

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

673

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

=====

1. Name of Property

=====

historic name Western High School

other names/site number The Ellington School for the Arts

=====

2. Location

=====

street & number 35th & R Streets, N. W. not for publication N/A

city or town Washington vicinity N/A

state District of Columbia code DC county N/A zip code 20011

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3. State/Federal Agency Certification

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As the designated authority under the National Historic Preservation Act of 1986, 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 ___ nationally statewide ___ locally. (___ See continuation sheet for additional comments.)

Aria M. Buckham
Signature of certifying official

6/10/03
Date

DC State Historic Preservation Office
State or Federal agency and bureau

In my opinion, the property meets ___ does not meet the National Register criteria. (___ See continuation sheet for additional comments.)

Aria M. Buckham
Signature of commenting or other official

6/10/03
Date

DC State Historic Preservation Office
State or Federal agency and bureau

=====
4. National Park Service Certification
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I, hereby certify that this property is:

entered in the National Register _____
 See continuation sheet. _____
 determined eligible for the _____
National Register _____
 See continuation sheet. _____
 determined not eligible for the _____
National Register _____
 removed from the National Register _____

 other (explain): _____

Signature of 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)
 district
 site
 structure
 object

Number of Resources within Property

Contributing	Noncontributing
<u> 1 </u>	<u> 0 </u> buildings
<u> 0 </u>	<u> 0 </u> sites
<u> 0 </u>	<u> 0 </u> structures
<u> 0 </u>	<u> 0 </u> objects
<u> 1 </u>	<u> 0 </u> Total

Number of contributing resources previously listed in the National Register 0

Name of related multiple property listing (Enter "N/A" if property is not part of a multiple property listing.) Public School Buildings of the District of Columbia, 1862-1960

=====
6. Function or Use
=====

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: school

Current Functions (Enter categories from instructions)

Cat: EDUCATION Sub: school

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7. Description
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Architectural Classification (Enter categories from instructions)

Late 19th and 20th Century Revivals / Classical Revival

Materials (Enter categories from instructions)

foundation BRICK
roof STONE: slate
walls BRICK
other STONE: limestone
WOOD

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

SEE CONTINUATION SHEET

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8. Statement of Significance
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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 a grave.
- d a cemetery.
- e a reconstructed building, object, or structure.
- f a commemorative property.
- g less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

ARCHITECTURE
EDUCATION
SOCIAL HISTORY

Period of Significance 1898-1978 Significant Dates 1898, 1910, 1915, 1925, 1974-8

Date of Major Alteration: 1910, 1915, 1925

Significant Person
(Complete if Criterion B is marked above) N/A
Cultural Affiliation

Architect/Builder Harry B. Davis (1896) Snowden Ashford (1910, 1915) / Albert L. Harris (1925) / builders unknown.

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

SEE CONTINUATION SHEET

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9. Major Bibliographical References

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(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 # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

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

Name of repository: Charles Sumner School Museum & Archives

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10. Geographical Data

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Acreage of Property less than one acre (28,985 sq. ft.)

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>18</u>	<u>320480</u>	<u>4308950</u>	3	_____	_____
2	___	_____	_____	4	_____	_____

___ See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

SEE CONTINUATION SHEET

=====
11. Form Prepared By

=====
name/title Tanya Edwards Beauchamp/Architectural Historian
organization Tanya Edwards Beauchamp, Associates date September 30, 2001
street & number 930 Leigh Mill Road telephone 703-759-3796
city or town Great Falls state VA zip code 22066
=====

Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

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.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

=====
Property Owner

=====
(Complete this item at the request of the SHPO or FPO.)

name _____
street & number _____ telephone _____
city or town _____ state _____ zip code _____
=====

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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1

The Western High School/
Ellington School of the Arts
name of property
Washington, D. C.
county and State
Public School Buildings of the
District of Columbia, 1862-1960
name of multiple property listing

