155-0010

Listed On:	
VLR	04/20/1994
NRHP	08/01/1994

HPS Form 10-900
(Rev. 10-90)

OMB No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

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

I. Name of Property

historic name Manassas Industrial School for Colored Youth

other names/site number Jennie Dean Memorial Site, 44PW505

2. Location

street & number [redacted] not for publication X
city or town Manassas vicinity N/A
state Virginia code VA county Manassas (independent city) code 683 zip code 22110

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this _x_ 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 _x_ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant ___ nationally _x_ statewide ___ locally. (___ See continuation sheet for additional comments.)

Signature of certifying official Date 5/4/94

Director, Virginia Department of Historic Resources
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

___ entered in the National Register
See continuation sheet.
___ determined eligible for the National Register
See continuation sheet
___ determined not eligible for the National Register
___ removed from the National Register
other (explain): _____

Signature of Keeper Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

___ private
_x_ public-local
___ public-State
___ public-Federal

Category of Property (Check only one box)

___ building(s)
___ district
_x_ site
___ structure
___ object

Number of Resources within Property

Contributing	Noncontributing	
0	0	buildings
1	0	sites
0	0	structures
0	0	objects
1	0	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.) N/A

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

Current Functions (Enter categories from instructions)

Cat: LANDSCAPE Sub: Park
EDUCATION Sub: School

7. Description

Architectural Classification (Enter categories from instructions)

N/A

Materials (Enter categories from instructions)

foundation BRICK; STONE
walls N/A
roof N/A
other N/A

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

8. Statement of Significance

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

__ A Property is associated with events that have made a significant contribution to the broad patterns of our history.

__ B Property is associated with the lives of persons significant in our past.

__ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

_x_ 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 achieves significance within the past 50 years.

Areas of Significance (Enter categories from instructions)
ARCHEOLOGY: Historic, Non-aboriginal
EDUCATION

Period of Significance **1893-1938**

Significant Dates **1893**
1938

Significant Person (Complete if Criterion B is marked above)

N/A

Cultural Affiliation **African-American**

Architect/Builder **Unknown**

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

9. Major Bibliographical References

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

Previous documentation on file (NPS)
__ preliminary determination of individual listing (36 CFR 67) has been requested.
__ previously listed in the National Register
__ previously determined eligible by the National Register
__ designated a National Historic Landmark
__ recorded by Historic American Buildings Survey # ____
__ recorded by Historic American Engineering Record # ____

Primary Location of Additional Data
__ State Historic Preservation Office
__ Other State agency
__ Federal agency
_x_ Local government
__ University
__ Other
Name of repository: **The Manassas Museum**

10. Geographical Data

Acreage of Property __4.5 acres__

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

	Zone	Easting	Northing		Zone	Easting	Northing
1	[redacted]			2			
3				4			

___ See continuation sheet.

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

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

11. Form Prepared By

name/title____John H. Sprinkle, Jr., Ph.D./Senior Historian and Archaeologist___

organization__Louis Berger & Associates, Inc._____date October 18, 1993

street & number_[redacted]0_____telephone__202-331-7775___

city or town_____Washington_____ state_DC_ zip code ___20006_____

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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

Photographs
Representative black and white photographs of the property.

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

Property Owner

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

name City of Manassas, % The Manassas Museum

street & number P. O. Box 8500 telephone 703-257-8451

city or town Manassas state VA zip code 22110

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.

7. Narrative Description

The Manassas Industrial School was established during the late nineteenth century (1893) by Jennie Dean, a charismatic ex-slave who believed in the value of vocational education for black youth of both sexes. The school operated as a private residential institution until it was taken over in 1938 by a regional public school system that included Fairfax, Prince William and Faquier counties and other local governments. African-American students came to the Manassas facility until each jurisdiction built its own segregated schools. With the establishment of the present school buildings in the early 1960s, the Manassas Industrial School buildings were demolished and the site was landscaped.

