first professional training school (vocational and academic) dedicated to the education of African American women and girls. The school was primarily funded by small donations from the African American community and by Burroughs herself, who served as school President until her death in 1961. To distinguish itself from a reformatory with the same name, the school changed its name in 1926 to the National Trade and Professional School for Women and Girls. In 1964, the school's Board of Trustees eliminated the trade school curriculum and reestablished the institution as the Nannie Helen Burroughs School for elementary students. In 1978, the land was sold to the Progressive National Baptist Convention, Inc., the present property owner.

The campus has undergone several changes over the decades, involving the demolition and construction of various school buildings. Today, the property accommodates the Progressive National Baptist Convention, Inc. (PNBC) headquarters and the Monroe School, a private junior-senior high school that continues Burroughs' legacy. The campus consists of four buildings: the Trades Hall (1928, designed by Thomas M. Medford), Dormitory (1954-1956, designed by Vaughn & Ferguson), National Memorial Chapel (1959-1961), and the Monroe School building (1971-1974). The site also includes a historic campus gateway arch, the Lincoln Memorial Arch (1914). The Lincoln Memorial Arch, Trades Hall, Dormitory, and Chapel are

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all contributing resources to the Progressive National Baptist Convention & National Training School for Women and Girls Historic District, while the School (a classroom and administration building constructed in 1971-1974) is non-contributing, as it is not associated with the historic National Training School campus. The district's period of significance is 1909 to 1964, spanning from the year the National Training School for Women and Girls opened to the year in which the school was renamed the Nannie Helen Burroughs School and transitioned to elementary education. The district retains integrity of location, setting, design, materials, workmanship, feeling, and association.

Inventory

The Progressive National Baptist Convention & National Training School for Women and Girls Historic District contains one contributing object, three contributing buildings, and one non-contributing building. Each resource will be described individually below.

#	Address	Square	Lot/Parcel	Resource Type	Year Built	C or N-C
1	601 50 th Street, NE	5194	830 (Formerly, 813)	Object (Lincoln Memorial Arch)	1914	C
2	601 50 th Street, NE	5194	829 (Formerly, 28 + 807)	Building (Trades Hall)	1928	C
3	601 50 th Street, NE	5194	829 (Formerly, 31 + 32)	Building (Dormitory)	1954-56	C
4	601 50 th Street, NE	5194	829 (Formerly, 32)	Building (Chapel)	1961	C
5	601 50 th Street, NE	5194	829	Building (School)	1971	N-C

1. Lincoln Memorial Arch

Square/Lot: 5194/830
Date of Construction: 1914
Architect: Unknown
Builder: Unknown

The original entrance arch to the National Training School campus is located at the corner of Nannie Helen Burroughs Avenue, NE (formerly, Deane Avenue) and 50th Street, NE. Known as the Lincoln Memorial Arch, the concrete entrance arch was dedicated in September 1914 to commemorate the 50th anniversary of Lincoln's death. Principal speakers at the event included Senator Claff of Minnesota and

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Henry Macfarland.¹ The arch features a bas-relief profile of Abraham Lincoln centered in the arch on its northern side. Engaged columns with a simple painted base and cornice are at both ends of the arch. Finials were historically attached to the top of the column, but those were removed at some point during the second half of the twentieth century.

Based on an early, undated historic photograph, the arch does not appear to have originally featured any lettering, though it is possible that the name, "National Training School" was added sometime after the dedication. A historic photograph from 1956 depicts the arch with the updated school name, "National Trade and Professional School" painted around Lincoln's profile. Today, the arch is emblazoned with the name, "Progressive National Baptist Convention." The existing metal gate appears to have been added to the formerly open archway sometime after 1956.

2. Trades Hall

Square/Lot: 5194/829

Date of Construction: 1927-1928

Architect: Thomas M. Medford

Builder: G. G. Loehler Co.

In October 1927, the National Training School for Women and Girls applied for a permit to construct a two-story school building measuring 90' by 50' deep, with a flat slag roof accessible by a scuttle.² The Trades Hall, designed by architect Thomas M. Medford, was constructed in 1927-1928 and dedicated on December 16, 1928. Located at the south portion of the campus (south of the extant 1971 School building), the Trades Hall replaced a frame classroom building destroyed by a fire in May 1926.³ Like with earlier (no longer extant) buildings on the campus, private donors contributed funds to construct the building. Despite donations, the high cost of the design and construction of the new Trade Hall forced the school to acquire debt. Merely a month after the permit to build was issued, Burroughs began fund-raising to add a third story to the Trades Hall. However, due to Depression-era financial limitations, only two stories were completed. In anticipation of completing the third story at a later date, walls were constructed to sill level at the proposed third story; however, the additional third story was never added.⁴ Nonetheless, the new Trades Hall was proudly described in school brochures as "A beautiful new terra cotta, fireproof, brick structure, 60 x 120 with spacious halls, twelve attractive classrooms, the latest equipment, three offices, one reception room and a printery."⁵ The building accommodated a main office, three private offices, a bookstore, worker workshop, sewing room, business room, bible room, three rest rooms, opportunity shop, seven classrooms, beauty parlor, laundry room, storage room, office file room, reception room. The

¹ "Lincoln Arch is Dedicated," *Washington Post* (September 16, 1914), 14.

² D.C. Build Permit #4128 (November 14, 1927), Washingtoniana Collection, Martin Luther King Jr. Library.

³ Dr. Page Putnam Miller, "National Register of Historic Places Nomination Form: Trades Hall of National Training School for Women and Girls (Nannie Helen Burroughs School)," (February 9, 1990), Section 7-1.

⁴ Miller, Section 7-1; R.S.S. Stewart, "Designing a Campus for African-American Females, 1907-1964," Lambert Academic Publishing (2014), 23.

⁵ Nannie Helen Burroughs Papers, brochures. Manuscript Division, Library of Congress, Washington, D.C.

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president of the National Association of Colored Women, Mary McLeod Bethune, spoke at the dedication ceremony.⁶

The Trades Hall was a departure from the earlier campus buildings, which photographs depict as vernacular-style, domestic, frame buildings. At the time of its construction, it was the only brick building on the campus. It was also clearly a public building designed in the more classical tradition of public buildings in Washington, D.C. and nationally. While most other schools constructed in Washington D.C. during this era primarily feature Colonial Revival designs, the Trades Hall is more modernist in design, with Renaissance Revival elements. The two-story, rectangular-plan Trades Hall features light-colored brick and a flat roof. The building is level within the topography of the site, which slopes uphill to the south, resulting in a one-story west (front) façade and a two-story east (rear) elevation. This design appears to align with the original site plan, based on a Permit to Excavate issued on October 29, 1927.⁷

The decorative elements of the Trades Hall are limited to brick quoins that accent the four corners of the building and frame the primary entrance; a soldier-brick belt course between the first and second stories; and a double header-brick cornice. The building's fenestration pattern is regular; the windows are one-over-one, double-hung, metal replacement units protected by metal grilles. The window openings are framed by brick sills and soldier-course brick lintels. Historic photographs indicate the Trades Hall windows were originally nine-light steel windows with operable center-pivot upper lights.

The west façade contains the building's second-story primary entrance, accessed via concrete stairs or an accessible ramp. The double-leaf, metal-frame, fully glazed entry doors are flanked by brick quoins which extend from the second story to the roofline. The quoin detailing of the entry bay indicates that the second story is the building's primary floor, in a notable inversion of order of the Renaissance prototype, which would always place the heavier elements of rustication at the base of a building, rather than an upper story. A non-historic portico structure at the primary entry is topped with a flat, steel and concrete roof supported by two industrial-style steel beams. The first-story windows at the façade are exposed below grade on either side of the central entry bay. The building's two-story north and south side elevations each contain seven bays. The center bay of the north elevation contains a double-leaf, metal-frame, fully glazed door at the first story, with two double-hung windows centered above at the second story. Three bays of aligned double-hung windows flank either side of the center entry bay. The east (rear) elevation contains five bays. The center bay demarcates an interior stair hall with single double-hung metal windows at the half-floor levels and a gabled monitor that rises above the roof line. The four remaining bays (two on either side of the central bay) each contain three double-hung metal windows.

The concrete and steel portico structure with concrete stairs and ramp was added to the façade in 1987. The Trades Hall was designated as a National Historic Landmark and listed in the National Register on July 17, 1991.⁸ Today, it is the oldest extant campus building. It is currently used by the Progressive National Baptist Convention, Inc. as a headquarters and office building.

⁶ "Trades Hall of National Training School for Women and Girls," National Park Service.
<https://www.nps.gov/places/national-training-school-for-women-and-girls.htm>.

⁷ D.C. Excavation Permit #3669 (October 29, 1927), Washingtoniana Collection, Martin Luther King Jr. Library.

⁸ "Trades Hall of National Training School for Women and Girls," National Park Service.
<https://www.nps.gov/places/national-training-school-for-women-and-girls.htm>.

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3. Dormitory

Square/Lot: 5194/829

Date of Construction: 1954-1956

Architect: Vaughn & Ferguson

Builder: McKissack and McKissack, Inc.

In 1954, Burroughs applied for a permit to erect a three-story, 49-room, brick and cinder block dormitory with a flat roof covered in 5-ply built up slag. Similar to the Trades Hall and earlier buildings on the campus, Burroughs reached out to her donors to provide the funding for the project. The dormitory was designed by Vaughn & Ferguson and constructed in 1954-1956 (north of the extant 1971 School building) at a cost of \$200,000. The rectangular-plan, three-story building was formally dedicated on July 8, 1956, in front of a crowd of 500 people. The main speaker at the event was Mordecai W. Johnson, then-president of Howard University.⁹ A school brochure described it as a “modern well-furnished girls dormitory.”¹⁰ It had 52 rooms that could accommodate 70 women. The first floor contained offices, a snack bar, and bedrooms, while the second and third floors contained bedrooms and bathrooms. Each floor had its own lounge.

The brick building appears to retain its original regular fenestration pattern with four-light metal window units (single or paired) throughout. The upper and lower lights are fixed, while the center two lights are awning in configuration. The building’s 11-bay south façade features a primary entry bay that projects beyond the main plane of the façade and rises slightly above the roofline; horizontal, concrete-trimmed bands of glass block distinguish each story. A double-leaf metal-frame entry door topped with a transom is located at the first story.¹¹ While the entry bay’s curved edges and glass block detailing reflect a streamline aesthetic, the dormitory additionally features brick quoining at the four corners of the building (to match the detailing at the Trades Hall). The dormitory represents the development of the school during its latter decades in operation.

4. National Memorial Chapel

Square/Lot: 5194/829

Date of Construction: 1959-1961

Architect: Unknown

Builder: Unknown

The National Memorial Chapel was constructed in 1961, near the property’s northwest corner. It appears to have replaced a former chapel room within Pioneer Hall, a frame building located near the center of the campus, demolished sometime between 1964 and 1971. Similar to earlier development at the school, Burroughs reached out to her donors to provide the funding for the chapel. The chapel dedication was held on July 2, 1961, following Burrough’s death on May 20, 1961. The dedication ceremony was presided by acting school president Mrs. Fannie Cobb Carter. The first public event held at the National Memorial Chapel was Burroughs’ public viewing.

⁹ “500 Applaud at Dedication of Dormitory,” *Washington Post* (July 9, 1956), 24.

¹⁰ Nanny Helen Burroughs Papers, brochures. Manuscript Division, Library of Congress, Washington, D.C.

¹¹ The door appears to have been originally glazed, but is presently boarded over.

