

United States Department of the Interior
National Park Service

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**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name The Alexander Crummell School

other names/site number N/A

2. Location

street & number Kendall and Gallaudet Streets, N. E. not for publication N/A

city or town Washington vicinity N/A

state District of Columbia code DC county N/A zip code 20002

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this ☒ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant ___ nationally ☒ statewide ___ locally. (___ See continuation sheet for additional comments.)

Shirley M. Buchanan
Signature of certifying official

6/4/03
Date

DC Historic
State or Federal agency and bureau

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

Shirley Buchanan
Signature of commenting or other official

6/4/03
Date

DC Historic Preservation Office
State or Federal agency and bureau

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4. National Park Service Certification

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I, hereby certify that this property is:

☒ entered in the National Register

See continuation sheet.

☐ determined eligible for the

National Register

See continuation sheet.

☐ determined not eligible for the

National Register

☐ removed from the National Register

☐ other (explain): _____

Signature of Keeper

Date
of Action

=====

5. Classification

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Ownership of Property (Check as many boxes as apply)

☐ private

☐ public-local

☒ public-State

☐ public-Federal

Category of Property (Check only one box)

☒ building(s)

☐ district

☐ site

☐ structure

☐ object

Number of Resources within Property

Contributing

1

0

0

0

1

Noncontributing

1

0

0

0

0

buildings

sites

structures

objects

Total

Number of contributing resources previously listed in the National
Register 0

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

Public School Buildings of the District of Columbia, 1862-1960

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6. Function or Use

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Historic Functions (Enter categories from instructions)

Cat: <u>EDUCATION</u>	Sub: <u>school</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: <u>VACANT/NOT IN USE</u>	Sub: _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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7. Description

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Architectural Classification (Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS / Renaissance

Materials (Enter categories from instructions)

foundation	<u>BRICK</u>
roof	<u>METAL</u>
walls	<u>BRICK</u>
other	<u>STONE: limestone</u>
	<u>WOOD</u>
	<u>METAL: iron</u>
	<u>STUCCO</u>

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

SEE CONTINUATION SHEET

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8. Statement of Significance
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Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

- ☐ **a** owned by a religious institution or used for religious purposes.
- ☐ **b** removed from its original location.
- ☐ **c** a birthplace or a grave.
- ☐ **d** a cemetery.
- ☐ **e** a reconstructed building, object, or structure.
- ☐ **f** a commemorative property.
- ☐ **g** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE: BLACK

SOCIAL HISTORY

Period of Significance **1910-1954**

Significant Dates **1910-11**
1932

Significant Person

(Complete if Criterion B is marked above) _____

Cultural Affiliation _____

Architect/Builder **Snowden Ashford, Municipal Architect / Allan T. Howlson**

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

SEE CONTINUATION SHEET

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9. Major Bibliographical References

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

Previous documentation on file (NPS)

- ___ preliminary determination of individual listing (36 CFR 67) has been requested.
- ___ previously listed in the National Register
- ___ previously determined eligible by the National Register
- ___ designated a National Historic Landmark
- ___ recorded by Historic American Buildings Survey # _____
- ___ recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

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

Name of repository: Charles Sumner School Museum & Archives

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10. Geographical Data

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Acreage of Property 2.48 acres (108,138 sq. ft.)

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

	Zone	Easting	Northing		Zone	Easting	Northing
1	<u>18</u>	<u>327860</u>	<u>4308840</u>	3	___	___	___
2	___	___	___	4	___	___	___

___ See continuation sheet.

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

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

SEE CONTINUATION SHEET

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11. Form Prepared By

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

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Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage
or numerous resources.

Photographs

Representative black and white photographs of the property.

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

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Property Owner

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

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

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1

The Alexander Crummell School
name of property
Washington, D. C.
county and State
Public School Buildings of the
District of Columbia, 1862-1960
name of multiple property listing

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NARRATIVE DESCRIPTION

The Alexander Crummell School (1910-11) is located in the Ivy City neighborhood at the intersection of Central and Gallaudet Streets, N. E. on 108,138 sq. ft. trapezoidal lot 142/22 in Square 4042. It is a free-standing building with generous level open-space on all sides. It is sited facing southeast on Gallaudet Street on axis with Central Avenue. Concrete steps in two stages lead to the street entrance. There is a narrow grassy strip between the building and the street. Municipal Architect Snowden Ashford designed this building in 1910 in a personalized Renaissance style. The building was constructed in 1911 by Allan T. Howlson. The original cost of construction was \$44,987.00. The cost of the land was \$3,000.00 for a total cost of \$47,987.00. As built in 1911 it was an early extensible six-classroom building. The second story at the rear of the building, built according to the original plans, was not added until 1932.

