

Date received 9/5/03
H.P.O. staff TM
#13-20

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. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name James Ormond Wilson Normal School

other names/site number Wilson Teacher's College/D.C. Teachers College/Carlos Rosario International PCS

2. Location

street & number Eleventh & Harvard streets, N.W.

☐ not for publication

city or town Washington

☐ vicinity

state District of Columbia code DC county N/A code 001 zip code 20009

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

Signature of certifying official

Date

Title

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

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)

<input type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input checked="" type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

Category of Property
(Check only one box)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	building(s)
<input type="checkbox"/>	object

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

Contributing	Noncontributing
1	buildings
	sites
	structures
	objects
	buildings
1	Total

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

Number of contributing resources previously
listed in the National Register

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/School

Current Functions
(Enter categories from instructions)

EDUCATION/School

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH-20TH CENTURY REVIVALS/

Elizabethan Revival

Materials
(Enter categories from instructions)

foundation: BRICK

walls: RED BRICK

roof: SLATE AND METAL

other: STONE/Limestone

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)

Property is:

- ☐ 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.

Period of Significance (justification)

Criteria Considerations (explanation, if necessary)

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

COMMUNITY PLANNING AND DEVELOPMENT

Period of Significance

1912-1987

Significant Dates

1912

Significant Person

(Complete only if Criterion B is marked above)

Cultural Affiliation

N/A

Architect/Builder

Ashford, Snowden

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Description Summary:

The Wilson Normal School is an Elizabeathan Revival style building of red brick trimmed in limestone designed by municipal architect Snowden Ashford. Planning for the school began in 1910 and was completed in late 1912 or early 1913. The school is prominently located on a site on the southwest corner of Harvard and Eleventh streets facing Harvard Street and surrounded by a generous lawn. Parking space is largely to the west and rear of the building.

General Description:

Site:

The Wilson Normal School is prominently located on the southwest corner of Harvard and Eleventh streets, NW, facing Harvard (Lot 812 in Square 2856). The property is bounded on the south by private residences.

Parking lots are located to the west and south of the property between the building and the private residences.

Description:

The James Ormond Wilson Teachers' College, originally known as the Washington Normal School, is a Elizabeathan Revival brick building with two floors, an attic and basement. Erected from 1911-1912, the school sits on a 95,138 square foot site. The ground had been filled on a tributary, and the foundation was designed without regard to the original land contours. In a later repair, new steel beams and turnbuckle rods were installed to hold the brick structure together.

The building runs 300' long, occupying the entire frontage of the block on Eleventh Street between Girard and Harvard streets. The central portion of the structure is three stories high, with drawing rooms or studios on the top floor. On each side of the central building are recessed courts, about 50' by 40' with tiled-paved terraces. The assembly hall, planned with a seating capacity of 550 and a commodious stage and dressing rooms on either side, is placed to the rear of the building just east of center and directly in line with the eastern entry court.

The court on the east side of the central section of the building led to the normal school, or teachers' college. On the east and west of these open courts are two wings, each two stories high; the west wing was designed to be used for the practice or demonstration school, and this was similar in design to a typical eight-room grade school. It was in this wing that the teachers got their first experience with "classes." Besides the regular typical classrooms to seat 40-48 pupils, there were smaller rooms designated as "group classrooms." This feature was suggested by Washington school officials.

The practice school contained two separate entrances for pupils, and the normal school contained an additional entrance to the large lunchroom, where the teachers, students, pupils, and children from the nearby Ross School, on the adjoining lot, could purchase cheap and wholesome hot lunches. The Ross school has since been razed and replaced with a parking lot.

The building contains eight exits and two stairways, each about 6' 6" wide. The corridors are 13 ½' wide, and all floors, walls, partitions, and stairways were designed to be fireproof.¹