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The National Memorial Chapel is a one-story, generally rectangular-plan brick building with a flat roof. The style of the building is best described as Stripped Classicism. The southwest façade features the building's primary entrance, recessed beneath a concrete porch structure and accessed via four concrete steps. The porch features a tiled floor, brick walls, and four concrete pillar supports connected by an upper band of concrete. The primary entrance is comprised of three double-leaf paneled wood doors, each centered below a nine-light marbled art glass fixed window. The side elevations feature narrow brick fins dividing the bays, which feature large window openings each with fourteen marbled-art glass fixed windows within the openings that are secured with metal grilles. Some of the fixed windows have been lost and replaced with plexiglass. The window openings feature concrete sills and soldier brick lintels. Due to the slope of the site, a basement level is exposed near the rear (northeast) end of the building. The chapel represents the development of the school during its latter decades in operation.

5. School Building

Square/Lot: 5194/829

Date of Construction: 1971-1974

Architect: Unknown

Builder: Unknown

A new school building constructed between 1971 and 1974 at a cost of one million dollars resulted in the demolition of original frame buildings associated with the National Training School. The new building was constructed to house a private, co-ed, elementary school named after Burroughs, which closed in 2012-2013.¹² The three-story, T-plan, brick and concrete building is located near the center of the historic campus, north of the Trades Hall and south of the Dormitory. The westward-oriented building is the largest building on the property, and currently accommodates the Monroe School.

District Integrity

The Progressive National Baptist Convention & National Training School for Women and Girls Historic District retains integrity of setting, location, design, workmanship, materials, feeling, and association. The property retains integrity of setting, as it continues to reflect a campus aesthetic. Buildings that share a material palette and design aesthetic are sited amongst a wooded landscape. The location of the school has not changed. The design, workmanship, and materials of the Lincoln Memorial Arch, Trades Hall, Dormitory, and Chapel are intact and evident. While the Trades Hall features double-hung metal windows that replaced original nine-light pivot windows, and a steel and concrete entry porch feature that dates to 1987, the arch and the other contributing buildings remain largely unaltered. The property retains feeling and association as a school campus that evolved during the early -to-mid twentieth century.

¹² Shantina Shannell Jackson, "‘To Struggle and Battle and Overcome’: the Educational Thought of Nannie Helen Burroughs, 1875-1961," Dissertation. University of California, Berkeley (Summer 2015), 95; "Nannie Helen Burroughs Public Charter School Application," (2014), 6.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

- 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

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Areas of Significance

(Enter categories from instructions.)

Education

Development of equal education opportunities

Vocational Training

Period of Significance

1909-1964

Significant Dates

1914 (Lincoln Memorial Arch)

1928 (Trades Hall)

1956 (Dormitory)

1961 (National Memorial Chapel)

1964 (National Trade and Professional School is renamed as the Nannie Helen Burroughs School and transitions to elementary education)

Significant Person

(Complete only if Criterion B is marked above.)

Nannie Helen Burroughs

Cultural Affiliation

African American History

Architect/Builder

G.G. Loehler Co. (Trades Hall Builder); Thomas M. Medford (Trades Hall Architect)

McKissack & McKissack (Dormitory Builder); Vaughn & Ferguson (Dormitory Architect)

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The National Training School for Women and Girls was founded in 1909 and operated until 1964. Noted twentieth-century civil rights leader and school founder, Nannie Helen Burroughs, served as the school President and lived on-campus from 1909 until her death in 1961. The school provided academic education, religious instruction, and practical training in manual skills and vocations, such as the domestic arts. It was the first institution in the county to offer Black women and girls such an array of opportunities within a single school, and the first school of its kind to be operated by a Black woman outside of the Deep South.

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In 1926, the National Training School changed its name to the National Trade and Professional School for Women and Girls. In 1964, three years after Burroughs' death, the school's Board of Trustees eliminated the trade school curriculum and reestablished the school as the Nannie Helen Burroughs School for elementary students. The National Training School was renowned for its national scope and prominence built almost wholly on Black contributions under Black management. While the school's original frame buildings have been demolished, several resources constructed for and by the school – the Lincoln Memorial Arch (1914), Trades Hall (1928), Dormitory (1956), and National Memorial Chapel (1961) – remain on the site and are therefore contributing resources to the Progressive National Baptist Convention & National Training School for Women and Girls Historic District. A new school building was constructed in the middle of the campus between 1971 and 1974. It is not associated with the historic National Training School and as such, is a non-contributing resource to the historic district. The Progressive National Baptist Convention & National Training School for Women and Girls Historic District is nationally significant under National Register of Historic Places **Criterion A (Events)** in the areas of Education, Development of Equal Education Opportunities, and Vocational Training, and **Criterion B (Persons)** for its association with Nannie Helen Burroughs, a noted twentieth century civil rights leader and education advocate. The district period of significance extends from 1909 to 1964, spanning from the year that the school was formally established through the year that the trade school curriculum was eliminated. The district is additionally significant under local Washington, D.C. **Criterion B (History)** and **Criterion C (Individuals)**.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

The vision for the National Training School for Women and Girls was first developed in 1906 by Nannie Helen Burroughs, who desired to create a national school for Black women and girls to help prepare them for a productive life in twentieth century society. The school, sponsored by the National Baptist Convention's Women's Convention Auxiliary (of which Burroughs was President), operated from 1909 to 1964, when the school's Board of Trustees eliminated the trade school curriculum and transitioned the institution to co-ed elementary education. Burroughs served as President of the school from 1909 until her death in 1961. She is largely responsible for developing the school's curriculum and obtaining necessary funding (primarily through donations of Black working-class families) to develop the campus infrastructure and keep the school open. The school trained Black women to respond to the labor needs of urbanized and industrialized America and prepared them for employment opportunities.

The National Training School offered academic education, religious instruction, and professional training in domestic arts and vocations. The school printed a newspaper, operated a commercial laundry, and ran practice programming for adult domestic service workers. The campus was also the headquarters for the National Association of Wage Earners, an organization established by Burroughs in the 1920's to promote the interests of Black wage earners. Most of the school's students were not from Washington, DC, and were offered boarding on-campus. Although there were contemporary late nineteenth and early twentieth-century schools for Black students (such as Alabama's Tuskegee Institute), the National Training School was the first institution in the country to offer both formal education and practical training for Black girls. It was also the first educational institution to gain national scope and prominence almost wholly on Black

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contributions and under Black management.¹³ The school enjoyed a national reputation during the 1920's and received support from such luminaries as Congressman Oscar De Priest, educator and civil rights advocate Mary McLeod Bethune, and President Herbert Hoover.¹⁴ The bulk of donations made in support of the National Training School, however, were small contributions from the Black community, particularly middle-class women who themselves did not have the opportunity to receive an education but wanted more for their daughters. In this way, Burrough's fundraising strategy stood in contrast to the Tuskegee Institute and Rosenwald schools, both of which were funded largely by philanthropists, many of whom were white.

HISTORIC CONTEXT

African American Education

Prior to the Civil War, educational opportunities for free people of color were quite limited and were nearly non-existent for enslaved individuals. Following the Civil War, leaders within the African American community recognized the importance of education and identified it as a prominent goal. Resources from the federal government, particularly from the newly-formed Freedman's Bureau, initiated the formation of educational institutions for African Americans during the Reconstruction Era. Specifically in Washington D.C., the Freedman's Bureau purchased the "Barry Farm" tract – a rectangular, roughly one by one-and-a-half mile parcel with its northwest boundary located along the Anacostia River – to provide newly freed individuals, largely from Southern states, the opportunity to purchase land. The Barry Farm settlers established their own religious and educational institutions, beginning with the Macedonia Baptist Church and the Mt. Zion Hill School.¹⁵ A public school located at the intersection of Nichols and Sheridan Avenues, SE, opened in 1871 to serve the school-aged children of Barry Farm.¹⁶

Schools like those established in Barry Farm provided early educational opportunities to Black school-aged children, but universities were also needed to develop future leaders. With assistance from the Freedman's Bureau, Howard University in Washington DC, Fisk University in Tennessee, and the Hampton Institute in Hampton, Virginia, were founded as the nation's first three black colleges.¹⁷ During the Reconstruction Era, education was overwhelmingly segregated, particularly in public school systems, a trend that gained further prominence as "separate but equal" became codified with the Supreme Court landmark decision of Plessey vs. Ferguson in 1896. Yet equality was elusive, and as the federal government began to limit resource allocation to African American communities, they turned inward to further educational opportunities.

The plight of the African American's struggle to receive quality education is exemplified by Booker T. Washington's experience. Born enslaved in 1856 in Franklin County, Virginia, Washington sought out the

¹³ Sadie Iola Daniel, *Women Builders* (Washington, D.C.: 1970), 122-123.

¹⁴ Evelyn Brooks Barnett, "Nannie Burroughs and the Education of Black Women," *The Afro-American Woman: Struggles and Images*, edited by Sharon Harley and Rosalyn Terborg-Penn (Port Washington, NY: 1978), 106; Nannie Helen Burroughs Papers, Manuscript Division, Library of Congress, Washington, D.C.

¹⁵ Jocelyn Ortiz, "Barry Farm: A Community of Freedmen, Workers, and Activists" (December 3, 2019). <https://storymaps.arcgis.com/stories/6e0406ca91d64dd9a660e05e45277f04>

¹⁶ Portia James, "The History of Settlement and Land Use along the Eastern Branch" (2011), 38. <http://cdi.anacostia.si.edu/wp-content/uploads/2011/10/Portia-James-EOR-Article.pdf>

¹⁷ Foner, Eric and Olivia Mahoney, *America's Reconstruction: People and Politics After the Civil War. Building the Black Community: The School* (2003). Excerpt online at http://www.digitalhistory.uh.edu/exhibits/reconstruction/section2/section2_school.html

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limited educational opportunities available to him. He gained sufficient proficiency to attend Virginia's Hampton Institute, where he formulated much of his educational philosophy. In 1881, Washington became the first president of Alabama's Tuskegee Normal and Industrial Institute (later, the Tuskegee Institute), a teaching college and vocational school. Tuskegee provided practical training in carpentry, masonry, farming, and other trades. Washington – and Burroughs – believed that learning a productive trade gave African Americans the best chance to improve their own lot in life and to bring skills back to their communities. Washington believed that possessing productive skills would allow African Americans to acquire respect from the white community. He believed that progress in the civil rights realm would be hampered by violence but furthered by African Americans' own efforts to be productive members of society. Following his death in 1915, the civil rights community struggled to form a cohesive view of Washington's legacy, with some accusing him of accommodating white supremacy. Despite varying opinions, his accomplishments as a leader are undeniable and appear to have significantly influenced Nannie Helen Burroughs' educational endeavors.¹⁸

Washington was also highly influential in developing the Julius Rosenwald Fund's School Building Program, the largest philanthropic program dedicated to the construction of African American Schools during the early twentieth century. The program's namesake, Julius Rosenwald, was born in 1862 in Springfield, Illinois into a family of Jewish immigrant decent. He moved to New York in 1879 and entered the clothier business. In the 1880s, Rosenwald moved to Chicago and established a successful clothing manufacturing business with his brother and cousin. Rosenwald split a one-half interest with his brother-in-law Aaron Nussbaum in Sears, Roebuck & Company in 1895 after Alvah Roebuck decided to withdraw from the firm. Partnering with entrepreneur Richard Sears, he eventually assumed the role of president of the vast mail order mercantile company following Sears' retirement in 1908, overseeing its rapid growth during the early years of the twentieth century and becoming one of the wealthiest men in America.¹⁹

Rosenwald's philanthropic activities began during the early 1900s. The scope of his philanthropy was extensive, and Rosenwald donated to causes such as the Jane Addams Hull House, Jewish charities both in the United States and in Europe, and the University of Chicago. By the end of the first decade of the twentieth century, Rosenwald had become increasingly interested in race issues. After reading Booker T. Washington's autobiography *Up from Slavery*, Rosenwald began giving to African American causes. After meeting Washington in 1911, Rosenwald donated to the Tuskegee Institute and eventually served on its Board of Trustees. Washington proposed using some the Rosenwald endowment to fund the building of six rural schools in Alabama near Tuskegee for African American children in communities with either no schools or woefully inadequate schools. Rosenwald agreed to finance a significant portion of the costs of each school so long as there were contributions made by the local communities. This pilot program expanded into the Rosenwald Schools program, which assisted in the funding of over five thousand African American schools in fifteen states between 1912 and 1932.²⁰ As initially agreed upon, Rosenwald subsidized a portion of the costs necessary to erect each school building, but left the responsibility of on-

¹⁸ Robert A. Gibson, "Booker T. Washington and W. E. B. DuBois: The Problem of Negro Leadership," Yale-New Haven Teachers Institute. <https://teachersinstitute.yale.edu/curriculum/units/1978/2/78.02.02.x.html>

¹⁹ Lawrence P. Bachmann, "Julius Rosenwald," *American Jewish Historical Quarterly* 66, no. 1 (September 1976): 89- 90; Ascoli, 5-7, 21-25.

