


Designing a Campus for African-American Females:
The National Training School for Women and Girls 1907 – 1964

R.R.S. Stewart

Bachelor of Individualized Studies,
University of Minnesota, 2006

A Thesis presented to the faculty of
the University of Virginia in partial fulfillment
of the requirements for the degree
Master of Architectural History

May 2008

Committee
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William Morrish 

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Abstract

The campus of the National Training School for Women and Girls in Lincoln Heights, Washington, D.C., was the physical manifestation of a new ideology in technical and higher education for African American women. The National Training School, which opened in 1909 and operated until 1964, is significant for being the first school for African American females to open outside of the Deep South, for being single-sex, for relying on African American benefactors for most of its funding, and for extending its curriculum beyond technical training to include the Liberal Arts and a Department of Negro History. This thesis examines how the campus evolved throughout the school's lifetime (using Baist and Sanborn maps and pictures in the Library of Congress) and relate changes in the campus plan to the evolution of women's education in general and education for African Americans specifically.

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Preface

My interest in the National Training School grew out of the Community History Workshop/Community Public History course taught by Professor Daniel Bluestone during the 2006-07 school year. The first members of UVa's School of Architecture to study the Watts Branch area of northeast D.C. were professors Julie Bargmann and William Morrish in the work they did for Casey Trees, summer 2006, and I thank them for bringing this area of D.C. to Professor Dan Bluestone's attention.

Within the course on Watts Branch, I focused on Lincoln Heights. As I researched the neighborhood, the National Training School stood out as a site with national importance whose architectural history had not been written yet, so I decided to undertake it. Comparing the list of deeds for the neighborhoods of Watts Branch compiled by Prof. Bluestone to Baist and Sanborn maps, and National Training School records, I established as best I could when various buildings on the campus were constructed. I am thankful to Thomas Salaki, the member of the class who took on the task of putting all the lots along Watts Branch into ArcGIS, for letting me use his calculations to establish the acreage of the National Training School site.

All of Burroughs's and the National Training School's records and photographs were transferred to the Library of Congress between her death in 1961 and the school's conversion to an elementary school in 1964. The photographs were helpful in attempting to establish the campus plan at different points in the school's history. The manuscripts collection of 341 boxes was far too large for me to examine as thoroughly as I would have

liked, and so some of my questions remained unanswered. I am grateful to my classmates, my friend, and my parents for giving me rides between Charlottesville and D.C so I could research in the Library of Congress.

I am also appreciative of Principal Rita O. Johnson and the other staff members of the Burroughs Elementary School for letting me look through their publications and glance at the display of artifacts from the National Training School located within the Burroughs Elementary School, and to the staff of the Progressive National Baptist Convention Headquarters for letting me poke around that building.

Professor Daphne Spain's book *How Women Saved the City* was my starting point for studying women's movements that influenced the development of the National Training School, and her advice, along with that of Professor Richard Guy Wilson, was invaluable.

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Introduction: "I am not among the race immortals, rather I am just beginning to get my work under way".¹

The campus of the National Training School for Women and Girls in Lincoln Heights, D.C., (hereafter referred to as The National Training School) was the physical manifestation of a new ideology in technical and higher education for African American women. It shared the ideal of uplifting African-Americans through education with other schools for women, but it was unique in many ways. The National Training School was the first school for African-American females to open outside of the deep south. It was not co-educational, as most schools for African Americans were. The National Training School was funded largely without white benefactors. And its curriculum extended beyond technical training to include a Department of Negro History.

While Nannie Helen Burroughs, the founder of the National Training School, has been studied before and is something of a local hero in Lincoln Heights, the neighborhood where her school was located, not much is known about the architectural history of the National Training School. None of the buildings from the school's beginnings remain. When one visits the site today, all that remains from the National Training School is the Trades Hall (now the Progressive National Baptist Convention Headquarters) from 1927, a chapel from 1946, and a dormitory (now a community center) from 1956. The heart of the campus was torn down in 1971 to make way for the Nannie Helen Burroughs Baptist Elementary School. This thesis will examine how the campus evolved throughout the school's lifetime (using Baist and Sanborn maps and pictures in the Library of Congress)

and relate changes in the campus plan to the evolution of women's education in general and education for African Americans specifically.

Nannie Helen Burroughs was born to Jennie and John Burroughs on May 2, 1879, in Orange, Virginia. Jennie moved Burroughs and her sister (who later died in childhood) to Washington, D.C., to take advantage of the schools there while John stayed behind in Virginia, where he worked as a preacher. In D.C., Jennie worked as a domestic. Burroughs had typhoid when she was 7 and ended up missing two years of school. She finished two grades a year over the next two years to catch up². The African-Americans of the District of Columbia established a high school 9 years before a high school for Caucasians opened. At M Street High School, Burroughs was taught by Dr. Anna Julia Cooper and Mary Church Terrell, two African-American educators, social activists, and graduates of Oberlin, Burroughs would later be compared to after she herself became "a major figure in black women's secular and church organizations."³ Cooper and Terrell were among the first African-American educators to depart from the model established by Booker T. Washington with an increased focus on education that included the liberal arts and challenges to segregation.⁴

After she graduated from high school, Burroughs (Image 1) applied for a job as an assistant to her former domestic science teacher. She was told she was too young, but some historians have suggested the real reason was that her skin was too dark and she didn't have the right family background. Positions in the black public schools were controlled by the District's "aristocrats of color", who had light complexions and came from the oldest black families in the area. Members of this group were accused of favoring society women for teaching positions and men for political office over perhaps more deserving applicants not

from their social circle. This tradition split African-American society within D.C., and between urban and rural areas. Many historians have also suggested that out of this experience grew Burroughs' dream of starting a school someday to "...give all sorts of girls a fair chance, without political pull". In a letter to Booker T. Washington in 1896 asking about the employment opportunities at Tuskegee, Burroughs wrote "It broke me up at first. I had my life all planned out, to settle down in Washington with my mother, do that pleasant work, draw a good salary, and be comfortable for the rest of my life."⁵

Instead, Burroughs took a job as associate editor for *The Christian Banner* in Philadelphia. She returned to D.C. to take the civil service examination, but was told there were no openings for "colored clerks". So Burroughs worked in a janitorial position in an office building while attending Washington Business College. After she graduated, Burroughs moved to Louisville, Kentucky, to work as bookkeeper and editorial secretary for Rev. L.G. Jordan, Corresponding Secretary and Historian for the National Baptist Convention's Foreign Mission Board. It was here in 1900 at the age of 21, she founded the Women's Convention Auxiliary (WCA) to the National Baptist Convention (NBC) because that organization did not allow women to vote in decisions of the convention. S. Willie Layten was elected the first president of that organization, while Burroughs became the first corresponding secretary between the WCA and the NBC for a salary of \$40 a month plus expenses⁶. Rev. Jordan gave the WCA office space in the Foreign Mission Board's headquarters.

In 1901, Burroughs introduced her idea of a new type of training school for African American females at the NBC's and WCA's annual meeting in Richmond, Virginia, but it wasn't until 1904 that President Layten officially endorsed the idea and the WCA

established a committee to obtain donors and pledges. That same year, Burroughs graduated with a M.A. from the Eckstein North Institute and became a member of the theological faculty at Louisville's State University (later Simmons University) for African-American women and men. She also founded the Women's Industrial Club of Louisville to provide day and evening classes for women in bookkeeping, shorthand, typing, sewing, cooking, child-care, hygiene, sanitation, cleaning, and handicrafts. The club raised money to buy a house for classroom space and temporary housing for working women relocating to Louisville through a 10-cent membership fee, selling lunches to African-American women, and holding bake sales. In these early endeavors, Burroughs was refining the ideas that would come to inform the National Training School.

At the 1906 conventions of the WCA and NBC, a National Training School Committee was formed of 80 members representing both organizations, including WCA President Layten and NBC President Rev. Elias C. Morris. Burroughs, President Layten, President Morris, Rev. Jordan, Julia M. Layten, J.F. Walker, and A.R. Griggs formed a subcommittee to select the site. Unlike earlier schools for African-Americans (with the exception of Howard University), Burroughs wanted her school to attract students from across the U.S. Locating the National Training School in Washington, D.C., not only signified its national scope, it took advantage of the city's unique characteristics. A study of housing for African Americans in Washington D.C. in the 1920's later cited by a national commission Burroughs headed at the request of President Hoover stated "Unlike most American cities, Washington has no specific geographical localization of its Negro population. Instead of a definitely bounded territory into which almost the entire Negro

population is crowded, there are scattered communities which distribute the Negro population throughout practically the entire city..."⁷

Booker T. Washington, with whom Burroughs was often compared, thought even African-Americans in the district wouldn't support the school.⁸ Burroughs response was to declare, "We specialize in the wholly impossible."⁹ She was firm in the belief that a national school should be located in the nation's capital, to draw students from the north and south. Her school opened during the early days of the great migration, when thousands of African- Americans migrated from the south to eastern and midwestern cities, and the National Training school fit into a movement toward "redemptive places" (as Daphne Spain termed them) to educate these migrants (who were often from rural areas) about life in the city. "By the beginning of the twentieth century, the most visible urban poor were African Americans, with residential segregation and racial discrimination exacerbating their need for services".¹⁰

Locating the school in D.C. also took advantage of the employment opportunities with government officials for women there. Some African American leaders objected to the National Training School on the basis that it was making breadwinners out of women, but Burroughs implored members of the black community, especially black males, to '...stop making slaves and servants of our women. We've got to stop singing nobody works but the father'.¹¹

Only Jordan, Julia Layton, and Burroughs were present at the January 1907 meeting incorporating the National Training School for Women and Girls with the written consent from those absent. The land and charter for the National Training School was secured in Washington, D.C., under a deed-in-trust headed by Burroughs. The land cost

\$6,500, "...funded almost entirely by donations from blacks, mainly through the Baptist Women's Convention. Whites were solicited for donations after the first buildings were constructed, but at no point did the school's existence depend on white funding."¹² The charter declared the school grounds to be the property of the Board of Trustees, an independent organization from the WCA and NBC, although the presidents and secretaries of both conventions would be ex-officio members of the board. The charter also required that a majority of the members of the board of trustees be women and declared the school to be non-denominational.

On September 14, 1907, the Training School Committee, which became the first board of trustees, dedicated the site. None of the Ex-Officio members were present¹³. Burroughs ended her association with State University and moved to D.C., although she retained her position as corresponding secretary for the WCA. On October 10, 1909, the National Training School opened with Burroughs as President, five assistant teachers in three departments (Normal/Teaching, Missionary Work, and Domestic Science), seven students, and a matron to oversee the dormitory. By the time the first school year ended, enrollment had increased to 32 students and over \$3,000 (including \$405.51 from the WCA) had been raised.¹⁴

Burroughs was also a member of the National Association of Colored Women (NACW) and eventually became an officer of that organization. The WCA and NACW shared offices in many locations and attended each other's conventions. "One of the clearest examples of collaborative effort between the two organizations was the National Training School for Women and Girls. The school was technically controlled by the WC[A], but local branches of the NACW contributed money for its maintenance."¹⁵

¹ The Philadelphia Tribune, "Nannie Burroughs, Creator of One of Country's Most Unique Institutions", 26 February 1931., cited by Traki Lynn Taylor, *God's School on the Hill: Nannie Helen Burroughs and the National Training School for Women and Girls, 1909-1961*, thesis for the degree of Doctor of Philosophy in Education in the Graduate College of the University of Illinois at Urbana-Campaign, © 1998, p. 47

² Taylor, 1998, p.166

³ Sharon Harley, "Nannie Helen Burroughs: The Black Goddess of Liberty", *The Journal of Negro History*, Vol, 81, No. ¼, Vindicating the Race: Contributions to African-American Intellectual History, (Winter - Autumn, 1996) p. 63

⁴ Linda Gordon, "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945", *We Specialize in the Wholly Impossible: A Reader in Black Women's History*, p. 465,

⁵ Opal V. Easter, *Nannie Helen Burroughs*, Garland Publishing, Inc, New York & London, © 1995, p. 26

⁶ Easter, 1995, p. 31

⁷ Ira DeA. Reid, *The Housing of Negroes in Washington D.C.*, Washington, Howard University Press, 1929, p. 57, excerpted in the Appendix compilation of studies of various cities across the U.S. in the *Report of the Committee on Negro Housing* chaired by Nannie H. Burroughs, 1932, p.140

⁸ Traki L. Taylor, "Woman Glorified: Nannie Helen Burroughs and the National Training School for Women and Girls, Inc., 1909 - 1961", *The Journal of African American History*, Vol. 87, New Perspective on African American Educational History (Autumn, 2002), p. 394

⁹ Audrey Thomas McCluskey, "We Specialize in the Wholly Impossible: Black women School Founders and their Mission", *Signs*, Vol. 22, No. 2 (Winter, 1997), p. 419

¹⁰ Daphne Spain, *How Women Saved the City*, University of Minnesota Press, Minneapolis, London, © 2001, p. 38

¹¹ Spain, 2001 p. 66

¹² Spain, 2001, p. 165

¹³ Unnamed article, possibly 1927, Burroughs Papers, Container 310 or 311

¹⁴ Easter, 1995, p. 62

¹⁵ Spain, 2001 p. 83

Designing a Campus for African-American Females:
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Chapter One: “We will build the women if our friends will give to build the buildings”.¹

For most of the 1800’s, public schooling ended at a middle school level. Most Caucasian upper-class women were educated at home until as teenagers they could attend finishing school where they learned everything necessary for being hostesses and companions: literature, penmanship, music, fine needlework, and French.² The 1830’s saw the spread of Academies offering the equivalent of a high-school education, followed by Seminaries for teacher training, one of the few careers historically open to women. Bethlehem Female Seminary, founded by the Moravians in Germantown, Pennsylvania, in 1742, was the first school for the higher education of women in the U.S. Although Oberlin College (1833), Antioch College (1853), and Bates College (1855) were all coeducational from the time of their funding, this was the exception rather than the rule, and it was accepted practice for Caucasian men and women to be separated for education beyond middle school. “By 1870, the United States Commissioner of Education estimated that 11,000 women currently attended seminaries or colleges.”³ The vast majority of them (8,000) were in schools following the seminary model. After graduation, the only professional careers women could pursue were teaching or missionary work, and that was only if they were single. Although some organizations allowed women to continue this work after marriage, they weren’t eligible for employment if they had children. Many women turned to voluntary organizations such as the YMCA, Settlement Houses, Tenement reform groups, women’s clubs, Temperance Groups, NACW, and WCA.

As it was illegal to teach an enslaved African-American - and in Virginia free blacks and mulattos as well - formal education remained largely a Caucasian realm until the Civil War. Hampton University (founded as Hampton Institute in Hampton, Virginia) traces its beginnings to classes taught by Mary S. Peake in 1861 in defiance of the ban on teaching African-Americans. A graduate of the Hampton Institute, Booker T. Washington founded the Tuskegee Institute in 1881. Institutes differed from Academies and Seminaries in that they offered technical training as well. Unlike most Academies and Seminaries for Caucasians, which were usually either all-male or all-female, most African American Institutes were co-educational. Howard University, established in Washington, D.C. by an act of Congress in 1867, was also co-educational from its beginnings. Jubilee Hall at Fisk University in Nashville, Tennessee, constructed 1873-6, is "reputedly the oldest permanent building for the higher education of Negroes in the United States".⁴ The Haines Normal (the word for a teacher's school at the time) and Industrial Institute, founded by Lucy Craft Laney in Augusta, Georgia, in 1886 was the first all-female African-American technical school, the type of school Burroughs founded.

Catherine Esther Beecher, daughter of outspoken Presbyterian leader Lyman Beecher founded the Hartford Female Seminary in 1831 to provide females with a broader education than she felt she had received in the school available to women at the time. (One of her first pupils was her sister, Harriet Beecher [Stowe].) In 1841 Beecher published *A Treatise on Domestic Economy for the Use of Young Ladies at Home and at School*, a book that discussed the underestimated importance of women's roles in society and founded the field of Domestic Science. To further educational opportunities for women, Beecher founded The American Woman's Educational Association, The Ladies Society

for Promoting Education in the West, the Western Female Institute in Cincinnati (along with her father) and women's colleges in Burlington, Iowa, Quincy, Illinois, and Milwaukee, Wisconsin. Among middle and upper class women, domestic science merged with the cult of domesticity, in which homemaking was seen as an expression of feminine virtue. "Minister's Sermons and articles in the new women's magazines, such as *Gedley's Lady's Book*, encouraged a new self-consciousness about women's special nature and destiny"⁵. Among the working class, the 1862 Land Grant College Act, commonly known after its congressional sponsor Senator Justin Morrill, promoted the teaching of Domestic Science to women and Agricultural Science to men at land grant colleges⁶. Iowa, Kansas, Nebraska, Illinois, Minnesota and Michigan were early leaders in offering programs for women. Graduates of these programs helped to develop the next incarnation of this type of education for women: Home Economics. Ada Louis Comstock, Dean of Women at the University of Minnesota from 1907 - 1912, became the Dean of Smith College.

Ellen Swallow Richards, the first woman to attend MIT, the first female instructor at that school, and the first woman in the U.S. to receive a degree in chemistry, applied scientific principles to domestic situations. She designed the Rumford Kitchen for the 1893 World's Fair, which served fair goers nutrition information along with their meals. At the end of the decade, Richards convened a meeting with her contemporaries at Lake Placid, New York to discuss how to turn efficient home management into a profession. Richards coined the term "Euthenics" in her 1905 book *The Cost of Shelter*. Derived from the Greek verb "euthenein", which means to thrive or flourish, Richards defined Euthenics as "the science of better-living" and from this grew the field of home economics⁷, the

professionalizing of a career working-class women have always pursued: home-making.

This was the technical side of colleges and institutes founded for women during this time.

Caucasian women's colleges faced the conundrum of how to protect their students' virtue from city life, while at the same time not isolating them so much that they lost the connection to daily, practical life⁸. Lincoln Heights is located in area of D.C. called Watts Branch (Image 41 shows it in relation to the rest of D.C.). Located across the Anacostia River northeast of the mall, it was still a rural area at the beginning of the 20th century. The rural character of Lincoln Heights, and the National Training School's location on a hill, allowed for a semi-secluded location where the students' morals could be retained, while the stream and railroad at the bottom of the hill allowed for the school to establish a store and laundry connecting them to the community.. Burroughs said of the site, "Somehow I felt the school had to be set on a hill. It was all red gullies up here and a site to see, with a dilapidated eight-room house atop of it all; but there were six acres of land and this beautiful view."⁹

Free Blacks first began to settle in Lincolnville (as Lincoln Heights was sometimes known until the 1930's) in the years following the Civil War. In 1883 construction began on the Chesapeake Beach (Southern Maryland) Railroad line to the north of what would become the site for the school, followed in 1902 by the Columbia Railroad and Trolley line for street cars, which bisected the northern part of the site. Watt's Branch Stream (also known as Watt's Run through the 1930's) and a tributary ran through the eastern and northern parts of the site as well. The 1903 Baist map (Image 3) shows how Watt's Branch influenced the laying out of plot lines in this area. In 1900, a few blocks of residential lots were plotted west of 50th street (Bloomberg Park and Glendale subdivisions), and to the

east of Division Street (East Deanwood and Grant Park). By 1910, Manning Heights, and Hillbrook had been laid out between Minnesota Avenue and 50th Street¹⁰ and Linwood Heights filled in the space between Grant Park and Division Street (see Image 4).