=====
NARRATIVE DESCRIPTION

The Western High School/Ellington School of the Arts is located at 35th & R Streets, N. W., facing east toward the 35th Street boundary of the Georgetown Historic District and, with its landscaped setting, occupies all of Square 1293 (old Square 132), lot 803. It was designed by Washington architect Harry B. Davis in 1896 in the Classical Revival style popularized by the 'white city' of the 1893 World's Columbian Exposition in Chicago. Completed in 1898, it is constructed of brick painted a light buff color with limestone exterior trim. The original building was composed of a monumental two-story portico over a rusticated base. In 1910 Municipal Architect Snowden Ashford enlarged the building to accommodate a greatly expanded student enrollment. In this and later alterations great care was taken to preserve the integrity of the original design and landscaped setting. The portico was widened and extended to balance the addition of twelve rooms to the wings and to provide for a larger assembly hall and stage. In 1914 a fire destroyed most of the third floor, roof, and portions of the basement. When the damage was repaired, a pressed metal cornice replaced the balustrade that encircled the building at the parapet. At the rear of the building a two-story addition was made at each end of the building, adding four classrooms and the two existing stairs. Ashford was again the architect of these alterations. In 1925, an addition including twenty-eight classrooms, two gymnasiums, and an auditorium was constructed at the rear of the original building. This addition was designed by Municipal Architect Albert L. Harris. Although it more than doubled the original building its aesthetic impact was minimized by compatible design including set-backs at the rear of the building. In recent years, the firm of Arthur Cotton Moore/Associates renovated the main floor vestibule and auditorium for the Ellington School of the Arts.

The original portion of the building is rectangular in shape, 174' x 69.' It is 3 stories high, 5 bays wide and 3 bays deep. The facade is composed of a central classical portico, with Ionic columns supporting a pediment, rising two stories above a rusticated base. Recessed sections are located to either side of the portico. Wings with broad ranges of windows are located on either end of the building. A variety of windows is used throughout the main facade, including circular arched windows at the second floor of the central pavilion, flat arched windows on the third floor of the central pavilion, and in the wings, all generally 6/6 sash. Five main entrance doors are located on the first floor of the central pavilion with a fanlight above each. The main doors lead directly to the vestibule and auditorium. The auditorium is placed at the far end of the main vestibule on the first floor. The library is located above the main vestibule. The original building had long corridors running north-south

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on each floor with classrooms and study halls on either side. In Granite stairs lead from the front lawn up to the level of the first floor. Elaborate brick railings on either side of the stairway support large concrete vases.

The site is 135,278 sq. ft. in size. The original value of the site was \$37,000 and the original cost of construction was \$101,084.36 or a total cost of \$138,084.36. A large grassy area extends to the east of the building and is planted with mature trees. The lawn is enclosed by the original wrought iron fence laid in granite blocks.

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STATEMENT OF SIGNIFICANCE

Western High School (1896-98), now the Duke Ellington School of the Arts, is a fine and early illustrative example of the public schools designed by private Washington architects for the Office of the Building Inspector as discussed in the multiple property listing "Public School Buildings of Washington, D. C., 1862-1960," property sub-type III, "The Architects in Private Practice, 1897-1910." It was the only high school built in this period, and the third dedicated and purpose-built high school in the District of Columbia. It was the first high school in the District to include a publicly accessible auditorium, gymnasium, library, and lunch room, reflecting the evolving needs of a modern secondary school institution. Designed by Washington architect Harry B. Davis, in the Classical Revival style, it reflects the national interest in classicism following the Columbian Exposition in Chicago in 1893. Designed as a 'temple of learning,' it is one of the few Classical Revival style public school buildings in the District of Columbia. Like the buildings of the Columbian Exposition its design was enhanced by a landscaped setting--one of the first District public schools to be distinguished by this design approach--and has retained the integrity of its landscaped setting in spite of major expansion projects.