²⁰ EHT Tracerics, Inc. *The Campaign to Create a Julius Rosenwald & Rosenwald Schools National Historic Park*, Historic Context Inventory & Analysis, 2018:6-7

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going fundraising, purchasing property, and overseeing construction to the local communities. Located predominantly in rural areas, most of the Rosenwald schools were small, accommodating only one or two teachers and a few dozen students. Depending on the school, educational and vocation training courses were offered. The impact of the Rosenwald Schools program was enormous; by 1932, it was estimated that one-third of African Americans living in the South were being educated at a Rosenwald School.²¹

Nannie Helen Burroughs

Nannie Helen Burroughs was born in Orange, Virginia, in 1878 to John and Jennie Burroughs. Her father and sister died unexpectedly when she was a child. In 1884, the widowed Jennie Burroughs moved her family to Washington DC, where Nannie attended the segregated M Street High School (later, the Paul Lawrence Dunbar High School).²² She majored in Business and Domestic Science, maintained high grades, and graduated with honors.²³ She aspired to teach domestic arts in the DC public school system after graduation, but ultimately did not receive a teaching appointment.²⁴ In 1896, Burroughs wrote to Booker T. Washington inquiring about employment opportunities (specifically, a typist position) at the Tuskegee Institute. In her letter to Washington, she lamented that there were no opportunities in local education for her.²⁵ She was not hired for a position at Tuskegee. Some historians believe it was from this initial failure – and possible discrimination within her own community – that Burroughs developed the idea to start her own school, where politics played no role in mobility and girls would be given an equal chance at success.²⁶

Burroughs took various low-wage jobs, including working as a janitor at the Washington Business College. She also sat for the civil servants exam, but was informed that there were no openings for “colored clerks.”²⁷ Burroughs ultimately accepted a position in 1900 as editorial secretary and bookkeeper to the Foreign Mission Board of the National Baptist Convention in Louisville, Kentucky. While living in Louisville, Burroughs founded the Women's Industrial Service Club, which offered night classes on office work and domestic sciences. Most of the club members were women with day jobs. Burroughs's experience organizing and teaching Club classes prepared her for later work at the National Training School.²⁸

During the period of 1900-1909, Burroughs became increasingly active in the Baptist Church. She was involved in founding the Women's Convention Auxiliary of the National Baptist Convention and initially served as their corresponding editorial secretary. Likely due to her own ambition, Burroughs rose the ranks

²¹ EHT Traceries, Inc. *The Campaign to Create a Julius Rosenwald & Rosenwald Schools National Historic Park*, Historic Context Inventory & Analysis, 2018:7

²² Traki L. Taylor, “Womanhood Glorified!: Nannie Helen Burroughs and the National Training School for Women and Girls, Inc., 1909-1961,” *The Journal of African American History*, 87 (2002), 391.

²³ Alice Gantt, “Women's Day” (October 1995). <http://nburroughsinfo.org/files/47097287.pdf>

²⁴ Given that Burroughs was a highly qualified candidate, historians have speculated that racism may have played a role in her rejections, as it was common for darker-skinned candidates to lose opportunities to light-skinned African American candidates.

²⁵ R.S.S. Stewart, “Designing a Campus for African-American Females, 1907-1964,” (Sunnyvale, CA: Lambert Academic Publishing (2014), 5.

²⁶ Sharon Harley, “Nannie Helen Burroughs: 'The Black Goddess of Liberty,’” *The Journal of Negro History* 81, No. 1 (1996), 64.

²⁷ Stewart, 5.

²⁸ Miller, Section 8-2.

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and later became its president.²⁹ As early as 1901, she used her connections within the Baptist Church to lobby for the creation of a girls' school in Washington, DC and to develop the network that would supply most of the capital needed to establish and operate the school. Burroughs refused to accept the considerable societal limitations placed upon her. Rather, she often spoke of the power of women and took great pride in her race.

Burroughs served as president of the National Training School from its officially opening in 1909 until her death in 1961. During this time, she was often sought after to speak at various events. She was actively involved in numerous organizations, such as the National Association of Colored Women, the NAACP, and the Association for the Study of Negro Life and History. She was active in the civil rights movement, advocating particularly for greater civil rights for African American women. Despite the fact that Black women had limited career choices during the twentieth century, Burroughs believed that all women should have the opportunity to receive an education and job training. She also wrote about the need for Black and Caucasian women to work together to achieve the right to vote, and aligned herself with other African American suffragists, including Coralie Franklin Cook, Anna Julia Cooper, Lucy Diggs Slowe, and Mary Church Terrell. She was early and ardent supporter of Martin Luther King, Jr.

During the 1920's, Burroughs was president of the National Association of Wage Earners, which met on the school campus.³⁰ In 1931, President Herbert Hoover appointed her to chair the National Committee on Negro Housing.³¹ During the Great Depression, Burroughs founded the Northeast Self-Help Cooperative (later renamed Cooperative Industries, Inc.). In 1934, she began publishing *The Worker*, a quarterly focusing on missionary work. Burroughs also found the time to write for several newspapers, including the *Afro-American* and the *Pittsburgh Courier*. Although the National Training School taught homemaking skills, Burroughs herself never married, instead choosing to live on the school campus from 1909 to her death in 1961. In 1964, the Board of Trustees of the National Training School, by that point renamed to the National Trade and Professional School for Women and Girls, eliminated the school's trade curriculum, reorganized the school to allow for co-ed elementary education, and renamed the school in honor of Burroughs. In 1975, Mayor Walter E. Washington proclaimed May 10th Nannie Helen Burroughs' Day in the District of Columbia in recognition of her life and work. The following year, the DC City Council authorized the resolution to rename Deane Avenue, NE and part of Grant Street, NE from 50th Street NE to Eastern Avenue to Nannie Helen Burroughs Avenue.³²

The National Training School for Women and Girls

Nannie Helen Burroughs first proposed the creation of the National Training School to the Woman's Convention Auxiliary (WCA), a subset of the National Baptist Convention (NBC), in 1901. Although initially unsupportive, the WCA formally gave its support to Burroughs' proposal in 1904 and agreed to provide funding for the establishment of a school for African American women.³³ Burroughs was adamant that as a national school, the best location for it would be the nation's capital. It was not until 1907, however, that Burroughs garnered enough support from the WCA to secure a charter for the new school and purchase

²⁹ Stewart, 5.

³⁰ Rayford Logan and Michael R. Winston, eds. *Dictionary of American Negro Biography* (New York, 1982).

³¹ "Capital Woman Heads Home Body," *Washington Star*, 15 April 1931, D8.

³² "Keeping track of the City Council," *The Washington Post*, 13 May 1976, D2.

³³ Stewart, 5-6.

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a six-acre parcel in Washington, D.C.'s Lincoln Heights subdivision for use as a school campus.³⁴ The plot, purchased from Peter and Julia Price in July 1907 for \$6,500, comprised of most of Section 5 of Block 5192, including Lots 27, 28, 30, 31, 32, 33, 806, and 807, except for portions containing trolley lines owned by the Columbia Railway Company.³⁵ Following the purchase, Burroughs reported to the WCA that "a splendid ten room building, large barn and stable, good well and a fine orchard" were extant on the premises."³⁶

Despite financing the initial land purchase, neither the WCA nor the NBC provided regular financial support for the establishment and upkeep of the National Training School. As a result, Burroughs – widely known for her oratorical skills – embarked on a series of speaking tours to raise money for construction and operational expenses. Burroughs targeted her fundraising efforts specifically towards the African American community, believing "the goal of economic self-reliance was the only guarantee for racial uplift and independence."³⁷ No donation was too small, and Burroughs received modest gifts from church organizations of varying size and from middle-class African Americans, many of whom were women who themselves never had a chance to obtain an education.³⁸ Historian Evelyn Brooks described that "[f]or almost two decades, black women, many without education themselves, had contributed regularly small amounts of money enclosed in barely literate letters of support. By giving 'pantry parties,' collecting redeemable soap wrappers, and continually devising imaginative money-making ventures, black women across the nation worked for the furtherance of their school."³⁹ This means of support differed from other institutions, such as the Tuskegee Institute that was patronaged largely by wealthy white benefactors.

In early letters to benefactors, Burroughs explained that the extant ten-room farmhouse was inadequate as an educational facility.⁴⁰ Her goal was to raise \$50,000 for the construction of a new classroom building that would allow for the consolidation of all school-related functions under one roof. A conceptual picture of the proposed building – a Georgian Revival style building that had a four-story plus raised basement central block flanked by two story plus raised basement wings – was provided to benefactors. The proposed building was not constructed.

After more than two years of fundraising, the National Training School for Women and Girls formally opened October 10, 1909. Burroughs hired five teachers to instruct the thirty-two students enrolled in 1909-1910, during the school's first year of operations.⁴¹ As a private boarding school, the National Training School enrolled women and girls from across the United States as well as Canada, Africa, Haiti, and Puerto Rico. Most students came from Black working-class families.

³⁴ Miller, Section 8-2.

³⁵ Stewart, 14.

³⁶ *Dreams Come True* (1956).

³⁷ Barnett, 105.

³⁸ Miller, Section 8-2.

³⁹ Evelyn Brooks, "The Women's Movement in the Black Baptist Church, 1880-1920," Dissertation (Rochester, NY: 1984), 299.

⁴⁰ Nannie Helen Burroughs Papers, Box 96: Contributions. Manuscript Division, Library of Congress, Washington, D.C.

⁴¹ Stewart, 8.

