

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



HISTORIC PRESERVATION REVIEW BOARD
APPLICATION FOR HISTORIC LANDMARK OR HISTORIC DISTRICT DESIGNATION

New Designation _____ X for: Historic Landmark _____ Historic District _____

Amendment of a previous designation _____

Please summarize any amendment(s) _____

Property name _____ Coolidge High School

If any part of the interior is being nominated, it must be specifically identified and described in the narrative statements.

Address _____ 6315 5th St NW, Washington DC 20011 _____

Square and lot number(s) _____ 3269 0066 _____

Affected Advisory Neighborhood Commission _____ 4B _____

Date of construction 1937-1940 **Date of major alteration(s)** 1980 gym addition; 2019 full modernization and new middle school addition

Architect(s) Nathan Wyeth Architectural style(s) Georgian Revival

Original use School/Education Present use School/Education

Property owner DC Government

Legal address of property owner 6315 5th St NW, Washington DC 20011

NAME OF APPLICANT(S) DC Government, Department of General Services

If the applicant is an organization, it must submit evidence that among its purposes is the promotion of historic preservation in the District of Columbia. A copy of its charter, articles of incorporation, or by-laws, setting forth such purpose, will satisfy this requirement.

Address/Telephone of applicant(s) 2000 14th St NW Washington DC, 20009

Name and title of authorized representative Janice Szymanski, Executive Program Manager, Department of General Services Capital Construction

Signature of representative Janice Szymanski Date 8/3/2021

Name and telephone of author of application Janice Szymanski - 202.359.5442

Date received _____
H.P.O. staff _____

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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.

1. Name of Property

Historic name: Calvin Coolidge Senior High School

Other names/site number: Coolidge High School

Name of related multiple property listing:

Public School Buildings of Washington, D.C.: 1862-1960

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

2. Location

Street & number: 6315 5th Street, NW

City or town: Washington State: DC County: _____

Not For Publication: ☐ Vicinity: ☐

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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 at the following level(s) of significance:

___national ___statewide ___local

Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

- ☐ entered in the National Register
☐ determined eligible for the National Register
☐ determined not eligible for the National Register
☐ removed from the National Register
☐ other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private: ☐
Public – Local ☒
Public – State ☐
Public – Federal ☐

Category of Property

(Check only **one** box.)

- Building(s) ☒
District ☐
Site ☐
Structure ☐
Object ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION
School

Current Functions

(Enter categories from instructions.)

EDUCATION
School

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7. Description

Architectural Classification

(Enter categories from instructions.)

Georgian Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Brick

Limestone

Narrative Description

Summary Paragraph

Calvin Coolidge Senior High School was originally constructed as a four-story school building with a partial basement. Designed under Municipal Architect Nathan C. Wyeth and constructed between 1937 and 1940 in the Georgian Revival style, the school is an “E-shaped” building with a pedimented central pavilion forming the center leg of the “E” and long side wings that return at the north and south ends to form the end legs of the “E.” The north and south wings enclose open courtyards at the rear, between the central block and side wings. Notable Georgian Revival features include the architectural symmetry, central portico with pediment and Ionic columns, and the cupola atop the center of the roof. The building is primarily clad in red brick, laid in a common bond pattern, while the roof is covered in shingle tile. The building also features extensive limestone accents. During the 1980s, a separate gymnasium wing was constructed to the north of the original school building. A breezeway connects the gymnasium to the main building. The 2019 modernization renovations involved enhancing classroom technology and improving circulation through the school by rearranging subject matter classroom locations. A major component of the modernization was the enclosure of the two courtyards to create atria, and the construction of a wing addition to serve as part of the Ida Wells Middle School, administration space.

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Narrative Description

Site

Calvin Coolidge Senior High School is located at 6315 Fifth Street, N.W., at the southwestern corner of a large rectangular parcel (which includes Squares 3269, 3271, 3272, 3283, 3284, and 3285). The school complex consists of three major components: the original school building and athletic fields constructed between 1937 and 1940; the Frank Williams Activity Center built during the 1980s and attached to the north end of the main building; and the Ida B. Wells Middle School completed in August 2019 and attached to the south end of the main building.

