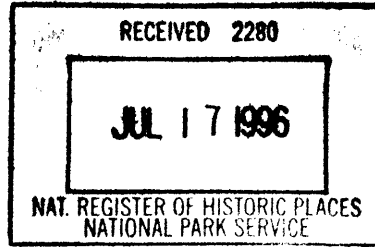


United States Department of the Interior  
National Park Service



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 *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).

1. Name of Property

historic name Armstrong Manual Training School  
other names/site number Manual Training School #2, Armstrong Technical High School,  
Armstrong Adult Education Center

2. Location

street & number 1st and P Streets, N.W. not for publication N/A  
city or town Washington vicinity X  
state District of Columbia code DC zip code 20001 county N/A code N/A

3. State/Federal Agency Certification

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.)  
Signature of certifying official [Signature] Date 7/18/96  
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.)  
Signature of commenting or other official \_\_\_\_\_ Date \_\_\_\_\_  
State or Federal agency and bureau \_\_\_\_\_

4. National Park Service Certification

I, hereby certify that this property is:  
 entered in the National Register (See continuation sheet). [Signature] 3-16-96  
 determined eligible for National Register (See continuation sheet).  
 determined not eligible for the National Register  
 removed from the National Register  
 other (explain): \_\_\_\_\_

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**5. Classification**

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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>	<input type="checkbox"/>	buildings
<input type="checkbox"/>	<input type="checkbox"/>	sites
<input type="checkbox"/>	<input type="checkbox"/>	structures
<input type="checkbox"/>	<input type="checkbox"/>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

Name of related multiple property N/A

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**6. Function or Use**

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Historic Functions

Cat: Education Sub: school  
Sub: \_\_\_\_\_

Current Functions

Cat: Education Sub: school  
Sub: \_\_\_\_\_

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**7. Description**

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Architectural Classification

TWENTIETH CENTURY REVIVAL:  
Classical Revival

Materials

foundation \_\_\_\_\_  
roof Tin  
Slag  
walls Brick  
other Stone: Limestone

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

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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 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

EDUCATION  
ARCHITECTURE

Period of Significance 1900-46

Significant Dates 1900-02  
1912  
1924-27

Significant Person \_\_\_\_\_  
Cultural Affiliation \_\_\_\_\_

Architect/Builder Architect: Waddy B. Wood

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

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**9. Major Bibliographical References**

(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: \_\_\_\_\_

**10. Geographical Data**

Acreeage of Property less than one acre

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

Zone	Easting	Northing	Zone	Easting	Northing
1	18 325400	4308400	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.)

**11. Form Prepared By**

name/title Eve Lydia Barsoum / Architectural Historian  
organization D.C. Historic Preservation Division date July 1996  
street & number 614 H Street, NW, Room 305 telephone 202.727.7360.13  
city or town Washington state D.C. zip code 20001

**Additional Documentation**

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 D.C. Government, Agency of Jurisdiction: D.C. Board of Education  
street & number 415 12th Street, N.W. telephone \_\_\_\_\_  
city or town Washington state DC zip code 20004

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.

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

**National Register of Historic Places  
Continuation Sheet**

Section 7 Page 1 **Armstrong Manual Training School**  
Name of property  
**Washington, D.C.**  
County and State

The 1902 building is two stories high plus a raised basement. It was constructed with buff brick and limestone trim and is a good example of monumental Classicism in the Renaissance Revival style as interpreted for a local school. The design is symmetrical. Its massing incorporates a large central pavilion flanked by two set back wings. The central section has eleven bays separated by brick pilasters with limestone bases and capitals terminated by large piers at the corners. The one-over-one windows are separated by brick spandrels with a recessed panel. The central pavilion is further subdivided into three equal divisions by the two entrances (girls and boys) located in the fourth and eighth bays; the doors are surmounted by deep tabernacles which support ornate sculptural compositions incorporating acroterion, scrolls, foliage, and a large escutcheon. As originally designed, the pilasters supported a full entablature. The name "Manual Training School" was inscribed in the center of the frieze.