Structurally, the building is made of 13' brick masonry walls, which stop at the attic floor, where 2x6 wood floor joists and wood rafters take over. The roof of the wings is hipped, and covered with slate and stainless steel roofing with plywood sheathing. The central portion of the school terminates in a flat roof, whereas the east and west wing, along the building's entrances, terminate in a series of shaped gables which terminate in pinnacles. The wings each contain three gables per elevation placed equidistantly around their perimeter. On the exterior, the brick facade is punctured with 9, 15, and 20 pane casement windows. Limestone is used for quoining, lintels, tracery, balustrades, and belt coursing. Facing 11th Street, two metal doors recess under a limestone traced portal. A set of 10 steps converge to a landing before it, guarded by a wrought iron handrail. The entrance to the school on Harvard Street, is approached through a lower and upper terrace, through which a fresh air intake topped by a flagpost pokes. Fourteen steps precede this entrance, which flanks the office and reception room on the first floor. Across from these is housed the stage, assembly hall, and study hall, along the south side of the building. Off of this section springs an east and west wing. The east wing contains a classroom,

¹ "Normal Plans Drawn." *The Washington Post*, March 19, 1911, p. C3

group classroom, and recitation room on the south side, and a classroom, kindergarten, and closet on its north side. In the west wing, a classroom, group classroom, recitation and biology room, library (with a bay window), zoology room, women's toilet, and reading room occupy the south side, while a classroom, wrap room, group room, arithmetic room, geography room, girls' restroom and locker room, and history room make up the north side. The interior consists mostly of wood floor finishes, with tile floor in the corridor. The third floor (also with wood finishes) housed the Orientation Center, but proved to be too small. Only 25 people could be accommodated at a time due to egress and fire regulations. The building itself runs 299' east to west, and 81' 8" north to south, disregarding the extruded stage area. The school building grounds consisted of classrooms, labs, offices, library, cafeteria, gym, three study lounges, and parking lots.

Statement of Significance Summary Paragraph (provide a summary paragraph that includes level of significance and applicable criteria)

The Wilson Normal School is significant for its contribution to the public education movement in Washington DC in the advancement of teacher training. Started in 1839 by such leaders as Horace Mann, James Carter, Henry Barnard, and Thomas Gallaudet, the teacher education movement became a vital part of promoting the United States as the foundation of democracy. As written in the Wilson Normal School Catalog, A teachers college is built upon the belief that the school is the most vital agency to assure the continuance and richer development of the democratic way of life. Its functions were many: to form a sympathetic understanding of youth and from this an ability to guide them in a positive direction; to develop the children is cultural interest; to introduce them to major fields of knowledge available to them; and to instill loyalty to the democratic ideals of the country in which they live, urging them to strive for the establishment of peace and security in this world. Specifically to Wilson, the college looked to bring before the children the basic issues involved in problems of the current world. This included such concerns as international and national relations, race, religion, ethnicity, and labor problems. It provided students with the experiences to grow responsibility and decision making, especially concerning their community, locally and nationally. It brought to prospective teachers an understanding of children with their many backgrounds, interests, and upbringing.

Wilson Normal School is eligible for listing in the National Register of Historic Places at the local level of significance under the Multiple Property Document: Public School Buildings of Washington, D. C., 1862-1960. The Wilson Normal School is a purpose-built public school building ; it is more than 50 years old ; it is in its original location ; it retains integrity; and it retains original fabric and its character-defining features. Further, the building, designed by Washington architect Snowden Ashford is perfectly representative of the school building sub-type, "The Office of the Municipal Architect, Snowden Ashford, 1909-1921." As described in the Multiple Property document, the schools from this period were primarily designed in the Renaissance, Elizabethan, and Gothic style buildings favored by Municipal Architect Snowden Ashford and the private architects with whom he contracted. They are of brick and are decorated with limestone and tile. The floor plans of the elementary schools are similar to those of the earlier period. The high schools and normal schools were innovative in both design and program.

Wilson Normal School meets Criterion C as an outstanding example of a public school building designed in the Office of Municipal Architect. The building is an excellent example of Elizabethan Revival architecture, lauded at the time for its expanse of windows, as well as technical improvements such as steam heat. The Tudor and Gothic styles were favorites of Snowden Ashford, evocative of traditional institutions of higher learning and thought particularly appropriate to educational use. In this, Ashford was opposed by the new U.S. Commission of Fine Arts, established in 1910. The Commission preferred classical and post-Renaissance modes, soon settling on the Colonial Revival for elementary schools beyond the city center. In this instance, Ashford' s vision won out.