Siting the school in an established African American neighborhood, but within an area that was, like the city as a whole, racially mixed probably held some attraction for Burroughs, who attempted to instill some racial pride in her students. "The department of Negro History was one of the few at any school that required students to take black history courses and to pass both oral and written exams on the subject."¹¹ Furthermore, this particular site allowed the school to take advantage of Christian imagery by being situated on the top of a hill. In fact, the National Training School was often referred to as "the School on the hill" or even "god's school on the hill".¹²

In the July 1907 Deed signed by Burroughs and Julia M. Layton, they agreed to buy most of section 5 of block 5192 for the National Training School. This land was purchased from Peter W. and Julia B. Price and encompassed lot 34 (later known as lot 84) who's northern edge was defined by Watts Branch (see Image 2, 1903 Baist map), lot 33 (later known as 814) running from south of Watts Branch to the Northern edge of the trolley line (covering the area where Grant Street would later be developed), lot 33 (later 813) and lots 31, 32 and 35 (through which the railway actually ran), and lots 30, and 806 (later 808, the northern half of lot 29). The areas where the trolley line passed through lots 31, 32, and 35 had already been conveyed to Columbia Railway Company. Section 6 of the block (later referred to as its own block, 5195, directly to the East of the school's property) stayed empty until Lincoln Heights Public Housing Project was built here in 1945, but there is no indication that the National Training School ever owned this section. At a

Board of Trustees meeting in 1917, Burroughs informed them that 1 ½ acres of land adjoining the school were for sale and she had mortgaged her life insurance policy for the \$2,500 to purchase it for the National Training School.¹³ This land was lot 807 (the remainder of lot 29) and lot 28 and it was conveyed from Wallace T. Chapman. This increased the land owned by the National Training to a range of 282,502.79 feet² to 325,791.7 feet² or 6.5 acres²¹⁰ to 7.5 acres² occupied by the National Training School. Adding the \$6,500 paid for the land to the total amount recorded in the permits for the various buildings the total worth of school property comes to \$52,400, not counting any revenue from the store or the laundry or the worth of any outbuildings.¹⁴ Harley wrote that by 1929, twenty years after the school began on a "rugged clay hill", it had 102 students, 8 teachers, and 8 buildings on 8 acres worth an estimated \$225,000¹⁵ (the count of 8 only included the major buildings).

The National Training School campus showed a domestic character discussed more fully in the next chapters. A 1930's brochure called Alpha Hall the only building on the site when the National Training School was started. The Baist map for 1907 (Image 5), the year the site was purchased, shows two small structures, one in lot 806/8, and one in lot 28 (part of the 1917 acquisition). The building in 806/8 is a much larger structure by the 1913 Baist map, and on the 1916 Sanborn it is labeled "Domestic Science Hall". The building in lot 28 on the 1907 Baist is in a slightly different position on the 1913 Baist. If we look at the more detailed 1916 Sanborn map (Image 6), we see that this structure is labeled "D" for dwelling. In the 1927 Sanborn (Image 7), this dwelling is labeled "Whitfield Hall" and includes an addition not shown on earlier maps. The Library of Congress has sentimentalized early pictures of the Domestic Science and Maggie Lena

Walker Halls (Images 8 and 10), possibly taken for use in promotional materials. (The building most often used in iconic images of the National Training School was the Domestic Science Hall). The still rough landscape of the campus was edited of these pictures. In later pictures, the Domestic Science Hall is labeled “Alpha Hall” and on the 1913 Baist map (Image 9) it is shown with an addition on the back not present in the Library of Congress picture.

Some sources say that Pioneer Hall was the first new building constructed on the site with money lent by a Caucasian if the African-American community would pay to finish it¹⁶, but there is no building permit for it. Pioneer Hall was the only building shown in lot 31 in the 1913 Baist Map. On the 1916 Sanborn Map it was described as containing the Music Department and Dining Room. In addition to those two purposes, the Library of Congress photos (Image 16) describe it as having a Chapel, office (presumably Burroughs) and a dormitory. The 1930’s brochure said that Principal Burroughs’s residence was located in Pioneer Hall. It was named as a memorial to three pioneers: Lott Carey, who was born as a slave in Virginia and immigrated to Africa, where he became a statesman; John Jasper, an African -American philosopher who became a preacher while still a slave; and William J. Simmons, an educator, organizer and preacher in the African American Baptist Church. Pioneer Hall was the largest structure built thus far. Looking more like a dormitory than any of its predecessors, but still with a domestic character, it was three stories with a one-story enclosed front porch and a small addition on the back (Image 17). In Potomac Electric Power Company records from the 1930s, Pioneer Hall and Domestic Science Hall (Alpha Hall) were listed as constructed in 1911.

The earliest building permit (Image 13) for the site was for a 1910 dwelling. The owner was listed as Miss N.H. Burroughs, the architect was R.I.Vaughn, and the builder was B.J. Mabre. The address for the 1910 dwelling is 50th St. NE. The lot listed on the permit is 29, which covers lot 808, where Alpha Hall stood. It is possible the 1911 building permit for lot 29 was for the addition which to Alpha Hall which shows up on the 1913 Baist Map, as the price listed is \$800, about the same cost as a store room constructed on the site in 1911. The sentimentalized photograph discussed above show Alpha Hall sans addition with Walker Hall. Alpha Hall is the simplest building on the site - a vernacular square dwelling with a porch that would be suited for a farm or a suburb. Like Pioneer Hall, Whitfield Hall (Image 11), named for Ella Ewell Whitfield, a fund-raiser for the school¹⁷, is also without a building permit. Since its lot is part of the property purchased by Burroughs in 1917, it is reasonable to conclude that like Alpha Hall, Whitfield Hall was a farmhouse converted into a schoolhouse. Potomac Electric Power Company records list Whitfield Hall as constructed in 1912. It is bigger than many of the other campus buildings with a more complex roofline and a two-story porch.

In 1911, the year the National Training School held its first commencement (Image 14), it took out a permit for a 40' x 32' brick dormitory for "about 12 persons" for \$4,000. Both the owner and the builder were listed as Miss Burroughs, Principal, and the Architect is Haller (N.T.) Co. On the 1916 Sanborn map, Maggie L. Walker Hall (Image 15) was described as a dormitory and in the 1930's brochure it was also said to contain a sick room. The permit for the 1911 dormitory listed it as being on Lowrie Place NE, which all the Baist Maps from 1913 onward show running along the eastern side of the National Training School's property, dividing block 5194 from block 5195.¹⁸ In addition to Maggie

L. Walker Hall, a shed and a two-story building were located in a row along the east side of the site. The lot on the permit was 30, which Walker Hall straddles along with lot 808. The Potomac Electric Power Company records confirm a building date of 1911 for Walker Hall. Like all the buildings in the Library of Congress photos, Walker Hall was frame with wood siding, but it had a visible brick foundation, which was perhaps why the material listed on the permit was brick and not frame. The 1930's brochure confirmed that Walker Hall was named after Maggie Lena Walker, the first black female bank president in Richmond, Virginia. Walker Hall was a long, narrow structure with lots of gables.

The next building permit was from 1912 for a 29' by 29' frame 1912 Model Home. The owner was Miss N.H. Burroughs, the architect was J.A. Moore, and the builder was Moore (J.A.) & Co. The construction cost was \$3,600. Though the permit listed the building as being on 50th Street NE (from which a 25' driveway for the National Training School is shown on the 1916 Sanborn), all the maps showed the Mary G. Burdette Model Home in the northeast corner of the site. The lot listed on the permit was 31, but the Burdette Model home was in lot 32 on the Baist Maps. The permit for the model home describes it as having a laundry in the basement. The Potomac Electric Power Company attributed the year 1911 to Burdette Home. In addition to being a practice home, it served as a visitor's lodge. The Burdette Model Home looked like a large middle-class house, fronted by a wrap-around porch with three-sided bow windows above it. It was probably a more opulent house than most of the students studying domestic science as a profession lived in themselves, but was representative of the homes in which they would be working. The Model Home was built with funds given by the Women's American Baptist Home Mission Society in memory of Mary G. Burdette, its first president. The Women's

American Baptist home Mission Society, a Caucasian organization, appears to be a long-time supporter of the National Training School. In 1927, when the school was raising money for the Trades Hall, Mrs. Lillian Collier, a member of the New York District of this organization, sent \$100 to the school with a note to Burroughs “of this you are to use at least \$5 for yourself and more if you wish and the rest to put into your building fund or wherever you need it most.¹⁹” Since Burroughs was often deferring her salary so it could be used for the school, it is unlikely that Burroughs used more than \$5, if even she used that, for herself.

The last permit from this time period was for a 60' x 22' frame laundry in 1912. The owner was listed as Miss Burroughs and the architect and builder were Moore & Co. The listed cost was \$1,000 and the lot was 30. To the west of Walker Hall on the 1916 Sanborn map is a building labeled “Laundry, Printery, Classroom.” On the 1913 Baist map, this building was located in lot 30. Pictures in the Library of Congress collection describe this building as “Three in One” (Image 18) and show a swimming pool in front of it. There are three buildings (Image 19) of the far northeast of the site in the 1916 Sanborn map that do not show up in the 1913 or 1919 Baist maps. They are shown in the pictures in the Library of Congress’ collection as simple one-story frame structures with wooden siding, like the rest of the campus. They were probably just storage facilities or outbuildings. No development immediately to the north of the National Training School showed up on the 1913 Baist map, but north of Sheriff Road between Minnesota Avenue and 49th Street, blocks in East Kenilworth were plotted. The 1917 USGS map²⁰ (Image 20) shows Watt's Branch as having gentler curves than the portrayal in the 1903 Baist. It's likely the stream

was straightened when two concrete bridges for where Division Ave and the combined section of Deane and Grant streets cross Watts Branch were planned in 1913.²¹

In 1916, a permit for a 20' x 40' frame library & store on Grant Street was issued, with a listed cost of \$1,000. The owner and builder was the National Training School, and the Architect was E.L. Ray. The lot is 34 (814), across the railroad tracks and Grant Street from the main campus. The permit notes that the building is to be a general supply store and the applicant is Nannie Helen Burroughs. A building is shown here on the 1919 Baist map, but not labeled "Community Service" until the 1924-8 Baist map. This building is also shown on the 1927 Sanborn, where it is not named, but titled "B" for brick with two small structures for autos next to it. The picture of the Community Service building (Image 21) from the Library of Congress' collection shows that the "Community Service" sign is on the roof, and just under the roof's overhang is written "Library - the National Training School for Women and Girls - Store" and whoever took the picture wrote on it "Library over 4,000 books and store". From this image it appears that the National Training School was selling wares to the Lincoln Heights community, and serving as its local library.

"There was no place within a mile of the school where supplies and other necessities could be purchased. The domestic science department also sold cakes and pies... It seems that many people living around the school visited and used the facilities in the school in some form. Some for work, and others to seek the services the school provided such as the library, laundry, and community store."

In the 1930's brochure, the library is said to contain 7,000 books. "It is open to the people of the community, children of the public school, and the students of the institution."²²

From the photograph it is also clear that the building is frame with a brick foundation, and it looks very much like a neighborhood business. The Library of Congress collection also

has a photograph of a garage and carpark right next to each other, which are probably the two structures next to the Community Service Building.

The 1919 Baist map (Image 22) showed a small square structure on 50th street in lot 813, but it was gone by the 1924-8 Baist Map (Image 23). The 1919 Baist Map showed a new addition in lot 814, labeled “A” for auto on the 1927 Sanborn. On the 1924-8 Baist Map: a building in the Northeast corner of lot 813 is labeled laundry and on the 1927 Sanborn, a boiler with a brick chimney is shown right beside it. A 1921 permit for a 40’ x 80’ frame laundry building in lot 813 was issued to owner “National Training School, N.H. Burroughs”. The architect was J.W. DeWitt Moore, the builder was W.E. Porter, and the cost was \$4,000.

“Sunlight laundry was built to help the institution and aid industrious students. The school stresses the value of Self-Help. In 1921, the trustees took a long step-in the direction of Self-Help. Applications were pouring in from girls in all sections of the country begging for admission. They had little or no money, and wanted an opportunity to work their way through school. The public laundry was built to aid them. Many ambitious students have been helped. Men and Women from the community are employed in the plant.”²³

In 1922 a permit for a 12’ x 14’ brick boiler house was issued to owner “The National Baptist Training School.” The architect was Woodson Vaughn & Co., the builder was National Baptist Training School, and the cost was \$1,500. The address for the 1921 laundry was 5009 Grant St. NE, and the 1922 boiler house's address was 5001 Grant Street. Though the 1927 Sanborn did show a smaller building next to the building in lot 814, it is not labeled as having a chimney or being brick.

The Library of Congress image of the National Training School's laundry (Image 24) showed its back drying yard, and a sign in the photograph proclaims "This is the

sunlight laundry, where all clothes are washed right, where white clothes are kept white. " The laundry's position as shown in the Baist and Sanborn maps place it across the railroad tracks from the main campus, like the Community Services building, but on the other side of Grant Street and Watt's Branch from that structure. It would make sense for the sign advertising the laundry to face the main street (Grant). The Drying yard must be on this side, even though it is more public, to keep the clean clothes on the opposite of the building from the railroad tracks as they dry (what could be a track can be seen in the right background of the photo.) Text of the permit for the Laundry records it "along the RR right-of-way". The bushes in front of the sign serve to illustrate that as well as fronting Grant Street N.E.; this side of the laundry would have been on Watts Branch. The Baist map of 1919 shows that the blocks east of 49th street between Sheriff Road and Grant Street had been plotted. By 1924-8, all the remaining blocks north of the school, between 49th street and the district line, north and south of Sheriff Road, had been plotted. However, that doesn't mean they'd all been settled, as block studies based upon permit dates show.

The shed and unmarked outbuilding in the 1916 Sanborn disappeared by the 1927 Sanborn. Behind the Three-in-one building (now just labeled classrooms) is a cinderblock building with a chimney (it must be another boiler) and another small outbuilding labeled "other". The 1927 Sanborn is the first map on which "Whitfield Hall" is labeled and shown with its north addition. The 1928 Baist marked the first appearance of the Trades Hall (Image 25), which corresponds to the last building permit on the list for the National Training School site. It was issued in 1927 for a 90 x 50' brick school. The owner was the National Training School, the architect was Thomas M. Medford, the builder was Loehler (G.G.) Co, the cost was \$30,000, and the address was 601 50th Street N.E. Though brick

had been used before for foundations, there was only one building on the National Training School Campus that was all brick: the Trades Hall. It was also larger and more institutional looking than any of the earlier buildings. “The Trades Hall is a beautiful new terra cotta, fire-proof, brick structure, 60’ x 120’ with spacious halls, twelve attractive classrooms, the latest equipment, three office, one reception room, and a printery. Another story is to be put on.”²⁴ The comment at the end shows that the school was still fundraising for the Trades Hall even as it was being built. Due to the Great Depression, this third story was never added. Mary McLeod was the featured speaker at the dedication ceremony 16 December 1928. The National Register Nomination stated that the Trades Hall replaced a classroom building destroyed by fire on 16 May 1926. It has been suggested that the farm stables were converted to classrooms when the school began²⁵ (this could be the shed or the unmarked building on the 1916 Sanborn map). As all the main buildings are still intact on the 1928 Baist (Image 26), it is probably one of these two buildings that burned in 1926.

The Trades Hall is a symmetrical rectangular building with renaissance inspired brick rustication on the corners. It contained 13 classrooms, 3 offices (including Burroughs’), and an auditorium. The main entrance on the second floor is in the center bay marked by brick quoins. Unlike the earlier vernacular domestic buildings, “The Trades Hall is clearly a public building with overt associations to the classical tradition of public buildings in Washington, D.C. and the rest of the nation.”²⁶ The change in building material and form heralded other changes to the school as well.

¹ Appeal for Funds, Burroughs Papere, cited in Taylor, 1998, p.92

² Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women’s Colleges from their Nineteenth-Century Beginnings to the 1930’s*, Second Edition, University of Massachusetts Press, Amherst, Massachusetts © 1993, p. 10

³ Horowitz, 1993, p. 56

⁴ Paul Veneable Turner, *Campus: An American Planning Tradition*, Second Edition, The Architectural History Foundation, New York, The MIT Press, Cambridge, Massachusetts, and London, England, © 1995, p. 318

⁵ Horowitz, 1993, p.16

⁶ Turner, 1995, p.140

⁷ Horowitz, 1993, p. 296

⁸ Horowitz, 1993, p. 71-5

⁹ Easter, 1995, p. 60

¹⁰ 1907 Baist Map

¹¹ McCluskey, 1997, p. 420

¹² Taylor, 2002, p. 402

¹³ Taylor, 1998, p.115

¹⁴ Thomas Salaki created an ArcGIS representation of the lots in Watts Branch for ARH 592 Community History Workshop/ ARH 594 Community Public History 2006-07. The 1907 Baist lists the amount of land encompassed by lot 34 (814) as 62,596 square feet (feet²) and lot 33 as encompassing 43,672.6 acres² with a dotted line showing that to be lost to Grant Street. In 1913 the remaining sliver of 33 is lot 813 and encompasses 26,085 ft². meaning 17,587.6 feet² was lost to the street. ArcGIS calculations¹⁴ for lot 813 come to 22,484.24 feet². The 1913 Baist lists lot 32 as 43,672.6 feet²; ArcGIS calculates it as 43,100.45 feet². Neither the 1907 or 1913 Baist lists acreage for lot 31, but ArcGIS calculates it as 42,016.26 feet². Both Baists list lot 30 as 43,672.6 feet²; ArcGIS calculates it at 44,689 feet². Both Baist list lot 806/8 as 31,402 feet², ArcGIS calculates it as 33,199.64 feet². 1913 Baist lists lot 807 as 12,273 feet²; ArcGIS calculates it at 12,656.69 feet². Both Baists list lot 28 as 43,672.6 feet²; ArcGIS calculates it at 42,437.89 feet². The main source of differences between the Baist maps and the ArchGIS calculation is that ArcGIS doesn't see the land taken up by Lowrie Place as separate from the lots. The Baist maps show Lowrie Place extending all the way north to the railroad tracks, but the Sanborn maps show it as stopping south of the National Training School. The total of the above calculations for each lot produce a range of 282,502.79 feet² to 325,791.7 feet² or 6.5 acres² to 7.5 acres² occupied by the National Training School.

¹⁵ Harley, 1995, p. 65

¹⁶ Taylor, 1998, p. 36

¹⁷ Untitled 1930's brochure, Burroughs Papers, Manuscript Division, Library of Congress, Washington, D.C. Container 310

¹⁸ In the 1903 and 1907 Baist Maps, Lowrie is "Adams Street".

¹⁹ Letter from Mrs. Lillian Collier, Burroughs Papers, Container 310 or 311

²⁰ Used by Julie Bargmann and William Morrish in their presentation for Casey Trees, summer 2006

²¹ Bargmann, Julie, and William Morrish, "Watt's Branch Community History Timeline", compiled summer 2006

²² Untitled 1930's brochure, Burroughs Papers, Container 310

²³ Untitled 1930's brochure, Burroughs Papers, Container 310

²⁴ Untitled 1930's brochure, Burroughs Papers, Container 310

²⁵ Taylor, 1998, p. 37

²⁶ Trades Hall National Register Nomination Form, Section 7, p. 1

Designing a Campus for African-American Females:
The National Training School for Women and Girls 1907 - 1964

Chapter Two: “It’s not where you come from, but where you’re going that counts”.¹

Howard University professor Benjamin Brawley found there were over 1 million working African-American women in 1910: 52% worked as farmers or laborers, and 28% were cooks or washerwomen. Social Worker Elizabeth Ross Haynes found 2 million working African-American women in three types of occupations in 1922: domestic and personal service (50%), agriculture, and manufacturing and mechanical industries.²

‘Accepting the fact that domestic service work was a reality for the vast majority of African-American women, Burroughs set out to enhance their employment opportunities, wages, and most especially their image in the white and black communities.’³ Burroughs even started the National Association of Wage Earners, a union for domestics, in 1920, which Maggie Lena Walker, who was also a member of the National Training School’s Board of Trustees, joined. The goals of the Association were “to secure a wage that will enable women to live decently” and “to influence just legislation affecting women wage earners”.⁴

At the time, African-Americans could not be members of the International Ladies Garment Worker’s Union nor National Women’s Trade Union League.