In 1912, a yellow brick addition was located behind the eastern wing of the original building. The rectangular, two-story, with a gable roof functioned as shops at the ground floor and a gymnasium above. In 1924-27 an annex was built which more than doubled the size of the original building. The three-story annex was added to the south and reflected the contemporary Washington predilection toward stripped Classicism. It used yellow brick with limestone trim. Its southern facade was symmetrical and incorporated three recessed doors with limestone surrounds in the central bays. The upper stories incorporated pairs of metal windows separated by spandrels with brick patternwork. At the center of the parapet wall is a limestone panel with the name Armstrong Technical High School framed by two shields. The attic story above the original P Street building was added during the 1924-27 building campaign. Its complimentary design maintained the original division of bays and incorporated yellow brick and limestone trim. The property remains intact and is in good condition.

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

**National Register of Historic Places  
Continuation Sheet**

Section 8 Page 1 **Armstrong Manual Training School**  
Name of property  
**Washington, D.C.**  
County and State

The Armstrong Manual Training School is illustrative of the national campaign for vocational training for African-Americans promoted by Booker T. Washington. The leader believed that “all forms of labor, whether with head or hand, are honorable” and Armstrong is the preeminent example of this educational movement in Washington, D.C. Armstrong is part of the cluster of traditionally black schools located around First Street, N.W. Originally, Armstrong Manual Training School had carpentry, machine, foundry, blacksmith, and lathe workshops. Laboratories were provided for chemistry, physics and photographic work. The building also contained seven classrooms, a study hall, and drafting room. From its founding, Armstrong operated as an important institution and symbol for the African American community in Washington, D.C. and helped to improve the quality of life for its students. The school was designed by Waddy B. Wood, an important local architect whose buildings played a significant role in the development of early 20th century Washington, D.C.

In the mid-19th century the District of Columbia emerged as a national model for educating African Americans. In 1870, the Preparatory High School for Negro Youth became the first public high school for black students in the United States. The high school was located in the basement of the 15th Street Presbyterian Church. The school occupied several spaces before it obtained its own building in 1891 located at the corner of 1st and M Streets and New York Avenue; it renamed itself M Street High (today the building is known as Perry Elementary School). The school achieved academic excellence as a result of its dedicated faculty and administrators, all of which had impressive credentials. For example, prior to 1891, the school was run by Richard T. Greener, the first black graduate of Harvard University and Mary Jane Patterson, the first recognized black woman to receive a college degree in the United States (Oberlin College, 1862). Francis Cardozo, Sr. was the first principal at M Street High. He established a rigorous classical curriculum and expanded the school to a four-year program.

At the end of the nineteenth century college preparatory institutions for African Americans came under attack. At this time, Booker T. Washington, founder of the Tuskegee Institute in Alabama, led a campaign for vocational training of African-Americans. He argued that training in agricultural, technical, and business instruction, as opposed to the arts and humanities, would ensure racial progress. During this period, Anna J. Cooper, the principal of M Street High, successfully resisted the pressure to turn the high school into a trade school.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 2 Armstrong Manual Training School  
Name of property  
Washington, D.C.  
County and State

Subsequently, Congress authorized the construction of two technical-training high schools in the District of Columbia: Manual Training School #1 (later known as McKinley) for white students and Manual Training School #2 (later known as Armstrong) for African-American students. In 1899, the 55th Congress passed legislation which authorized the construction of Manual Training School #2 and appropriated \$180,000 for the building. The school was built in 1900-1902 on P Street between 1st and 3rd Streets N.W. The connection between the building's purpose and Booker T. Washington's philosophy was underscored at the dedication ceremony on September 24, 1902. As the keynote speaker, Washington stated: "At first there were many of my race who viewed work with the hand with suspicion, and expressed objection thereto because they feared that it was a kind of education that was to be applied for the benefit of black youth alone; but at the present moment so universal and popular has the idea become that all races, in all parts of the world are asking for it with a degree of earnestness that has never been equaled in the educational history of the world." At the beginning of the century, there were only two high schools that admitted African-American students: M Street High and Armstrong.