[redacted] A former entrance drive for the Dean School runs in an east-west direction across the middle of the project area. The southern portion of the project area also contains the open-ground remains of a tennis court that was recently removed.

[redacted] Trees line both the existing and former entrance drives to the Dean School. The topography of the area is a generally flat plain with a gradual drop-off from the old entrance drive southward. Evidence of public utility lines, including water, gas, electrical, and sewer lines, are present along the periphery of the project area, especially along the recently-constructed Wellington Road.

A series of historic markers are present on the property. Three historic markers are located in situ. Two of these are constructed from the reddish-brown siltstone that formed the foundations of several of the Manassas Industrial School buildings. These older markers appear to contain the corner stones of Howland Hall and Hackley Hall. The Howland Hall marker is located in the western portion of the project area while the Hackley Hall marker is located in the eastern portion. East of the Hackley Hall sign is a more modern interpretive sign that outlines the history of the Manassas Industrial School. Two other historical markers, not seated or permanent foundations, are located within the southern portion of the project area.

During its tenure as a residential school for black youth from northern Virginia and other states, the Manassas Industrial School had a open, campus-like atmosphere. Photographic and cartographic sources provide some evidence of the

school and its environs. [redacted] The site was described as "elevated and healthful, and surrounded by picturesque scenery" (Manassas Industrial School 1902-1903:5)

In 1938, the Manassas Industrial School contained 14 structures (Thompson 1938). Two buildings, Hackley and Howland Halls, fronted on Prince William Drive, which was in the approximate position of the present entrance road to the Dean School. Together with the Carnegie Building, which was seated about 200 feet south of Prince William Drive, these three buildings formed the triangular core of the institution. In the center of this triangle was Bailey Hall, a residential hall and print shop. Early twentieth century photographs of the school's core area show an open landscape with a few decorative plantings. Walkways led from the rear doors of the girl's and boy's dormitories across an open area to the Carnegie Building and other classrooms.

During its operation, the Manassas Industrial School grew from a 100-acre to a 200-acre campus that included a model farm. Agricultural buildings were seated in a long line that ran westward from the academic core of the school. Among the agricultural structures were a dairy barn, a calf shed, a corn crib, and a meat house. The architectural and archaeological remains of many of these buildings were destroyed by the development of the present Dean School.

At present, the archaeological remains of four structures have been identified at this site: Howland Hall, Hackley Hall, the Carnegie Building, and Charter Cottage. No evidence of these buildings survives above ground.

Howland Hall served as the girls's dormitory and dining hall during operation of the Manassas Industrial School. [redacted] Early twentieth century insurance records (Thompson 1938) indicated that Howland Hall was a T-shaped building oriented north-south with a 62 by 43 foot basement under the long segment of the T. It was reported to have brick and stone foundations and 3 large chimneys. The building was 94 feet in total length.

Excavations in the area of Howland Hall identified the east and south walls of the 62 x 43 foot basement (LEA 1993). Howland Hall was located significantly closer

to the edge of the extant Dean School parking lot than was predicted by the interpretation of historic maps. From the interpolation of the building's outline based on the located foundation walls, it appears that portions of Howland Hall may have been cut by the grading and landscaping completed with the opening of the new Dean School in the early 1960s.

Serving as the dormitory for male students, Hackley Hall was located in the eastern portion of the project area, approximately 250 feet east of Howland Hall. [redacted] Hackley Hall had a full basement and stone foundation walls (Thompson 1938).

Excavations in the area of Hackley Hall have clearly identified the former location of this building (LBA 1993). Firm evidence of the structure's south, west, and north stone foundation walls was located, as well as the brick footer from the southwest corner porch. In addition to the structural remains, the topsoil sampling also yielded personal artifacts (toothbrush and jewelry fragments) that were probably the belongings of a student at this former residential school.