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

Summary Paragraph:

The Wilson Normal School is eligible for listing in the National Register with Architecture and Community Planning and Development as its Areas of Significance. The Wilson Normal School, located on Harvard Street at Eleventh Street, NW, is designed in the Elizabethan Revival style by prominent Washington architect Snowden Ashford. The main elevation facing Harvard Street is dominated by a central three-story flat-roofed structure flanked by two projecting two-story wings, each with a hipped roof. The wings are separated from the central core by recessed entry courts .

Resource history and Historic Context:

Narrative Description

The Wilson Normal School occupies a 95,138 sq. ft. site (Lot 812 in Square 2856) bounded by Harvard Street to the north, Eleventh Street to the east, Girard Street to the south, and rowhouse dwellings to the south and west. The Wilson Normal School, first named the Washington Normal School, was established in 1873 to train young white high school graduates to become elementary school teachers. One of the school's chief missions—as with "normal schools" all over the country—was to established standards of teaching or "norms"—thus, the term "Normal." Predating the Wilson School, the Normal School for Colored Girls had been established in 1851; its name was thankfully changed to Miner Normal School in 1879.

The Washington Normal School changed its name to the James Ormond Wilson Normal School in 1913 to honor the then-superintendent of D.C. schools. The School was originally housed in the Franklin School Building at 660 K Street, NW. Its first graduating class of 18 young white women began classes in September, 1873.

As a result of the efforts of James Ormond Wilson and Mr. O.K. Harris, the Wilson Teachers College was authorized by Congress in 1873 as the Washington Normal School, established for training white elementary school teachers. Its first principal was Miss Lucilla Smith, a graduate of the Boston Teacher Training School. Originally, only women were allowed attendance. Thirteen years later, however, men were accepted. The first class of the Washington Normal School met in the Franklin School at 13th and K Sts., in Washington DC, on the third floor under the attic roof, but soon the space became too cramped, and other accommodations were sought. In 1910, shortly before the erection of the new building at 11th and Harvard Sts., the school obtained James Ormond Wilson's name. Born in Royalston, MA, Mr. Wilson was a leader in public education, founder of the DC Normal School and public high school, and superintendent of the DC public schools.

Throughout the years, the school's curriculum saw a number of changes. In 1896, the Board of Education extended the normal school's one-year course to a two-year course. The school at the time had two main departments of study: general department for grade teaching, and kindergarten department. Included in these were the following courses: psychology, principles of education, principles of teaching, history of education, child study, english, history, geography, arithmetic, reading, zoology, physiology, botany, school gardening, music, drawing, penmanship, practice teaching, mother play, kindergarten theory, literature, and story telling. In 1915, night classes in parliamentary law, cooking, and singing were started. In the same year, admission of post-graduates from other jurisdictions to Wilson Normal School was requested, but deemed unwise by the Board of Education. According the Board of Education's meeting minutes from June 4, 1915:

The Committee is of opinion that it would be unwise to provide post-graduate coursed of study to graduates of the normal schools in other jurisdictions. The purpose of the local normal school is to provide professional training for the graduates of our own high schools and of other high schools. To admit a student who would simply be repeating in the local normal school the instruction received elsewhere would be unwise for two reasons: 1 5 t : It would tend to unequalize the gradation in the classes. 2 nd : It would give such post-graduate students an unfair advantage in their rating.

Under the guidance of Miss Anna D. Halgerg, the school became a three-year curriculum institution in 1927, and in 1929, became a four-year college, offering a degree of Bachelor in Science and becoming the Wilson Teachers College. In 1931, Dr. Edgar C. Higbie (the president of the college), expanded the school to include preparation for teachers in junior high school as well as elementary schools. In 1932, the Board of Education authorized Superintendent Frank Ballou to apply for membership of Wilson In the American Association of Teachers 1 Colleges, as well as the Middle States Association of Colleges and Secondary Schools. Accreditation as a university was accepted. In 1941, wartime services were offered. This entailed lessons in such topics as the principles of radio, physical chemistry, and climatology. A year later, in 1942, the Orientation Center for Foreign Students and trainees was housed on the third floor of the building. It offered aid to foreigners who received fellowships for graduate studies in the university, or training in industries and government, yet was not under the jurisdiction of the Board of Education since its employees were not hired by the board. (Over 1000 students from China, Syria, Egypt, Turkey, Spain, Norway, France, Italy, Poland, and the Soviet Union were involved.) In 1943, the college began to share in the education of nurses through affiliations with nearby hospitals, such as Garfield, Sibley, and Emergency. In 1954, the Board of Education authorized a graduate level. In 1955, Miner and Wilson merged to form the District of Columbia Teachers College – the precursor to the University of the District of Columbia – combining races and faculty. As time went on, the school began to become obsolete. More faculty and better facilities were needed. A rough time ensued, resulting in a temporary loss of accreditation and low education exam pass rates of its graduates. For a time, plans were being made to merge with the Federal City College, phasing out the teachers college, but this did not go through.