From its earliest days, Western High School attracted an accomplished group of teachers and administrators, achieving a reputation as one of the most distinguished public college preparatory schools in the country. It was closely and effectively associated with the community which it served. The Western Home and School Association, founded in 1906, was the first such group organized in the District of Columbia. Western's consistently high standards of academic excellence have been recognized by colleges and universities here and abroad, testifying to the success of the District's earliest college preparatory program for white students. Alumni include many distinguished residents of the District of Columbia as well as nationally notable figures such as artist Thomas Hart Benton, Pulitzer prize-winning novelist Marjorie Kinnan Rawlings, news commentator Fulton Lewis, Jr., harpist Sylvia Meyer, U. S. Senator Rovert M. La Follette, Jr., publisher Austin Kiplinger, Metropolitan Museum of Art director Herbert E. Winlock, federal judges Oliver Gasch and Harry Blanton, Marine Commandant Major General Thomas Holcomb, Admirals Joseph K. Taussig and Bruce L. Canaga, and astronaut Col. Edward H. White, Jr. Ellington has continued in this tradition with many accomplished alumni including mezzo-soprano Denyce Graves.

Washington High School, the first high school for white students was authorized as early as 1858 but not immediately implemented. A one-year course of study for girls who had completed the eighth grade was begun at Franklin in 1876. In 1877

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a similar course of study for boys was begun. In 1880 these schools were named 'high schools' for the first time, and in 1881 Congress provided for a high school building. Designed by Edward Clark, Architect of the Capitol, for a site at 7th & O Streets, N. W., construction was completed in 1882. Occupied by ninth grade students, the curriculum was divided into business, English, and classical studies. The latter, a college preparatory course, was extended to three years. Public demand for high school education was so great that the Washington (Old Central) High School building was quickly overcrowded and in 1890 three additional high schools were organized to serve different parts of the city. Eastern was situated in the Peabody School on Capitol Hill; Business, in the Thomson School in the residential downtown area, and Western in the Curtis School in Georgetown. (now the site of the Anthony Hyde School playground).

The Curtis School, Wisconsin & O Streets, N. W. (1875), was one of the original group of innovative urban public schools designed by Adolf Cluss. It housed the Peabody Library and the Linthicum Institute, with space for "philosophical lectures and evening classes in various practical studies." The first class of fifty-six students occupied two classrooms and an assembly room on the top floor. Two full-time teachers taught Latin, English, algebra, German, history and natural science. Drawing, music, and physical culture were taught by part-time teachers. From the beginning there was a strong emphasis on the arts. A Dickens Carnival was held to raise money for a piano. A Glee Club, Boys' Singing Club, and a Ladies' Chorus were organized. At closing exercises these groups were accompanied by the Georgetown Amateur Orchestra. The following year enrollment had increased to one hundred twenty-six. Another Dickens program and ten public lectures and recitals were held. In September 1892 enrollment increased to one hundred seventy-three and classes occupied the entire top floor and part of the second. Five lectures and four concerts were given and the first cadet company, H, was formed. By June, 1895, the enrollment had increased to two hundred and twenty-five and occupied the entire building. During the 1895-96 Congressional session, funds were appropriated for the purchase of a site and the erection of a building. Architect Harry B. Davis completed the design for the building in December 1896.

The site for Western High School was an estate commonly known as "The Cedars," built by the Beall family and once occupied by a girls' boarding school. Mature cedars and other trees covered the site. The location appealed to the school's promoters because of its remoteness from Georgetown's business thoroughfares and because of its size. At its completion, the Western High

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School building specifically addressed the evolving high school curriculum, including a library, laboratories, a drill hall, a bicycle room, a gymnasium and the first lunch room in the city. It was praised for its color-coordinated auditorium, the landscaped setting, and the accessibility of the auditorium and library in the front of the building to the general public. When the building was first occupied in September, 1898, there were three hundred and eighty-five students and seventeen teachers. Western's companion high schools, Central and Eastern were not provided with new buildings until 1916 and 1923 respectively.