“By 1920, slightly more than 50% of the married black female population in the nation’s capital was gainfully employed, compared to less than one-fourth of the married white female population. Similar ratios existed between black and white women in cities and towns throughout the United States during this period. By contrast, the level of unmarried black and unmarried white female employment was comparable (75% and 70%) respectively.”⁵

In the 1910 census, there were 9,827,673 African-Americans in the 48 U.S. states at that time. The African American population in the U.S. Territories was as follows: Alaska, 209; Hawai'i, 695; Puerto Rico, 385,437; and 1,378 African-Americans were serving abroad in the Armed Forces. In the 48 U.S. States, there were 82,598,168 Caucasian Americans; 291,018 Native American Indians; 152,956 Japanese-Americans; 94,648 Chinese-Americans; and 49,879 Americans of other races. In the District of Columbia, 795,446 African-Americans and 236,128 Caucasian Americans resided. Of the 35,540 African-American males 10 years of age and older in D.C., 28,937 were listed as gainfully employed. Of the 44,424 African-American females in D.C., 26,699 were listed as gainfully employed.⁶ (Images 27 - 29 are from the 1910 and 1920 Censuses).

The report on Negro Housing, chaired by Burroughs at the request of President Hoover, cited a study of the wages for African-American women working in Chicago in 1931. (It did not list the wages for women in D.C.) In all instances, Black women were paid less than white women:

"General Housework": \$5 - \$20 a week

Nursemaids and Secondmaids - average \$12/week

Cooks, the highest paid of Domestic workers - average \$15, but could earn up to \$25

Day workers (those who didn't live in the home of their employers and would go from house to house)-\$3.50/day

Laundry workers - hand ironers \$15/week, Mangle operators - \$12/week

(Students at the National Training School were taught how to do both)

Factory workers \$8 - \$15/week

Highly specialized Factory Workers - up to \$25 / week

Power machinery operators - \$8 - \$10/week

Hand sewers - \$15/week

Automobile-parts manufacturing - \$13/week

Packing industry - \$12-\$15 week

Stenographers / office workers - \$15 to \$25 / week, average of \$20/week⁷

Like Marcy McLeod Bethune, Charlotte Hawkings Brown, and Lucy Craft Laney, other African-American female educators of their time period, Burroughs believed education was the best way to provide opportunities for their race as a whole and for women in particular. "One Vicious, ignorant Negro is readily conceded to be a type of all the rest but a Negro educated and refined is said to be an exception. We must labor to reverse this rule; education and moral excellence must become general and characteristic, with ignorance and depravity the exception."⁸ Education was seen as part of uplifting the race and transforming African-Americans from rural stereotypes to constructive urban community members. Before founding the school, Burroughs once said she vowed "I would some day have a school here in Washington that politics had nothing to do with, and that would give all sorts of girls a fair chance and help them overcome whatever handicaps they might have had."⁹

Burroughs was sometimes called the female Booker T. Washington for having named her school to emphasize the practical aspects of the education students would receive there. However, Burroughs provided her students with an education that was far more than just practical training. Critics of Washington felt that his concept of industrial education limited the economic growth of African-Americans. Unlike the National Training School, Tuskegee was funded primarily by Caucasian philanthropists. Whereas at Washington's school "... one of Tuskegee's faculty members from the North, unused to Southern traditions, was admonished by the dean for carrying too many books - the dean feared that whites 'would get the impression that Tuskegee was training the intellect rather than the heart and hands'.¹⁰ , the picture of the National Training School's Community

Service Building shows that the school publicly proclaimed its library, and whoever wrote on that picture was very proud of the fact that the library had over 4,000 books. Though the National Training School was somewhat removed from the community¹¹ by the position of most of the buildings on the top of the hill across a stream and the railroad tracks from the main street in the area, the National Training School's Community Service Building and Laundry provided consistent points of interaction with the rest of Lincoln Heights. The Associated Charities' summer camp was also a way for the school to bring the public in. Another event that would have increased contact with the surrounding community was the National Training School's participation in Negro Health Week in 1925.¹²

Upon entrance to the National Training School, students were required to take exams in English and math. "Students who displayed less than eighty percent proficiency in their studies, or those with fifteen or more demerits in department, or were absent more than two days during the term, had to take examinations at the end of the quarter."¹³ Students had to have a cumulative average of at least 75% proficiency in both their academic and vocational courses to be promoted to the next level of study. "A woman in the domestic science program was introduced to advanced mathematics, history, a foreign language, and many other subjects that would not have been considered necessary for domestic servants."¹⁴ Students were required to take a course in Black History and Burroughs herself was a member of the Society for the Study of Negro Life, founded by Dr. Carter G. Woodson, a fellow D.C. resident. (Woodson's niece, Joan C. Bickley, attended the National Training School).

In short, Burroughs' students received a well-rounded liberal arts education in addition to professional training. "In this time period, classical education was looked upon as the education to be received by whites only. It was thought that African Americans were not mentally capable of learning such advanced work."¹⁵ The type of education Burroughs had been giving her students was recognized when the upper section was reorganized as a Junior College in 1929 and its name was changed to the National Trade and Professional School. An untitled article about the school in response to a dispute with the National Baptist Convention over ownership, likely from 1927, stated the National Training Schools' goal of being the African-American equivalent of a Seven Sisters college:

"A great national institution for our women is going to be built in Washington. If we Negro Baptist are too shortsighted and divided to do it, some day some Negro Christian group will build and endow here, at the Nation's capitol, a great Christian University for Women - a university that will be as sacred to the Negro race as Holyoke or Vassar or Wellesley is to the Anglo-Saxon race."

As the National Training School was being established, Domestic Science was being reformulated as Euthenics. Organizations founded by or including women such as the Young Women's Christian Association (YWCA), the Salvation Army, the College Settlements Association (CSA), and the National Association of Colored women applied Euthenics to the rapidly expanding urban areas of the U.S. in the early 1900's, a movement of municipal housekeeping. Burroughs showed her support for municipal housekeeping in the speech she gave when she started the WCA. "As a practical part of our Home Mission work, we urge the women here to give more attention to civic improvement... Clean out the rubbish; whitewash and put things in order... This is the only practical way to show that education and Christianity are counting in the development of the race."¹⁶ Since Americans

at the end of the nineteenth century believed disease was caused by dirt and bad smells, they assumed a clean city would also be healthier."¹⁷

The organizations engaged in this work, however, were often segregated, like the YWCA, which had separate chapters for African-American and Caucasian women, with the National Organization acting as a forum between the two. Caucasian women's organizations saw themselves as helping "others": immigrants and/or the poor., while "residential segregation did not allow the black middle class much insulation from the black poor".¹⁸ Because African-Americans had restrictions on where they could live, African-American neighborhoods were a mix of classes and incomes. Thus, African-American urban activism literally focused on the communities in which they were living, while Caucasian women had to cross town to help "others" and then retreated to their segregated neighborhoods.

African-American women also founded their own associations, like the NACW or the Phillis Wheatly Home, established by Jane Hunter in Cleveland in 1911 to provide housing for single, urban, African-American women, while the White Rose Association did the same in New York. Similar homes spread to other major cities in the U.S. in the 1920's and 30's. African-American organizations also raised money to provide what the states were not adequately funding under segregation: the social welfare of African-Americans, including education. The Colored Women's League of Washington and the National League for the Protection of Colored Women provided Day center and Kindergartens. In 1907, W.E.B. DuBois counted 151 church-connected and 161 non-secretarian private schools for African Americans.¹⁹ In 1913, the National Training School's Christian Social Service (Missionary) Department became involved with the Centre, the Baptist Settlement

House in D.C. “During the winter of 1914-1915, the Centre’s soup kitchen fed 1,200 people, donated clothing, represented juvenile delinquents in courts, and offered classes as well as recreational activities.”²⁰

Burroughs herself spoke out against segregation, urging a boycott of D.C.’s segregated public transportation system in 1915. Speaking at the African Methodist Episcopal Church in Baltimore in 1939 about why she’d always focused more on fundraising for the National Training School among African-Americans than Caucasians, she said “Don’t wait for deliverers. They’re all dead...The Negro must serve notice... that he is ready to die for justice.”²¹ Burroughs refused to speak to the National Christian Mission in 1941 because they wanted to pre-approve her speech. In 1943, Burroughs is quoted as saying “The Negro is oppressed not because he is a Negro – but because he’ll take it.”²² Therefore her goal was to teach civics and leadership to her students, not just industrial skills. Burroughs was not alone in her sentiments: Bethune picketed in front of People’s Drugs for denying jobs to African-American youths even while employed by the National Youth Administration during the New Deal.

Early On, Burroughs’ influence on women’s empowerment extended beyond education, into their role in the church. African American women were usually not allowed to be ordained in the Baptist church. Instead, they “taught” and “spoke” during services, often using this time to do the same things they would have done had they been allowed to preach. Burroughs founded Women’s Day in 1907 to give women a major occasion to have leadership roles and celebrate their religious activities in the Baptist church. In an article about Nannie Helen Burroughs and the National Training School, Kelly Miller, an African-American civil rights leader who briefly served as a math teacher in the D.C. public

schools before eventually becoming a dean at Howard University, wrote “This is a day of liberalization of women.”²³

Many African-American female educators involved themselves with Suffrage and other issues now viewed as a part of women’s liberation. Mary Church Terrell’s first publication was “...the printed version of a speech she had delivered at a National American Woman Suffrage Association convention, which she sold for twenty-five cents a copy to help fund a kindergarten.”²⁴ In the African-American community, where only a half century before women had not been able to choose not to work, being a homemaker could be seen as a sign of how far the race had come. Burroughs realized this wasn’t an option for most African-American women, who still had to work outside their own homes to help support their families. But more than that, she believed that anyone who wanted to work had a right to work, regardless of gender. The National Training School’s motto was “Work. Support Thyself. To thine own powers appeal.”²⁵ Repeatedly admonishing working parents not to leave their daughters home alone, in Burroughs’ reasoning, a boarding school was the perfect solution for “latch-key kids”²⁶. In the mid-1920’s, the National Training School began teaching trades not traditionally done by women, such as shoe repair and dry-cleaning.

The Laundry not only connected the National Training School to the Lincoln Heights Community and made that community cleaner; it additionally gave students a way to support themselves. As a result of Burroughs belief in self-help, students were not given scholarships, but they could work in the laundry or the community store to help pay their way. At the National Training School, like other women’s schools, making the students responsible for the upkeep of the school was not just part of their professional training, it

was also a component of the moral code. Students were expected to donate one to two hours of their time each day to the housekeeping of their campus. Students could pay an additional \$2/month to be excused from this duty.

When Mary Lyon founded Mount Holyoke Female Seminary for Caucasian women in the 1830's, she declared the campus to be servant-free and made the students responsible for caring for the buildings they lived and studied in and preparing and serving the meals.²⁷ This made the cost of attending Mount Holyoke cheaper than other schools for young ladies at the time, and was seen as part of the moral training students received. At the Palmer Memorial Institute, a co-ed boarding and preparatory school founded by Charlotte Hawkings Brown in North Carolina in 1901, "Students were required to attend daily chapel and do most of the cooking, cleaning, and upkeep for the school."²⁸ At the National Training School, students were required to attend Chapel every morning at 9am, a prayer meeting on Friday mornings, and Sunday School from 8-9:30 on campus, followed by the church service of their choice off-campus, and 3:30 vespers in the campus chapel.

In 1911-12, enrollment at the National Training School was 87 students representing 26 states and 4 foreign countries. They were taught by "nine regular and two special teachers". At the end of the schoolyear 19 students received Diplomas (Academic) and the same number received Certificates (Trade). The Board of Trustees Minutes note

"In giving either certificate of diploma we consider not only scholarship but personal appearance and deportment... Several Diplomas were withheld this year because the students were not neat and clean and careful of their hooks, eyes, and buttons during their training course... To insure personal cleanliness and care every student is inspected from head to foot every morning at 6 o'clock."²⁹

Potential students could apply personally, or be nominated by relatives, pastors or church or community members. In addition to asking for information about the last grade completed, if they had ever attended boarding school before, and what trade they planned to study at the school, the National Training School's admission application asked applicants if they were Christians and required the signature of a "reputable citizen" from the applicant's community testifying the applicant was "upright and ambitious"³⁰. The application fee began at \$3 and later increased to \$5.

The 1920 census (Image 30) was the only one to list the "National Training School for Women and Girls (colored)", not to be confused with the "National Training School for Girls", a reform school for troubled white girls also located in D.C. (This school changed its name from the Reform School for Girls after the National Training School was founded.) In 1926, the National Training School considered changing its name to the National Seminary and Trade School for Girls to remove confusion, but the name was not actually changed until 1929 when it became the National Trade and Professional School.) Nannie Helen Burroughs was listed first, as the president. Then four teachers, a cook, a clerk, and a bookkeeper were listed. There were 92 students, ranging from age 14 to 39. The average age was 17.62 and the largest age group was 22 16-year-olds. Students' origins were Alabama, Connecticut, D.C., Florida, Georgia, Kansas, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, South Carolina, West Virginia, and one each from French Haiti, Jamaica, and Liberia, but by far the most students (23) were from Virginia. The students' ages confirm that the National Training School was a mix between a high school and a junior college. Until a middle school was added to the campus in 1933, no students younger than 15 years of age,

or having completed less than the sixth grade, were admitted. After that, the trades were open to students 13 years and older.

Though the National Training School was an institute and not an academy, its campus shared many characteristics with a college. Many early women's seminaries had followed the asylum form, which consisted of housing all of a school's functions within one building.³¹ The National Training School followed the American college form of a campus composed of buildings for specialized uses set within a landscape. However, the buildings themselves looked much like houses (Campus Panoramas, Images 31 - 38), benefiting a school which began with only three possible majors: Domestic Science, Normal (teaching), and Missionary Studies.

This domestic type of campus was first codified by landscape architect Frederick Law Olmsted in his 1866 proposals for the University of³² California at Berkeley and the Massachusetts Agricultural College. In his written reports, Olmsted stated that the proper location for a college campus was neither the countryside, with "the barrenness of monastic study" separated from domestic life, nor in the city center, with its distractions or temptations³³, but rather in a suburb, as Watts Branch was when the National Training School settled in the Lincoln Heights neighborhood. Olmsted also sought a middle ground in students' lodging, advocating neither large dormitories nor ranges of individual rooms, but "houses with 'a domestic character', accommodating no more than thirty students each. Berkeley and the University of Massachusetts at Amherst did not adopt the Cottage System, but when Smith College opened in 1875, it was with a campus following the cottage system. The Caucasian women's college was located on a hill, like the National Training School, and it chose this form to "educate women at college, but symbolically

keep them at home”.³⁴ Smith lacked a chapel and library so that its students were forced to interact with the residents of the small town it was located in. Burroughs wasn’t concerned with keeping women at home – she had founded a training school, which by definition trained women for work - the careers she trained them for were all considered within the female sphere, and she supported the Christian values that the cottage system was meant to instill when placed in the context of a female school.

All of the teachers at the National Training School were college graduates and female so they could be examples for their students. Teachers were required to be members of educational associations, subscribe to educational journals, and take turns serving as the hostess for the school social held the last Friday of every month. Although pictures in the Library of Congress’s collection indicate that male preachers occasionally taught Bible classes, Burroughs firmly believed in the value of a school run by women for women, writing "the normal adolescent girl quickly finds herself if she is given three or four years in a girls' school"³⁵. There was another reason for teachers to live among their students: to oversee their moral development. Burroughs was progressive in her ideas on women’s labor, but she was very much of her time when it came to morality.

¹ Burroughs quoted in *The Okalahoma Eagle*, 29 May 1958, cited in Taylor, 1998, p. 15

² Rosalyn Terborg-Penn, “Discontented Black Feminists: Prelude and Postscript to the Passage of the Nineteenth Amendment”, *We Specialize in the Wholly Impossible”: A Reader in Black Women’s History*, Ch. 28, p. 493

³ Harley, 1996, p. 65

⁴ Opportunity 2 (Dec.1924) p. 383, cited by Higginbotham in *Afro-American Women: Struggles and Images*, quoted by Sharon Harley in “When your Work is Not who You are: The Development of a Working-Class Consciousness among Afro-American Women”, *We Specialize in the Wholly Impossible”: A Reader in Black Women’s History*, Ch. 2, p. 25-37, edited by Darlene Clark Hine, Wilma King, and Linda Reed, Carlson Publishing, Inc, Brooklyn, New York, © 1995, p. 32

⁵ Department of Commerce, Bureau of the Census *Negroes in the United States, 1920-1932*, p. 151-52, cited by Harley, Ch. 2, 1996, p. 27 and Note 7

⁶ Negro Population Table 1, Population Tables 1 and 13, Occupation Tables 17 and 18, *Negro Population 1790-1915*, tabulations overseen by Charles E. Hall, William Jennifer, and Robert A.

Pelham, Government Printing Office, Washington, D.C., 1918, reprinted by Princeton University Department of History, Arno Press and the New York Times, New York, © 1968

⁷ Appendix II, "Social and Economic Factors in Negro Housing", based on "Housing Condition among Negroes in Chicago, with special reference to Juvenile Delinquency", a report prepared for the Group on Social and Economic Factors of the Committee on Negro Housing by Earl R. Mose, Department of Research and Records, Chicago Urban Leabus, *Report of The Committee...* chaired by Nannie H. Burroughs, 1932, p. 160-163

⁸ Ferdinand Barnett, future husband of Ida B. Wells, 1879, quote by Linda Gordon in "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945", *We Specialize in the Wholly Impossible: A Reader in Black Women's History*, Ch. 27, p. 449-485, edited by Darlene Clark Hine, Wilma King, and Linda Reed, Carlson Publishing, Inc, Brooklyn, New York, © 1995, p. 457

⁹ Harley, 1996, p. 64

¹⁰ Kenrick Ian Grandison, "Negotiated Space: the Black College Campus as a Cultural record of Postbellum America, *American Quarterly*, 51.3 (1999) p. 567

¹¹ A characteristic of the other schools studied by Grandison in "Negotiated Space"

¹² The Washington Post, No author given "Negro Health Week to Open Here Today", April 5, 1925, p.17, ProQuest Historical Newspapers
Washington Post, April 5, 1925

¹³ Taylor, 2002, p. 396

¹⁴ Taylor, 2002, p. 397

¹⁵ Taylor, 1998, p.172

¹⁶ Spain, 2001 p. 82

¹⁷ Spain, 2001, p. 37

¹⁸ Gordon, Ch. 27, 1995, p. 463

¹⁹ Gordon, Ch. 27, 1995, p. 454

²⁰ Trades Hall National Register of Historic Places nomination form, Section 8, p. 3

²¹ Gordon, Ch. 27, 1995, p. 466

²² Cited by Lerner, *Black Women*, 52, quoted by Gordon, Ch. 27, 1995, p. 466

²³ "National Baptist vs. Nannie Burroughs", Burroughs Papers, Container 310 or 311

²⁴ Gordon, Ch. 27, 1995, p. 468

²⁵ Spain, 2001, p. 167

²⁶ This term is believed to have originated with an NBC documentary in 1944 on the growing trend of children caring for themselves due to one parent (usually the father) being in the armed forces and the other (usually the mother) working in an industry powering the war. This trend became worthy of a documentary because it had spread to Caucasian, middle-class families. Working-class families of all races had always had latch-key kids.