After sitting vacant for a perior, the property was leased to the Carlos Rosario International Public Charter School in 2001. At that time, the building was an abandoned shell with broken windows. So the school embarked on an \$18 million renovation. Upon completions, the school moved into the building in 2004.²

Architecture of the School

² Fernandez, Manny. "A Place for 'Becoming an American'; Long a Haven for Immigrants, Rosario Career Center Finds Its Own Safe Shelter." *The Washington Post*, Oct. 7, 2004, p. DE10.

Architecturally, Wilson Normal School was among the earliest buildings designed by Snowden Ashford after his appointment to the post of Municipal Architect for the District of Columbia in 1909. Ashford began designing the school in 1910 and, according to contemporary report, his design was considered to be on the for most "elaborate structures for educational purposes ever erected in the United States." Ashford himself stated that he was incorporating the best features in the normal school building found in similar schools elsewhere in the country. In particular, the city of Cleveland, Ohio, loaned Ashford the plans for their new normal school with the view of assisting Ashford in his efforts.³

Ashford preferred the Tudor, Gothic, and Elizabethan Revival styles when designing his school buildings. This was true with the Wilson Normal School in which he chose the Elizabethan Revival. The newly formed Commission of Fine Arts took great issue with this style and found deemed it to be an unusual, inharmonious, and incongruous style of architecture for Washington, D.C. Furthermore, the Commission believed that the Elizabethan style was wholly unworthy and alien for the District of Columbia. The Commission specifically addressed the design for the Wilson Normal School. They found its design in the Elizabethan style to be ill adapted to fulfill the problems of school architecture in Washington, and as drawing into the city of Washington an incongruous and inharmonious style. They noted that their review was too late in the process for new plans to be drawn. However, they noted:

In the opinion of the Commission the general aspect of the District of Columbia would be improved if some uniform style of school architecture could be adopted and adhered to; and the same may be said in respect to engine houses and other public buildings.

When plans Elizabethan Revival style plans for the Minor Normal School went before the Commission of Fine Arts on November 11, 1911, the Commission responded on January 31, 1912 thusly:

When the designs of the normal school to be erected at the southwest corner of Eleventh and Harvard Streets NW were submitted to us last year we were given to understand that the necessity for the prompt erection of the school building and other circumstances made it out of the question to redesign the building completely, and our criticisms and other suggestions ... were therefore directed primarily to the amendment of certain features. But ... from the present attempt to follow the Elizabethan style in the colored normal school there appears to be a deliberate effort to secure a certain consonance among the school buildings by adopting that style for use in all of them. [The Commission is] unanimously of the opinion that the Elizabethan style ... is ill adapted and inappropriate for a public building of the present day in Washington.⁴

The Commission strongly preferred the Colonial Revival style, describing it as adhering to the classical traditions established by the early architecture of the Capital. In the design of Miner Normal School, the Commission's view prevailed and the school was redesign in the Colonial Revival style. However, Ashford would continue to design schools in his preferred Tudor/Gothic Revival style until he retired in 1921. It was not until Albert L. Harris became municipal architect following Ashford's retirement that public buildings in Washington, D.C. were routinely designed in the Colonial Revival style.

Architect of the School Building

Snowden Ashford

At the time the Wilson Normal School building was designed and constructed, Snowden Ashford was Municipal Architect for the District of Columbia. Ashford held the position from 1909 to 1921. Earlier, from 1895 to 1909, he had served as Assistant Inspector and Inspector of Buildings, where he had overseen municipal architecture. Ashford favored Elizabethan and Collegiate Gothic styles for the school buildings he designed.