At the conclusion of the first year of operation, the lunch room was praised as follows--"The refining influence of spotless linen, bright silver, china of graceful shape and beautiful decoration is a great educational force; social relations between boys and girls are best promoted by free intercourse at the table. Where, formerly, noise and confusion prevailed, there is now, under the influence of napkin and finger-bowl, universal courtesy and quiet."¹ The emphasis on the arts begun at Curtis was continued, as was the interaction with the community. The assembly hall accommodated a rich succession of lectures, plays, minstrel shows, musical recitals, and concerts open to all. A steadily increasing enrollment led in 1910 to the addition of twelve rooms, six at either end of the building. The portico was extended at this time, balancing the facade composition and enlarging and improving the assembly room and stage. By the 1913-14 academic year, the enrollment at Western had almost doubled and included six hundred and sixty-eight students. In 1914, fire damaged the building's third floor and roof. The upper classes were relocated to Franklin School; the lower, to Fillmore. During the reconstruction three additional classrooms and a stairway were added at the rear of each of the 1910 additions. Reopened in 1915, the building was described as practically new.

In spite of these additions, Western became overcrowded during the booming post-World War I years as the Burleith, Foxhall Village, Glover Park, Wesley Heights, Colony Hill, Spring Valley, and other small residential communities to the west and northwest of Western were developed. Construction of the Key and Memorial Bridges and the consequent development of Arlington County, Virginia, brought many more students to Western. The children of military personnel stationed at Fort Myer attended in large numbers. Students came as well from Montgomery County, Maryland. In 1920 split sessions were organized. The upper grades attended from nine until twelve-thirty; the lower, from one until four thirty. The building was enlarged again in 1925, adding twenty-eight classrooms, two

¹ *The Western High School: 1890-1940*, Washington, D. C.: privately printed, 1940, p. 11.

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gymnasiums, and an auditorium and accommodating 1200 students. By 1930 1,840 were attending Western and split sessions were again instituted. The school population peaked in 1934-35 with 2,079 students and 74 teachers. With the opening of Woodrow Wilson High School in 1935 the number of students dropped to 1,508 with 61 teachers.

Until enactment of a comprehensive compulsory attendance regulation in 1925, Western High School operated as a fine public college preparatory school. Beginning in 1925 the student body was extended to include those who did not plan to attend college and who would otherwise have attended Business High School or McKinley Manual Training School. A business practice curriculum was added with courses in shorthand, typewriting, commercial arithmetic, bookkeeping, and commercial law. At the same time, the academic curriculum was revised to include 'enrichment' courses such as journalism, speech, choral speaking, and drama, which would prepare students for college-level professional courses. Mechanical drawing, fine arts, design, interior decorating costume design, and art appreciation, chorus, orchestra, band, and private instrumental and voice training were added. Courses in the social sciences, modern science, American history, and Spanish edged out the earlier classical curriculum. The school's newspaper, *The Breeze*, was founded as part of a journalism class in 1914. In 1938, it was voted first in its class among more than 1,500 other high school newspapers nationwide.

Western, and Curtis before it, were closely connected to the Georgetown community. Students and worked together to make school entertainments successful neighborhood social events. The Home and School Association, organized in 1906, was the first such organization in the District of Columbia. They were instrumental in saving the front lawn and classical facade of the building, advocating construction of the additions at the rear and sides of the building. They secured the athletic field and stadium, supported student publications and public events, provided books for the school library and records for the music classes, and equipped the assembly hall with sound apparatus. They assisted needy Western families financially during the Depression.