²⁷ Horowitz, 1993, p.18

²⁸ McCluskey, 1997, p.414

²⁹ Minutes of the Board of Trustees, Burroughs Papers, Container 310 or 311

³⁰ National Training School Application, Burroughs Papers, Containers 310 or 311

³¹ Horowitz, 1993, preface note 1

³² Horowitz, 1993, p. 75

³³ Turner, 1995, p.141

³⁴ Horowitz, 1993, p. 75

³⁵ Circular of Information for the 17th annual session of the National Training School, 1925-26, cited in Taylor, 2002, p. 395

Designing a Campus for African-American Females:
The National Training School for Women and Girls 1909 - 1964

Chapter Three: “The arch is open, the trains are running, and God bless you.”¹

The female seminary model required teachers to live with their students in order to mold their “mind, manners, and morals.”² The National Training School only hired teachers that exhibited the type of Christian behavior expected from a woman (no smoking and no unseemly fraternization with men). At Mount Holyoke, its founder, Mary Lyons instructed her students to “...rise early, schedule each moment and plan carefully.”³ The focus on scheduling at the National Training School was also related to professionalism and teaching the students the time management skills they would need in the working world. An emphasis on morality was not unique to women’s schools or African-American schools. When Bethany College in what is now West Virginia was founded in 1840, it was described by its president as “...a literary, moral, and religious school, or the union of four institutions in one - the combination of the family, the primary school, the college, and the church in one great system of education.”⁴ This quote could be applied to any of the schools discussed above. What made morality at African-American women’s schools unique was the history they were contending with. Under slavery, African-American women could not control their own sexuality.

“Black women were doubly stigmatized as a result of the legacy of sexual exploitation endured by their mothers and grandmothers under slavery. Many white women whose legal rights were barely above those of former slaves, used the lingering myth of white female purity to distance themselves from the plight of black women and exclude them from their organizations.”⁵

Seen in this light, the moral code of the National Training School was another attempt to empower its students in the professional world. Neither African-American nor Caucasian women's groups questioned "sexual purity as an appropriate goal for unmarried women", but black activists were far in advance of their white feminists in their campaigns against rape and their identification of that crime as part of a system of power relations, and they did not assume that only white men were sexual aggressors."⁶ This explains why some of the earliest African-American urban institutions were homes with the goal of protecting women, and why these institutions had such strict moral codes.

At the National Training School, a brochure from the 1920's proclaimed that "good character, good health, and good scholarship" were the basic requirements for admission. They were in the "Character forming, not the reforming business" and the school would not accept delinquent or problem girls, nor girls who drink and smoke.

"Students wear simple becoming wash dresses to school, wide middy suits to vesper on Sundays, simple appropriate dresses to church, parties, and entertainments. Students are required to wear Cuban or military heels shoes. Do not bring or send any other kind...for physical education, please bring black or blue bloomers, white middy, gym shorts, black stockings, bathing suit and cap, tennis racket and two balls."

Students were not allowed to wear shirtwaists and skirts, only dresses. As the physical education reference demonstrates, sports were a part of the curriculum at the National Training School. The National Training School also had a basketball team (Image 39). At women's institutions, sports were justified by health reasons, whereas at men's colleges they were said to instill the attractive characteristic of competitiveness in that gender.⁷

Throughout the history of the National Training School, the relationship between that female institution and the male National Baptist Convention encompassed indifference, modest support, and conflict.

The National Training School's year began the first Wednesday of October and ran until the first Friday in June. The first year it was open, Burroughs was unsalaried. (Throughout her life, her main source of income was her job as Corresponding Secretary for the WCA.) In 1910, she was awarded a salary of \$50/month. The By-laws were also amended to state that all teacher and staff hirings were subject to Burroughs' approval.⁸ Burroughs seldom drew her salary, though, preferring it to be used by the school. By 1917, she was owed \$2,250.⁹ During the 1921-22 school year, her salary from the National Training School was increased to \$150/month.

In 1915, NBC President Elias Morris and Missions Board Corresponding Secretary Richard Boyd disagreed over who owned the National Baptist Publishing House: the convention, or the publishing board. Boyd argued that the publishing board owned the publishing house because the NBC had never financially supported it. As a result of the disagreement, a new group, the National Baptist Convention of America, headed by Boyd, split from the National Baptist Convention Inc., headed by Morris. The new charter of the NBC consolidated all properties owned by the auxiliary boards (Publishing, Home Mission, Foreign Mission, Education, Evangelical, and the WCA), under NBC control:

“Auxiliary Boards and their officers and directors shall have and exercise no power of control over the affairs and properties of said Boards independent of this corporation, and said Boards shall forthwith amend their charters so as to show that each and all of said Boards, are under and subject to the jurisdiction and control of this corporation.”¹⁰

When the NBC attempted to seize the National Training School, it discovered it did not own it; rather the Board of Trustees did. In 1916, the NBC ordered an audit of the National Training School and the following year asked the Board of Trustees to change the

school's charter to recognize NBC control. The Trustees responded: "The sense of this Board is that they are legal and rightful custodians of the National Training School; and have no authority to turn this property over to any person or persons, therefore, we refuse to comply with the request of that NBC".¹¹ The Trustees felt that since the National Baptist Convention had never financially supported the school, President Morris's request was unreasonable. When the National Training School did receive formal Baptist funding, it was through the WCA, and the WCA raised no funds for the school between the 1909-10 school year and the 1923-24 School year, when it gave \$350. The next year the WCA raised \$2900.80 for the National Training School, then nothing the following year. The WCA fundraised for the school again in the 1926-27 school year and continued to do so until the 1937-8 school year. The amount raised ranged from a high of 1,526.12 in 1937-38, to a low of \$98 in 1933-34.

At its annual convention in 1920, (held in Indianapolis that year), the NBC resolved to take the National Training School to Court, but this was delayed by President Morris's death. Dr. L.K. Williams, who had come up with the idea that all property nationally owned by the African-American Baptists should be held by the National Baptist Convention in corporation, became President. In 1924, he and Secretary R.B. Hudson wrote a letter to Burroughs in which they stated "The fact that many for years have contended that it was a Baptist and a Convention's institution argues that it should be. The well-known history of its origin and existence argues convincingly that it should be if it is not."¹² Williams and Hudson asked for a joint committee to be established with representatives from the Board of Trustees and the National Baptist Convention. The Committee's report agreed with the Trustee's position. The Executive Board of the

National Baptist Convention then changed strategies, reducing their request of ownership to letting the WCA appoint all members of the Board of Trustees. As the NBC had power over the WCA, this would have effectively given them control of the Board of Trustees.

The Trustees refused this request as well, informing Dr. Williams that the WCA already had the power to nominate trustees and that the officers of the NBC and WCA executive boards were ex-officio members of the Board of Trustees. Prior to 1925, none of these ex-officio members attended any of the quarterly Trustees meeting. Trustees were nominated by state organizations and the WCA and elected by the current members of the Board. When the Board of Trustees had first been established, they staggered themselves into 1, 2, or 3 year terms according to alphabetical order of the states, so that in years after that, when all terms were 3 years, no more than 1/3 of the board would be elected in any given year. If the Board of Trustees decided to sell the school, the sale had to be ratified by 2/3 of WCA and NBC after giving a three-month notice in at least 10 different state Baptist papers for 10 consecutive weeks preceding the vote. Money from the sale of the school would be put in a residuary trust fund in a D.C. bank for the WECA. The money could be used only for the purpose of education as it was intended by the donors who gave it.¹³ The National Baptist Convention was heavily in debt over the Publishing House and had already sold one school that it had control over and closed another. Burroughs believed she had been called by God to found the National Training School and wrote "This is an ideal of too great a value to be prostituted to the petty glory of church politics."¹⁴

In 1929-30, the NBC executive Board had the National Training School audited again. The resulting 1930 statement of assets and liabilities for the school offers a snapshot

of the National Training School. The value of the land was \$40,400. The buildings' value was \$95,294.07. The Library's worth was \$3,000.

Contributors: Churches (\$1,467.43), State Organizations 247.22), Clubs (1,188.93), White Friends (2,501.50), Foundations (250), Missionary Societies (214.76), Other organizations (1,583.35), Individuals (2,683.66), Legacies (298), Women's Convention (518.75).

Sales in the store amounted to \$647.61 and revenues from the laundry were \$10,239.66.

Personnel expenses: Salary of Executive (Burroughs) \$207.72

It's also recorded that Burroughs had deferred receiving \$1,592.88 of her salary for the year so the money could be used for school expense. In addition, she loaned \$428.38 to the school.

Travel of Executive & Agent: \$1,26.82

Salaries of Office Force: \$2,630.53

Salary of Field Agent: \$710.00

Salaries of Teachers: \$5,450.74

Boarding Department Salaries: \$2,388.08

[This must mean some staff worked solely as dormitory monitors].

Boarding Department Student Labor: \$717.61

Wages of Janitors: \$2,184.35

Store Salaries \$120

Laundry Salaries: \$8,171.79

Laundry Student Labor: \$102.80¹⁵

In 1939, realizing that they could not get the Board of Trustees to surrender the National Training School, the NBC passed a resolution at their yearly convention asking the WCA to remove Burroughs as Corresponding Secretary. When the resolution came to a vote within the WCA, it failed, and the WCA held an additional vote of confidence supporting Burroughs. In response, despite having never financially supported the National Training School in any significant way, the National Baptist Convention informed the

American Baptist Convention (the Caucasian organization) that it had withdrawn its support of the National Training School in favor of its own school in Nashville. That same year, Burroughs attended a National Conference on Problems of the Negro and Youth in D.C.¹⁶

The Great Depression brought a lull in building on the National Training School Campus between the 1927 Trades Hall and the 1950's Dormitory and Chapel. The National Depression hit African-Americans especially hard and the National Training School couldn't rely on many of its usual contributors. Unable to pay its fuel bill, the school closed for the winter months during three years in the early to mid-30's. Closing the school for the winter cut operating costs by 50%, so the school year ran from mid-April to mid-November instead of the first Wednesday of October to the last Friday of June for those three years. During the winter months, the National Training School Pageant Players would do tours to interest potential donors in the school. In April 1933, a middle school component was added to that National Training School for girls from ages eight to fourteen and in 1934 Burroughs started publishing *The Worker*, a journal of the National Baptist Convention,¹⁷ (A print shop for *The Worker* was installed in the Trades Hall and the publication still calls that building its home today.) Burroughs also founded the Northeast self-help Cooperative (later renamed Cooperative Industries, Inc.) during the depression.

External forces affected the school in other ways as well. The Watts Branch neighborhoods show up in a 1927 map of D.C. produced by the National Capital Park and Planning Commission (Image 41). The blocks in the neighborhoods shown plotted in the 1903 Baist map are labeled "Uncontrolled growth, 1866-1893"¹⁸, in part because these neighborhoods were laid out ignoring the stream of Watts Branch itself, meaning houses

were built in the floodplain. The stream was not recognized on Baist maps after 1903.

Starting in 1929, the Commission purchased land along Watts Branch to turn the floodplain into a park. In 1942, Nannie Helen Burroughs oversaw the sale of lot 814 to the National Capital Park and Planning Commission for \$6,000, and parts of lots 32 and 33 for \$12,337.58 (Image 42). These two plots of land contained the two main sources of revenue for the school: the store and the laundry, and covered a third of the school's property. The 1945 Baist Map lists lot 32 as 40,350 feet² after the sale and lot 31 as 43,673 feet² for lot 31. The rest of the lots are the same as the earlier Baist maps. Using the range of Baist and ArchGIS measurements¹⁹, that leaves 212,151.75 to 218,240.93 feet² or 4.87 acres² to 5.01 acres² left for the campus after the sale.

The 1928-31 and 1937-43 Baist maps (Images 26 and 44) do not record any major changes to the site. In fact, even after the sale, the laundry and community service building continue to show up on the 1945-50 and 1954-59 Baist maps (Images 45-46), but a Library of Congress photograph of an abandoned laundry (Image 24A) and Community Service Building (Image 43) demonstrate that the building stood unused before it was torn down. Though all blocks in the neighborhoods around Watts Branch had been plotted by 1924-8, the 1956-1960 Sanborn maps (Image 47) show that the blocks immediately adjacent to the National Training School did not completely fill in until 1956. In 1945, the Lincoln Heights housing project was constructed to the east and south of the School. When the D.C. public school year began fall 1954, four months after *Brown v. Board of Education*, they were officially desegregated. Two years later the National Capital Housing Authority officially desegregated public housing. D.C. had been fighting the perception of poor public schools for decades, and so private schools remained popular in the district.

Although the National Training School closed briefly in 1953, it continued to hold its annual summer institute for church women.²⁰

Women entered the workforce (and colleges) in large numbers during World War One and again during World War Two when many men were serving in the armed forces. The push for women to return to more traditional careers to open up jobs for returning male soldiers and make space in colleges and universities for former soldiers using the G.I. bill could have contributed to the fundraising boom that built the Chapel and Dormitory (Images 48 - 51). However, throughout the 50's, the need for women's boarding schools and institutes decreased. "This all-female world began to erode in the twenties and, although fragments remained, lost political power by World War II".²¹

The new dormitory was dedicated on July 9, 1956. It was built on the site of the one-story outbuilding to the northeast of Burdette Home . A brochure from the Library of Congress collection records the cost of the chapel as \$50,000 and the dormitory as \$100,000 . Both buildings appear on the 1956-60 Sanborn map, but the Community Service building (and the carport and garage next to it) was gone, as was the laundry and boiler house next to it. The Three-in-One building was gone, destroyed by a fire in 1941. It was replaced by a brick one-story square print shop. The boiler and one-story storage building to the east of it remained. Whitfield Hall was described as containing a reception room in the northern wing. The Library of Congress' photographs record the dedication of the dormitory in 1956. Another one- story outbuilding joined the one east of Pioneer Hall. The financial record from 1954-55 lists nine employees living on campus.

The 60's saw a series of national legal cases distinguishing between in loco parentis standards for minors and those of college students. On many college campuses, students

demanded the right to have visits from members of the opposite sex without supervision, the abolishment of curfew, and the right to leave campus without restriction. The type of restrictions students were rebelling against in this decade can be seen in the General Rules and Regulations of the National Training School for the 1925-26 school year. Parents or Guardians had to submit written requests to the school for students to leave campus (and then they were accompanied by a teacher or chaperon), to have callers other than their parents or guardians, to have correspondence other than letters to their parents or guardians; and to receive callers other than parents or guardians. All students that weren't residents of D.C. were required to live on campus, and when the school year ended they were told they could not stay with friends in D.C. but must go straight to their parents or guardians' residence. Students were not allowed to move the furniture in their rooms (which could be inspected at any time), nor could they have guests in their rooms, or even visit other dormitories on campus without permission. Students could not borrow each other's clothes, or have clothes mailed to them unless specified by the school. Parents or Guardians were not allowed to send any food to their students other than uncooked fruit at any time or cake for Christmas or the student's birthday.

Female faculty also endured strict rules, but as early the 1930's, the female faculty at many schools began to demand the right to live off campus. Lucy D. Slowe, Dean of Women at Howard University, with the support of Bethune and other prominent African-American women, refused the request of the President and trustees of Howard University to live on campus.

In the 1950's and 1960's, there were nine staff members living on the National Training School campus, where they could monitor the students. A majority of the school's

population at this time must have been under 18 (two years of middle school, four years of high school, and two years of college composed the full spectrum of the National Training School education). The expansion of student's rights was applied more liberally to public colleges than private colleges. That and the young age of many National Training School's students meant its code of conduct for students could still have been quite strict even in the last decade of its operation.

Nannie Helen Burroughs received an honorary degree of Doctor of Law from Shaw University in 1944. In 1959, the Afro-American newspaper awarded her an Honor Roll plaque for distinguished public service. When she died two years later at the age of eighty-two on May 20, 1961, she had served as the National Training School's president for 52 years. Burroughs reportedly asked her staff members to solicit donations for the school rather than flowers. Her viewing was the first use of the new chapel.²² On 25 May 1961, her funeral was held at the 19th Street Baptist Church (where she was a member since 1892). It was estimated that more than 5,000 attended. She was eulogized as "...a voice crying out in the wilderness, strong and loud, for equality of women with men."²³ (Images 52 and 53).

The campus she left behind - the first school for African-American females to open outside of the deep south, funded mostly by African-Americans, with a curriculum extending beyond technical training to include the Liberal Arts and a Department of Negro History, was a physical eulogy to that voice.

Designing a Campus for African-American Females:
The National Training School for Women and Girls 1909 - 1964

Postscript

In 1962, the Progressive Baptist National Convention split from the National Baptist Convention, Inc., and acquired the National Training School site. In 1964, the National Trade and Professional School closed and a private Baptist elementary school named after Burroughs opened in its place (although the elementary school claims an unbroken lineage from the middle/high/junior college school). It is not clear when the buildings from the earliest period of the school's history were torn down. In photographs the dormitory appears almost to touch the back of Burdette home, so that structure could not have been meant to stand long after the construction of the dormitory.

The erection and dedication of a \$1 million²⁴ building (Images 54 - 57) for the elementary school on the former site of Walker Hall took place from 1971-5. The 1927 Trades Hall now serves as the National Baptist Convention Headquarters. The 1940's chapel remains and the 1956 dormitory is now a community center. In 1975, May 10 was declared "Nannie Helen Burroughs Day" in Washington, DC. In 1976, Deane Avenue and the portion of Grant Street fronting the school were renamed Nannie Helen Burroughs Avenue.

Nannie Helen Burroughs Elementary School is proud of its connection to the founder of the National Training School, but it does not actually appear to be aware of much of the school's history. The museum room in the elementary school displays objects from the National Training School, but very little actual information about the school.

Pictures of the former campus are displayed in the gymnasium, but again there is little awareness of the physical history that has been lost. Brochures and placards detailing this history should be placed in the museum room. The Trades Hall (Progressive National Baptist Convention headquarters) was placed on the National Register of Historic Places in 1991. There is a plaque on the exterior of the building stating this, but nothing about what was actually significant about the building and the school. The National Register nomination form claims that the National Training School was the first school in American history to offer high school and junior college classes, religious instruction, and training in domestic arts and vocations all within one school. This claim cannot be substantiated by other sources, but the National Training School is significant for being the first school for African American females to open outside of the deep south, for not being co-educational, for not relying on white benefactors for most of its funding, and for extending its curriculum beyond technical training to include a Department of Negro History.

The history listed on the school's website (www.nhburroughs.org/) is very sparse, and mostly focuses on how Ms. Burroughs combined "qualitative vocational training with traditional Christian values".²⁵ The history on the school's website could be expanded to include the reasons for the schools significance listed above, and the history of the National Training School could be incorporated into history classes taught at Nannie Helen Burroughs elementary school. A model of the campus in former times could be included with the artifacts on display in the museum room. Installing a historical placard where the school's property meets Nannie Helen Burroughs Avenue to display some of the school's history to the public would reconnect the Nannie Helen Burroughs Elementary School to the Lincoln Heights neighborhood, as the National Training School did in its time.

Another way to raise awareness about Burroughs and the National Training School's legacy would be for Nannie Helen Burroughs elementary school to work with public elementary schools in the neighborhood to hold an essay/video/poster contest about the history of the neighborhood. These suggestions are offered to enable the school and community to better embrace their significant past, and the founder who made that history a reality.

¹ Yearly dismissal, cited Taylor, 1998, p.143

² Horowitz, 1993, p.182

³ Horowitz, 1993, p.16

⁴ from F.D. Power, *Life of William Kimbrough Pendleton*, St. Louis, 1902, p. 50, quoted by Turner, 1995, p. 117

⁵ McClusky, 1997, p.404

⁶ Gordon, Ch. 27, 1995, p. 464

⁷ Horowitz, 1993, p.160. Senda Berenson first devised a women's version of basketball for Smith College in 1892 and it quickly spread to other colleges.