The red brick Alexander Crummell School is two stories high, three bays wide with high English basement and full attic within a steeply pitched standing seam metal roof. Square in plan, each elevation is bilaterally symmetrical in composition with a central pavilion flanked by single classroom bays. Entrances are located in these central pavilions in the nearly identical northeast and southeast elevations, the former for girls and the latter for boys. The girls' entrance serves as the primary entrance and the southeast facade, facing Gallaudet Street, is the principal facade. There is no separate public entrance. Stylized classical porticos, placed approximately on-grade midway between the basement and first story, occur at both entrances. Rusticated square brick columns and pilasters with stone bases and caps support stone entablatures and second-story brick masonry parapet walls with stone caps and sills. 'GIRLS' is chiseled into the southeast portico frieze and 'CRUMMELL SCHOOL 1912' is pin-lettered to the parapet wall. A broad bank of windows extends fully upward from the portico, terminating just below the building cornice. The northeast portico is similar in design, though less pronounced. Here an intermediate decorative brick panel the confines the entrance fenestration to the second story level. 'BOYS' is chiseled into the portico frieze.

The classroom window bays are 9/9 light double hung wood sash, arranged in broad banks in groups of three and four. Single windows placed in brick panels on either side of all four central facade pavilions are segmentally arched with three soldier courses and include 6/6 light double hung wooden sash. The basement level main facade composition introduces doors in areaways below the classroom bays. These are each flanked with flat-arched 6/6 light double hung

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wooden sash and provided exits from the basement playrooms. The main entrance doors were originally double wooden doors with 6 light windows above two lower panels in each door. A six light transom window occurred above the doors and both transom and door lights were protected with a simple decorative wrought iron screen. Iron gates further protected the entrances. The brick work is sophisticated, enlivened by Snowden Ashford's signature stone blocks placed at equal distances in the brick spandrel panels at the base of the first and second story windows. The building cornice is marked by a decorative design of red brick, red tile, and grey stucco in the frieze and a metal cornice above. A hipped-roof dormer with 2 6-light casement windows occurs above the main entrance. The dormer roof, like that of the main roof, is splayed and overhanging, its soffit elaborated with a decorative galvanized iron cornice. A flagpole originally rose from the roof of this dormer. An octagonal cupola ventilator with cresting was located above the dormer in the slope of the roof and its base survives. A central brick chimney with moulded cap is located in the flat portion of the roof.

The existing floor plan is that of a typical eight-room neighborhood school with separate entrances for boys and girls and a long central hall and four corner classrooms on each floor. Each classroom included two bays of windows and a separate cloakroom. A large central open space on each floor provided room for assemblies. Offices and utility spaces were located on the sides of this central space between classrooms. Separate playrooms for boys and girls were located in the basement.

The building is at present in poor repair with both entrances and the basement windows sealed with c.m.u. barriers. The roof leaks and many of the windows have been broken by vandals.

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NARRATIVE STATEMENT OF SIGNIFICANCE

The Alexander Crummell School is dedicated to and memorializes the life and work of clergyman, teacher, missionary, and orator Alexander Crummell (1819-1898) who planned the strategy for the abolition of slavery with Frederick Douglass, and, after that goal was achieved, devoted his life to the moral and intellectual betterment and solidarity of his race. Founder and pastor of St. Luke's Episcopal Church, the city's first independent black Episcopal church, he preached his philosophy of the church as an institution fostering social change, education, and self help. Founder and first president of the acclaimed American Negro Academy, he established a tradition of African American scholarship, inspiring a new generation of African American intellectuals including Paul Lawrence Dunbar, W. E. B. DuBois, and Kelly Miller. The Alexander Crummell School was one of the first buildings designed by Snowden Ashford when he was appointed in 1909 as the first Municipal Architect of the District of Columbia. It epitomizes his initial approach to public school architecture, designing architecturally distinctive buildings while working on a tight budget within the eight-room neighborhood school plan developed by the Office of the Building Inspector. In the Crummell School Ashford achieves excellence in this spirit through subtle manipulation of scale, rhythm, and texture. His brickwork is notable, especially as combined here with a judicious use of stone, stucco, and tile detail. Its use of large banks of windows suggests the Elizabethan style he favored for larger schools, and points to the future by using contemporary building techniques. It is an early solution to the problem of the extensible school, a major twentieth century concern. Here the school was designed as a complete entity and future expansion was accommodated by simply deferring the construction of the upper rear story until needed. Replacing the single-story frame Ivy City School of 1896, it became the focal point of the small community, located at the rear of the Gallaudet University campus, southeast of the Union Station railroad tracks.