The site is a multi-use, municipally owned parcel that also contains the Takoma Community Center (facing north toward Van Buren Street, N.W.) and the Ida Wells Middle School. The middle school currently occupies the south wing of the original Coolidge High School. As part of the 2018-2019 modernization project, a separate wing addition was constructed on the south end of the site to serve as the main entrance to the middle school. The site is bound by Fifth Street to the west, Sheridan Street to the south, Third Street to the east, and Van Buren Street to the north. Coolidge is oriented to the west facing Fifth Street, N.W. The site is surrounded by single-family dwellings and the Community Center to the north; single-family dwellings to the east and west; and the Whittier School, single-family dwellings, and small-scale commercial buildings to the south. The eastern portion of the site at the rear of the school has been artificially graded to accommodate athletic fields, a track, and bleachers. A parking lot at the rear of the school separates these features from the school building.

1938-1940 Building

The original 1938-1940 school consists of a central block with side wings enclosing two courtyards located between the classroom wings and central block. The west, front elevation faces onto Fifth Street and consists of portions of the classroom wings and the center block (Photo 1). The elevation has three stories above an exposed basement. Twenty-nine bays with aligned windows line the elevation. The building is clad in red brick laid in a five-over-one Common Bond pattern with every sixth row recessed to create a banded masonry pattern at the first story. A flush, four-over-one Common Bond is used at the second and third stories. The building features a three-part composition. At the center of the elevation is a five-bay gabled portico along the front of the central block, with adjacent portions of the classroom wing forming the façade on either side of the portico. The portico is centered on a shallow, seven-bay projection (Photo 2). The ground story is clad in honed limestone ashlar. Limestone detailing is also used in the cornice, central portico, and a belt course between the first and second stories. The hexastyle portico is the most prominent feature of the building's façade. Five bays wide, it includes a projecting first story which supports six limestone Ionic columns surmounted by a closed gable pediment. The bases of the columns rest above the belt course on the second-floor veranda created by the projecting first story. Wrought-iron railings which feature a Roman

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lattice pattern are located between the columns. Two limestone pilasters are located at each end of the pediment behind the north and south columns. Above the columns are a complete architrave and pedimented gable trimmed with limestone, and brick cladding in the tympanum. The frieze of the portico is inscribed with the words: CALVIN COOLIDGE HIGH SCHOOL.

Set back from Fifth Street, the main entrance is accessed below the portico through a five-bay-wide, projection at the first-floor level. Six limestone steps flanked by limestone cheek blocks lead to a small platform from which three, arched entry bays access an open-air vestibule beneath the portico. Arched, six-over-six windows flank the three entry bays. Each entry bay is secured with a double-leaf cast iron gate and holds three additional steps that lead into an open-air vestibule. On the opposite side of the vestibule are three double-leaf entry doors with fanlight transoms that provide access to the interior of the school. Flush against the facade, the first-floor projection beneath the portico is flanked at each end by additional arched, double-hung wood sash windows. At the second and third stories, the bays beneath the portico are separated from the outer bays by pilasters.

Surmounting the roof above the central portico is a cupola (Photo 3). The cupola is composed of three tiers: an octagonal base, an octagonal central section with six-pane glazed openings capped with an octagonal domed roof, and a small octagonal section with glazed openings and a dome that terminates with a weathervane. The exterior of the cupola is clad in lead-coated copper on wood sheathing; the domed cupola roof was originally clad in shingle tile, but this was replaced with copper sheathing during the modernization as the original curved ceramic tile is no longer manufactured. The glazed openings were replaced in kind as part of the modernization as well.

The front elevation of the classroom wings has regular fenestration. The original windows were replaced with the current metal units. The first story windows consist of eight-over-eight, double-hung segmental arched windows with brick jack arches and limestone sills. The second story windows consist of eight-over twelve double-hung units with beveled limestone sills. Every other window is located within blind arch. The third story windows consist of eight-over-eight double-hung units with beveled limestone sills.

The north and south elevations are fifteen bays wide, and share the same general fenestration, brick coursing, rhythm, and character of architectural detail as the main elevation along Fifth Street (Photo 4). The downhill slope from Fifth Street fully reveals the ground story along these elevations. The south elevation had a small, original greenhouse attached to the main building by a single-bay hyphen. Clad in limestone, the ground floor of the greenhouse section functioned as a tool room while the upper level served as the greenhouse. A short brick parapet at the first floor supported a hipped glazed roof. As part of the 2019 modernization, the greenhouse was renovated into a hyphen connecting the new south wing addition that accommodates the main entrance and administration space for the Ida B. Wells Middle School, to the south wing of the original Coolidge high school.