The Edward White library at Western commemorates the distinguished military service of alumni. Approximately five hundred alumni served in the army, navy, and air force during World War I. Many were decorated for their service. Twenty were killed, their names inscribed upon a bronze memorial tablet in the

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library. A memorial stained glass window in the library was dedicated to their memory in 1921. In addition to those 20 Western alumni killed in World War I, 142 were killed in World War II, 12 during the Korean conflict, and 10 during the Viet Nam War. A bronze plaque on the grounds of the building commemorates all those Western alumni who died in these conflicts. During World War II Mildred Harnack, Western 1919, was beheaded as a spy at the order of Hitler, the only American woman to meet this fate. She was a member of the German resistance group known as the Red Orchestra which provided intelligence to the US and Russia during WWII and helped Jews and political dissidents escape Germany. Edward H. White, Jr. was an early astronaut who was the first American to walk in space and who died in the Apollo fire at Cape Kennedy in 1967.

In 1974, the Ellington School of the Arts was opened in the building. For a while, the arts school and the regular high school occupied the building until the latter function was phased out.

The Western High School / Ellington School of the Arts meets National Register Criteria A and C. As a large, early and rare Classical Revival high school, Western High School / Ellington School of the Arts is a rare resource representing the development of the District of Columbia high school system at the turn of the twentieth century and exemplifying the architectural fashion and passion for Classical Revival public buildings and "temples of learning" at the time. The building is well-preserved, having maintained intact the character defining features of its original construction, plus the alterations of the 1910-1915 period, and the sympathetic additions of 1925. More than a century has passed since the construction of the main block of the building and more than 75 years have elapsed since the erection of the additions, permitting sufficient time to evaluate the building in its historical context as a functioning District of Columbia public school and as a grand landmark of upper Georgetown / lower Burleith.²

² District of Columbia Historic Preservation Review Board, *Decision, Historic Landmark Designation Case No. 01-13, Western High School / Ellington School of the Arts*, 23 May 2002.

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MAJOR BIBLIOGRAPHICAL REFERENCES

Architectural drawings, Engineering Archives, Capitol Construction Services Administration, 2000 14th St., N. W., 5th Floor Reeves Center, Washington, D. C. 20009. Construction documents: (E. D.) Records, E. D. 8, 791, E. D. 9, 972, E. D. 10, 093, and E. D. 10,484. All original drawings are dated December 1896 and signed by Harry B. Davis.

1. Front elevation
2. Rear elevation
3. North and south elevations
4. Transverse sections
5. Sections
6. Foundation plan
7. Basement plan
8. First floor plan
9. Second floor plan
10. Roof framing plan
11. Reconstruction drawings dated 1914
12. Drawings dating from tenure of Albert L. Harris as Municipal Architect providing for additions and alterations

Archival Collection of the Western High School / Ellington School of the Arts Alumni Association. Charles Sumner School Museum and Archives.

District of Columbia Historic Preservation Review Board. *Decision, Landmark Designation Case #01-13: Western High School / Ellington School of the Arts* (May 23, 2002).

Haycock, Robert L. "Sixty Years of the Public Schools of the District of Columbia--1885 to 1945." *Records of the Columbia Historical Society*. Vol. 48-49 (1946-47), pp. 28-92. Washington D. C.: published by the Society,

Lee, Antoinette J. "Public School Buildings of the District of Columbia, 1804-1930" and survey of existing buildings, 1864-1930. D. C. Historic Preservation Office, 1987-88.

Letter from the Secretary of the Treasury. "Extension of Western High School Building." May 12, 1910. 61st Congress, 2nd Session, Doc. No. 905.

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 *The Western High School, 1890-1940. In Commemoration of the Fiftieth
Anniversary of the Founding of The Western High School.*

Wilson, J. Ormand, "Eighty Years of the Public Schools of Washington--1805-
1885," *Records of the Columbia Historical Society*, Vol. 1, 1896, pp. 119-170.

Newspaper articles

- "Western High School," *Evening Star*, 31 March 1897.
- "New Western High School," *Evening Star*, 9 August 1898.
- "Plans for Rebuilding Western High School," *Evening Star*, 25 April 1914.
- "Western High School," n.d. Historical Society of Washington, D. C. files.
- "The Western High School, 1890-1940," files of the Peabody Room, Georgetown Public Library.