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The school originally admitted only high school students, grades nine through twelve. Over time seventh and eighth grades were added to the school's curriculum. Burroughs required students to abide by a strict code of discipline enforced by the following rules and requirements:

1. Every student must have a bible, song book;
2. No student could leave the school unless a written request sent directly to the President by the parents or guardians;
3. Students could not leave the campus unless accommodated by a teacher or staff;
4. Students were required to take "all-over baths" three times a week;
5. Students were not permitted to play games in their rooms;
6. Students could not receive outside callers without permission of the Matron or President;
7. No student could be excused from chapel, class or "school conference" unless she was ill;
8. Students had to obey established rules for the care of their rooms;
9. All trunks, wardrobes, and other closed items must be open at any time for inspection;
10. Delinquent accounts not settled within fifteen days resulted in student suspended from classes. Students must make up class work lost due to suspension.⁴²

The curriculum included a diverse study of core academics with vocational and bible studies. Seventh and eighth grade girls were required to complete courses in English, arithmetic, history, physiology, music, physical education, practical art, homemaking, and Bible studies. The curriculum became somewhat more diversified in high school with sciences added to the curriculum. General science was a required course in the first year, and biology was added to the curriculum in the second year. Third- and fourth-year students completed courses in Latin, physics, chemistry, literature, and botany. Beyond this, Burroughs believed that Blacks needed to understand the past to fully appreciate their present circumstance. To this end she made "Negro History" a required class at the school.⁴³ Domestic arts, such as homemaking, and bible studies remained part of the high school curriculum for all four years. Trade courses included business classes in shorthand, typing, and bookkeeping. Domestic courses included dressmaking, designing, domestic sciences and arts, and household engineering. The school provided some health sciences courses focused on practical nursing. Other vocational training included printing and even automotive mechanics.⁴⁴

While the school was ostensibly "non-denominational," Christian beliefs and practices were upheld and required because Burroughs believed that religious studies were important to refining moral character. In fact, on the application for admission, candidates were specifically asked if they were Christians, and girls and women who were uninterested in a strict religious environment were discouraged from applying.⁴⁵ The school required its teachers be practicing Christians and who took part in religious activities. The religious portion of the school's curriculum was designed to provide students a sense of value and understanding of Christianity that would translate in them assuming a role in their local churches. The school required

⁴² Nannie Helen Burroughs Papers, National Training School Brochure, 1930. Manuscript Division, Library of Congress, Washington, D.C.

⁴³ Harley, 68.

⁴⁴ Nannie Helen Burroughs Papers, Brochures 4-5. Manuscript Division, Library of Congress, Washington, D.C.

⁴⁵ Traki, 396.

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students attend Sunday School, bi-weekly chapel services, complete a general bible study class, and participate in religious services and activities on and off campus.⁴⁶

In 1909, the school's missionary and Sunday School training program was actively supported by the Woman's American Baptist Home Mission Society, an organization made up of white women from the Northeast and Midwest. During this early period, the missionary program (also called the Christian Social Service department) had fifteen students, five of whom were preparing for foreign work. In 1913, the program partnered with the Baptist settlement house in D.C. known as the Centre (of which Burroughs was one of the chief administrators). During the winter of 1914-1915, Burrough's missionary students worked in the Centre's soup kitchen to feed 1,200 people, organize clothing donations, represent juvenile delinquents in court, and lead classes and recreational activities.

While missionary efforts were of great importance to Burroughs, she was primarily concerned with addressing the practical training problems faced by unemployed American black women. She "endeavored to give greater respectability and dignity to the vocations represented by the vast majority of black working women."⁴⁷ This emphasis on employment meant that, by 1920, most of the diplomas the National Training School awarded were for the trades programs. The school's motto became, "Work, support thyself. To thine own powers appeal." The vocational curriculum sought to improve the students' working skills and earning potential.

The tripartite division of courses between academic, religious, and professional programs was epitomized in Burroughs' own marketing materials, which referenced "the school of the three B's – Bible (Clean Lives), Bath (Clean Bodies) and Broom (Clean Homes)."⁴⁸ Burrough's educational philosophy prioritized academic subjects, trade and professional training, and religious teachings. Burroughs pushed to instill in her students "the fiber of a sturdy moral, industrious, and intellectual woman."⁴⁹ She believed this could only be done through a vigorous curriculum that combined traditional academic courses with vocational and religious training. The original aims of the school were enumerated by a former student, who noted that:

The school gives personal attention to the entire life of the girls—health manners, character and mind. Its training is designed to make the students clear of vision, alert in action, modest in deportment, skillful of hand, and industrious in life. Young women are trained to preside over and maintain well-ordered homes. The fiber of sturdy, moral, industrious, and intellectual womanhood is built in an atmosphere conducive to the development of the highest ideals.⁵⁰

Between 1909 and 1913, five frame buildings were constructed to support the growing school. The original farmhouse, referred to as Alpha Hall, and several outbuildings were repurposed to accommodate school functions. In 1914, the Lincoln Memorial Arch was completed to serve as the official main entrance to the

⁴⁶ Nannie Helen Burroughs Papers, National Trade and Professional School for Women and Girls brochure (1958-1959), 20. Manuscript Division, Library of Congress, Washington, D.C.

⁴⁷ Brooks, 269.

⁴⁸ Daniel, 122; Harley, 65.

⁴⁹ Harley, 68.

⁵⁰ Daniel, 122.

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campus, near the intersection of Deane Avenue (today Nanny Helen Burroughs Avenue) and 50th Street.⁵¹ The arch was dedicated on September 15 of that year with “appropriate exercises under the auspices of the fiftieth anniversary memorial commission appointed by the women’s convention, auxiliary to the national Baptist convention.”⁵²

During World War II, two additional acres were purchased in an effort to further expand the campus. A dwelling on that plot of land, later named Whitfield Hall in honor of Ella Ewell Whitfield (an early supporter of the school), was remodeled so it could serve as a dormitory.

In the mid-1920's, Burroughs expanded her students’ training to include trades that were not considered to be "women's work", such as shoe repair and dry cleaning. In 1921, a public laundry facility was constructed on the northern portion of the site along Grant Avenue. The Sunlight Laundry, as the facility was called, was added to both teach students laundering, considered by Burroughs to be one of the best-paying industries in America, and introduce an income producing department. Unfortunately, the laundry never became a financial success in providing a revenue source for the school. The 1926 annual report noted that receipts for the laundry totaled \$13,059, while expenditures amounted to \$15,619.⁵³

In 1926, a fire erupted within Pioneer Hall, causing \$30,000 worth of damages. Pioneer Hall had been constructed in 1911 and housed student dormitories, the president’s and teachers’ quarters, the chapel, offices, music rooms, dining room, and kitchen. With insurance only covering a small percentage of the damage, supporters of the school made a public appeal asking for Washingtonians to donate money so that “a sufficient fund can be raised to permit the erection of a more substantial structure.”⁵⁴ The campaign led to the construction of Trades Hall, a two-story building that was completed in 1928. Trades Hall allowed for a variety of school-related activities to finally be placed under one roof, including: the school’s main office, a bookstore, workshop, sewing room, business room, bible room, seven classrooms, beauty parlor, reception room, and a storage and filing room.⁵⁵

In 1929, the curriculum was again expanded to include a junior college teacher training course.⁵⁶ The 1929 annual report acknowledged the school was struggling with funding and owed over \$10,000 in unpaid bills that had carried over for the previous five years. The report acknowledged Burroughs’ own personal sacrifice to help fund the school, noting that she was “physically bankrupt” from personally mortgaging her own property and accepting only meager wages.⁵⁷

Challenges did not improve in the 1930s; the economic downturn of the Great Depression made it more difficult to collect the private donations that the school relied upon, and enrollment dropped to almost half

⁵¹ “Lincoln Arch is Dedicated,” *Washington Post*, 16 September 1914, 14.

⁵² “Lincoln Arch is Dedicated.”

⁵³ 1926 Annual Report, Nannie Helen Burroughs Papers, Manuscript Division, Library of Congress, Washington, DC.

⁵⁴ “School Fire Razed Appeals for Aid,” *Evening Star*, 30 May 1926.

⁵⁵ *The Dedication Souvenir Brochure* (July 8, 1956): 18, Nannie Helen Burroughs Papers, Manuscript Division, Library of Congress, Washington, D.C.

⁵⁶ Miller, Section 8-4.

⁵⁷ Nannie Helen Burroughs Papers, 1929 Annual Report. Manuscript Division, Library of Congress, Washington, D.C.

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of what it was a decade prior. In January 1939, the Board of Trustees voted on and approved changes to the school's charter.⁵⁸ Significantly, the Board of Trustees voted to change the name of the school from the National Training School for Women and Girls to the National Trade and Professional School for Women and Girls to avoid confusion with a reform school that was also located in the District that went by the same name.⁵⁹

By the 1950s, it became clear that many of the functioning buildings on campus were inadequate. One of the first projects was the construction of a new heating plant to replace the dated and inefficient plant on the campus. In 1953, the school temporarily suspended operations because of a lack of operating income and also because many of the buildings needed necessary repairs. The annual report specifically noted that a new dormitory building was needed. Burroughs persuaded trustees to pursue an ambitious redevelopment plan for the campus that included a new dormitory, library, chapel, and a science building. The school closed briefly in 1953, although it continued to hold an annual summer institute to train church women.⁶⁰ The new dormitory was completed in 1956, and the new chapel completed in July 1961, just a couple months following Burroughs's death in May 1961. The first public event held at the National Memorial Chapel was Burroughs' public viewing.

In 1964, the school's Board of Trustees eliminated the trade school curriculum and re-established the school as a private, co-ed, elementary school that maintained its Christian principals and commitment to the education of African American children. At that time, the Board of Trustees voted to rename the school as the Nannie Helen Burroughs School. Between 1971 and 1974, a new administration and classroom building was constructed for approximately one million dollars and resulted in the demolition of original frame buildings associated with the National Training School. The three-story, T-plan, brick and concrete building, which is located north of Trades Hall and south of the dormitory, is the largest building on the property.

The Nannie Helen Burroughs School remained operational until 2012, when decreasing financial support forced the institution to close.⁶¹ In 2015, the Monroe School, a therapeutic school committed to fostering academic excellence in students challenged by learning and behavioral challenges, opened and continues to operate out of the 1970s school building.

⁵⁸ Changes to the school's charter were initially proposed in 1926; however, the Board of Trustees opted to wait thirteen years to approve the changes so that all interested parties would have sufficient time to consider and comment on the changes.

⁵⁹ *National Trade and Professional School for Women and Girls, Inc.* (Washington, DC: 1959): 3.

⁶⁰ Nannie Helen Burroughs Papers, National Training School Scrapbooks, Manuscript Division, Library of Congress, Washington, D.C.

⁶¹ Shantina Shannell Jackson, "'To Struggle and Battle and Overcome': the Educational Thought of Nannie Helen Burroughs, 1875-1961," Dissertation. University of California, Berkeley (Summer 2015), 95; "Nannie Helen Burroughs Public Charter School Application," (2014), 6.

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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 (**TRADES HALL**)
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____
 recorded by Historic American Landscape Survey # _____

Primary location of additional data:

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

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___ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): ___

10. Geographical Data

Acreage of Property ___

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Verbal Boundary Description (Describe the boundaries of the property.)

The Progressive National Baptist Convention & National Training School for Women and Girls Historic District is located at 601 50th Street, NE, at the corner of 50th Street, NE, and Nannie Helen Burroughs Avenue, NE, in northeast Washington's Lincoln Heights neighborhood. The six-acre district encompasses Square 5194, Lot 829 (formerly lots 28-33). Lot 816, Lot 823 (previously 814), and Lot 827 were historically part of the campus but are no longer associated with the site. The property is bounded on the north by Nannie Helen Burroughs Avenue, NE, and on the south by Fitch Place, NE. The irregular west boundary borders Lot 827, and the east boundary backs up to buildings along 50th Place, NE.