Named for one of the schools benefactor's, the Carnegie Building housed the library and various classrooms at the Manassas school. The building comprised a 52 by 104 foot block that was attached by a hyphen addition to the Industrial Building to the south. The 1938 insurance plat for the Carnegie Building indicated that it had 13-inch thick brick foundation walls and was without a basement (Thompson 1938). Together, these two structures encompassed an approximately 100 by 150 foot area (Sanborn 1912, 1924, 1943).

Test excavations have not resulted in a clear definition of the Carnegie Building's outline. It is apparent from the consistency of the physical remains that the eastern wall of this structure was probably located along the approximate line drawn by the wall sections identified through mechanically-excavated trenching. These excavations have also suggested that the structural remains of the Carnegie and Industrial Buildings have been broadly disturbed by previous earthmoving activities at the site. The best preserve structural remains may be located along the Carnegie Building's northern wall which is apparently located adjacent to the former access road to the Dean School.

Charter Cottage was one of four dwelling houses located on the school grounds in 1915. A frame structure on a siltstone foundation, the building was used as a teacher's residence. During the late 1890s this structure housed some of the school's first sessions. Cartographic sources (Sanborn 1912, 1924) suggest that this building had four rooms and a front porch. Charter Cottage was apparently demolished between 1924 and 1943.

The proposed realignment of Wellington Road during the late 1980s led to the archaeological identification and later limited testing at the site of Charter Cottage. Archaeological fieldwork comprised the excavation of shovel test pits at 20 foot intervals across the area of construction impacts and 5 x 5 foot test units in the areas where cultural features were identified. The archaeological remains of Charter Cottage were destroyed by subsequent road construction.

The above-ground physical integrity of the Manassas Industrial School's original campus area has been severely compromised by subsequent landuse of the property as a modern school. In addition, impacts to the sites's archaeological record have also come primarily from the continuing development of the site. Several utility lines cross the ca. 4.5-acre property, although the damage from this construction appears limited. Perhaps a more significant impact was the apparent grading of the southern portion of the site, including much of the location of the Carnegie and Industrial Buildings. However, the full effect of demolition activities, utility lines, and grading on the archaeological record can not be evaluated until a comprehensive archaeological survey is completed. Significant remains can be expected at structures such as Bailey Hall, which was apparently torn down between 1924 and 1943.

Recorded as site 44PW503, the Manassas Industrial School has been the subject of two scientific archaeological investigations. During the late 1980s, Kay McCarron, a consulting archaeologist, conducted a series of archaeological studies at the site of the Charter Cottage building (McCarron 1988b, 1988c, 1988d, 1988e). The remains of the Charter Cottage were threatened with further destruction by the construction of Wellington Road. McCarron conducted extensive excavations at this site prior to road construction. McCarron's site form for the Manassas Industrial School notes that the Cottage site contained a variety of domestic and architectural artifacts that could provide further information regarding life at the school during the late nineteenth and early twentieth century. A full report of this work is forthcoming (McCarron, personal communication, 1993).

In 1993, at the request of the City of Manassas and the Manassas Museum, the Cultural Resource Group of Louis Berger & Associates, Inc. (LBA) conducted limited archaeological investigations at the site of the Manassas Industrial School in Manassas, Virginia, 44PW505. The purpose of this investigation was to: locate the outlines of Hackley, Howland, and Carnegie Halls and to identify the presence of archaeological remains at these buildings; prepare a nomination for this property for submission to the Virginia and National Register of Historic Places; and prepare a project report that includes a site stewardship plan.

This project was conducted in preparation for the establishment of the Manassas Industrial School/Jennie Dean Memorial Park on this site. Current proposals for Phase I of the Memorial envision the physical outlining of the surviving foundations along the existing ground surface. The purpose of locating the foundations for the School's three principal structures is to enhance the interpretation of this historic site.

8. Narrative Statement of Significance

The Manassas Industrial School is eligible for the National Register of Historic Places under Criterion D because its below-ground remains contain a unique record of daily life at a residential vocational school for black youth during the late nineteenth and early twentieth centuries. This archaeological property is associated with the history of African-Americans, especially with their struggle for education during the years after slavery and the Jim Crow era.