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The original plan of the building is arranged around the main lobby, which is immediately adjacent to the portico. The lobby is a rectangular space, featuring original 1938 terrazzo tile flooring and marble wainscoting. Above the wainscoting are plaster walls and ceilings lined with crown molding decorated with modillions (Photo 5). Original four-light, paneled-wood, double-leaf doors with fanlights and wood trim access the main portion of the school from the lobby. The exterior doors are double and single-leaf metal doors that replaced original wood doors.

Throughout the main building, the rectangular plan utilizes double-loaded corridors to provide access to perimeter classrooms and spaces. These corridors are generously proportioned, rectangular volumes punctuated by door and window openings, and niches (Photo 6). Lockers are flush with the wall surfaces. The corridors are finished with terrazzo floors, glazed tiles, plaster walls, and suspended ceilings with acoustic tiles and fluorescent light fixtures. Glazed tiles replaced in-kind materials of the wainscoting in the hallways and classrooms. The ceilings have been lowered and original fixtures replaced. Although most of the original finishes have been replaced in the corridors, the original plaster walls, marble, terrazzo, wall tiles, and wood millwork in significant areas, such as the lobbies, remain. Classrooms lack notable architectural detailing and have tile floors, plaster walls and drop ceilings with rows of linear hanging light fixtures (Figure 7). The stairwells retain the original pressed metal stairs with metal balusters railings (Photo 8).

Auditorium, Hyphens, and Courtyards

The central block houses the main lobby, a hallway that links to the classroom wings, and auditorium. The east (rear) elevation of the central block is four stories tall and five bays wide with fenestration and architectural details consistent with the main façade (Photo 9). Limestone blocks face the ground story which has three recessed center bays flanked by six-over-six windows. Inside the recessed center bays are metal double-leaf doors with rectangular transoms. Above, the first floor's arched eight-over-eight windows flank a central double-leaf door with an arched, eight-light transom. The door opens onto a balcony that spans the five bays of the first story. The balcony is supported by limestone modillions and features a wrought iron railing. Above the limestone belt course, five slightly recessed center bays along the third and fourth stories have aligned eight-over-twelve windows. The windows are located between engaged limestone columns capped by a limestone cornice and parapet.

Interior access to the auditorium extends through a small vestibule with ticket booth windows to each side. Beyond the vestibule, a larger foyer access to the auditorium itself. Both the vestibule and foyer feature the original 1938 marble wainscoting, terrazzo floors, and plaster walls and ceiling (Figure 10). The original oak wood paneled doors and surrounds have been retained along with their glazed fanlights. The doors are located in recessed bays lined with coffered oak panels. Stair halls on either side of the foyer provide access to the corridors on the upper floors. The auditorium itself is a deep, open space with the floor sloping downward to the stage (Figure 11). The ceiling is lined with acoustic material, some of which have circular lights. Three

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sections of original, laminated wood seats extend to the stage, separated by walkways. The room is rather spare in detailing save for the neoclassical pedimented door surrounds. At the front of the auditorium, diagonal walls frame an open stage.

Each of the hyphens are three bays wide and feature the same general fenestration patterns as the primary elevations of the main building apart from the center bay on the ground floor (Figure 12). Originally, the hyphens only contained corridors that connected the classroom wings to the auditorium in the central block. DGS expanded the hyphens into the courtyard spaces as part of the 2018-2019 modernization. The hyphens have low arched openings that serve as vehicle bays and provide access to the two courts from the east. Exterior doors on either side of the vehicle bays allowed passage between the hyphen corridors and the auditorium lobby. As part of the modernization, the vehicle bays were infilled with glass curtain walls and incorporated into the ground floor corridor. Additionally, all three bays at the second story feature the blind arch detailing prevalent on the other elevations of the building. The hyphens contain corridors that extend to the north and south classroom wings on the first through third floors.