Boundary Justification (Explain why the boundaries were selected.)

The district boundaries encompass the resources constructed during the identified period of significance: 1914 to 1964.

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11. Form Prepared By

name/title: Alyssa Stein and Katherine Wallace

organization: EHT Traceries, Inc.

street & number: 440 Massachusetts Avenue, N.W.

city or town: Washington state: DC zip code: 20001

e-mail alyssa.stein@traceries.com

telephone: (202) 393-1199

date: October xxx, 2021

Additional Documentation

Submit the following items with the completed form:

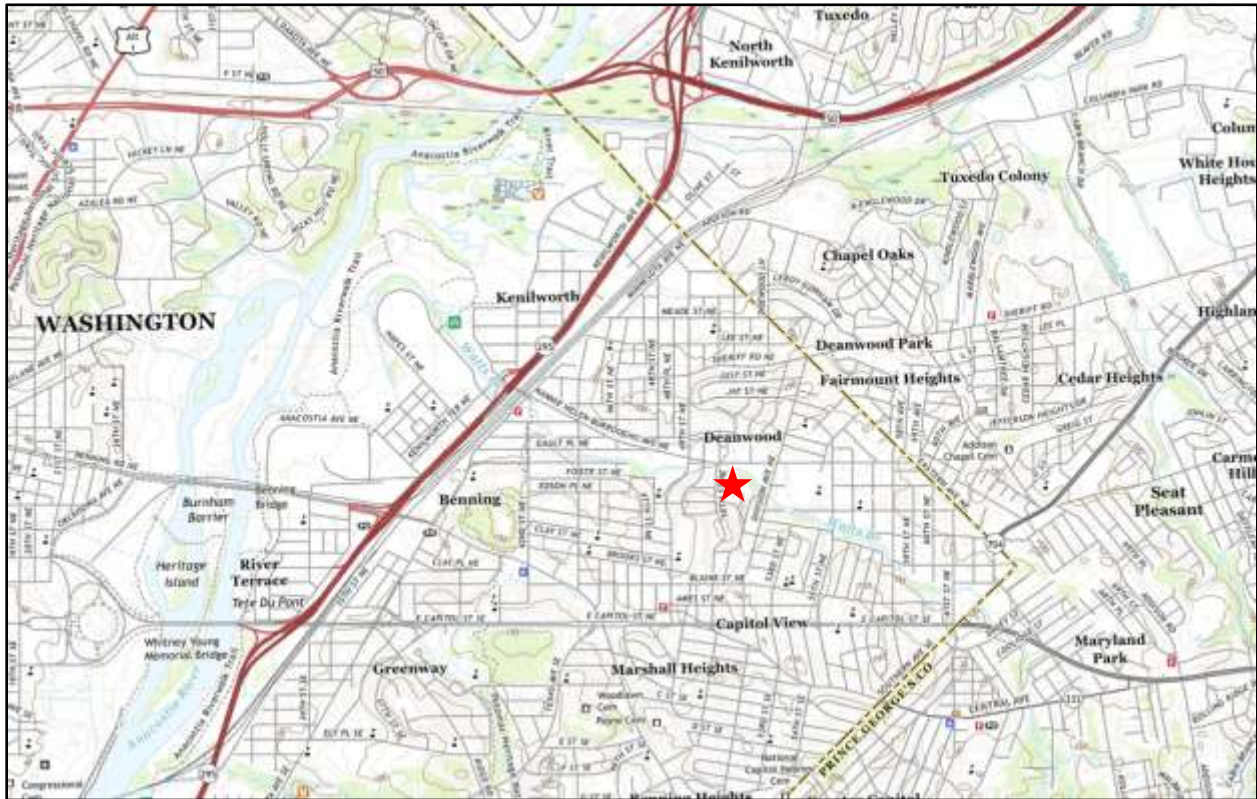
- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any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

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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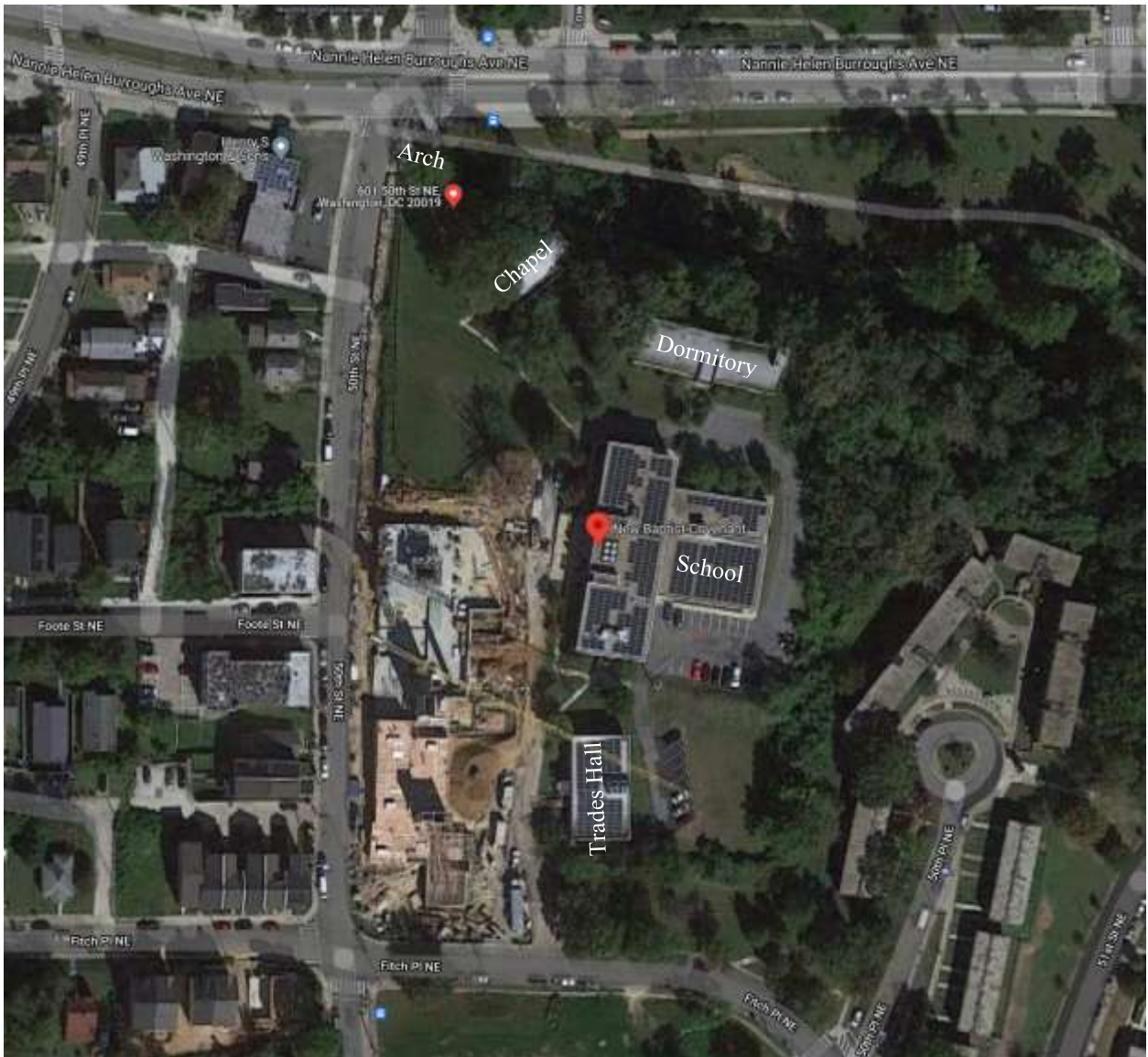


Locator map, Detail of 2019 USGS Washington East Quadrangle (USGS). Location of the Progressive National Baptist Convention & National Training School for Women and Girls Historic District starred.

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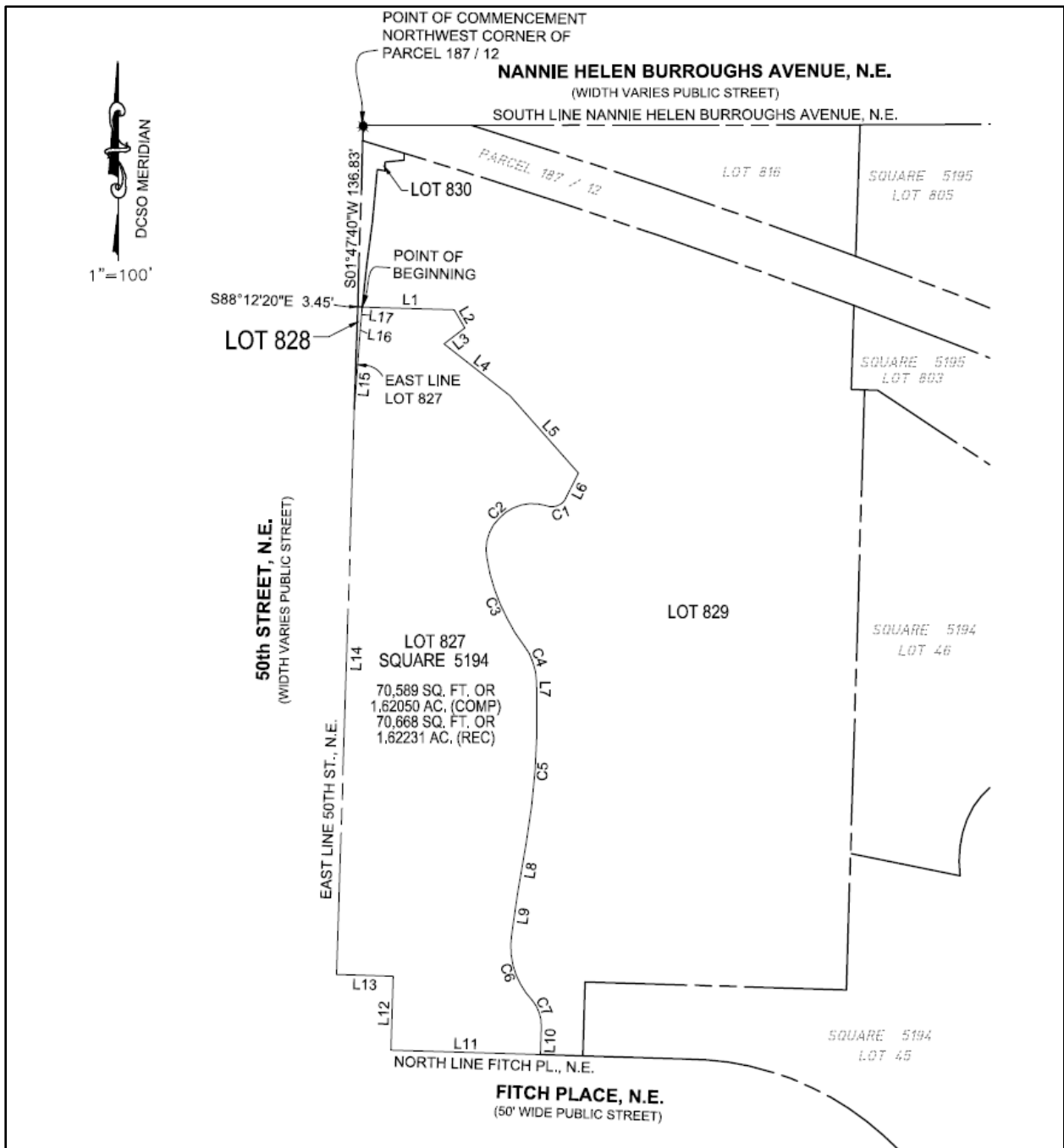
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Resources (labeled) within the Historic District (Google Earth, 2021)