This archaeological property is eligible under Criterion D because its subsurface remains contains information on the standards of living for the school's students and teachers. As a private residential institution from its founding in 1893 to the late 1930s, the Manassas Industrial School was unique to Northern Virginia. This quality was lost in 1938 when it became a publicly-supported regional school for blacks. As a vocational school, this property is most appropriately associated with the history of education in the United States and the struggle that African-Americans faced in establishing a place within a free society.

After almost a decade of fund-raising by Jennie Dean, the Manassas Industrial School for Colored Youth was chartered on October 7, 1893 and dedicated by Frederick Douglass on September 3, 1894. The first classes began in October 1894. Construction of Howland Hall was completed in 1894. Both Howland Hall and Hackley Hall, destroyed by fires during the 1890s, were rebuilt by 1901. The Carnegie Building was established after 1907 (Simmons 1986:40-45).

The Manassas School was most clearly associated with its founder, Jennie Dean, its students and faculty, and its benefactors. A native of Prince William County, Jennie Dean was born into slavery in 1852. After the Civil War, Ms. Dean worked as a domestic servant in Washington, D.C. During this time she developed an interest in the educational needs of blacks, recognizing the social evils and economic threats facing youths who either moved to the cities or stayed in rural areas. In the 1880s, she established a series of vocational classes on Saturdays and religious classes on Sundays in Northern Virginia (Simmons 1986:40-45).

Jennie Dean was a charismatic speaker and a successful fund-raiser. Her social abilities and professional contacts among the white gentry helped her to gather the resources necessary to establish the Manassas School. For example, she met Miss Emily Howland of New York at the Woman's Suffrage Convention in Washington D.C. in 1893. Ms. Howland gave the funds required to construct the first building at the school, Howland Hall. Hackley Hall was named for another benefactor, Mrs.

C.B. Hackley of Tarrytown, New York. Andrew Carnegie's gift of $30,000 in 1907 for the construction of a library, administration, and classroom building (called the Carnegie Building) helped to bring in further donations and recognition for the school (Simmons 1986:40-45).

The Manassas Industrial School is also associated with its students and teachers. On average, about 150 students attended the school during the terms, which lasted from October through May. In 1902-3, the faculty comprised a Principal, Assistant Principal (who also served as the Musical Director), a Matron, a Graduate Teacher, and instructors in sewing, cooking, carpentry, and blacksmithing. By 1915-6, areas of instruction had expanded to include: mathematics, natural sciences, domestic science, household arts, blacksmithing, wheelwrighting, mattressmaking, geography, physiology, music, carpentry, painting, mechanical drawing, agriculture, literature, english, sewing, laundry methods, cobbling, shoemaking, poultry husbandry, and physical training.

In its operation and organization, the Manassas Industrial School attempted to be an independent, disciplined, and self-sufficient institution. Although the school charged tuition and fees, it also relied upon and sought the gifts (both financial and material) of generous benefactors. Many of the yearly reports contained lists of equipment, supplies, and other items that were needed by the school, such as globes, library books, and a fire extinguishing apparatus.

The Manassas School was indeed a place of industry. In all departments--whether mechanical trades, agriculture, or domestic arts--students were paid a certain amount for their labors. These fees could be applied to their tuition and board. In addition, the school's leadership endeavored to produce enough fruits, and vegetables, livestock, and grains to supply the subsistence needs of the students and faculty during the school year. In 1902, for example, the school's fields produced timothy, clover, corn, fodder, beans (green, white, and lima varieties), oyster plant, parsnips, ruta bagas [sic], turnips, tomatoes, potatoes (white and sweet), beets, onions, pumpkins, kale, and cabbage. Livestock included three horses, five cows, three calves, five sows, eleven young pigs and "about a hundred fowls" (Manassas Industrial School 1902-3:14-15).