Ashford was born in Washington, D.C., January 1, 1866. He was the eldest son of Mahlon Ashford, the president of the first title insurance company in the District. Ashford was educated at Rittenhouse Academy and at the Christian Brothers Roman Catholic School. He prepared for college at Lehigh Preparatory School in Bethlehem, Pa., and passed examinations for a course in civil engineering at Lehigh University. He was afterward graduated from LaFayette College, having prepared for the profession of architect.

³ "Normal School Plan." *The Washington Post*, October 30, 1910, p. R3.

⁴ *Report of the Commission of Fine Arts: Fiscal Year Ended June 30, 1916*. Washington: Government Printing Office, 1917. Pp. 28-31.

After leaving LaFayette, Ashford entered the office of A. B. Mullett, who formerly had been supervising architect of the United States Treasury. Later, Ashford was associated with John L. Smith meyer, architect of the Library of Congress, and for two years he worked on plans for the library. He entered the District service in 1895, when he was appointed assistant inspector of buildings. Ashford revised the building regulations of the city in 1900, and introduced a card system and other methods to increase the efficiency of the inspector's office. He prepared the plans and specifications for all school houses, engine houses and other District buildings, until such work was entrusted to architects of the city and the buildings were erected under his supervision.

In 1901, Ashford was promoted to the position of inspector of buildings. In the quarter of a century that he served in the District government, he drew the plans for 75 school buildings in the city. He possessed definite ideas as to appropriate styles for municipal public buildings and placed a strong Elizabethan and Gothic stamp on the public school buildings he designed. His design philosophy meshed perfectly with that of William B. Ittner of Saint Louis, who was commissioned to design Central High School. Ittner's adaptation of the Collegiate Gothic style to Central High School likely inspired Ashford's own designs for Dunbar Senior High School (now demolished) and Park View School, both completed in 1916, and for Eastern High School, completed in 1923. Ashford persisted in the use of the Collegiate Gothic in Eastern High School despite the growing public popularity of the Colonial Revival style and the urging of the Eastern Alumni Association to abandon the "Anheuser-Busch Gothic" style.⁵

Snowden Ashford is associated with the following buildings designated as D.C. Historic Landmarks:

- Chemical Engine No. 5 (Engine Co. No. 25; Congress Heights Firehouse), 3203 Martin Luther King, Jr. Blvd., SE (1902), architect.
- Eastern Market (and Interiors), North and South Halls (1908), architect.
- Engine Company No. 20 (Tenleytown Firehouse), addition (1913), architect.
- Engine Company No. 23 (Foggy Bottom Firehouse), 1910, collaboration with Hornblower & Marshall
- Jesse Reno School, 4820 Howard Street, NW (1903), architect.
- Military Road School, 1375 Missouri Avenue, NW (1911-12), architect.
- Miner Building, Howard University, 2565 Georgia Avenue, NW, supervising architect.
- Old Engine Company No. 12 (Eckington Firehouse) (1896-97), architect.
- Park View School, 3570 Warder Street, NW (1916), architect.
- Paul Lawrence Dunbar High School, First & N Streets, NW (1916, razed 1977), architect.

Developmental history/additional historic context information (if appropriate)

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets)

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 # _____

Primary location of additional data:

☒ State Historic Preservation Office
☒ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other

Charles Sumner School Museum and Archives

☐ recorded by Historic American Engineering Record # _____

Name of repository:

ML King Library Washingtoniana Division

⁵ "Snowden Ashford, Long Civic Leader, Dead in Hospital." *The Washington Post*, Jan. 27, 1927, p. 9.

Wilson Normal School
Name of Property

Washington, D.C.
County and State

Washington Post

DC Department of Real Estate Services

(in the Reeves Center, 2000 14th St NW)

Blueprints, cross section plan

Published Sources

Beauchamp, Tanya Edwards, "Public School Buildings of Washington DC, 1862-1960" (Historical Preservation Office, Dept of Planning, Washington DC)

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 0.00218089991 acres
(Do not include previously listed resource acreage)

UTM References

(Place additional UTM references on a continuation sheet)

1 _____
Zone Easting Northing

3 _____
Zone Easting Northing

2 _____
Zone Easting Northing

4 _____
Zone Easting Northing

Verbal Boundary Description (describe the boundaries of the property)

Square 2856, Lot 812 in the District of Columbia.

Boundary Justification (explain why the boundaries were selected)

Original building lot in its entirety.