⁸ Easter, 1995, p. 62

⁹ Taylor, 1998, p.31

¹⁰ Burroughs' response to the NBC's Auditor's report of 1916 questioning the finances of NTS, p.4, Burroughs Papers, Container 310 or 311

¹¹ Notes from Trustees meeting, 2 June 1917, cited in Taylor, 1998, p.67

¹² NBC Secretary R.B. Hudson and President L.K. Williams, 29 January 1924, Burroughs Papers, Container 310 or 311

¹³ Bylaws in 1925-26 circular of information, Burroughs Papers, Container 310 or 311

¹⁴ New York Age, "Nannie H. Burroughs Discusses the Training School Situation", 14 January 1928, cited Taylor, 1998, p.82

¹⁵ Cornelius H. Garlick, Public Accountant & Auditor, Philadelphia, Pennsylvania, "Audit Report on the National Training School for Women and Girls of Washington, D.C. as of June 30, 1930", Burroughs Papers, Container 77

¹⁶ Rosalyn Terborg-Penn, Rosalyn, "Discontented Black Feminists: Prelude and Postscript to the Passage of the Nineteenth Amendment", *We Specialize in the Wholly Impossible: A Reader in Black Women's History*, Ch. 28, edited by Darlene Clark Hine, Wilma King, and Linda Reed, Carlson Publishing, Inc, Brooklyn, New York, © 1995, p. 500

¹⁷ Taylor, 1998, p. 66

¹⁸ National Capital Park and Planning Commission, "Annual Report for the fiscal year ended June 30, 1928", Washington, D.C., 1928

¹⁹ Calculated from ArcGIS representation of the lots in Watts Branch created by Thomas Salaki for ARH 592 Community History Workshop/ ARH 594 Community Public History 2006-07.

²⁰ Trades Hall National Register of Historic Places nomination form, Section 8, p. 4

²¹ Horowitz, 1993, p.xix

²² Taylor, 1998, p.167

²³ Earl Harrison, "Final Rites", Burroughs Papers, cited in Taylor, 1998, p. 5

²⁴ From the Nannie Helen Burroughs School website, <http://www.nhburroughs.org/>

²⁵ www.nhburroughs.org/

Appendix: List of Departments from:

Circular of Information for the Seventeenth Annual Session of the National Training School for Women and Girls, Incorporated, Lincoln Heights, Washington D.C., 1925-26, p. 28
(That document follows).

Departments:

Literary
Elementary

First Preparatory – Sixth Grade
Second Preparatory – Seventh Grade
Junior Normal – Eighth Grade

Secondary

First Normal – Ninth Grade
Second Normal – Tenth Grade
Third Normal – Eleventh Grade
Fourth Normal – Twelfth Grade

Advanced – Junior College

Teacher's Preparatory

Trades and Professions

Missionary Training and Social service
Practical Nursing
Domestic Science and Home Economics
Plain Sewing
Dressmaking and Tailoring
Millinery
Commercial
Music (Instrumental and Vocal)
Printing
Public Speaking
Beauty Culture
Gardening
Laundering

CIRCULAR OF INFORMATION FOR THE
SEVENTEENTH ANNUAL SESSION

OF THE

NATIONAL
TRAINING SCHOOL

FOR

WOMEN AND GIRLS
INCORPORATED

LINCOLN HEIGHTS

1925-1926

WASHINGTON, D. C.

Reproduced from the Collections of the Manuscript Division, Library of Congress

Calendar

1925	
October 6th	Term Begins
November 26th	Thanksgiving
December 24th, 25th-January 1st, 1926	Christmas Holidays
1926	
January 4th	Winter Term Opens
February 12th	Lincoln Day
June 6th	Baccalaureate Sermon
June 7th	Field Day
June 8th	Commencement Day

Courses Offered

LITERARY	
Elementary—Grades 5-8.	Advanced—Teachers' Preparatory.
Secondary—Normal.	
VOCATIONAL	
Missionary Training and Social Service	Commercial
Practical Nursing.	Music
Domestic Science and Home Economics	Printing
Plain Sewing	Public Speaking
Dressmaking and Tailoring	Beauty Culture
Millinery	Gardening
	Laundering

Board of Trustees

TERM EXPIRES 1926

South Carolina	Rev. D. P. Thompson
Tennessee	Mrs. C. A. Bell
	Rev. W. S. Ellington
Texas	Mrs. L. J. McNorton
Virginia	Mrs. W. T. Johnson
	Rev. Richard Bowling
West Virginia	Mrs. Fannie Cobb Carter
	Prof. Byrd Prillerman
Washington	Mrs. B. C. Carter

TERM EXPIRES 1927

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Arkansas	Rev. J. P. Robinson
Colorado	Miss N. G. Tyler
District of Columbia	Miss Narcie H. Burroughs
	Rev. W. H. Brooks
	Miss Emma Hall
Florida	Rev. John E. Ford
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	Rev. J. L. Hawkins
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Kentucky	Rev. J. E. Wood
	Mrs. Mollie Williams
	Mrs. Mary V. Parrish

TERM EXPIRES 1928

Louisiana	.....	Rev. William Taylor
Maryland	.....	Rev. Albert J. Greene
Massachusetts	.....	Mr. Watt Terry
Michigan	.....	Mrs. Fannie White
Missouri	.....	Rev. W. H. Young
New Jersey	.....	Rev. J. C. Love
		Miss V. A. Johnson
New York	.....	Rev. A. Clayton Powell
		Mrs. G. Richardson
Ohio	.....	Mrs. Josephine A. Seymour
		Rev. J. Franklin Walker
Oklahoma	.....	Mr. T. S. E. Brown
		Mrs. M. J. Brockway
Pennsylvania	.....	Mrs. Alice Tucker
		Rev. L. G. Jordan

Rev. W. M. Taylor	.....	Louisiana
Prof. R. B. Hudson	.....	Alabama
Rev. E. Arlington Wilson	.....	Texas
Rev. E. H. McDonald	.....	Nebraska
Rev. J. M. Nabritt	.....	Georgia
Rev. C. H. Parrish	.....	Kentucky
Prof. E. D. Pierson	.....	Illinois
Rev. R. M. Caver	.....	Arkansas
Rev. J. C. Jackson	.....	Connecticut
Rev. A. D. Williams	.....	Georgia
Rev. W. F. Lovelace	.....	Arkansas
Rev. H. W. Holloway	.....	Arkansas
Dr. L. G. Jordan	.....	Kentucky
Rev. E. W. D. Isaac	.....	Tennessee
Rev. J. E. East	Pennsylvania
Rev. A. M. Townsend	Tennessee

OFFICERS OF THE BOARD OF TRUSTEES

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- Rev. I. A. Thomas
- and
- Mrs. Fannie Cobb Carter Recording Secretaries
- Mrs. Alice Tucker Treasurer

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- Mrs. Archibald Hopkins Dr. James H. Dillard
- Miss Nannie H. Burroughs Dr. Thomas Jesse Jones

EX-OFFICIO

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- Mrs. Edna Stieckland Texas
- Mrs. V. W. Broughton Tennessee
- Miss Nannie H. Burroughs District of Columbia
- Mrs. Mary V. Parrish Kentucky
- Mrs. Mary E. Coine Missouri
- Mrs. E. Arlington Wilson Texas
- Rev. L. K. Williams Illinois

Reproduced from the Collections of the Manuscript Division, Library of Congress

Certificate of Incorporation

KNOW ALL MEN BY THESE PRESENTS, That we, the undersigned, citizens of the United States, a majority of whom are residents of the District of Columbia, and those now associated with us, together with such other persons, as may be hereinafter associated with us, as trustees, all of whom shall be of the Baptist denomination; desiring to form an Association under Sub-chapter three (3) of the Corporation Laws of the District of Columbia, as provided in the Code of Laws for the District of Columbia, enacted by Congress and approved by the President of the United States, do hereby certify:

1. That the corporate name of this corporation shall be "THE NATIONAL TRAINING SCHOOL FOR WOMEN AND GIRLS."
2. The term of its existence shall be perpetual.
3. That the particular business and objects of said corporation are to establish and maintain an institution of learning for women and girls in which special attention is to be given to the formation of industrial habits and Christian character.

4. The number of trustees in charge of the affairs of the corporation for first year of its existence shall be eighty (80).

This corporation reserves the right to amend, alter or change any provisions contained in this certificate of Incorporation in any manner of form prescribed by statute.

BY-LAWS

1. For the accomplishment of these objects, the trustees will establish such departments, schools and courses of study as they shall deem proper and needful, with power to confer such literary and honorary degrees as are wont to be conferred by academic and collegiate institutions in the United States.

2. The principal seat of said institution of learning is to be in or adjacent to the District of Columbia.

The general powers of said corporation shall be those belonging to bodies corporate under the laws of the District of Columbia, to sue and to be sued by the corporate name; to have and use a common seal, which it may change at pleasure; to acquire and hold property by purchase, gift, exchange or will, and to receive and hold trust or endowment funds and any property, real or personal, useful for the maintenance of an institution of Christian learning; to establish from time to

time such by-laws as are deemed necessary and binding on the members of the corporation and not inconsistent with the laws of this District or of the United States; to elect their successors and to have power to do all such acts as may be deemed necessary or best for legitimate execution of its power and the carrying out of its purpose.

3. The Board of Trustees of said corporation shall consist of not less than eighty, twelve of whom shall constitute a quorum for the transaction of business—a majority of whom shall be women.

4. The Board of Trustees shall have full control of the institution of learning which they shall establish; to appoint a President, professors, instructors and other officers; assign their duties, fix their compensation and to remove them from office; to arrange courses of study; to establish regulations and to supervise their administration.

5. The Board of Trustees shall establish by-laws fixing the place and time of regular meetings and the method of calling special meetings, and the manner of holding elections, and shall keep a full record of all meetings held and of all business done, open at all times for the inspection of every member. Every member shall be entitled to one vote, either in person or by proxy, under regulations established by the Board.

6. All of the members of the Trustee Board shall be persons of good standing in regular Baptist churches. So long as the Woman's Auxiliary and the National Baptist Convention shall foster the institution the executive staff of both conventions and the secretaries of boards shall always be members of the Board of Trustees. At their first meeting the trustees shall divide themselves into classes by alphabetical arrangement of States as nearly equal as possible, these classes to serve one, two and three years respectively, but all trustees to continue in their office until their successors have been elected and signified their acceptance thereof. Subsequent elections shall be for the term of three years, unless in the case of vacancies, which shall be filled for the unexpired term of the class in which they occur. The place and the time of the annual meetings, the method of calling special meetings and the manner of holding elections shall be decided by the Board, and

any member unable to be present at any meeting of the Board shall be entitled to a vote by proxy under the regulations established by the Board.

7. The officers of the Board shall be Chairman, Vice-Chairman, Treasurer and Recording Secretary. The said Board of Trustees shall have power to create a LOCAL EXECUTIVE BOARD, consisting of five members, which Executive Board shall have power to transact all the ordinary business demanding attention between the regular meetings of the Board of Trustees, but said LOCAL EXECUTIVE BOARD shall have no power to convey or purchase real estate, to invest funds or to appoint officers and teachers or to fix salaries.

8. Inasmuch as the welfare of society and not pecuniary gain is the object of this corporation, the members thereof shall not be regarded as stockholders in the legal sense of the term, and no dividends or profits shall be divided among them, nor shall they be individually or personally liable for corporate debts, nor shall the means, income or corporate property of whatever kind be used in any business, speculation or other purpose than that for which the corporation was created, nor shall the trustees have power to encumber by mortgage the whole or any part of the property, nor to use the principal of any endowment funds for current expenses of the institution.

9. In case circumstances ever shall arise which, in the judgment of the Board, render it expedient to discontinue the institution and to dispose of the property, the Board of Trustees shall have the power to sell the property, provided the sale has been ratified by two-thirds vote of the Woman's Auxiliary and the National Baptist Convention in joint session at annual meetings of the conventions, three months' notice having been published in at least ten different State denominational papers for ten consecutive weeks preceding the annual meeting. The proceeds of such sale to be used as ordered by the two conventions in the same joint session in which the consent of sale is given. Any endowment funds in hands of the trustees may be transferred to the EXECUTIVE BOARD of the Woman's Auxiliary in trust, to be used only for the purposes of education as intended by the donors, and all such endowment funds are to be received by the BOARD OF TRUSTEES with the reserved right of contingent transfer aforesaid.

General Information

The National Training School for Women and Girls, established by the Woman's Convention Auxiliary to the National Baptist Convention, is the first united effort on the part of Colored women to found an institution for the mental, moral and spiritual culture of their sex. The property of six acres, was purchased, at a cost of \$6,500, July 18, 1907, and dedicated (during the session of the National Baptist Convention held in Washington, D. C.), September 14, 1907. The institution was opened October 19, 1909.

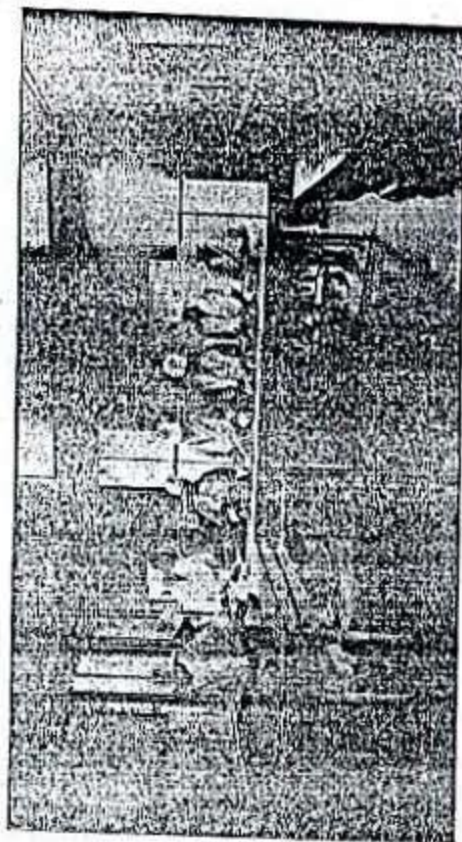
The founding of the school was not inspired by an opportunity to secure educational aid through a beneficent outside gift, but came after seven years of intensive study of the conditions and needs of the Colored women and girls throughout the country. The gifts toward the purchase of the property were small and faith in the undertaking was smaller than the gifts, but there was one woman in the race who believed that her sisters were on the right track and at the first mass meeting held in the interest of the proposed institution, in the Nineteenth Street Baptist Church, March, 1908, Mrs. Maggie L. Walker, a banker of Richmond, Virginia, gave \$500. Inspired by this exhibition of faith, many poor women contributed to help meet the notes on the property, as they fell due. Thus began the first broad educational movement designed to inspire and train the womanhood of the race.

The Woman's Convention, the organization operating this school, is the largest body of Negro Christian Women in the world, and it therefore draws students from all parts of the country and from foreign lands.

The property is held in trust by a self-perpetuating Board of Trustees for the Woman's Convention Auxiliary to the National Baptist Convention.

WASHINGTON AND ITS ADVANTAGES

Washington offers more necessary help to students, without money and without price, than any city in the world. Her libraries are open by day and night to one and all. Government museums, institutes and bureaus, equipped with speci-



DOMESTIC SCIENCE CLASS

mens, plant collections of all kinds, etc. are open to them. Washington is like Rome of old, everybody comes here—the wise and the unwise—the former to display their wisdom, and the later to learn of them. Students therefore have an opportunity of meeting distinguished men and women from all parts of the world. One with a receptive mind and an anxious soul, living amid such environments, will grow in grace and knowledge.

LOCATION

It is on a hill of commanding altitude and is one of the most beautifully located schools in America. The lover of natural scenery is charmed by its picturesque and healthful surroundings. The campus is large, and majestic shade trees add to its beauty.

The school is situated on Lincoln Heights, at 50th and H Streets, Northeast, on the District Line car line, within 35 minutes' ride from the United States Treasury and 20 minutes' ride from Union Station.

BUILDINGS

There are eight buildings: Domestic Science Hall, Walker Hall, Pioneer Hall, Burdette Home, Whitfield Hall, School Laundry, Community Center, and the Public Laundry. The dormitories are clean and well furnished; heated by steam and lighted by electricity.

Domestic Science Hall contains dormitories and the departments of Domestic Science and Practical Nursing.

Walker Hall—named for Mrs. Maggie L. Walker, of Richmond, Virginia, a banker, and secretary of the Independent Order of Saint Luke. It contains dormitories and class rooms.

Pioneer Hall—named in memory of three pioneers: Carey, Jasper and Simmons. Loti Carey, a slave who became a Christian statesman, worked in a Virginia tobacco factory, bought his freedom, went to Africa and became a distinguished preacher and statesman. John Jasper, the unmatched Negro philosopher and preacher, was for fifty years a slave, and a

preacher during twenty-five years of his slavery. His biographer, a southern educator (white), presents him thus: "I would give to the American people a picture of the God-made preacher who was great in his bondage and became immortal in his freedom." William T. Simmons, educator, organizer and preacher, organized Negro Baptists and became their most magnetic and successful leader.

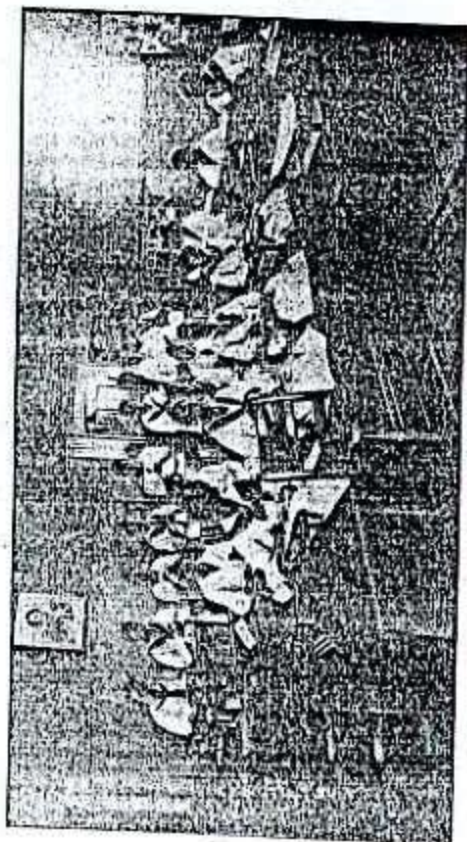
Burdette Home—given by the Woman's American Baptist Home Mission Society as a memorial of Miss Mary G. Burdette. Miss Burdette was the first secretary of that organization, and proved, by unswerving devotion and sacrifice, her love for the Negro and her desire to see the race develop Christian homes. The building is a model home and is used for teaching Domestic Science and Household Management. It is attractive and well equipped.

Whitfield Hall—named for Mrs. Ella Ewell Whitfield, Field Secretary, who has given all of her time since the founding of the institution, to making friends and raising funds for its maintenance. She is an inspiring example of loyal, untiring devotion to the cause of missions and Christian education.

Laundry. In the sixth building is located the school laundry, the printery, and the Business classroom.

Community Center. The seventh building is the Community Service Center. In it is housed a splendid school library, containing more than 6,000 books. It is open to the people of the community, children of the public school, and the students of the institution. The Community Shop is in this building. The erection of this service centre was made possible by a gift of \$1,000 from the McMullen (California) estate. Money to complete it was given by friends throughout the country.

Sunlight Laundry—a public laundry. The eighth building was erected to aid industrious students. The Training School is always seeking to help itself and to help its students. In 1921, the trustees took a long step in the direction of Self Help. Applications were pouring in from girls in all sections



BUSINESS CLASS

of the country begging for admission. They had little or no money and wanted an opportunity to work their way through school. Many ambitious students are being helped.