Finally, the Manassas School was a place of discipline. Boys were under the supervision of a Commandant while the girls were watched by a Matron. Rooms were observed daily for neatness and all mail and packages were subject to inspection. "Card playing, the use of profane language, of spirituous liquors, or of tobacco,

and the possession of firearms" were prohibited. As a sober institution, the spirit of "interdependence and mutual helpfulness" was emphasized in all aspects of a strict daily schedule. To train their bodies, as well as their minds, boys had "military drill" and were "required to do guard duty" while girls had "gymnastics and outdoor games." A student needed the Principle's permission to leave the school grounds. Every student was required to provide a uniform, a bible, shoes, underwear, overgarments, personal linens, and personal hygiene items. Girls were discouraged from wearing "jewelry and showy dress" and their trunks were inspected upon their arrival to enforce this rule (Manassas Industrial School 1915-6).

The importance of the Manassas Industrial School can be evaluated in terms of several historic contexts. The primary theme is the struggle of late nineteenth and early twentieth century African-Americans to establish institutions within a dominant white society in the aftermath of the Civil War and the end of slavery. As an educational institution, fostered by the energies of one woman, Jennie Dean, the Manassas School appears to have been an relatively successful experiment in vocational education at a time when social and economic restrictions on blacks were becoming increasing intense. "It is difficult to exaggerate the eagerness of Negroes" noted John Hope Franklin, "at the close of the war to secure an education" (Franklin 1961:108). Moreover, from an anthropological perspective, the Manassas School can be viewed as a case study in the process of community formation as manifested in the archaeological record.

As an archaeological site, 44PW505, the Manassas Industrial School contains the structural remains of at least three of its principal buildings. Remnants of Hackley Hall, Howland Hall, and the Carnegie Building survive, with varying degrees of physical integrity, beneath the surface of the ca. 4.5-acre project area.

Recent archaeological investigations (LBA 1993) have clearly identified the remnants of the boy's dormitory, Howland Hall and the girl's dormitory, Hackley Hall. Two walls, east and south, of Howland Hall's 43 x 62 foot basement were identified. At Hackley Hall, the north, west, and south foundation walls were located, along with a southwest porch footer. Evidence of builder's trenches were located along several wall segments. Both Hackley and Howland Halls contain well-preserved foundation remains, however, in both cases, the cellar fill appears to reflect the relatively recent demolition of these structures.

[redacted]

Despite extensive disturbance by subsequent demolition and landscaping activities, the archaeological record contained within the approximately 4-acre core of the Manassas Industrial School has the promise of important archaeological research. Kay McCarron's excavations in the late 1980s at the site of Charter Cottage amply illustrated the quality of information yielded by this site. Her report of these excavations, which is in final preparation, should provide further insight into the research potential of this archaeological site.

Moreover, documentary evidence suggests that at least two other structures may be present within this area. Bailey Hall was located in the center of the triangle formed by Howland Hall, Hackley Hall, and the Carnegie Building. During the early twentieth century, this structure combined the functions of print shop and dormitory. A second structure, identified as a dwelling or "cottage" was located due south of Hackley Hall and due east of the Carnegie Building. Evidence of other surviving structures and archaeological features may be found after further analysis of cartographic and documentary sources and a comprehensive archaeological survey of the property.

The Manassas Industrial School presents a variety of research themes as an archaeological site, most of which center on the nature of life at a school for black youth that combined vocational training with residential co-education during the late nineteenth and early twentieth centuries.

For about 45 years, the school operated under increasingly difficult economic, political, and social conditions. Yet the school survived until the late 1930s as an institution of vocational training for the black youth of Northern Virginia. Given the apparently limited documentary record about the day-to-day life at this school, the archaeological record thus contains one of the primary sources of information about this noble experiment in education.