11. Form Prepared By

name/title Kent C. Boese / President
organization Historic Washington Architecture date August 2013
street & number 608 Rock Creek Church Road, NW telephone 202-904-8111
city or town Washington state D.C. zip code 20010
e-mail kcboese@hotmail.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items)

Photographs:

Submit clear and descriptive black and white photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Wilson Normal School

City or Vicinity: Washington

County: N/A

State: DC

Photographer: Kent Boese

Date Photographed: September 1, 2013

Description of Photograph(s) and number:

- 1) General view of the east wing from the northeast
1 of 11
- 2) General view of north elevation of central section of school from the northwest
2 of 11
- 3) General view of north elevation of elevation of west wing from the north
3 of 11
- 4) General view of west elevation from the west
4 of 11
- 5) General view of south elevation of west wing from the southwest
5 of 11
- 6) General view of south elevation of west wing from the southeast, with auditorium in foreground
6 of 11
- 7) General view of south elevation of east wing from the south
7 of 11
- 8) Detail of limestone carving at Eleventh Street entrance
8 of 11
- 9) Transom detail at Eleventh Street entrance
9 of 11

10) View of eastern entry court from the north
10 of 11

11) View of western entry court from the north
11 of 11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
General view of the east wing from the northeast
1/11



Wilson Normal School

Washington, DC

September 1, 2013

Kent Boese

General view of north elevation of central section of school from the northwest
2/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
General view of north elevation of west wing from the north
3/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
General view of west elevation from the west
4/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
General view of south elevation of west wing from the southwest
5/11



Wilson Normal School

Washington, DC

September 1, 2013

Kent Boese

(General view of south elevation of west wing from the southeast, with auditorium in foreground

6/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
General view of south elevation of east wing from the south
7/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
Detail of limestone carving at Eleventh Street entrance
8/11



Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
Transom detail at Eleventh Street entrance
9/11