The two courtyards are identically designed spaces (Figure 13). Originally these spaces were open and not covered. The regular fenestration exhibited in the enclosing elevations of the classroom wings, central block, and hyphen contain four-over-four and paired six-over-nine windows. All courtyard elevations are clad in red brick in a five-over-one common bond pattern. A brick belt course between the ground floor and first floor rings the courtyards. Limestone accents include windowsills, low water table, and plain surrounds at the courtyard entry bays through the hyphens. The north courtyard formerly contained a powerhouse that was removed as part of the modernization. The corresponding three-tiered smokestack, which features a square base and octagonal upper sections, remains. The smokestack is located in the southwest corner of the north atrium where it is flush against the central auditorium wing.

Boys and Girls Gymnasiums

Two small one-story extensions of the north and south classroom wings served as the original boys and girls' gymnasiums. These rectangular block pavilions are clad in red brick with limestone details including the architrave, cornice, water table, and quoins (Figure 14). A small brick parapet above the cornice conceals the flat roof. Areaways on the north and south sides of the southern gymnasium wing, and the south side of the northern gymnasium wing provide illumination for the basement level. Yellow brick cladding is used on the exterior within the areaways. An areaway was also originally located on the north side of the northern gymnasium wing, but it was covered during the 1980s when the Frank Williams Activity Center was constructed.

The north and south elevations of these wings feature regular fenestration of arched multi-paned windows. Limestone accents around the bays include stone sills, keystones over the fanlights, and stones flanking the steel lintels at the base of the transoms meant to mimic stone lintels. The east elevations of the wings each feature two entry bays with limestone pedimented door

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surrounds. The original double-leaf wood doors with fanlight transoms were replaced in the mid-twentieth century with off-center, single-leaf doors, each with a single, two-light side light and single-pane transom. The doors were replaced during the modernization but now have four-light side lights instead of two-lights.

The gymnasium wings are accessed from the double-loaded corridor on the ground floor. Double doors open into the gymnasiums which are vast two-story volumes open to the interior roof structure (Figure 15). Adjacent to the entryway in the corridor, each gymnasium has a corresponding single staircase that connects the gymnasium to locker rooms and secondary spaces in the basement. The basement level of the northern gymnasium was connected to the basement level of the Frank Williams Center when it was constructed during the 1980s.

Windows

Original wood sash windows were replaced during the 2019 modernization with historically compatible metal sash windows that replicate the originals. The modernization also included the removal of security bars in a Roman lattice pattern that covered the gymnasium windows as well as those along the ground floor and first floor levels of the building. Most of Coolidge High School's windows consist of replacement double-hung, six-over-six, eight-over-eight, or eight-over-twelve, sash metal units. Several of the bays in the courtyards are double hung four-over-four, and paired six-over-six, sash metal units. All of the units have limestone sills; the majority of the units have steel lintels with the exception of the first-floor windows of the main elevations which have rounded brick jack arches. All of the windows in the courtyards have steel lintels.

Along the elevations, areaways are utilized to illuminate the ground floor windows as they are partially below grade. At the second story, beginning after the outer bays and occurring at every other opening at this level, windows are set within recessed blind arch openings. The hierarchy of window types and fenestration applies to the north and south elevations. The window bays in the two gymnasium wings at the northeast and southeast corners are comprised of three vertically stacked, six-light, bottom-hung casements flanked by six-light sidelights capped with a fanlight transom.

Track and Football Field

Located east of the high school is a track surrounding the football field with bleachers (Figure 16). The current configuration and location of the athletic fields are shown in the site plans prepared as part of the original design drawings for the school.¹ The track and football field appear on aerials from the 1950s confirming its construction to around the time of the original school. Modernization efforts have resulted in the resurfacing of the track, erection of the turf field, and the replacement of the bleachers.

Additions and Alterations

¹ Coolidge High School Design Drawings, Office of Municipal Architect, Washington, DC, 1938.