Important research questions, that could be addressed through the archaeological record, include:

- What does the material record from the Manassas Industrial School indicate about the quality of life at this institution?
- Can specific patterns be identified in the archaeological record that suggest the activities of the boys and girls that lived in Manassas?
- Having been used as both a shop and dormitory, does the archaeological signature at Bailey Hall reflect an industrial or domestic assemblage?
- Does the archaeological record contain patterns related to the vocational training undertaken at this school?
- The Manassas School strove for relative self-sufficiency--at least in terms of the products from its agricultural pursuits. Is this economic strategy observable in the archaeological record?
- Given the controlled academic society described in the school's guidebooks, is there evidence of activities, such as drinking or gambling, that the institution's leadership would have considered improper?

Integrated with a program of historical and archaeological research and site stewardship, the development of the Manassas Industrial School/Jennie Dean Memorial Park will increase the physical visibility and foster more public awareness of this important archaeological resource.

9. Major Bibliographic References

Franklin, John Hope
1961 Reconstruction: After the Civil War. The University of Chicago Press.

Harris, Scott
1992 The Elusive Jennie Dean. Word From the Junction: The Manassas Museum News 10(3):1

Harvey, Doug
1992 The Manassas Industrial School/Jennie Dean Memorial. Word from the Junction: The Manassas Museum News 10(3):5-6.

Lewis, Stephen Johnson
1942 Undaunted Faith: The Story of Jennie Dean, Missionary, Crusader, Builder. Catlett, Virginia, The Circuit Press. On file, The Manassas Museum.

Louis Berger & Associates, Inc.
1993 Archaeological Investigations at the Manassas Industrial School, Manassas, Virginia. Report submitted to the Manassas Museum.

McCarron, Kay R.
1988a Alice Johnson Farm Building Inventory, Wellington Project, Manassas, Virginia. Prepared for Kettler & Scott, Inc., Vienna, Virginia. On file, The Manassas Museum.

1988b Manassas Industrial School. Site Number 44PW505. Virginia Division of Historic Landmarks Research Center for Archaeology Archaeological Site Inventory Form. On file, Virginia Department of Historic Resources, Richmond.

1988c MIS [Manassas Industrial School] Barn Foundation. Site Number 44PW506. Virginia Division of Historic Landmarks Research Center for Archaeology Archaeological Site Inventory Form. On file, Virginia Department of Historic Resources, Richmond.

1988d Manassas School for Colored Youths Historical Site. Prepared for Kettler & Scott, Inc., Vienna, Virginia. On file, The Manassas Museum.

McCarron, Kay (continued)

1988e Phase I Archaeological Report: Wellington Road Construction Site, Wellington Project in Manassas, Virginia. Prepared for Kettler & Scott, Inc., Vienna, Virginia. On file, The Manassas Museum.

1989 Phase Ia Historical and Archaeological Survey Report of the Clover Hill Farm Site (Church Tract) Wellington Project, Manassas, Virginia. Prepared for Kettler & Scott, Inc., Vienna, Virginia and Grace United Methodist Church. On file, The Manassas Museum.

Manassas Industrial School

n.d. A Battleground School: A Colored Woman's Work in Uplifting Negro Boys and Girls. On file, The Manassas Museum.

1902-03 The Manassas Industrial School for Colored Youth Located at Manassas, Virginia. On file, The Manassas Museum.

1904-05 Financial Statement and Donors List. On file, The Manassas Museum.

1907 Financial Report, Donors' List and Statement of Current Needs. On file, The Manassas Museum.

1980-09 The Manassas Industrial School for the Training of Colored Youth. On file, The Manassas Museum.

1909 Financial Report, Donors' List and Statement of Current Needs. On file, The Manassas Museum.

1910 Financial Report, Donors' List and Statement of Current Needs. On file, The Manassas Museum.

1911 The Summer School for Teachers and Students. On file, The Manassas Museum.

1912-13 The Manassas Industrial School for the Training of Colored Youth. On file, The Manassas Museum.