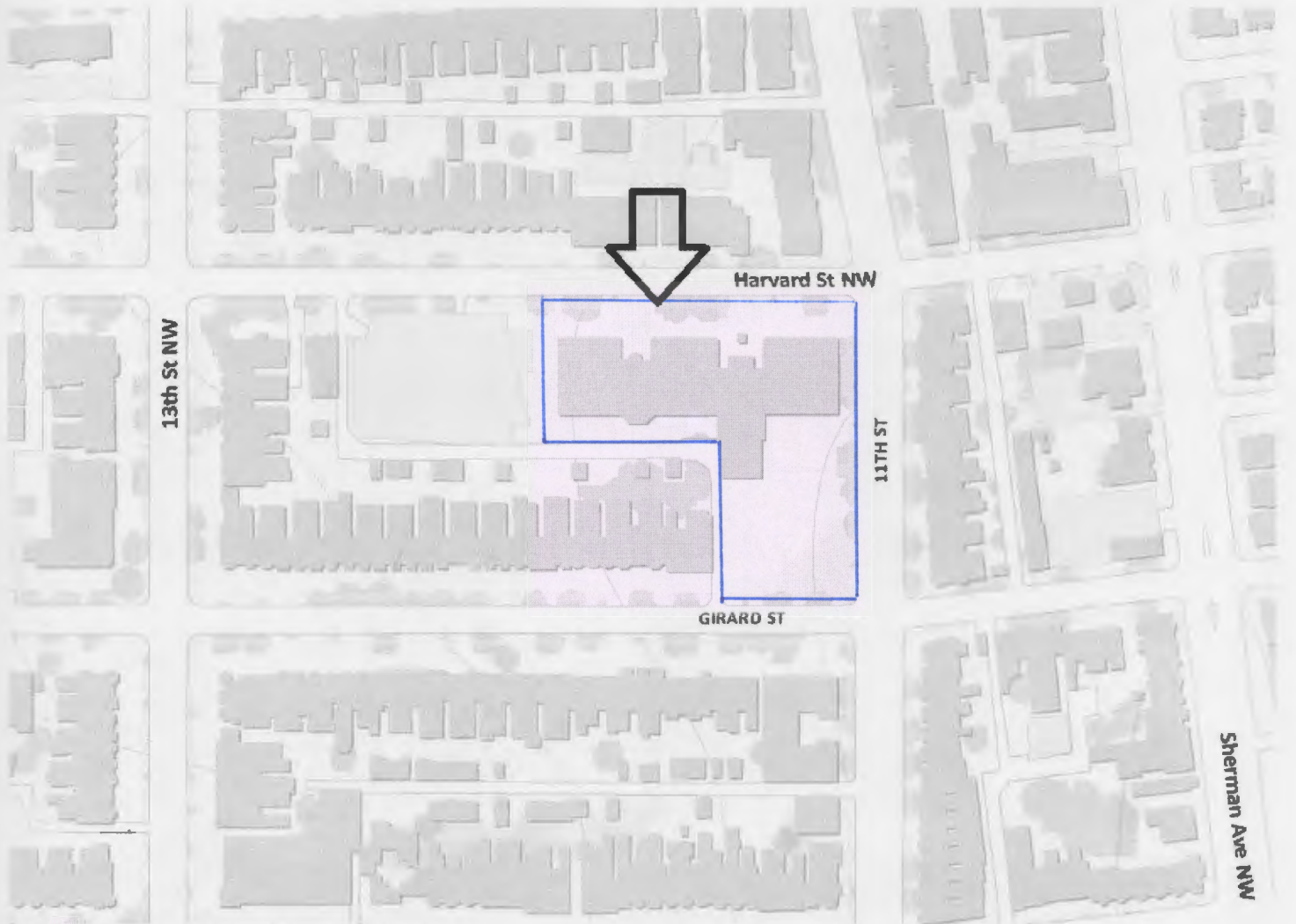


Wilson Normal School
Washington, DC
September 1, 2013
Kent Boese
View of eastern entry court from the north
10/11



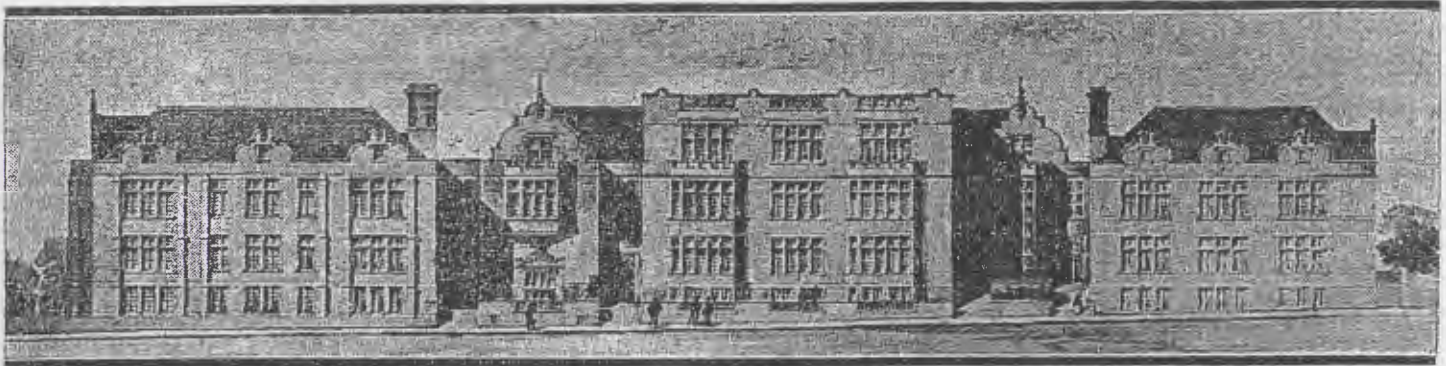
Wilson Normal School
Washington, DC
September 1, 2013
Kentl Boese
View of western entry court from the north
11/11

Site Plan:



Site Plan from ArcGIS (viewed August 28, 2013)

Historic Images:



(Architectural Sketch, From *The Washington Post*, March 19, 1911, p. C3.)



Cross-section of building from original drawings by architect Snowden Ashford.

Wilson Normal School
Name of Property

Washington, D.C.
County and State



James Ormond Wilson Normal School, at Eleventh and Harvard Streets.

(Wilson Normal School nearing completion, From *The Washington Times*, August 24, 1912, p. 6)



(Outdoor study of sycamore seed balls and buds. Undated Photograph, Collection of Kent Boese)



View from the northeast, April 1965
(Photograph, Collection of Historical Society of Washington, D.C.)