Others--Standing Files of the Charles Sumner School Museum & Archives, The Historical Society of Washington, D. C. and the Peabody Room of the Georgetown Public Library

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VERBAL BOUNDARY DESCRIPTION

The Western High School / Ellington School of the Arts is located at 35th & R Streets, N. W. facing east. It is situated on lot 803 in Square 1293

BOUNDARY JUSTIFICATION

Legal recorded boundaries of historic site.

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Additional Documentation

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PHOTOGRAPHS

Myles M. Johnson, photographer.
July 2001
The Western-Ellington Alumni Association, Inc.
P. O. Box 40294
Washington, D. C. 20016-0294

1. Front Facade. Looking ^{south}~~north~~west from 35th Street, N. W.

Xerox copies of historic photographs

Photographer unknown.
Ca. 1900.
WEAA Collection
Charles Sumner School Museum & Archives
17th & M Streets, N. W.
Washington, D. C. 20036 Sanborn Insurance Map

1. Front Facade. Looking northwest from 35th Street, N. W.

Photographer unknown.
Ca. 1920.
WEAA Collection
Charles Sumner School Museum & Archives
17th & M Streets, N. W.
Washington, D. C.

1. Aerial View. Looking northwest, intersection of 35th Street & Reservoir Road, N. W. in foreground.

MAPS

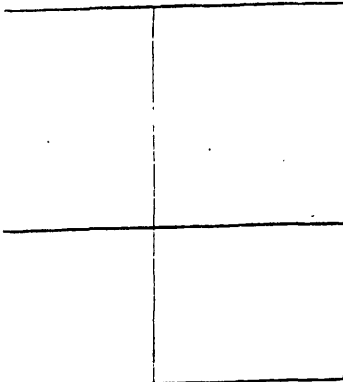
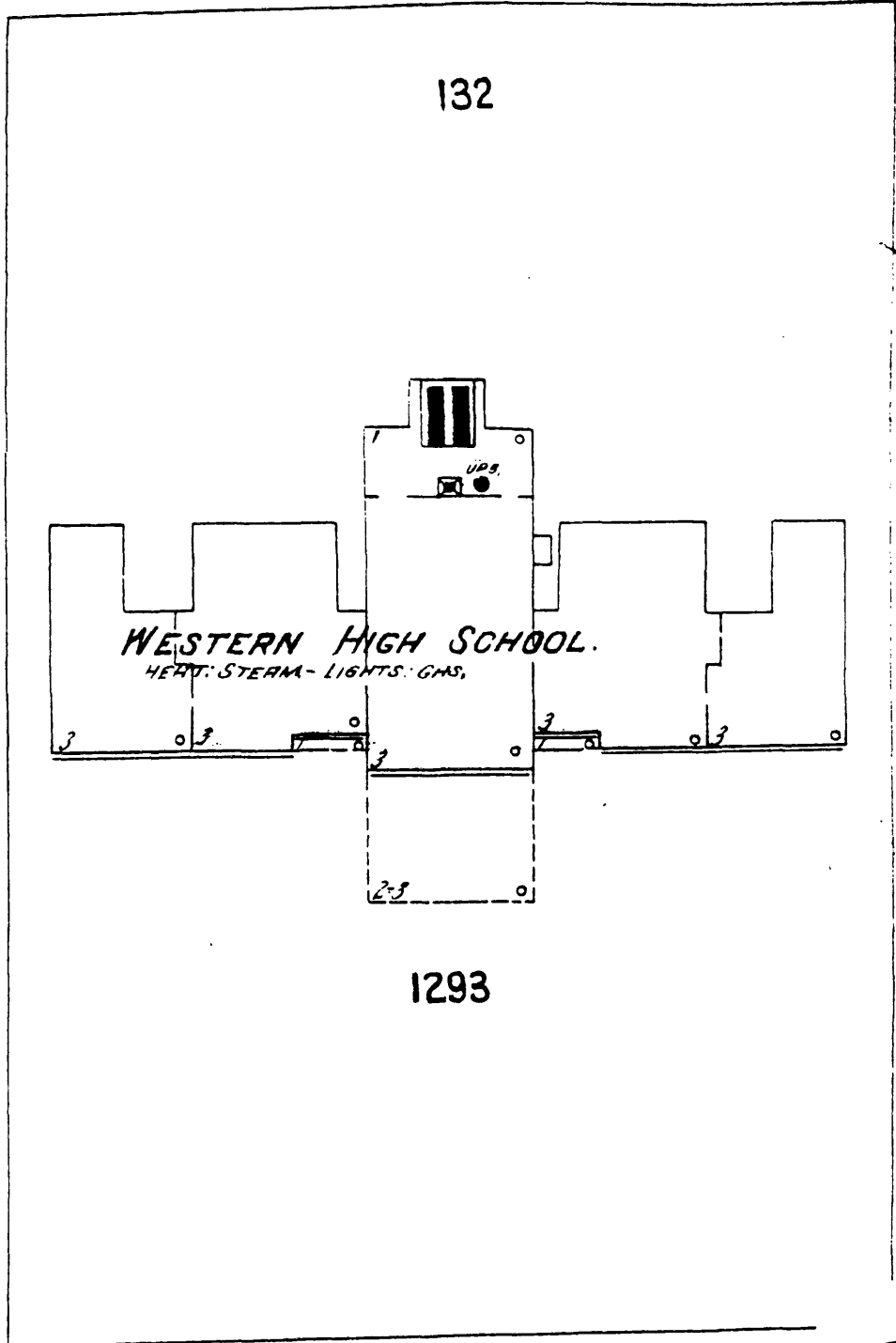
1. Sanborn Insurance Map 1903-04.