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During the 1980s, DGS constructed a large addition to Coolidge High School. Completed in February 1987, the Colt Field House, now the Frank R. Williams Activity Center, was constructed at the north end of the original school building as an expansion of the school's athletic facilities (Figure 17). The center includes a large gymnasium with a basketball court and gymnastics space, locker rooms, showers, training rooms, dance room, offices, and two outdoor terraces on the east and west sides of the building. The addition is clad in pre-cast concrete panels and has a flat roof concealed by a low parapet. The height and massing of the addition varies slightly but does not overwhelm the original building. Apart from the eastern terrace, the building is set back further from Fifth Street, N.W., and at its maximum height, does not rise above the third-floor level of the original school building. As a gymnasium, the building largely lacks windows except for the east and west sides at ground level where the interior opens onto the terraces.

The Activity Center was constructed as a free-standing structure with the only direct connection to the original school building located at basement level below ground. At ground level, a covered walkway acts as the hyphen between the original building and the addition. The top of the walkway cover meets the original school building at the base of the first-story where the cladding material shifts from limestone to brick. Beneath the walkway, the windows and limestone cladding of the school remain untouched. The covered walkway was originally open to the environment but was enclosed at each end as part of the 2019 modernization.

2018-2019 Modernization

Modernization of the school in 2019 resulted in renovations to the building that included replacement of the original wood windows with more energy efficient window units, enclosure of the courtyards, restoration of the cupola and construction of an addition to serve as the main entrance and administration space for the Ida Wells Middle School. The two courtyards were enclosed to create interior atria. Modernization efforts resulted in the construction of glass paneled roofs covering the atria. The roofs have steel framing supported by steel columns that extend to the atrium floor. Additions extend from the former hyphens along the east side of the atria. At the third floor, each addition has a communal area referred to as a "plaza" which is open to the atrium below. The floors of the atria are laid with terrazzo tile that was added as part of the modernization. The south atrium serves as the dining area while the north atrium serves as a commons area. A cantilevered walkway along the north side of the north atrium serves as a corridor for the first floor. The original central corridor in the north classroom wing was removed due to the alteration of the floor plan to accommodate larger specialized classroom spaces. The walkway now provides circulation and access to these areas.

The modernization effort also constructed a one-story addition to the south elevation of the south wing to serve as main entrance and administrative portion of the new Ida B. Wells Middle School (Figure 18). It also houses the school's day care facilities. The façade of the addition, facing south on Sheridan Street, is thirteen bays wide with a central entry bay. The entrance is

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surmounted by a projecting glass panel overhang secured by aluminum fittings to painted steel supports. The addition was built with structural steel and clad with a red brick veneer laid in a running bond pattern. The addition compliments the original building through the use of sandstone accents around the main entry way and above and below the windows. The Ida B. Wells building has a flat roof concealed by a low parapet.

Integrity

Coolidge High School retains a high degree of historic integrity. Despite the activity center addition in the 1980s, the historic core retains much of its original form and character. The building remains in its original location in a setting that has not changed dramatically since the its completion in 1940. The surrounding Takoma neighborhood retains its residential character. Consequently, Coolidge retains its integrity of setting and location.

On the exterior, Coolidge retains design characteristics and materials that conveys its architectural significance. The Georgian Revival design elements—including the brick, limestone, wood, and cast-iron finishes, articulated plan, hipped roof and portico—are still intact. Although most of the original wood windows are being replaced as part of the 2018-2019 modernization, the original fenestration pattern has been retained. The modernization project also includes restoration of the fabric of the cupola. The 1980s addition to the school does not alter or remove important character defining features of the Georgian Revival design. It was instead added at the north elevation designed to differentiate from the historic design, with the only interior connection below grade. The recent 2018-19 addition for the Ida Wells Middle School was constructed on the site of the school greenhouse. Despite the reconstruction of the greenhouse to serve as part of the new wing, the addition's location, size, and scale does not compromise the character defining features of the original design of the school. The design of the addition was carefully reviewed at various stages by the Commission of Fine Arts and the DC Historic Preservation Office.

On the interior, the school's original plan remains intact. The most notable change to the original design has been the enclosure of the courtyards to create the atrium spaces. Original workmanship and materials are reflective of the original 1938 terrazzo floor and marble wainscoting which appears in the formal spaces, most notably the main entrance and the auditorium foyer. Most of the ceramic tile wainscoting found throughout the hallways replaced in kind tile used in the original design. Many of the original wood doors have been replaced with steel doors that mimic the paneled design of the original doors, although a few original wood doors remain. Coolidge continues to function as an academic building with facilities for athletics, performing arts, and other extracurricular activities. Therefore, it retains both integrity of feeling and association.