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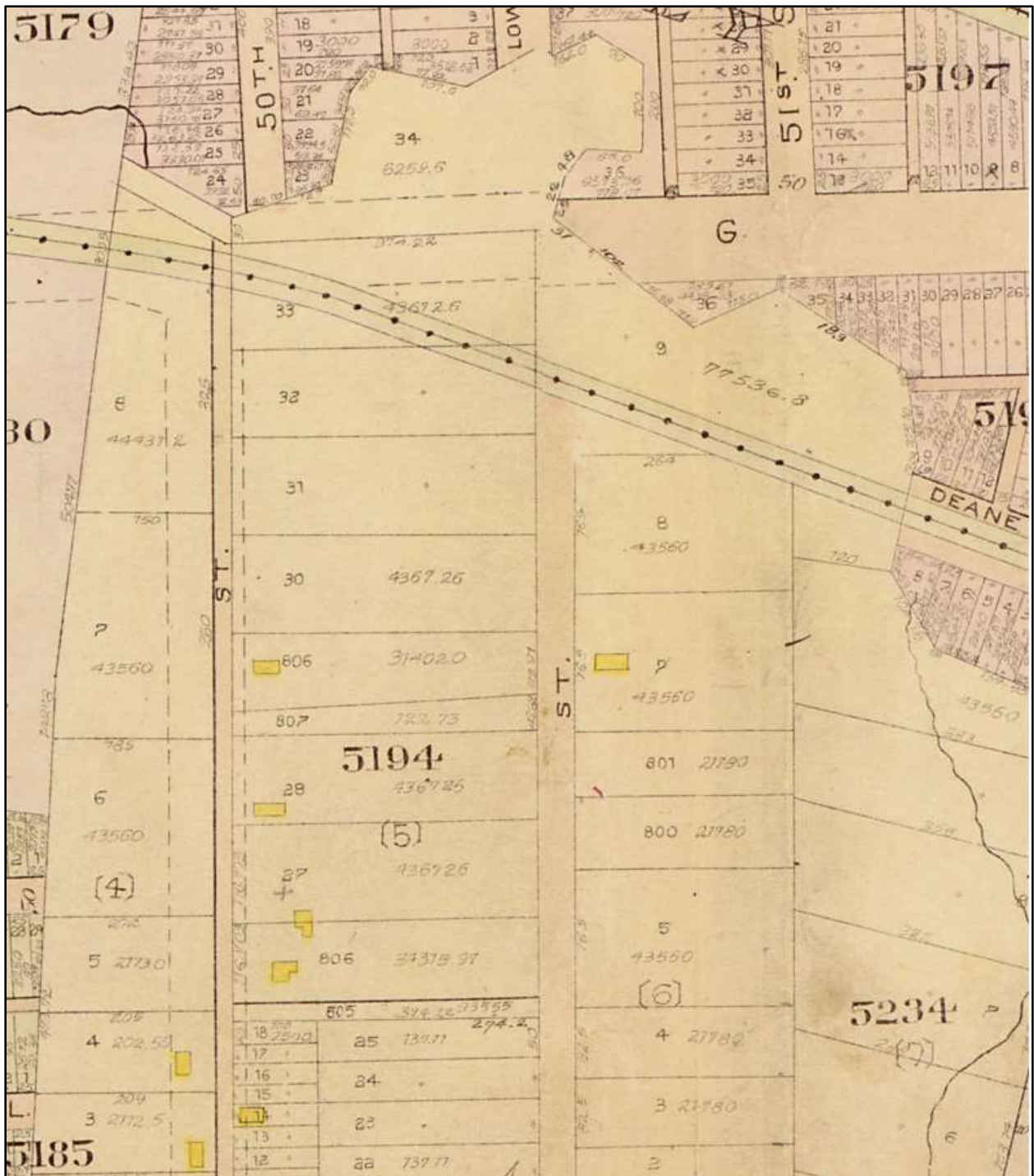
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Historic District Boundary: Lot 829 (Google Earth, 2021)

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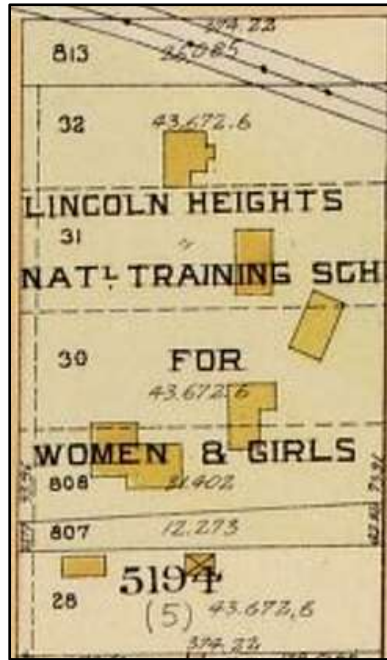
Washington, DC
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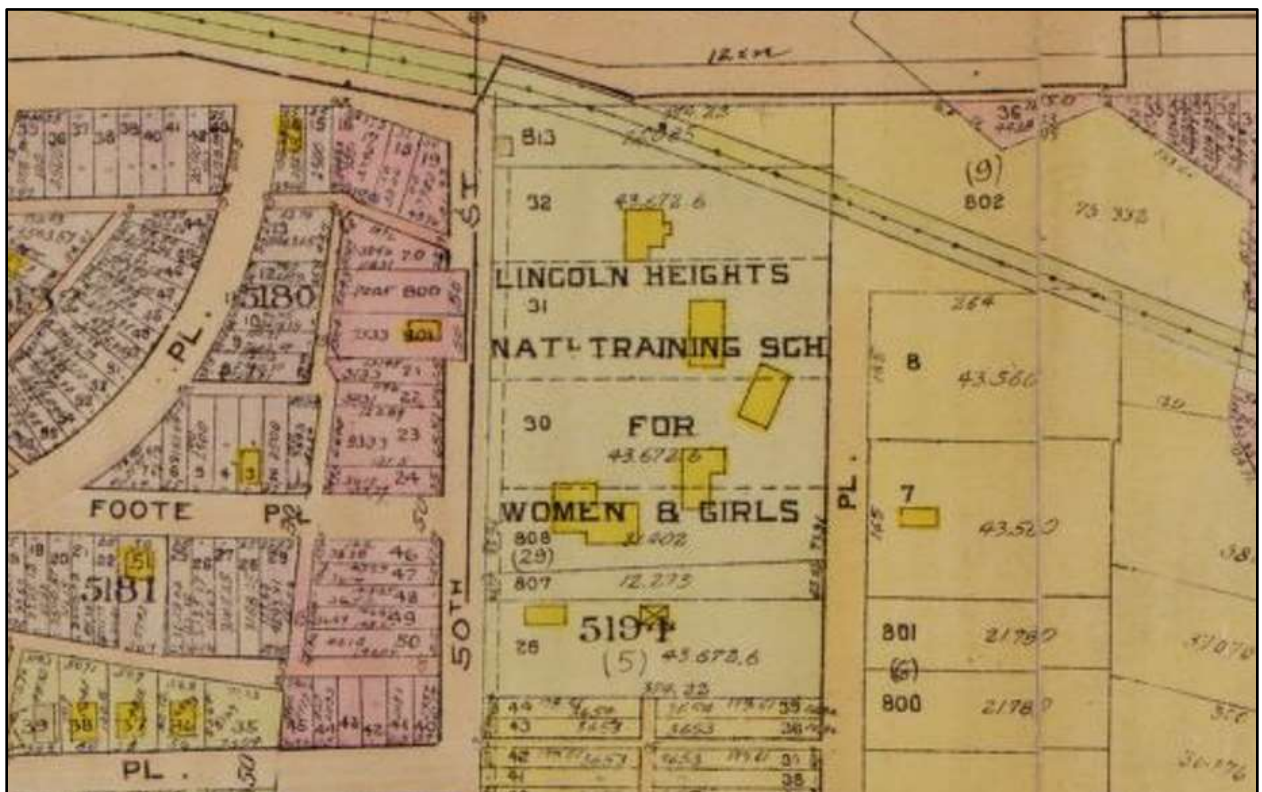
1907 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)

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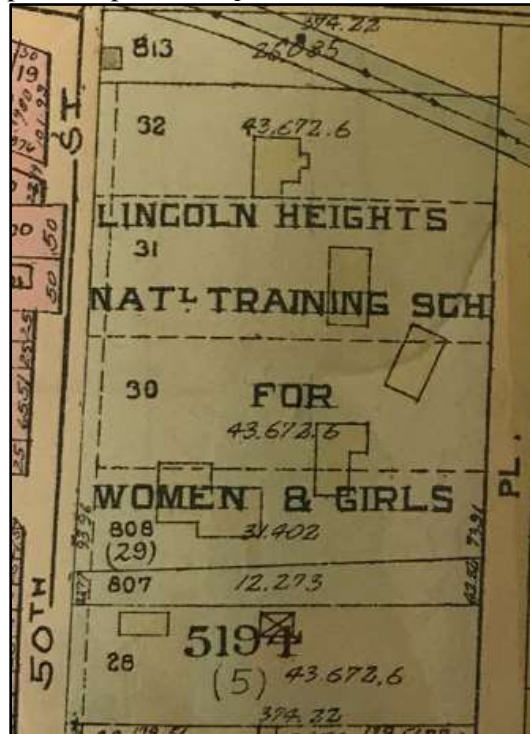
1913 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)



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1919 Baist map, vol.4, plate 15 (*Special Collections, D.C. Public Library*)