One year later, the name was changed to Armstrong Manual Training School in honor of General Samuel Chapman Armstrong. Armstrong commanded a African-American regiment during the Civil War, worked at the Freedman's Bureau, and founded Hampton Institute in Virginia. The immediate success of Armstrong Manual Training School was largely attributed to *Dr. Wilson Bruce Evans*, the first principal. Evans was educated in Washington's public schools, at Oberlin College, and Howard University. Evans was succeeded by other strong leaders including: *Garnet C. Wilkinson*, who later became first assistant superintendent of "colored schools" in the District of Columbia and held the position for almost thirty years; *Dr. Carter G. Woodson*, the father of African American historiography and founder of the Association for the Study of Negro History and Life, the Journal of Negro History, and The Negro History Bulletin; *Captain Arthur C. Newman*, who served in World War I and later commanded the First Separate Battalion, and; *Dr. Benetta B. Washington*, who later became principal of Cardozo High School, director of the federal government's Women's Job Corps, and wife of the first elected mayor of the District of Columbia.

In 1912 and 1925-26 an addition and an annex were built which more than doubled the size of the original building. In 1925, the name was changed to Armstrong Technical High School. The additional spaces allowed the curriculum to expand to include both academic and technical subjects. Armstrong trained students for a variety of occupations including: automobile mechanics, shoe repair, painting, electrician's

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 8 Page 3 Armstrong Manual Training School  
Name of property  
Washington, D.C.  
County and State

and bricklayer's helpers, printing, cooking, dressmaking, and waitressing. In addition to the technical subjects, students had to take core college preparatory classes including: English; American history; algebra; biology, chemistry or physics; music; hygiene; home economics 1, 2, 3 (girls); physical training, and; military drill (boys). Students were also required to select from a variety of elective classes to fulfill graduation requirements.

In addition to the above listed occupations, Armstrong was instrumental in assisting Washington's future African-American architects. The *Thematic Study of African-American Architects in Washington, D.C.* sponsored by the United Planning Organization for the D.C. Historic Preservation Division (D.C. SHPO) concluded that the school was enormously influential in establishing a significant African-American architectural community in the District. The strong architectural preparatory program at Armstrong established a foundation for students to pursue the professional degree. For example, Armstrong graduates attended: Howard University (*Charles Bryant, Leon Daughtry*), University of Illinois (*George Ferguson, Lewis Giles, Sr., Lewis Giles, Jr.*), University of Pennsylvania (*Roscoe Vaughn*), Pratt Institute (*James L. Turner*), Catholic University (*Kermit Keith*), and Rensselaer Polytechnic Institute (*Charles Cassell*).

Armstrong graduates also became prominent at the local, national, and international level in other fields as well. Alumni include: *Duke Ellington*, the extraordinary blues musician; *William "Billy" Eckstein*, two time American Singer of the Year; *Bill Kenny*, member of the Ink Spots, *John Malachi*, renowned jazz musician; *Madame Lillian Evanti*, the first internationally acclaimed black professional opera singer and a founder of the Negro National Opera Company; *Elizabeth Yancey*, former Vice Superintendent of D.C. Public Schools; *Anita Ford Allen*, former President of the D.C. Board of Education; *Len Ford*, Cleveland Browns, All-Pro National League Hall of Fame; *Willie Wood*, Green Bay Packers, All-Pro National League Hall of Fame; *Ellsworth Davis*, the first black photo journalist with The Washington Post; *Judge John D. Fauntleroy*, Superior Court of the District of Columbia; *Judge Hubert B. Pair*, D.C. Court of Appeals; *Decatur Trotter*, Maryland State Senator; *John Wilson*, former Chairman of the Council of the District of Columbia.