IVY CITY CITIZENS ASSOCIATION

The Ivy City Citizens Association was organized and incorporated in 1911. One of the first such organizations in the city, the Association supported their neighborhood school vigorously, lobbying the Board of Education in 1912 for improvements including library equipment and a bell. In 1915 they asked for better lighting, and in 1922 asked for the neighborhood use of the school. The Buildings and Grounds Committee reported on the school's requirements for electric current, heating and light in 1928. Construction was begun in 1932 for

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the two classroom and heating plant addition to complete the school. During World War II the Crummell School enrollment grew well beyond its capacity. In 1945 a temporary school, located at 14th and Jackson Streets, N. E., was designated the Crummell School Annex. This school lacked inside play space and other necessities, and was removed after the completion of the Lucy D. Slowe School in 1948. An eight-room temporary building was erected on the Crummell School site in 1948-49. The Ivy City Citizens Association immediately requested a new permanent eight-room addition to Crummell School, together with additional land, and installation of equipment. By 1954, their request unheeded, the Association turned their attention to the appointment of a full-time principal and blocking a zoning change which would permit erection of a junk yard on a property opposite Crummell School. In 1953 the Ivy City Citizens Association expanded its area to include the nearby Trinidad community. The newly incorporated Ivy City--Trinidad Citizens Association listed the Crummell School as one in their area which was not only over capacity but lacking essential facilities and urged the immediate erection of a new school to fulfill education and community development needs. The Crummell Elementary School was closed and transferred to the D. C. Department of General Services in 1977.

ALEXANDER CRUMMELL

Alexander Crummell (1819-1896) was born of free parents in the State of New York. An Episcopal clergyman educated at Queen's College, Cambridge, England(1853), he planned the strategy of abolition with Frederick Douglass. Crummell worked for several years as a teacher and missionary in Liberia before returning to the United States in 1873. Settling in Washington, he served as the first black pastor of St. Mary's Chapel (originally St. Barnabas Mission) at 730 23rd Street, N. W. This church was formed in 1867 by a split of the African American communicants from the Church of the Epiphany, 1317 G Streets, N. W., organized in 1842. In 1879 he led a group of thirty-five St. Mary's parishioners to found St. Luke's Episcopal Church (1876-79) at 1514 Fifteenth Street, N. W. This was the city's first independent black Episcopal church, designed by Calvin T. S. Brent, the city's first African American architect. Crummell advocated a strong African American political and economic organization based on racial solidarity. He taught at Howard University (1895-97). In 1897 he founded the American Negro Academy, an organization devoted to "the promotion of literature, science, and art; the culture of a form of intellectual taste; the fostering of higher education; the publication of

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scholarly works; and the defence of the Negro against vicious assaults."¹ Historian Louise Daniel Hutchinson has commented, "The black think tank of its day, the American Negro Academy only invited and selected the best minds and scholars into its membership, and they were needed to deliberate and, through their writings, focus attention on the black community's mounting concerns."² Crummell's published works include "The Future of America" (1863), "The Greatness of Christ and Other Sermons" (1882), and "Africa and America" (1891). W. E. B. Dubois wrote of Alexander Crummell, "In another age he might have sat among the elders of the land in purple bordered toga; in another country mothers might have sung (of) him to the cradles." (The Soul of Black Folk)

SNOWDEN ASHFORD

Snowden Ashford (1866-) worked early in his career under Supervising Architect of the Treasury Alfred B. Mullett, and under John Smithmeyer, co-architect of the Library of Congress. He became the District's Assistant Inspector of Buildings in 1895, and Inspector in 1901. Ashford served as Municipal Architect from 1909, when the office was created, until 1921.

The Office of the Municipal Architect was responsible for preparing plans and supervising construction of all municipal buildings. The office was similar to those being established in other cities, and reflects the general attention being given during the City Beautiful era to elevating the standards of public architecture. The establishment of the Commission of Fine Arts in 1910 is a further example of this trend; with creation of the Commission, the design of public schools also passed review by the most respected members of the architectural profession.