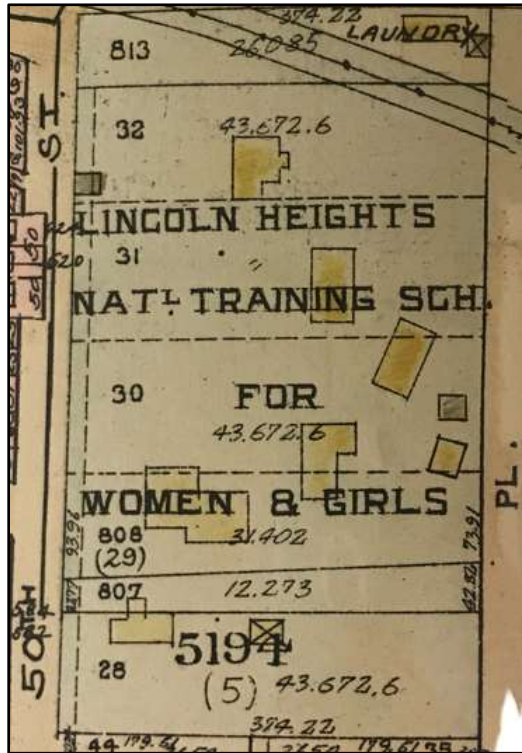


1921 Baist map, vol.4, plate 15 (*Special Collections, D.C. Public Library*)

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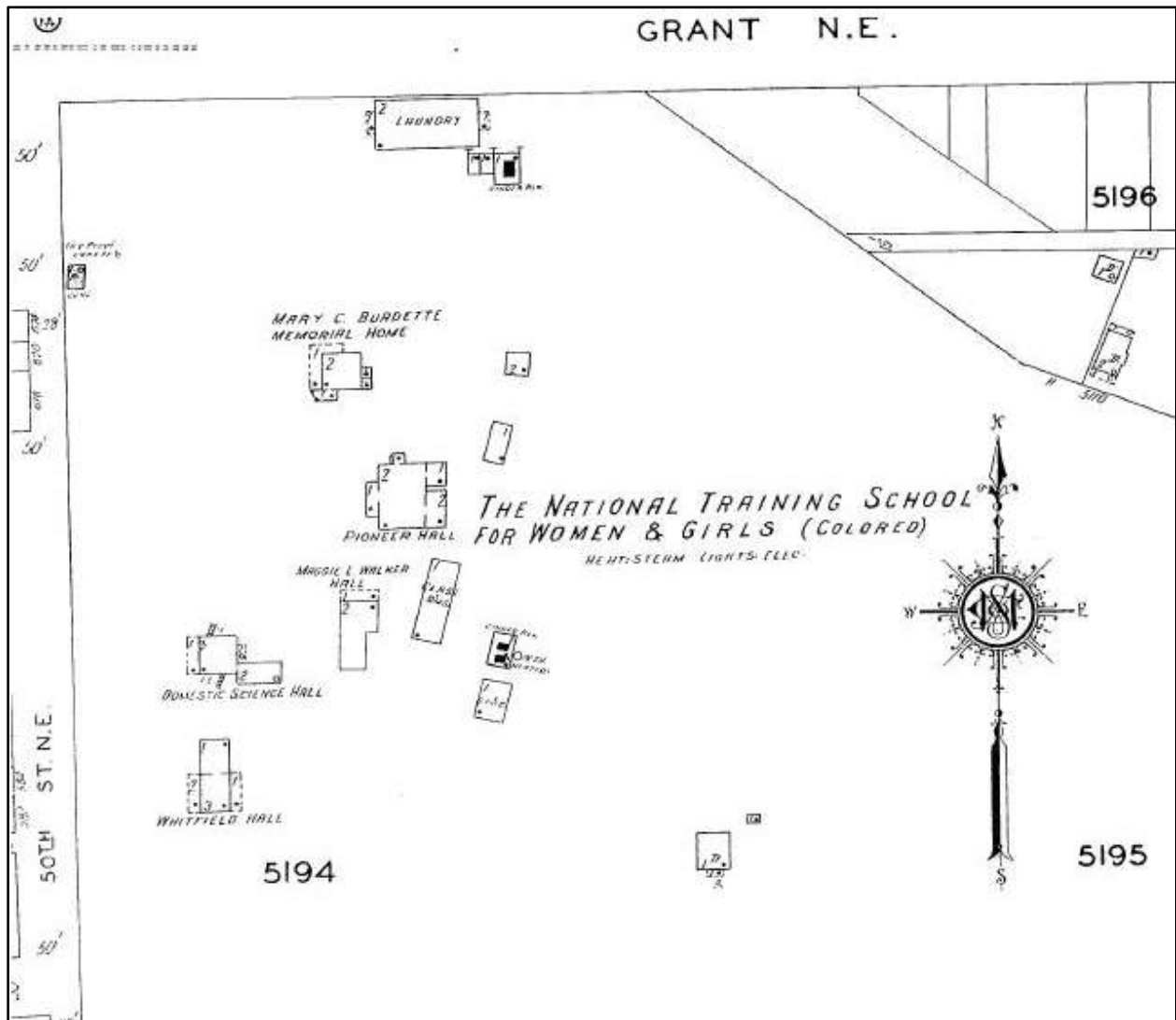
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1927 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)

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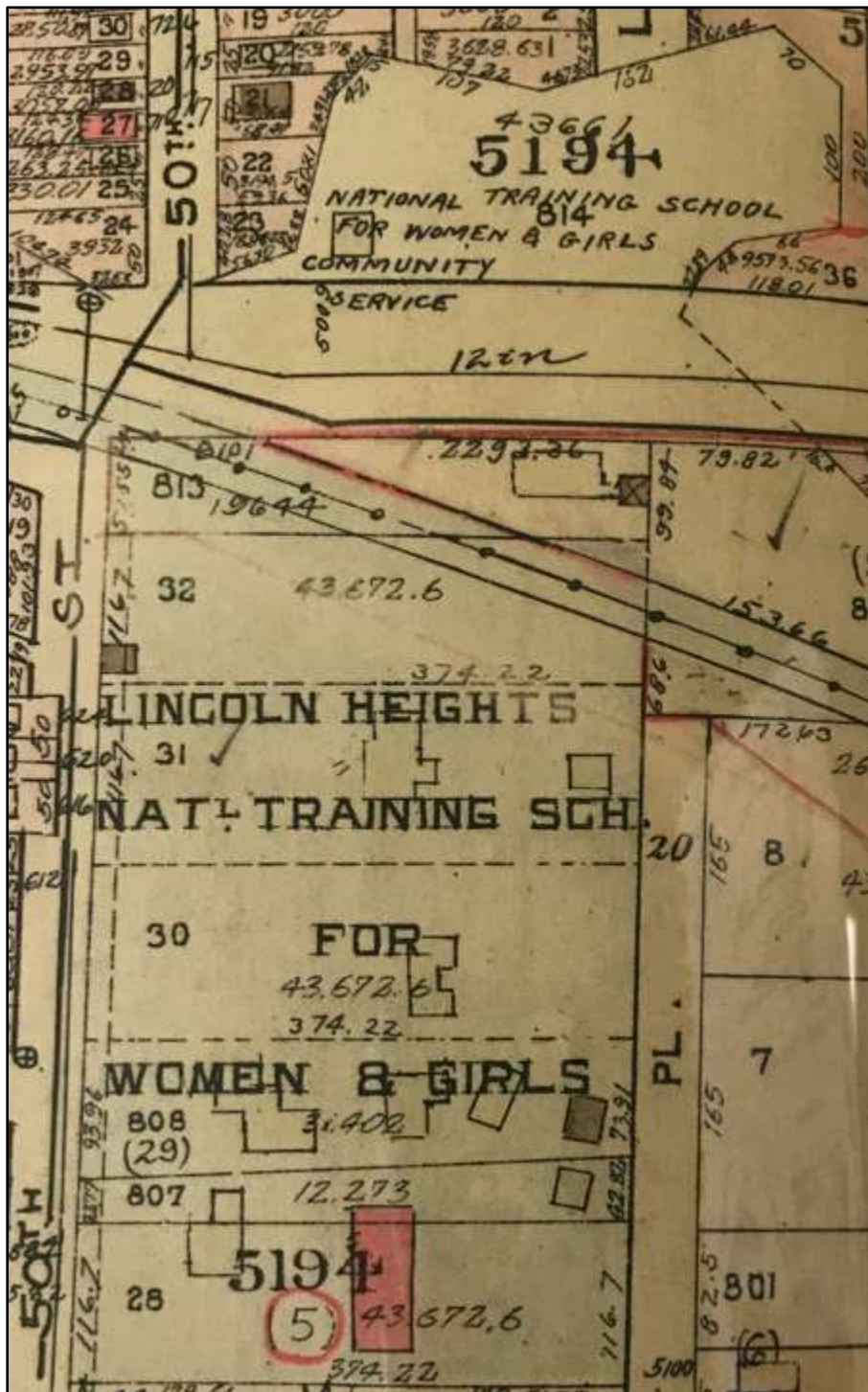
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1928 Sanborn, vol.8, sheet 917 (Special Collections, D.C. Public Library)

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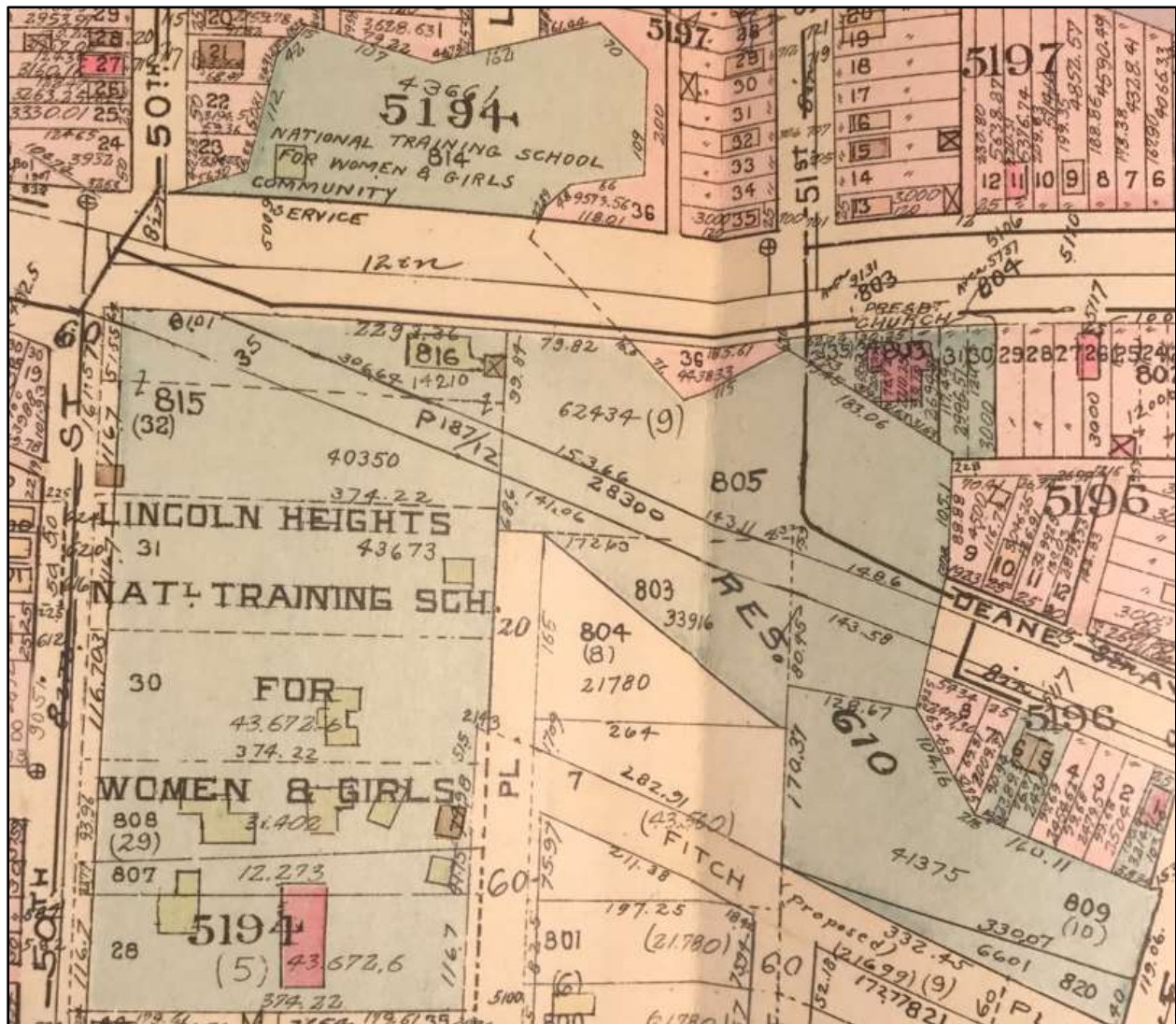
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1936 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)