The talented faculty taught thousands and were mentors and role models for the community. The 1902 building had 28 rooms and was designed for 300 students. In 1902, the school started with approximately 20 students. Ten years later the first addition was built and 700 students attended the school. By 1938,



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

**National Register of Historic Places  
Continuation Sheet**

Section 8 Page 4 Armstrong Manual Training School  
Name of property  
Washington, D.C.  
County and State

Armstrong had 1700 students. Although desegregation of the D.C. school system was begun in 1954, Armstrong remained important within the African American community. Between 1958 and 1964, the building served as Veterans High School (only veterans could attend) with an enrollment of approximately 1,300. Since 1964, the school has operated as the Armstrong Adult Education Center and currently has approximately 1500 students.

Schools constructed at the end of the nineteenth century were typically designed by municipal architects. In Washington, most were symmetrical red brick buildings with a limited amount of ornamental brickwork. At the turn of the century, private architects were invited to prepare school designs under the supervision of the Office of the Building Inspector. Thereafter, schools represented a variety of architectural styles and materials.

The design for the Manual Training School #2 was selected by competition. A circular letter dated July 22, 1899 was sent to a large number of prominent Washington architectural firms inviting them to participate. Of the fourteen designs received, the one provided by Waddy B. Wood was selected. Construction of the building commenced in 1900 and was completed in 1902. The design is a good example of monumental Classicism in the Renaissance Revival style as interpreted for a local school.

Waddy Butler Wood (1869-1944) was a talented local architect who worked in Washington during one of the city's greatest periods of development. Wood grew up in Ivy, Virginia, went to Virginia Polytechnic Institute and moved to Washington in 1891. He worked as a draftsman and supplemented this training by reading about architecture at the Library of Congress.

Quickly dissatisfied with his job, Wood opened his own office in 1892. His talent, enthusiasm, and family background served him well. By 1902, he had already designed Providence Hospital (demolished), Capitol Traction Company car barns on East Capitol Street, M Street in Georgetown, and at the Navy Yard, as well as Studio House, at Sheridan Circle, for artist-socialite, Alice Pike Barney.

In 1902, Wood formed a partnership with Edmund Donn, Jr. and William I. Deming. The firm built many mansions and large homes in the newly developing area of Kalorama. Wood built many projects throughout Washington as well as in the Tidewater area of Virginia, Georgia, and Iowa. He designed the master plan and many of the "temporary" buildings on the Mall during World War I and devoted much

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NPS Form 10-900-a  
(8-86)

OMB No. 1024-0018

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

**National Register of Historic Places  
Continuation Sheet**

Section 8 Page 5 **Armstrong Manual Training School**  
Name of property  
**Washington, D.C.**  
County and State

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time at the end of his career to government commissions, including the Department of the Interior (New Interior Building), 18th and C Streets, 1935-1936.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section 9 Page 1 Armstrong Manual Training School  
Name of property  
Washington, D.C.  
County and State

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“Armstrong High Annex Dedicated,” *Evening Star*, 27 April 1927.

“Building Dedicated, Manual Training School Edifice Formally Set Apart.” *Evening Star*, 24 October 1902.

Fitzpatrick, Sandra and Maria R. Goodwin. *The Guide to Black Washington*. New York: Hippocrene Books, 1990.

“Ground Broken for New Building,” *Evening Star*, 21 January 1924.

“McCoy will Preside at School Dedication, New Addition to Armstrong High School to be Formally Presented Tonight,” *Evening Star*, 24 April 1927.

*Public School Buildings of the District of Columbia, 1804-1930*. D.C. SHPO Survey.

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

**National Register of Historic Places  
Continuation Sheet**

Section 10 Page 1 **Armstrong Manual Training School**  
Name of property  
**Washington, D.C.**  
County and State

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**Verbal Boundary Description:**

Square 1860, Lots 15 and 800 situated in the northwest quadrant of Washington, D.C.

**Boundary Justification:**

The boundary includes the original lots on which the school and its additions have historically stood and maintain historic integrity.