SEPARATE EDUCATION

Between the ages of 15 and 18, young women and girls ought to be given training in institutions operated particularly for their sex. It is during the adolescent period that they need special guidance—through the school as well as by parents. For their proper training and development, courses closely adjusted to their special and particular needs are best; and schools that give attention to the specific work of educating and training them are essential for the development of the finest traits of character. Careful investigation shows that the women who are rendering the most effective service in *slum*, social settlement, reformatory and missionary work were trained in separate schools. The normal adolescent girl quickly "finds herself" if she is given three or four years in a girls' school.

SPECIAL AIM

The school's special aim is the full development of true womanhood.

The training is, therefore, designed to make its pupils keen of vision, alert in action, modest in deportment, deft of hand, and industrious in life.

Our objectives are:

To give personal attention to the whole life of the girl—health, manners and character as well as to the mind.

To prepare girls to preside over and maintain well ordered homes.

To build the fibre of a sturdy moral, industrious and intellectual woman.

To prepare leaders by emphasizing honor, orderliness, precision, promptness, courage.

To train women in the art of Home-making and House-keeping.

We keep in close touch with the masses, study their condition and needs, and shape our curriculum to meet the actual needs of the race.

ATMOSPHERE

Purposeful—determined—aggressive spirit—happy mood—clean surroundings—sensible dress.

THE RIGHT ATTITUDE

The social and economic progress of the race has been retarded because of the false notions that many have as to the kinds of work that educated people ought to do. In this institution, students are taught that, if they cannot get what they would like to do, they must like what they can get to do, and do their work so efficiently that they will deserve and can demand something better.

ADMISSION

1. The school is open to all sects, and students of all faiths—including Roman Catholics—are accepted.
2. Applicants must not be under fifteen years of age, nor below the sixth grade.
3. Applications must be signed by the principal or teachers of school last attended, a reputable citizen, a doctor, and a dentist.
4. Applicants must take entrance examinations in English and Mathematics.
5. Students must have their eyes and teeth examined—and treated, if necessary—before entering school. Treatment and all necessary work must be done and certificate sent with the application. Do not fail to send a certificate from the dentist showing that the teeth are in good condition. This is done not only for the sake of the health of the students, but because we cannot give the time necessary to accompany students to the dentist and wait while their work is being done.
6. Girls who have UNSATISFACTORY records in deportment in other schools or in the community NEED NOT APPLY. This school is not for unpromising nor unruly girls. Only the best and most purposeful need apply.

QUARTERLY EXAMINATIONS

- Examinations are held at the end of each quarter for:
1. Those in the Normal and Teachers' Preparatory Departments who make less than 80 per cent in any subject, and those in grades below the Normal who make less than 85 per cent.
 2. Those who receive 15 or more demerits in department.
 3. Those who are absent more than two days during the quarter.

These examinations are held the first week in December, the first week in February, the first week in April and the last week in May.

PROMOTION

Students are promoted who make an average of not less than 75 per cent in their literary studies and 70 per cent in their trades. A report is sent, after each quarterly examination, to parents or guardians.

HELPING STUDENTS

We have no scholarship fund. Students must not, therefore, expect very much help. We believe in self-help.

We are accepting a limited number of girls who are willing to work in the Laundry during the 1925-1926 term, in payment of their tuition for the 1926-1927 term. Applicants must be over seventeen (17) years of age; must have perfect health; must be industrious and dependable.

ENTRANCE EXPENSES

Enrollment and Sustainance Fee (all students must pay annually)	\$5.00
Room, Board and Tuition (not including music) per 4 weeks—payable in advance	17.50
Trunk transfer	1.00
Money for Books and Trade Supplies must be deposited on day of entrance.	

APPROXIMATE COST OF TEXTBOOKS

We do not furnish text-books. Money with which to purchase them must be deposited upon entrance. Students who are not prepared to deposit money for text-books will not be enrolled.

We cannot give the exact cost, but the following is the approximate cost:

First Preparatory	\$10.50
Second Preparatory	10.00
Junior Normal	11.00
First, Second, Third or Fourth Normal	12.00
Teachers' Preparatory	10.00

In addition to this, those entering the following departments must make deposits as follows:

Practical Nursing	\$10.00
Domestic Science and Home Economics	10.00
Dressmaking and Tailoring	10.00
Business	6.00
Social Service	5.00
Plain Sewing	5.00
Millinery	3.00
Beauty Culture	3.00
Printing	2.00
Music—Piano	1.00
Music—Voice	1.00

SPECIAL

Music Tuition—Piano or Voice—per four weeks—payable in advance	\$3.00
Day Students—per four weeks—payable in advance ..	3.00

From the information here given, applicants can get an idea of the amount of money they need to cover the first month's expenses. For example, a girl who enters the First Pre-

Paratory Class and selects Dressmaking as her trade, needs:

Enrollment Fee	\$5.00
Board and Tuition—four weeks	17.50
Trunk Transfer	1.00
Book Deposit	10.50
Trade Deposit	10.00
<hr/>	
	\$44.00

If she takes Music, she must add:

Music Tuition—four weeks	\$3.00
Music Deposit	1.00
<hr/>	
	\$4.00

This is for the first month only.
After the first month, the charge is \$17.50 every four weeks—Music Students, \$20.50.

GENERAL RULES AND REGULATIONS

1. Every student must have a Bible, a song book (supplied by the school at 25 cents each), a small trunk with good lock and key. If possible get a trunk that hasn't a "Yale lock."
2. Students must cheerfully obey all rules.
3. All non-resident students must board in the school.
4. No student can leave school unless written request has been sent directly to the President by the parent or guardian.
5. Students are not permitted to use stimulants of any kind.
6. No student is allowed to leave the campus unless accompanied by a teacher or a chaperon selected by the President.
7. Ample provisions are made for bathing, and students are required to take all over baths at least three times a week.
8. Students are not permitted to play games in their rooms. Games are played in the rest-room under proper direction.
9. Students cannot receive outside callers without permission from Matron or President. Permission must be granted before the arrival of the caller.
10. No student will be excused from chapel, class or "school conference" unless she is ill.

11. Students must observe all rules as to the care of their rooms. Each room is supplied with a set of rules. Callers are not permitted to visit rooms with students.

12. Callers are received on Sundays, 4:30 to 5:30.

13. Halls and public rooms must be cared for by students.

14. A "School Conference" is held from time to time. Heart-to-heart talks are given to correct errors and to secure co-operation of teacher and student in raising the moral tone of the school.

15. All bills must be paid promptly. Remittances may be made by express or postal money order or registered letter. All money for bills of the institution must be sent directly to the President.

16. Students are urged to write their parents or guardians weekly. But they cannot keep up correspondence with other friends unless written requests directly from parents to the President have been granted. All correspondence is subject to inspection.

17. We insist upon each student being most exemplary in her department at all times.

18. Closets, wardrobes, rooms and trunks must be open for inspection at any time.

19. If accounts are not settled within fifteen days from the day they are due, student will be suspended from classes until the bill is paid. In the meantime she will be required to work to pay her board and will be subject to all rules and regulations of the institution. Students must make up all class work lost during suspension.

20. Students are not allowed to contract any debts or to borrow or buy each other's clothes. Any student found wearing an article belonging to another student will receive five demerits. This rule will be strictly observed.

21. Students will not be allowed to gossip, tattle or speak in terms of disparagement of one another.

22. Mail and express packages are inspected. Correspondence subject to regulations.

23. Students who remain after the close of school cannot stop with friends in the city. They must remain at the institution or go home.

24. Every student who enters agrees to submit to discipline.
25. All boarding students are required to devote from one to two hours each day to assisting with the housekeeping of the institution. Those who desire to be excused from this duty may be relieved by paying \$2.00 per month additional.
26. All damage to property and breakage must be promptly paid for.
27. Money paid in for board and tuition will not be refunded.
28. All personal linen must be plainly marked.
29. All expenses must be paid in advance. A school month is four weeks and not a calendar month.
30. No student will be allowed to leave or be given a diploma or certificate who has not paid all expenses on the day for "final settlement."
31. The institution aims to develop a high degree of character and scholarship and only ambitious, exemplary students are desired.
32. Non-resident students cannot lodge outside of the school.
33. Enrollment and sustenance fees of \$5.00 must be sent immediately upon receipt of notice of acceptance of application.

Boxes—Do not send candy or food. It will be thrown out. Students are allowed to receive Christmas and Birthday boxes. They must not contain any cooked food except cake. If cake is sent, it must be put in a separate tin box. Christmas boxes should not be shipped to reach Washington before December 23rd, as they are not delivered before Christmas Day. Boxes must not weigh more than ten pounds. Birthday gifts must be in the form of books, cards or clothing. No edibles—except cake. Students may receive fruit—not cooked—at any time. Do not send fancy dresses. They will be returned.

WHAT A TRAINING SCHOOL STUDENT NEEDS

NOTE: This list is merely suggestive. Students who have plain one-piece dresses of gingham, percale, calico, linen, or any wash material, need not buy new dresses. Do not bring shirtwaists and skirts.

Bible. Get English No. 208, Minion Bible 18mo cloth. American Bible Society, New York. Do not bring any other. We provide them for seventy-five cents each.

Song Book. We furnish them at twenty-five cents each.

Small trunk. Do not bring a large one. If possible, get a trunk that hasn't a Yale Lock.

- 3 wash undershirts
- 2 undershirts
- 3 gowns (flannel for fall and winter, cotton for spring)
- 4 corset covers (plain)
- 2 serge dresses
- 3 wash dresses
- 1 dressing sacque
- 1 long kimono (cutting flannel or bath robe)
- 2 dust caps
- 3 small white aprons
- 4 union suits—light weight
- 3 suits winter underwear—do not come without them.

(Underwear may be sleeveless)

- 12 toilet napkins
- 12 pocket handkerchiefs
- 2 pairs shoes. If satisfactory to parents, students will be permitted to wear oxford ties—black or tan (with heavy soles)
- 4 pairs black hose
- 1 pair bedroom slippers
- 1 pair rubbers (do not fail to bring them)
- 1 wool sweater
- 1 long, heavy coat for street wear
- 1 ordinary warm coat or jacket (to wear on campus)
- 1 plain hat
- Half pound bread soda (used to prevent odor of perspiration)
- 3 wash rags
- 1 good comb and brush
- 1 tooth brush
- Tooth powder
- Toilet soap for bath (ivory preferred)
- 3 bungalow or all-over aprons
- 1 laundry bag (do not come without it.)

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- 1 bag for toilet napkins
- 1 darning outfit—scissors, needles, thread, thimble
- 1 good corset
- 2 white middie suits or 2 white one-piece dresses made of linen, percale, suiting or drill. Do not bring thin white dresses such as voiles, lawn, etc.
- 6 small towels
- 2 large turkish bath towels
- Half dozen safety pins
- 1 paper pins
- 1 all wool blanket (double)
- Hair pins

CLOTHING

SPECIAL TO INDULGENT PARENTS—Do not buy finery. Do not send clothing in response to letters from your daughters. See that their actual needs are supplied before they leave home, and do not send any more clothing unless notified by us. Girls in their teens usually want what they see or what they hear about. We simply want them to have what they need—not what they want.

Every student must wear sensible, well-made clothes. Do not bring shirtwaists and akirts. They cannot be worn. Do not bring party dresses. They are not needed. Fancy shoes and silk underwear not permissible. Do not bring hair ribbon. It cannot be worn. Leave all jewelry at home, except a simple pin. It is neither safe nor necessary to bring it with you.

See that every garment has proper fastenings on it—buttons or hooks and eyes. Students will not be allowed to pin themselves together.

Wear sensible shoes. If possible, have rubber heels. Do not bring high-heel shoes.

We must insist that parents provide winter underwear. Students cannot go without underwear in this territory and protect their health, therefore, get at least three suits of winter-weight underwear. They are needed at the very beginning of the fall.

All wearing apparel must be kept in good condition. Hose must be changed every other day and kept free from holes.

All clothes must be marked to prevent loss.

Students will be required to give special attention to their hair. It should be washed once a month. This can be arranged for through the Hair Dressing Department at a cost of 35 cents per treatment.

HOW TO GET TO THE SCHOOL

The Training School is at 60th and H (Grant Street) Northeast. Our telephone number is Lincoln 1777. From Union Station walk down to the H Street car line. If in doubt, ask ask Travelers' Aid how to get to H Street. Take car marked DISTRICT LINE. Get off at Lincoln (50th Street Northeast).

Do not plan to get to Washington after 11 o'clock at night. Do not leave the station with strangers who offer to assist you in getting to the school. Do not hire a taxicab. They charge you \$1.50; the street car will bring you for eight cents. You do not have to transfer.

Do not come on the Sabbath.

Write, stating the hour of your arrival and the road over which you are coming.

Leave your baggage at the station. We will attend to getting it to the institution soon after your arrival.

RELIGIOUS SERVICES

Students are required to attend all religious services and public meetings held on the campus. They are also encouraged to attend church services regularly.

The following religious services are held in the chapel:

Daily Devotions 9 a.m.

Prayer Meeting—Every Friday Morning

Sunday—

8 to 9 a.m. Sunday School

3:30 p.m. Vesper Service

This is a Christian institution. While it is non-sectarian, we do impress upon each student the importance of becoming a Christian, living a consistent Christian life and taking an active part in the religious work of her denomination and in

GRADUATION

The Annual Commencement is held the first week in June. To receive a certificate or a diploma, students must complete, satisfactorily, the prescribed course of study and must have a good record in department.

SCHOOL and CLASS COLORS

Sky blue and gold (orange) are the school colors. The classes select their own class colors.

ANNUAL PRIZES

The following prizes are awarded in keeping with the following conditions: Students must enter on the day school opens; (second) must not fall below good or satisfactory in department; (third) must make the highest average above the mark for exemption in examination (Normal and Teachers' Preparatory Departments, 80 per cent; Grades below the Normal, 85 per cent; Trades 80 per cent).

LIST OF PRIZES

First Preparatory	Book
Second Preparatory	Book
Junior Normal	Book
First Normal	\$2.50 ✓
Second Normal	Shakespeare Complete
Third Normal	\$5.00 (in gold) ✓
Fourth Normal	\$5.00 (in gold) ✓
Best Latin Student	\$5.00 (in gold) ✓
Best in Penmanship	\$5.00 (in gold) ✓
Best in Physiology	\$2.50 ✓
Best Beginner in Business	\$2.50 ✓
Best Advanced Pupil in Business	\$5.00 (gold) ✓
Best in Social Service	\$5.00 (gold) ✓
Best Beginner in Music	\$5.00 (gold) ✓
Best Advanced Pupil in Music	\$5.00 (gold) ✓
Highest Average in Domestic Science	\$5.00 (gold) ✓

Best All-round Student in Domestic Science	\$2.50 ✓
Best Kept Uniform in Domestic Science	\$2.50 ✓
Best Notebook in Domestic Science, One year's subscription to <i>Boston American Cookery</i> .	
Best in Dressmaking	\$5.00 (gold)
Best in Plain Sewing	\$2.50
Best Bible Student	\$5.00 (gold)
Second Best Bible Student	\$2.50
Best in Practical Nursing	Book
Best in Duties	\$2.50
Best Kept Room	\$2.50
Neatest in Personal Appearance	\$2.50
Most Exemplary Student	\$2.50
Cornelia Aldis Memorial Prize	Gold Watch

SUMMER VACATION

We accommodate a limited number of students during vacation. The privilege is given to those who have made good records during the year and desire to earn their board during the vacation and money enough to pay half of their expenses during the next school year. They work in the laundry, garden, or on the campus. All rules as to discipline are in force. Room and board is the same as during the school term. We do not accommodate students who simply want to board in the institution during vacation.

Address all communications to the President,

Miss NANNIE H. BURROUGHS, President

Lincoln Heights, Washington, D.C.

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DEPARTMENTS

LITERARY

ELEMENTARY

First Preparatory Junior Normal
Second Preparatory

SECONDARY

First Normal Third Normal
Second Normal Fourth Normal

ADVANCED

Teachers' Preparatory

TRADES AND PROFESSIONS

Missionary Training and Social Service	Commercial
Practical Nursing	Music
Domestic Science and Home Economics	Printing
Plain Sewing	Public Speaking
Dressmaking and Tailoring	Beauty Culture
Millinery	Gardening
	Laundering

Students will be examined the day before the opening of school.

COURSES OF STUDY

ELEMENTARY

FIRST PREPARATORY

Sixth Grade

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern English, Book 2	Emerson & Bender
Arithmetic	Grammar School	Westworth
History	Leading Facts of American History	Montgomery
Geography	Essentials of, Book 2	Brigham & McFarlane
Physiology	Health Lessons, Book 2	Dayton
Reading	Literary Reader, Book 6	Young & Field
Spelling	Elementary	Hunt
Dictionary	High School	
Drawing		
Penmanship		
Music		

SECOND PREPARATORY

Seventh Grade

Bible		
English	Modern English, Book 2	Emerson & Bender
Arithmetic	Grammar School	Westworth
History	Leading Facts of American History	Montgomery
Physiology	Graded Physiology & Hygiene	Krohn
Reading	How the World is Fed	Carpenter
Dictionary	High School	
Spelling	Elementary School	Hunt
Drawing		
Penmanship		
Music		

JUNIOR NORMAL *H S 2nd Yr*

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern English, Book 2	Emerson & Bender
Algebra	First Step in	Westworth
History	England's Story	Tappan
Civil Government	Community Life & Social Problems	Hill
Reading	North America	Allen
Spelling	Elementary School	Hunt
Dictionary	High School	
Drawing		
Pennmanship		
Music		

NORMAL DEPARTMENT

Applicants must pass an eighth grade examination including first year algebra.

FIRST YEAR

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern English, Book 2	Emerson & Bender
Arithmetic	New Commercial	Moore
Algebra	New School	Westworth
History	Ancient Peoples	Moore
Latin	First Year	Collar & Daxel
French	A Brief French Grammar	Whitney
Biology	Civic Biology	Huxley
Spelling	Business	Hilridge
Classics	Age of Fable	Dullbach
Dictionary	The Merchant of Venice	Shakespeare
Public Speaking	High School	
Drawing		
Pennmanship		
Music		

SECOND YEAR

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern English, Book 2	Emerson & Bender
Arithmetic	Better Speech	Woodbert & Weaver
Algebra	New Commercial	Moore
Geometry	New School	Westworth
History	Plane & Solid	Westworth
Latin	Ancient Peoples	Moore
French	Caesar's Gallic War	Allen & Greenough
Geography	A Brief French Grammar	Whitney
Spelling	Physical	Davis
Classics	Business	Hilridge
Dictionary	Emoch Arden	Tousson
Public Speaking	Evangeline	Longfellow
Drawing	Tales From Shakespeare	Lamb
Pennmanship	High School	
Music		

THIRD YEAR

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern English, Book 2	Emerson & Bender
History	Better Speech	Woodbert & Weaver
Latin	Ancient Peoples	Moore
Chemistry	Caesar's Orations	Greenough & Kiltridge
Geometry	Plane & Solid	Westworth
Dictionary	High School	
Literature	Latin	Hallock
Spelling	Business	Hilridge
Classics	Classical Master	Ellet
Public Speaking	The Treasure Island	Stevenson
Drawing		
Pennmanship		
Music		

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FOURTH YEAR

SUBJECT	TEXT	AUTHOR
Bible		
English	Modern Prose & Poetry	Ashmun
Geometry	Plane & Solid	Westworth
History	Our Own Times	Hobbes & Beard
Latin	Virgil's Aeneid	Greenough & Kiltridge
Literature	English	Hallock
Classics	Macbeth	Shakespeare
Spelling	Business	Hilridge
Dictionary	High School	
Public Speaking		
Drawing		
Pennmanship		
Music		

TEACHERS' PREPARATORY

History of Education		
English	Elements of Rhetoric	Newcomer
Remouder	Elements of	Dorch & Notring
Psychology	Human Behavior	Covert & Bagley
Pathology	Development of the Intel-	
	lect	Preyer
Classroom Management		Bagley
Mistakes in Teaching		Hughes
Children in Health and Disease		
Study of Children		Forsyth
Agriculture	The Principles of	Warner
Music	Public School	Stebbins
Drawing		
Nature Study		
Botany		
Story Telling		

TRADES AND PROFESSIONS

Missionary Training and Social Service

The department offers to women a three years' course of training for church, city, home and foreign missions. It prepares them for positions as pastors' assistants and as settlement workers; gives a comprehensive study of the Bible, offers a practical course in psychology, general methods, domestic art, sociology, voice culture and English. It gives the Elementary course in nursing, to prepare the Christian worker for emergency cases and to make her generally helpful in working among the poor. It gives practical experience in conducting clubs, industrial schools, mothers' meetings, Sunday schools and other lines of church work. Those desiring to elect certain studies in this department may do so at a proportionately reasonable price.