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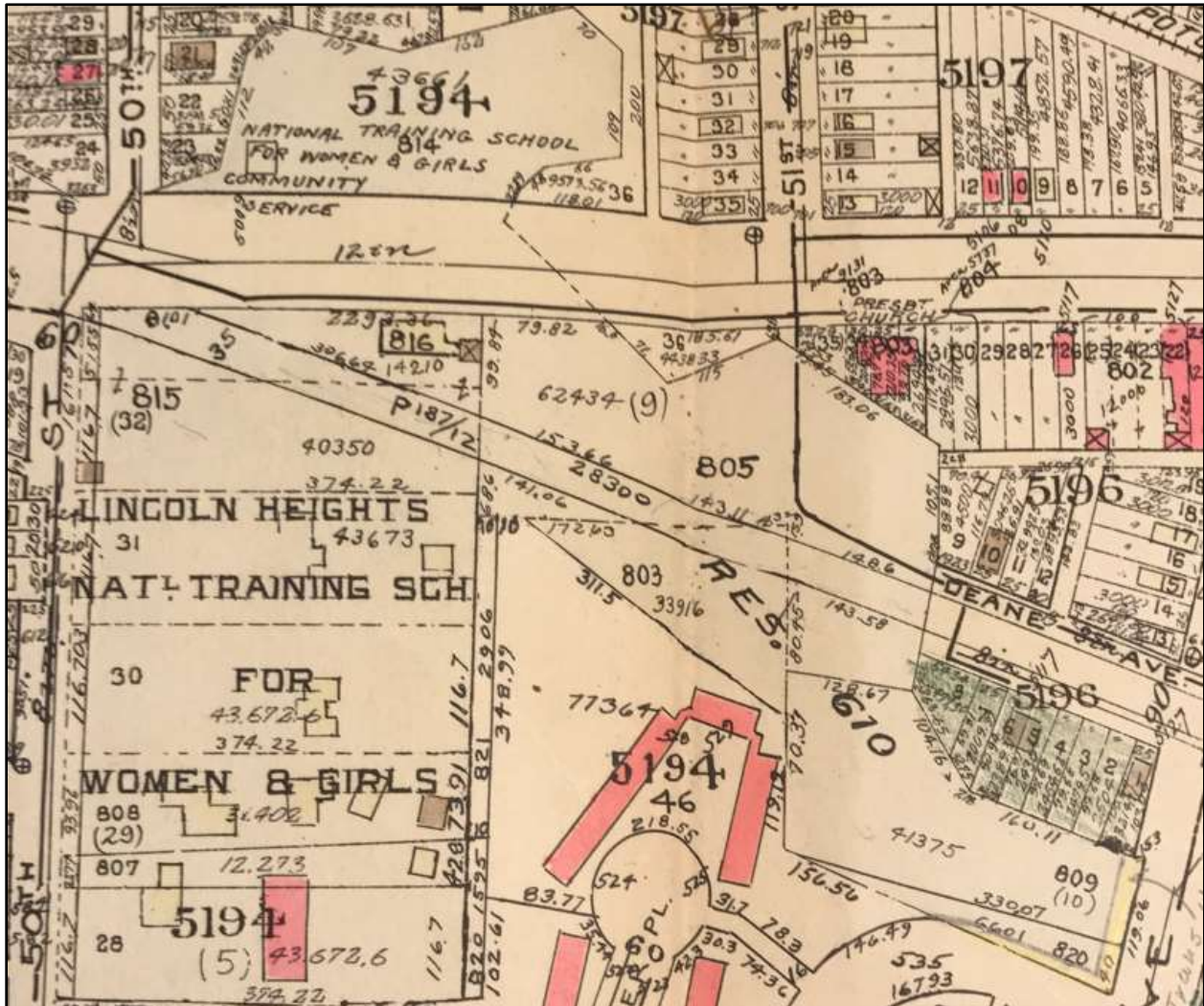
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1943 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)

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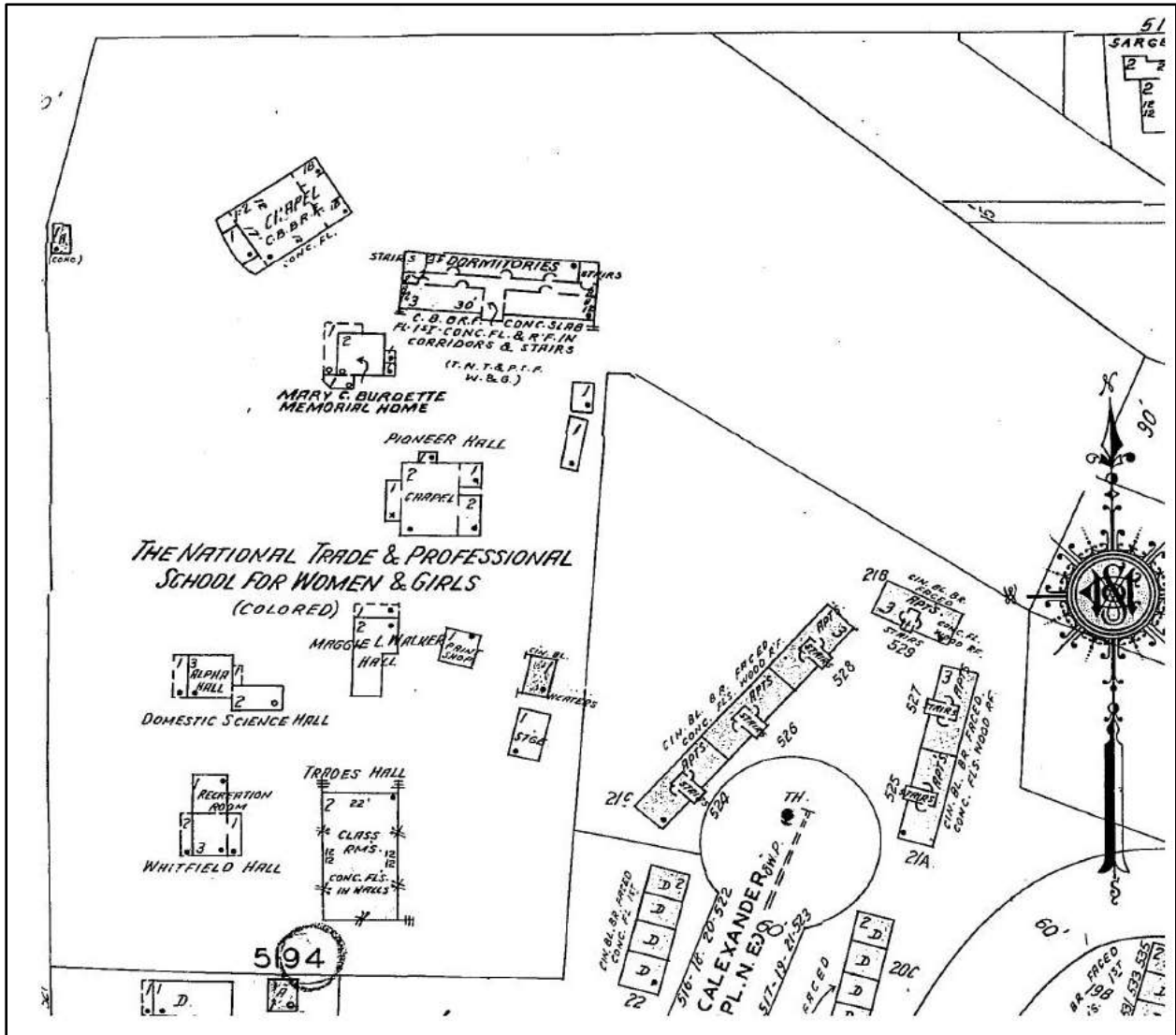
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1950 Baist map, vol.4, plate 15 (Special Collections, D.C. Public Library)

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1960 Sanborn, vol.9, sheet 917 (Special Collections, D.C. Public Library)

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1909 photograph of Nannie Helen Burroughs taken by the Rotograph Company, New York (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12572*).



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Undated photograph of Lincoln Memorial Arch, looking southeast into the school campus (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).

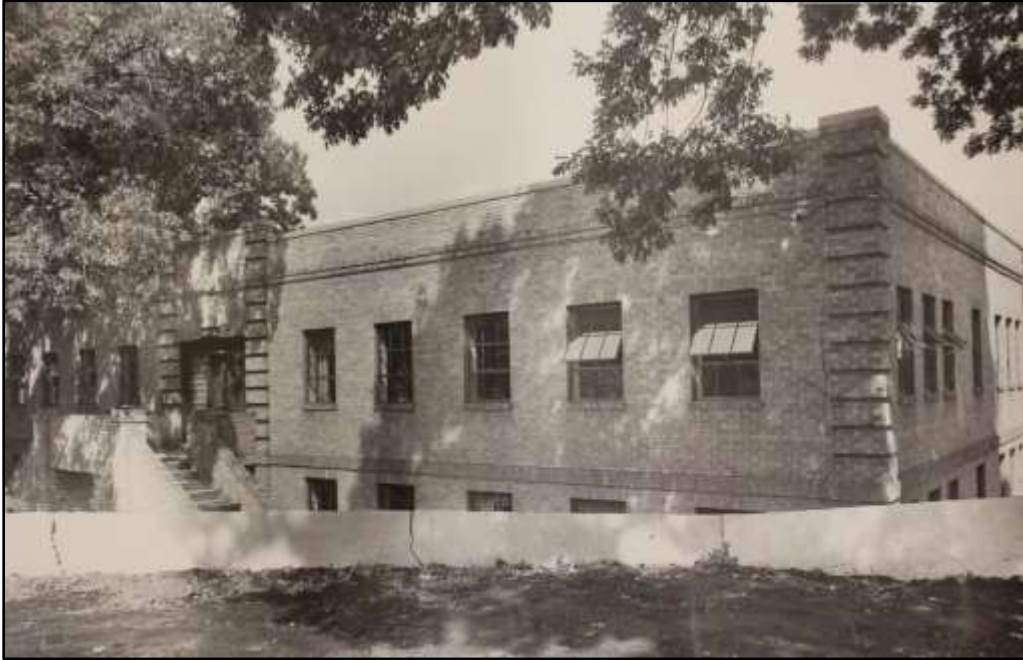


Photograph of the Trades Hall west entrance, c.1928-1940. (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).

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Photograph of the Trades Hall, c.1928-1940. (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).



Photograph of the dormitory, c. 1956. (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).

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Undated photograph of the dormitory entry (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).

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Photograph of entry gate, c. 1958. (*Nannie Helen Burroughs Papers, The Dedication Souvenir Brochure, cover*)



Photograph of Trades Hall, 1958-1959. (*Nannie Helen Burroughs Papers, The Dedication Souvenir Brochure, p.18*)

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c.1961 photograph of the National Memorial Chapel under construction (*Library of Congress, Prints and Photographs Division, Nannie Helen Burroughs Collection, Lot 12571, Location G, Box 2 of 2*).



1961 photograph of National Memorial Chapel (*Nannie Helen Burroughs Papers, 1961 brochure*)

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Photographs

Name of Property: Nannie Helen Burroughs Ntl. Training School for Women and Girls
City or Vicinity: Washington, D.C.
Photographer: Alyssa Stein, EHT Tracerics, Inc.
Date Photographed: September 17, 2021
Location of Original Digital Files: EHT Tracerics, Inc.
Number of Photographs 7

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Photo 1 of 7: DC_National Training School Historic District_001.tif



Photo 2 of 7: DC_National Training School Historic District_002.tif

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Photo 3 of 7: DC_National Training School Historic District_003.tif



Photo 4 of 7: DC_National Training School Historic District_004.tif

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Photo 5 of 7: DC_National Training School Historic District_005.tif



Photo 6 of 7: DC_National Training School Historic District_006.tif

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Photo 7 of 7: DC_National Training School Historic District_007.tif