IVY CITY

Ivy City was subdivided shortly after the Civil War from agricultural land just outside the boundaries of Washington City, lying northeast of the Gallaudet College campus between the Metropolitan line of the Baltimore & Ohio Railroad

¹Hutchinson, Louise Daniel. *Anna J. Cooper, A Voice From The South*. Washington, D. C.: Smithsonian Institution Press, 1981. P 109.

² Ibid., p. 110.

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and the old Bladensburg Road. It became a brick manufacturing center. In 1879 the National Fair Association Grounds were built there with a race track, main building and bandstand, agricultural hall and other buildings. The National Fair and Industrial Exposition was opened by President Rutherford B. Hayes on October 28, 1879. It was a grand and festive occasion, including one of the largest parades ever seen on Pennsylvania Avenue with the full 48-piece Marine band, the police and fire departments, and Donch's Band followed by a procession of thirteen brewers with decorated beer wagons. Christian Heurich dispensed beer along the way to onlookers. This was followed by the wagons of other city merchants and neighborhood floats and displays. The race track had been completed a few days earlier after purchase of blocks 1-9 in Jones subdivision of Ivy City from the Freedmen's Savings & Trust Co. The race track operated successfully for some years. Restriction of gambling in Washington in the late 1880s eroded attendance. In 1893 the Ivy City Jockey Club was organized to revive interest in the race track, but eventually the enterprise failed and the buildings succumbed to fire.³

Construction of Union Station in 1903-07 led to relocation of the old Metropolitan line tracks to a position northwest of Ivy City through the old fairgrounds. West Virginia Avenue was created in the old right-of-way. In 1905-07 the Ivy City Yard was built to service passenger trains using Union Station. A number of buildings were constructed but, with the exception of a power plant, all were destroyed when the Washington Metropolitan Area Transit Authority purchased the site in 1974 for use as a maintenance facility.⁴ David Daniel, Sr., who moved to Ivy City in 1931 remembered in a 1986 interview a quiet community with three markets and three churches, "surrounded by fields where we would picnic and play ball."⁵ Most residents worked for trash-hauling companies or in the Ivy City Yard. There were no boarded-up houses and no apartment buildings. Zoning in Ivy City is an unusual commercial-manufacturing-residential combination. In 1954 the Ivy City Citizens Association blocked an attempt by the city to change this to all commercial. In the mid-60s city plans for running a freeway through the city caused many old residents to leave the community. Ivy City became a refuge for impoverished families relocated during downtown urban renewal projects. Unemployment, crime, and other urban ills plagued the residents.

³ John Clagett Proctor, "Old Ivy City," *The Sunday Star*, 19 April 1931.

⁴ De Leuw, Cather/Parsons, "Cultural Resource Survey of the Ivy City Service Facility, 1978, pp 11-12.

⁵ Linda Wheeler, "Ivy City Looks for Ways to Refurbish Community," *Washington Post*, 27 Dec. 1986.

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MAJOR BIBLIOGRAPHICAL REFERENCES

Construction documents: Engineer Department (E. D.) records. E.D. 91, 461.
Architectural drawings, Plan Files--Design, Engineering and Construction
Administration. All drawings for the 1911 school and its 1932 addition are
available.

DeLeuw, Cather/Parsons. "Cultural Resource Survey of the Ivy City Service
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the Nation's Capital.* Princeton, New Jersey: Princeton University Press, 1967.

Hutchinson, Louise Daniel. *Anna J. Cooper, A Voice from the South.* Washington,
D.C.: Smithsonian Institution Press, 1981.

Lee, Antoinette J. "Public School Buildings of the District of Columbia, 1804-
1930." Charles Sumner School Museum and Archives, September 1989.

STANDING FILES.

Charles Sumner School Museum & Archives.
Historical Society of Washington, D. C.
Martin Luther King, Jr., Memorial Library, Washingtoniana Room.

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GEOGRAPHICAL DATA

VERBAL BOUNDARY DESCRIPTION

The Alexander Crummell School is located at the intersection of Kendall and Gallaudet Streets, N. E. It is situated facing southeast on lot 142/22 in Square 4042.

BOUNDARY JUSTIFICATION

Legal recorded boundaries of historic site.

465

(364)

Crummel School

Sanborn Insurance Map

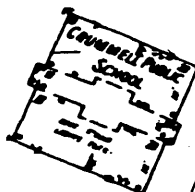
4093

FENWICK
N.E.

4043

PROVIDENCE
N.E.

4038



GALLAUDET
N.E.

CENTRAL
AV. N.E.

4047

KENDALL
N.E.

0