The department is open to young women over eighteen years of age who feel that they are called of God to engage in special Christian work in our country or on a foreign field; also for those desiring to be better fitted for the work of Sunday-school teaching, leading mission study classes, or for general helpfulness in their own churches. The department is open for training all women connected with all evangelical churches.

The course of study has been arranged for women from schools of higher learning as well as for those who have not had the advantage of such schools. Any young woman with a good English education, sound health and strength enough for the labor and strain of her calling, can take up this work.

Each applicant will be expected to be recommended by her pastor, or some other reliable Christian worker or organization known to the faculty.

Application blanks will be sent upon request.

COURSES OF STUDY

FIRST YEAR

Old Testament Interpretation	Personal Work
Life of Christ (2)	Vocal Music
Exegesis of Acts	General Methods
Exegesis of the Epistles	Domestic Art
Exegesis of Romans	Sewing
Biblical Theology, O. T.	First Aid
Christian Evidence	Physical Culture
	Public Speaking

SECOND YEAR

Old Testament Interpretation	Handicrafts
Prophetical Books of O. and N. T.	General Methods (2)
Exegesis of the Epistles	Vocal Music
Biblical Theology, N. T.	Physical Culture
Methods of Bible Study	Public Speaking
Exegesis of Hebrews	Clerical Work
Church History	Sociology
Mission Study	Parliamentary Rules
Home Nursing	Comparative Religions and Missions

THIRD YEAR

Old Testament Interpretation	Sociology
Prophetical Books of O. and N. T.	Public Speaking
Method of Bible Study	Clerical Work
Sewing	Slum and Social Settlement
Biography—Great Teachers	Work in New York and Washington
Biography—Missionary Heroes	Missionary Literature
Church History	Written Review of Three of the Best Books on World-Wide Missions

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DESCRIPTION OF COURSES

OLD TESTAMENT INTERPRETATION

Pentateuch: Fundamental facts, related truths, The Chosen People, leading characters, bondage, deliverance, the perfect law, the remedy for broken law, Tabernacle and Ritual (propitiation, mediatorship, atonement), the sacrifices, annual feasts, crowning redemption, truths, preparation for united service, hindrances, charge to Israel, departure of Moses.

Summarized History of Israel (conquest, division, idolatry, captivity, return).

Analytical Study of Minor Prophets (selected).

Analytical Study of Special Psalms.

Analytical Study of Book of Job.

BIBLICAL THEOLOGY

It will be the aim of Biblical Theology to present succinctly and clearly the teaching of the Books of the Old and New Testaments. Outlines and helps will be offered so as to make both Testaments the basis of earnest, reverent study.

Exegesis of the Prophetical Books of the Old and New Testament.

The Life and Teaching of Christ with Historical Setting.

Exegesis of Acts and Studies in the Life of Paul.

The aim in this course is to enable the student, unaided, to search the Scriptures successfully on any Word of truth. The contact with the personal life of Paul will invigorate the Christian life and suggest practical methods of work.

METHODS OF BIBLE STUDY

The student will be directed in the practical work of Bible Study under the most approved methods; so having not only a theoretical, but a working knowledge of how to rightly divide, understand and apply the word of God.

EXEGESIS OF THE EPISTLES

Church History—An outline of Church History from its beginning until the present time.

CHRISTIAN EVIDENCE

The evidences of the Divine origin of the Christian religion include those adduced by Jesus and his apostles, those specially convincing, those still available and those developed in the progress of Christianity in the world and now, especially applicable.

STUDIES IN THE SELECTED NEW TESTAMENT BOOKS

Studies in selected New Testament Books with special reference to the historical background, purpose, occasion, literary affinities, characteristics and course of thought.

THEORETICAL AND PRACTICAL METHODS OF SEEKING OUT AND DEALING WITH INQUIRERS

Mission Study—Extensive Study is done in the interest of Missions. Comparative Religions, Missions Abroad and at Home, General Mission Study Classes and a City, Home or Foreign Missionary or Settlement Worker is invited at intervals to speak to students. Regular Programs are presented by the Department once every month. Students outside of the Department take part.

PERSONAL WORK

A study of Christ's methods of dealing with people, and methods that have been used by successful workers. Practical work in evangelistic meetings, missions, Sunday school and in house-to-house visitations.

PSYCHOLOGY AND GENERAL METHODS

An elementary course in Psychology and General Methods is given that students may have a better understanding of the working of the human mind.

General Methods includes the Theory and Practice of teaching Sunday school lessons, outlining and giving practical talks for religious meetings, reading of Scripture with explanatory remarks and drill in telling Biblical Stories. In connection with the Sunday school work, those preparing for Primary teaching will attend classes taught by specialists in Primary work.

VOICE CULTURE

Elocution—To develop the speaking voice in order that the student may have power to express her thoughts in a pleasing, persuasive manner.

Music—The purpose in vocal music is to cultivate the voice that it may be of aid in religious meetings. Drill in the reading of notes and chorus work is given and some study of Hymnology.

NURSING AND FIRST AID

The demand for practical nurses is very great. The course is designed to meet that need.

Lectures and practical experience in first aids to the injured, in bandaging, sanitation, making bed with patient in the bed, preparing food for the sick, and other lines of helpfulness which a worker should know.

A study of diseases common among women and children, with simple methods of treating. Prevention of Disease, Study of Anatomy, Nervous Diseases and Obstetrics.

SOCIOLOGY

Practical course for Christian workers. Study of actual conditions in slum districts and methods used in helping different classes. Visits to Settlements, Dispensaries, Orphanages, Rescue Homes, Missions, etc. Lectures by prominent workers in the city.

DOMESTIC ART

Basketry, Cord Work, Caning and other lines of handwork which will be useful in conducting Boys' and Girls' Clubs.

Dressmaking—Making of simple garments for women and children, with some practice in cutting over garments. Course given especially to prepare students to be helpful among the poor and to be able to teach sewing in Industrial Schools and in Mothers' and Girls' Sewing Classes.

BLACKBOARD SKETCHING

Simple work in illustrating Sunday school lessons and chil-

CLERICAL WORK

A knowledge of accounts being necessary in Mission work, drill is given in filling out Missionary Blanks, in simple book-keeping and in letter writing. Each student is expected to keep her own timebook and hand in a report of work done.

PHYSICAL CULTURE

Swedish system is taught to correct faults in breathing, standing and walking. Simple Military Drills are given to be used in boys' brigades and clubs.

Each student is required to exercise in the open air every day unless she is physically unable, or the weather is unfavorable.

PRACTICAL WORK

This work is under the supervision of the Dean, social workers in the city, and pastors of various churches. The students have practical work in house-to-house visitation, in the conducting of evangelistic meetings, mothers' meetings, industrial classes, boys' and girls' clubs and as Sunday school teachers and pastors' assistants. "A Centre" for practice is conducted by the institution.

PRACTICAL NURSING

The course in Practical Nursing is offered because the masses—especially the rural people—are ignorant of the requirements of the laws of sanitation and health and aim, therefore, in dire need of health messages. The migration of thousands from the rural districts into great industrial centers will constitute a menace unless they are given instruction by competent health teachers. The knowledge of how to live and how to keep well must be disseminated among the masses.

Over Fifteen Million Dollars are lost by Negroes through preventable sickness and death. Home and Farm demonstrators are rendering a valuable service in the South. The service of the practical nurse will prove even a greater blessing.

The primary objects of the course are:

1. To furnish elementary knowledge of the principles of personal hygiene and sanitation.
2. To instruct in the causes, symptoms, and prevention of communicable and other diseases.
3. To give instruction to women in elementary nursing procedure, in order that they may care for members of their families who are suffering from minor ailments and may intelligently carry out the orders of a physician in the absence of a graduate nurse.
4. To teach initiative, especially in the use of appliances and equipment at hand and the contriving of home made articles for the sick when more expensive ones can not be had.

Some of the indirect aims of the instruction offered, which is an essential part of the health training of a community wherever it is carried on, are:

1. To check infant and child mortality by:
 - (a) Teaching mothers such personal hygiene as will benefit them during pregnancy.
 - (b) Giving instruction in the care of babies and small children.
2. To combat, as far as possible, domestic emergencies and epidemics.
3. To promote industrial health and efficiency by teaching methods of caring for personal health.
4. To elevate the standard of community and national life by cultivating intelligent nurses.

COURSE—(Twelve Weeks)

Based on course outlined in Henderson's Practical Nursing. The outline is arranged by the week to cover five lessons of two hours each, with an additional hour for review.

FIRST WEEK	SECOND WEEK
General Structure of the Body	Circulation of the Blood.
The Nervous System	Pulse; Respiration; Temperature.
Emergencies: Fainting, Shock, Apoplexy	Emergencies: Fractures, Sprains.
Bandages—Fourtailed Bandages.	Bandages—Triangular Bandages
Review	Review

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THIRD WEEK

The Urinary Tract—Urine.
The Digestive Tract
Process of Digestion
Food Principles—Diet
Emergencies: Hemorrhage, external, internal
Bandages—Tourniquet Bandages
Review

FOURTH WEEK

Ventilation
Bacteria
Emergencies: Burns, Fire, Frost-bites
Bandages—Roller Bandages, General Rules, Finger Bandages Applied
Review

FIFTH WEEK

The Mould Sickroom—Beds
Moving and Lifting a Patient
Emergencies: Artificial Respiration, Drowning, Gas Poisoning, Electric Shock
Bandages—Elbow, Hand and Arm, Upper Arm, and Spica for Shoulder
Review

SIXTH WEEK

Baths—Beds
Emergencies: Spasms, Heat Exhaustion, Acute Indigestion
Bandages—Foot and Leg, Thigh and Spica for Hip
Review

TWELFTH WEEK

Quiz
Written Examination
Practical Examination

SEVENTH WEEK

Enemas: Irrigations, Douches
External Applications
Emergencies: Foreign Bodies
Bandages—For Sprained Ankle, Bellows Bandage
Review

EIGHTH WEEK

Medicines
Observation of Symptoms, and Bedside Notes
Special Case: Female Genesive Organs.
Emergencies: Hysteria, Epileptic Fits
Bandages—Clavicle and Valpean, Hemlock Bandages
Review

NINTH WEEK

Minor Illnesses and Disorders
The Entertainment of Patients
Emergencies: Poisoning
Bandages—Eye, Ear, Scalp
Review

TENTH WEEK

The Care of Children
Emergencies: Convulsion and Croop
Review

ELEVENTH WEEK

The Care of Sick Children.
Dent's—Attitude of Atten. etc to Patients
Review

Department of Domestic Science and Home Economics

Designed for those preparing to become teachers, home-makers, field demonstrators, caterers and domestics.

Woman is the home-maker. She should be trained for her work just as the boy is trained for his work as carpenter, electrician, blacksmith, draughtsman, doctor and lawyer. A girl can go through school taking the same academic training as the boy, but like him she should take special training for the particular vocation or profession which she intends to follow. We have seen the tragedy in the home to which the boy has gone with a knowledge of civil government, mechanical arts, engineering, etc., and the girl with a head full of knowledge that cannot be turned to practical account.

Women should become expert home-makers and this course is designed to prepare them for their lofty calling. It covers a period of three years. It is open to students 16 years of age who have passed the Grammar school. Students below this grade will be entered unclassified and will be required to do from three to four years' work in order to receive certificates or diplomas. Special abridged courses are given to those of limited education who desire to qualify as cooks and caterers.

COURSE OF STUDY

FIRST YEAR		AUTHOR
SUBJECT	TEXT	
Plain Sewing		
Home Economics		Fallon
Laundrying	A Guide to Laundry Work	Chambers
Waiting	The Up-to-Date Waitress	Hill
Plain Cooking		
SECOND YEAR		
Waiting	The Up-to-Date Waitress	Hill
Plain Sewing		
Cooking	Cooking, Preserving, Breads, Pastries, Salads.	

THIRD YEAR

SUBJECT	TEXT	AUTHOR
Household Management		Terrill
Sewing	Fancy	
Cooking	Teaching, Marketing	
Practice	Household Management	

Plain Sewing

Those who do not know anything about sewing, and desire to take dressmaking, must enter this department first. Here they are given the rudiments and general practical work.

Basting, overcasting, stitching, gathering, putting in gussets, herring-bone stitching on flannel, patching, hemstitching, tucking and whipping ruffles, feather-stitching, darning on cashmere, making button-holes and eyelets, slip and blind stitching.

Sewing Machine—its parts; how to clean, oil and operate it. Attachments and their uses. Machine stitching, selecting materials, cutting and making underwear and shirts. Taking measures, cutting shirts by measure. Cutting, basting, stitching and trimming underwear. Cutting and making plain dresses.

Students must pass a satisfactory examination before they are admitted to the dressmaking department.

Dressmaking and Tailoring

It is an accomplishment for a girl to know how to make her own clothes, and it is a source of income at all times and anywhere, if she can do the work so well that she can make garments for others.

COURSE—Three Years

FIRST YEAR

Study of Textiles, Practical Work, Drafting, Cutting, Fitting and Making Unlined and Lined Dresses.

SECOND YEAR

Drafting, Use of Patterns, Drafted and Purchased Designing, Cutting, Fitting and Making Coat Suits and Jackets, Remodeling.

THIRD YEAR

Tailoring

In the third year, students are taught tailoring, designing and advanced dressmaking. No student will be admitted to this class who has not completed, satisfactorily, the Two Years' Course in Dressmaking.

Millinery

The course embraces frame and bow making, hat trimming, designing, making and trimming velvet, lace and silk hats, bonnets, toques, mourning bonnets and children's hats, remodeling, shaping and blocking.

Certificates or diplomas are given when students can turn out work with skill and artistic finish.

Commercial Department

Three Years

Requirements: Applicants must not be below High School grade. Entrance examination in English and Mathematics.

There is an increasing demand for well-trained stenographers, typists and business women. The course is designed to thoroughly prepare young women for service in the business world.

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BUSINESS DEPARTMENT

COURSES OF STUDY

FIRST YEAR

SUBJECT	TEXT	AUTHOR
Shorthand	Flinn	Barnes
Typewriting	The Typist	Fulter
Spelling	Business	Edridge
Arithmetic	New Commercial	Moore
Economics	Elements of	Burch & Nearing
Friendship		

SECOND YEAR

Bookkeeping		Miser & Elwell
Commercial Law	Elements of Business Law	HuSout
Shorthand	Flinn	Barnes
Typewriting	The Typist	Fulter
Arithmetic	New Commercial	Moore
Spelling	Business	Edridge
Friendship		

THIRD YEAR

Bookkeeping		Miser & Elwell
Office Practice		
Advanced Penmanship—Reporting Style		

Music

Instrumental and Vocal

The course is planned for students of all grades. It lays the foundation for a broad musical education and prepares those who wish to use it simply as an accomplishment.

Instructions are given in Pianoforte, Harmony, Voice, Composition, History of Music, Sight Reading, Chorus Singing.

TEXTS

Piano, Standard Graded Course	Matthews
History of Music	Matthews
Voice	Concone
Harmony (Richter's Manual)	Morgan

Printing

Entrance Requirements—Common School Education.

The course is complete and prepares the student for teaching the art or for job composition, setting and press work.

TEXT

Printing for School and Shop Henry

Public Speaking

The course is designed to train women for effective Public Speaking; to develop efficiency in the oral use of English. Training in Technique of voice and speech. Drill and individual practice in articulation, phonetics, breathing, carrying tones, correction of throatiness and other faults. Training in the preparation and delivery of speeches and orations. Debating.

Beauty Culture

There is a great demand for Beauty Culturists. The department is open to women of refinement who have a good background of education. This is a lucrative business that is in danger of passing from our hands unless highly qualified women are put into the field. Discriminating people demand experts. A splendid course adapted to meet the requirements of ladies' maids is also given in this department.

Requirements—At least a standard eighth grade education, good health, pleasing personality and tact.

Gardening

The course is designed to teach the fundamental principles of agriculture by observation and experiment, to give a broad and general view of the study and to impress upon students the great personal value of it. Advanced course includes Botany, Chemistry and Laboratory work. A two-acre garden is used for practical instruction.

Laundering

A public laundry offering opportunity to industrious, ambitious girls is now being operated by the institution. "Learn to earn, and earn to learn" is our slogan.

In addition to helping students, employment is also given to skilled workers from the outside. This is not only a splendid way to help deserving girls, but the best way to teach laundering.

The course in fine laundry work is not only an excellent training for girls, but opens the door to one of the youngest and best paying industries in America. Laundry work is on its way out of the home into public laundries and will, therefore, require thousands of well trained women to handle it just as the factories require thousands of hands to do their work.

Our course is designed to teach girls how to handle every phase of the business from the time the bundle is collected by the driver to the time that it is returned to the customer.

COURSE

First Year

Preliminaries to washing	Washing and handling washable goods
Sorting	Special and general methods of handling colored goods
Methods of removing stains	Starching and handling starched goods
The white wash—rules for handling	
Hand ironing and folding	
Mangling	

Second Year

How to handle shirts, collars and cuffs	Packing, wrapping and shipping laundry equipment and how to handle it
Handling the lingerie	Office management
Laundering cottolene, silks, ribbons and fine laces	

TRAIN A SUBSTITUTE

If you cannot do anything directly for the uplift of the race, you can work through a substitute. There are many young women who feel called of God to go into Missionary or Social Service work, and many promising young women who are anxious to be trained for service along other lines, but they are without means with which to put themselves through school.

The expense is placed at the very lowest figure in order to give the poorest girl a chance to prepare herself to fill her place in the world, satisfactorily. It is necessary for us to solicit funds to supplement the money received for tuition and board in order to meet the current expenses. God calls you to do your part in helping us.

Two hundred dollars a year will provide a scholarship for a student in the Training School. Do you know of any better investment or one which will bring larger returns? You might take out an insurance and make the Training School the beneficiary, or transfer one that you already hold.

You can do something substantial for this work. Why not provide \$200 for a memorial room in the Trades' Hall?

NEEDS OF THE INSTITUTION

Trades Hall	\$150,000.00
Central Heating Plant	20,000.00
Endowment Fund	100,000.00
Self-Help Scholarship Fund (to advance one half of monthly expenses to students who are willing to pay it back by working in our public laundry)	5,000.00
Supplementary help in current expenses (annually)	15,000.00

FORM OF BEQUEST—USE IT.

I give and bequeath to *The National Training School for Women and Girls*, a society incorporated under the laws of the District of Columbia, the sum of dollars for the uses and purposes of the School, to be paid by my executor or executors, to the Trustees of the said corporation out of the funds of my estate, which may be available for the payment of legacies.