D.A.M. 915

180

50'

RESERVOIR ROAD, N.W.

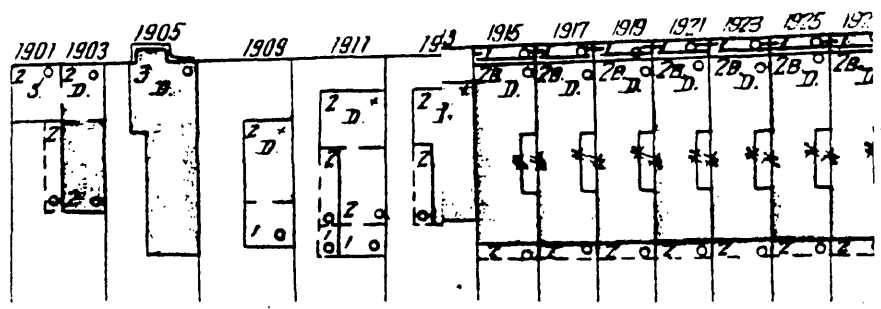
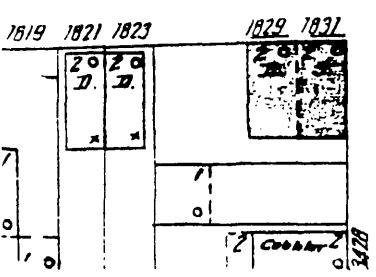


● TN

35TH STREET, N.W.

176

N.W.



(Sanborn Map 1903-04)

Ellington School (formerly Western H.S.)

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 03000673 Date Listed: 7/25/2003

Property Name: Western High School County: State: DC

Multiple Name

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

Patricia Andrews

Signature of the Keeper

7/25/2003

Date of Action

=====
Amended Items in Nomination: The nomination form defines the period of significance for the school as extending up to 1978, but does not address the issue of this being an exception to the National Register Criteria because the period of significance is less than 50 years old. Because the form does not provide an explanation of the exceptional historic significance of the school, the period of significance is amended to end at fifty years prior to the date of the nomination (1953).

DISTRIBUTION:

National Register property file

Nominating Authority (without nomination attachment)