1912 The Manassas Summer School for Teachers and Students. On file, The Manassas Museum.

Manassas Industrial School (continued)

1914-15 The Manassas Industrial School for the Training of Colored Youth. ON file, The Manassas Museum.

1915-16 The Manassas Industrial School for the Training of Colored Youth. On file, The Manassas Museum.

1916 Summer Session for Teachers. On file, The Manassas Museum.

1925 The Manassas Industrial School Bulletin. On file, The Manassas Museum.

1927 Bulletin, Manassas Industrial School Summer School. On file, The Manassas Museum.

1929 Summer School Bulletin. On file, The Manassas Museum.

1930 Summer School Bulletin. On file, The Manassas Museum.

The Manassas Museum

1993 The Manassas Industrial School/Jennie Dean Memorial Kick Off Celebration, September 26, 1993. On file, The Manassas Museum.

Mills, Charles A.

1988 Echoes of Manassas. Edited by Donald L. Wilson. Friends of the Manassas Museum, Manassas, Virginia.

Peake, Laura

1992 Realizing the Dream: The Manassas Industrial School for Colored Youth. Word from the Junction: The Manassas Museum News 10(3):2-4.

Sanborn Insurance Company

1912 Manassas Industrial School. On file, The Manassas Museum, Manassas, Virginia.

1924 Manassas Industrial School. On file, The Manassas Museum, Manassas, Virginia.

1943 Manassas Industrial School. On file, The Manassas Museum, Manassas, Virginia.

Simmons, Catherine T.
1986 Manassas, Virginia, 1873-1973: One Hundred Years of a Virginia Town. Edited by Douglas K. Harvey. The Manassas City Museum.

Thompson, Harry F.
1938 Survey of Manassas Industrial School, Manassas, Virginia. Boston Insurance Company compliments of Mrs. Viola D. Proffitt, Manassas Virginia. On file, The Manassas Museum.

10. Geographical Description

Verbal Boundary Description:

[redacted]

Boundary Justification:

The boundary of this National Register site is justified because it represents the surviving core of the academic campus that was the Manassas Industrial School. The site contains the remains of the three principal structures, Hackley and Howland Halls, and the Carnegie Building, as well as the probable remains of two other school buildings, Bailey Hall and a unnamed dwelling.

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

OMB No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section Photo Page _1_

Manassas Industrial School____
name of property
Manassas, Virginia_____
county and State

All photographs of:

Manassas Industrial School
Manassas, Virginia
VDHR Site Number 44PW505
John H. Sprinkle, Jr., Photographer

All negatives are stored with the Department of Historic Resources collection at the Virginia State Library and Archives.

DATE: October 1993
VIEW OF: Hackley Hall excavations; [redacted]

NEG. NO.: [redacted]
PHOTO 1 OF 9

DATE: October 1993
VIEW OF: Hackley Hall excavations; [redacted]

NEG. NO.: [redacted]
PHOTO 2 OF 9

DATE: October 1993
VIEW OF: [redacted]s; [redacted]

NEG. NO.: [redacted]
PHOTO 3 OF 9

DATE: October 1993
VIEW OF: [redacted]

NEG. NO.: X[redacted]
PHOTO 4 OF 9

DATE: October 1993
VIEW OF: [redacted]

NEG. NO.: [redacted]
PHOTO 5 OF 9

DATE: October 1993
VIEW OF: [redacted]s; [redacted]

NEG. NO.: [redacted]
PHOTO 6 OF 9

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

OMB No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section Photo Page _2_

Manassas Industrial School____
name of property
Manassas, Virginia_____
county and State

==========

DATE: October 1993
VIEW OF: Hackley Hall excavations; [redacted]

NEG. NO.: [redacted]
PHOTO 7 OF 9

DATE: October 1993
VIEW OF: [redacted]

NEG. NO.: [redacted]
PHOTO 8 OF 9

DATE: October 1993
VIEW OF: Howland Hall visitors; [redacted]

NEG. NO.: [redacted]
PHOTO 9 OF 9