Date

..... Seal

National Training School Photographs at the Library of Congress

LC #	Other #	LC #	Description	Size	img	ref	my image numbers
12571	D30		4 women, corner DC	small			1225/1487
12571			Man from Tomba Kauban	small			1225/1488
12571	002		campus with walkways, five buildings	small		9579	gare on pt
12571	952		4 women, steps by DC Chapel, Pioneer Hall, c. 1913	small		9580	
12571	D30		Miss Sneed, Miss Carter, 2 visitors	small		9581	1225/1491
12571		002	campus hall, 2 buildings	small		9582	faire reflector
12571			Alpha Hall/OSH (built 1910) w building behind it	small		9583	1342/1493
12571			Boroughs/Private Office	small		9584	1342/1494
12571	002	US262-125009	Union Heights Gate with campus	small	72 (even "high quality")	9585	h, f, ref
12571			July 1956, Dedication - New Dormitory	small		9586/87	faire g on pt
12571	002		Downhill to gate from built, paved street	small		9588/89	
12571			sitting room	small		9590	
12571	002	1980-68	women, plants, classroom	small		9591	1345/1495
12571			entrance	small		9592	1347/1497
12571			Campus, walkways, five buildings	small		9593	
12571			"Chapel" written over entrance (Pioneer Hall) c. 1913	small		9594	
12571			Whitfield Hall (c. 1927), shown with 1928 frame hall bet	small		9595 P	1351
12571			Office	small		9596	1352
12571	7/3/56		New building	small		9597	1353
12571			Trades Hall, West Entrance (built 1927)	small		9598/9	P
12571			sitting room	small		9600	1354
12571			"Aggie" - Walker Hall (built 1911)	small		9601	1355
12571			Union Heights Gate, put in front	small		9602	1357
12571	820	US262-122033	casual students on steps	small	400	9603	1358
12571			Pathway up hill, 2 buildings	small		9604	1359
12571			Photographer in bedroom	small		9605	1360
12571	D30		plane landing on hill	small		9606	1361
12571			swimming pool	small		9607	1364/70
12571	002		campus with five buildings	small		9608	
12571			"slightly different angle (post 27, Trades in bg)	small		9609 P	1371
12571		US262-113209	Room for study of Negro history	small	400	9610	1372
12571			Office	small		9611	1373
12571			plant woman, different pose	small		9612	1375
12571			Health Care Room	small		9613	1376
12571	July 1956		Dedication of Dormitory, Dr. Johnson	small		9614/5	1377
12571	002		Plant woman, different pose	small		9616	1378
12571	13(H)1980-68	US262-104432	restoring yard of laundry, built 1916	normal	400	9617 P	1379
12571			unmarked laundry, brick foundation, frame building	normal		9618/9	f, g on sides
12571	13(H)1980-68	US262-104417	Maggie Room	small	400	9620	1381
12571			Dining Hall (probably in P), speak softly sign on wall	small		9621	1382
12571	13(H)1980-68		M/W Hall (built 1911), "DomComes and Desk room"	small		9622 P	1383
12571			Mary G. Burdette model home, built 1912	small		9623 P	1384
12571	13(H)1980-68	US262-113208	Community Service building (built 1916)	small	400	9624 P	1385
12571			unmarked, one story (behind Bur), construct c. 1916	small		9625	1386
12571	Aug 31 1946		two story house (Pioneer Hall) built c. 1913	small		9626	1387
12571			M/W Hall (built 1911)	small		9627	1388
12571			Dormitories and Recreation Room (Whitfield Hall)	small		9628	faire reflector
12571			CHRYSLER (same as last)	small		9629	1391
12571			Bedrooms, New Dormitory, 1950s	small		9630	1392
12571			Mary G. Burdette Model Home, built 1912	small		9631	1393
12571			Above Sitting area	small		9632	1394
12571	13(H)1980-68	"Three in One"	Domestic Science Hall, built 1910, addition 1913	small		9633	1395
12571			Laundry, Printing, Classroom, Swimming Pool, built 1912	small		9634/5	P
12571			New building (1940's/50's)	small		9636/8	faire ref
12571			Trades Hall, west facade (built 1927)	small		9639	1398
12571			Garage and carport (constructed by 1927)	small		9640	faire ref
12571			modified Pioneer Hall (Chapel), built c. 1923, modification	small		9641	1402/3
12571			back of TDSH, built 1910, add. 1913	small		9642	1404
12571			group in front of new building (1940's/50's)	small		9643	1405
12571			M/W Hall (built 1911), modified?	small		9644/5	
12571			could be 1-story house before modification	small		9646	1407
12571			whitfield hall (North side) built by 1927	small		9647	1408
12571			wash room (1 wash, 2 men)	small		9648	1409
12571			new building (1940's/50's)	small		9649	1410
12571			Early DC, OSH (1910), before rear addition (1913)	small		9650/1	h, f, fare glare
12571			North side, OSH (1910), before rear addition (1913)	small		9652 P	1412
12571			building of modernist chapel (1940's)	small		9653 P	1414
12571			"where practical housekeeping is taught" (Burdette Home, built 1912)	small		9654	1415
12571			campus "before paint"	small		9657 P	1416
12571			Negro history room, angled view	small		9658/9	1417
12571			"DomComes, Chapel, Office, Dining Hall, Music Room" early th. fr. c. 1911	small		9660/1	1418
12571			Printing Room (in 1912 building)	small		9662	1419
12571			"Domestic Science and Arts Practice room" Burdette Home, built 1912	small		9663	
12571			swing in front of Pioneer	small		9664/5	reflection
12571			looking down hill	small		9667/8	1422/6
12571			tying class	small		9669/70	h, ref + glare
12571			gardening	small		9672/72	faire ref
12571			young children	small		9673/74	faire ref
12571			young women wearing NTS banners	small		9676/7/8 P	1423/3
12571			wed. class	small		9679/9	faire ref
12571			children, knitting, and OSH	small		9680/1/2	faire ref
12571			office	normal		9683	ref on pt
12571			sitting area by OSH	small		9684	1436/9
12571			group of children	mat		9685/6	1441
12571			reception at "National Trade and Professional School" (renamed 1939)	medium		9687	1442
12571			girls in hats and NTS sashes	small		9688	1443
12571			women sewing	small		9689	1445
12571		US262-92810		small			
12571	UCDipmatkx13310	US261-2220	students in front of OSH (built 1910, add. 1913)	mat	400	9690	1447
12571	UCDipmatkx13311	US261-2218	wearing class	small	400	9693/91	1448
12571			2 men with cows, commencement platform in bg	small		9692	1449
12571	UCDipmatkx13309		baking	small		9693	1450
12571			OSH (1910) with sign (early sentimental pic)	small		9694/5 P	1451
12571			young children, possibly a music class	small		9696/7/8	1452
12571	April 1956		2 birds with new building behind	small		9699/700/701	1453
12571			"by Dr. D. S. Maxwell"	small		9702/14	1454
12571	13(H)1980-68	US262-123840	girls posing in front of whitfield hall	mat	400	9705	1455
12571			dormitory room	mat		9706	g to side
12571	13(H)1980-68	US262-113210	girls in front of laundry (built 1922)	mat	400	9707 P, Bur	1457
12571			Mary G. Burdette Home (built 1912)	mat		9708/9	g to s
12571		US262-92834	view of five buildings, fence, plot	small	1200	9710/11	g to s
12571			7 men, 1 man, 7 Pioneer?	small		9712	1460
12571			Chief our Captain	small		9713/14	reflection
12571			Ben?, 3 faculty (1 man) on M/G steps	small		9715	1461
12571	13(H)1980-68	US261-2155	baking class	small		9716	1462
12571	13(H)1980-68	US261-2149	posing with brooms on ball court	small		9718	1463
12571	13(H)1980-68		home hall built circa 1911, show prior to back addition	small	1200	9718	1464
12571		US262-6132	class on steps of whitfield (built by 1927)	small	3000	9719	faire reflector
12571			burning and outbuildings behind OSH	small		9720	1466
12571			1 housing in LH neighborhood?	small		9721/2	g on sides
12571			baking	small		9723/60/81 P	1468/9
12571			Maggie Lena Walker Hall (early sentimental pic)	small		9724/5	1470
12571			Walter H. Baker, Jennie Peck (white men)	small		9725 P	1471
12571		US262-128485	baseball team on commencement plat	small	400	9727/8/9	1472
12571			young child	small		9730/1	1473
12571		US262-92839	tying class	small	1200	9732/3	1474
12571			Community Service building (built 1916), with sign	small		9734/5	1475
12571			students in front of OSH (built 1910)	small		9737/7	1476
12571		US262-92835	students in cooking class	small		9738/9	g on s
12571			women in 30's clothing	small	1200	9740/1	g on s
12571		US262-119906	First Commencement, 9 June 1911	small	400	9742/3	1479
12571			girls, boys, various ages, grass in front of OSH, possibly Camp Pleasant	small		9744/45/56/59	1480
12571			(Summer Charity camp for 60 African American mothers & children mentioned in Washington Post July 2, 1912)	small		9746/7	1481
12571		US261-2219	posing in front of Laundry (built 1922)	small		975	1482
12571		US262-112351	students	small	400	9750/1	1483
12571		US262-112555	hall team on steps of Whit	small	400	9752/3	g on s
12571			five men on Alpha (OSH) post 1913 add.	small		9754/5	1485
12571			five men in front of brick building	small		9756/7	1486

(Not NTS, Boroughs is wearing sash, she could be posing at Shaw University, from which she received an honorary degree of Doctor of Law in 1944.)

Lot	Other #	LC #	Description	size	jpeg	tiff
	13164		Executive Council of Tuskegee Normal and Industrial Institute - description on back			
	12574		Men and women in front of brick building Headquarters of National Association of Wage Earners Philippe Melancton			
	13(H) 1980:168		Panorama of NTS by The Scumlock Studio, 900 You Street NW			
	2 copies		National Baptist Training School for Women and Girls young man Student Body			
	LC-USZ62-112350		Women's Club, Buffalo, New York images of NHB speaking Edna Lewis, Rosa K. Heng, Esther Tyree, Sep 9, 1950 Panoramas of Students poster of NHB			
	Portland 12569		Scrapbook of Alice Smith, National Trade and Professional School My pets Random Pics Summer Institute, 1959 Campus Scenes Burdette Hall Schoolmates - Campus Scenes - - - Alpha Hall, South Side Scenes from Sparrow's Beach Friends in New Rochelle, New York Jefferson Building			
LC-USZ62-62!	LC-USZC2-6170		NHB in furs	3b10232u, 3b10232r		
Biographical Reference File						
	12572		Portraits of Nannie Helen Burroughs 3 pictures of random people			
Biographical Reference File						
	12572		Portraits of Nannie Helen Burroughs Random Student Miss Nannie H. Burroughs, President, National Training School for Women and Girls, Lincoln Heights, Washington, D.C.			
	A9838		Proof Only			
	68-80 13 (H) 1980:		68 Nannie Helen Burroughs At desk NHB, Arms above head NHB, standing in front of Trades Hall corner, and in the door of another building old NHB at desk NHB in ridiculous hat, pointing with another woman			
	A9838-2		Another Proof Only			
	A9838-4		"			
	Douglas Improvement Co.		Spring #2			
	LC-USZ62-79903		NHB, Taken 1909, Postcard by the Rotograph Co. N.Y. City NHB, at desk, front view D30, Nannie Burroughs (Rear View) Portraits and activities			
	LC-USZ62-122101		Group of 3 children side view of a very pretty young woman Sarah Willow Layten More Random pics Adison H. Surlock Photography - Young girls Reverend and Wife George H. Mytes, Photographer, group pic with NHB in it Big Women's Group Slightly smaller women's group			
	LC-USZC4-8147		postcard Lucy Helen B. Whitehead, one and four months old group of children More random pics (tracker)			
	LC-USZ62-1066		NHB holding "Banner State Woman's National Baptist Convention", 9 other AfAm wen			
	LC-USZ62-116373		Group in front of brick building Baptist National Convention NHB with two women in car More Random pics - Delegation NHB with women in front of Burdette home murky pictures around campus NHB, speaker, reception seen in NTS set random woman 2 students on steps group pic with NHB in it other groups woman on steps woman on rail platform (possibly a delegation pic) 2 women on sidewalk groups in dining room plants on stairway retreat building for foreign missionaries Rev. E.C. Smith and family reception in front of dormitory image of NHB on platform more murky pics group on steps			
	Delegation from the National Baptist Convention to the fifth Baptist youth world conference, Toronto, 1958		Woman's Day, New Baptist Church, Nannie Burroughs, speaker, 1959 women posed in front of new dormitory			2/3/51
	LC-USZ62-9911		NHB, President National League of Republican Women			3b45167v
	LC-USZ62-79903		NHB as young woman, waist up			3b46093r
	LC-USZ62-1264		Thurgood Marshall standing with Nannie Helen Burroughs, microphone, three other people			3c26487v
	LC-USZ62-118873		Half-length portrait of NHB, seated with African American woman.			3c18873v
	LC-USZ62-1163		Group portrait of over sixty African Americans (mostly men), probably in D.C.; NHB in front row			3c16374v
	LC-USZ62-112350		Women's club, Buffalo, New York			3c12350v
	LC-USZ62-112352		Four NTS students posed with a basketball			3c12352v
	LC-USZ62-113555		NTS basketball players seated on Pioneer Hall steps for team photo			3c13555v

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Admission, date unknown

Application Blank, date unknown

Article supporting the Burroughs and the Board of Trustees in the dispute with the National Baptist Convention, Publication unknown, Date unknown, but most likely 1927 based upon reference to amount of money donated by W.C.A.

Assuming that you are thinking of attending our School, Date unknown

William Ballantyne & Sons, Bookseller, Stationers, and Engravers, 18 June 1932

Baptist Convention Hardly Will Re-Open Nat'l Training School, publication unknown and date unknown

Board of Trustees Minutes, 1908, 1909, 1912

To my dear Mrs. Booker from Naomi E. Scott, 31 January, 1917

Dr. Walter H. Brooks throw more light on the Charter and By-laws of the National Training School for Women and Girls, Inc., Washington, D.C., date unknown

Certificate of Incorporation, 10 January 1907

Circular of Information for the Seventeenth Annual Session of the National Training School for Women and Girls, Incorporated, Lincoln Heights, Washington D.C., 1925-26

Clothing and how to Get to the School, Date Unknown

Letter from (Mrs. D.M.) Lillian Collier to Miss Nannie H. Burroughs, 7 January 1920

Deed and Release: Short Form Law Reporter Blank N. 223, 24 July 1907

Disbursements and Receipts, 1 July 1943 – 1 July 1944

Do You know, undated brochure

Dodge Sedan sold by Miss Nannie H. Burroughs, 17 August, 1923

Dodge Sedan bought by Sunlight Laundry from Lacy B. Bill, 26 October, 1929

Expenses as of 1 August 1951, 1952, 1953, 1954, 1955, 1956

A. Eberly's Sons, Inc. , Stoves, Plumbing, Roof Repairs, Steam and Hot Water Heating; to Miss Nannie H. Burroughs, 15 and 18 August, 1916

Letter to James I. Fowler from NHB:D, 3 June 1933

Ford Electric Co. to Miss N. Burroughs, 14 November, 1931

From the State Capitals, 5 March 1958

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Hudson and Williams to Burroughs, 29 January 1924

Junior High School Curriculum, 1931-32

Laundry Department, date unknown

Lewis A. Johnson Co, Inc, General Repair and Decorating Contractor to Miss Burroughs, 27 November 1939

Maxwell's Book Shop, 17 October 1932

Kelly Miller, National Baptist vs. Nannies Burroughs, 23 February 1928

My dear friend "mouf worterin' meal" form letter, NHB/EBT, date unknown

My dear friend "bricks as stocking stuffers" letter from Nannie H. Burroughs, 14 December 1927

J.A. Moore & Co. Contractors and Builders to Miss N.H. Burroughs, 18 September 1916

Letter to My Dear Friend from Mrs. Murphy, 17 December 1927

Nannie Helen Burroughs answers Charges and Malicious Falsehoods Reported, Printed, and Circulated about the National Training School

The National Trade and Professional School for Women and Girls, 1930's brochure

National Trade and Professional School for Women and Girls, Inc., 1950's brochure

Number of Fundraising Responses by teacher, date unknown

Letter from Mrs. Petty to Miss Burroughs, 19 October 1927

P.M. Simmons, Contractor, to Miss Nannie H. Burroughs, 9 January 1940

Phelps-Stokes Fund to Miss Nannie H. Burroughs, 15 December 1916

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Power Plan Engineering and Equipment Company to Miss Burroughs, 10 April 1937

Report of Committee on National Training School, 1920's (exact date unknown)

Statement of Assets and Liabilities, 30 June 1933

A Statement of Confidence in Nannie H Burroughs by the Women's Convention, Auxiliary to the Baptist Convention of D.C. and Vicinity, 1 September 1939

Summary Memorandum, Reorganization of the Board of Trustees to the National Training School for Women and Girls, 19 October 1937

Summary Receipts and Expenditures, 1 August 1949 – 31 July 1950

Supreme Court of D.C., J.C. Vaughan Todd Vs. National Training School for Women and Girls, 1917

Swift & Company, December 1928

Trades Hall Fundraising Card, 1916-17

Women's Convention Auxiliary to the National Baptist Convention, Amounts raised or Reported at W.C. for N.T.S. 1917-18 to 1937-38

Women's Convention Auxiliary to the National Baptist Convention, books by Nannie H. Burroughs, Corresponding Secretary

Selected Materials from the National Capital Parks and Planning Commission Collection,
National Archives and Records Administration

Certificate of Taxes and Title; Part of Lot 34 in Section 5 "Lincoln"; Nannie H. Burroughs, Surviving Trustee under Deed in Trust from Peter W. Price and wife, dated 24 July 1907 and recorded in Liber 3087 folio 359 of the Land Records of D.C., acting herein in exercise of the power vested in her by said Deed in Trust and by the Direction of the Board of Trustees of the National Trade and Professional School for Women and Girls, Incorporated (formerly The National Training School for Women and Girls), a D.C. Corporation; to United States of America, 2 February 1943

Certificate of Taxes and Title; Lot 816, Square 5194; Nannie H. Burroughs, Surviving Trustee under Deed in Trust from Peter W. Price and wife, dated 24 July 1907 and recorded in Liber 3087 folio 359 of the Land Records of D.C., acting herein in exercise of the power vested in her by said Deed in Trust and by the Direction of the Board of Trustees of the National Trade and Professional School for Women and Girls, Incorporated (formerly The National Training School for Women and Girls), a D.C. Corporation; to United States of America, 22 September, 1941

Coordinating Committee, 4th Meeting of the Subcommittee on Watts Branch Park, Elias F. Price, Chairman of Subcommittee, 18 April, 1956

Deed, Parts of Lots 32 and 33 in Section No. 5 of the subdivision known as "Lincoln"; Nannie H. Burroughs, Surviving Trustee under Deed in Trust from Peter W. Price and wife, dated 24 July 1907 and recorded in Liber 3087 folio 359 of the Land Records of D.C., acting herein in exercise of the power vested in her by said Deed in Trust and by the Direction of the Board of Trustees of the National Trade and Professional School for Women and Girls, Incorporated (formerly The National Training School for Women and Girls), a D.C. Corporation; to United States of America, 7 April 1941

Discussion of Takings in Square 5194, Lot 814, 14-15 May 1942 and 14-15 May, 1943

C.W. Eliot, 2d, City Planner, Open Valley Treatment of Streams, September, 1928

T.C. Jeffers, Landscape Architect, Watts Branch Parkway Open Valley Treatment vs. Storm Sewer, 20 September 1935

Land Purchase Section, 16-17 September, 1937

Meeting, Friday 20 September, 1935

Record of the 100th Meeting of the National Capital Parks and Planning Commission, 15-16 August 1935

Record of the 101st Meeting of the National Capital Parks and Planning Commission, 20 September 1935

Record of the 16th Meeting of the National Capital Parks and Planning Commission, 16-17 October, 1941

Status of Current Land Acquisition Program, 31 December, 1944