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8. Statement of Significance

Applicable National Register Criteria

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

- ☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B. Property is associated with the lives of persons significant in our past.
- ☒ C. Property embodies the distinctive characteristics of a type, period, or method of construction 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 grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

Architecture

Education

Period of Significance

1938-1940 (original construction)

Significant Dates

1938-1940 (original construction)

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Nathan C. Wyeth (Municipal Architect)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Calvin Coolidge High School was constructed between 1938 and 1940 as one of the last schools in the District of Columbia built as part of the Five-Year Building Program. The Five-Year Building Program represented the District of Columbia's response to overcrowding and poor facilities that plagued the school system during the early 1920s. Although initially intended to last only five years, the program covered much of the new school construction during the entire decade of the 1930s, partly because of funding constraints resulting from the Great Depression. Coolidge High School was one of the last schools built under this program.

Coolidge High School represents a distinctive example of Georgian Revival design. Georgian Revival, a subset of more generic Colonial Revival architecture, was Municipal Architect Albert Harris' favored design for school construction. Harris served as the city's Municipal Architect from 1921 until his death in 1933. Harris' successor, Nathan Wyeth, who continued the standards created by Harris, oversaw the design development for Coolidge High School.

Calvin Coolidge High School meets National Register Criteria A and C at the local level for association with the history and architectural development related to the District of Columbia. Coolidge High School also satisfies the requirements of the National Register Multiple Property Listing Public School Buildings of Washington, D.C., 1862-1960 as an example of a school property that falls under subtype VI, buildings designed by the Office of Municipal Architect under Nathan C. Wyeth, 1934-1946. The property meets Criterion A as one of the last schools constructed as part of the Five-Year Building Program, one of the most significant city-wide building programs undertaken to expand educational facilities during the twentieth century. Coolidge High School is also one of the finest examples of Georgian Revival design for a school building executed during Nathan Wyeth's tenure as Municipal Architect. Wyeth's tenure as Municipal Architect resulted in the design and execution of some of the city's most architecturally significant school buildings, such as Woodrow Wilson High School and Thomas Jefferson Junior High School. The period of significance covers the original construction from 1938-1940. These are the only dates directly relevant to the building's association with the Five-Year Building Program and its distinctive Georgian Revival design. The period of significance covers all extant components of the original high school, including the central block, classroom, wings, hyphens, and girls and boy's gymnasium. The track and football field was also designed during the period of significance. The later addition of the Frank Williams Center in 1987 and the Ida B. Wells Middle School addition, built as part of the 2018-2019 modernization project, are associated with later periods of development beyond the period of significance.

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Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Calvin Coolidge High School meets National Register Criterion A under the area of significance for Education at the local level. The school was one of the last educational facilities constructed as part of one of the largest District-wide building campaigns for the public school system in the District of Columbia during the early twentieth century. During and after World War I, Washington witnessed great population growth. The vast population increase in Washington, D.C. resulted in school overcrowding throughout much of the city.

The immediate solution of temporary portable classroom buildings could not temper the long-necessary construction of new schools. By 1925, overcrowding and aging facilities prompted Congress to enact the Five-Year School Building Program Act. The program, undertaken by Municipal Architect Albert Harris (1921-1934), was intended to create a model of schoolhouse planning and construction. The program was temporarily interrupted by the Great Depression in 1929, which slowed congressional appropriations. Program funding soon continued, however, and by 1933, the eight-room pin-wheel design had been permanently abandoned in favor of larger school buildings. The need for larger school buildings was a direct response to accommodate growth in new and expanding neighborhoods and was intended to improve educational standards.

Coolidge High School was one of the last schools completed under the Five-Year program. Funds were initially allocated for the design of the school in 1935. Design drawings were approved in January 1938. The school was completed just over two years later in February 1940. The selection of the site, a large and municipally owned tract in the Takoma neighborhood, reflected the Board's desire to site new schools in burgeoning residential neighborhoods. Clustered adjacent to the 1920s Whittier School across Sheridan Street, Coolidge High School is located on the same parcel as the Takoma Park Recreation Center.

Coolidge High School is significant in the area of local architecture under Criterion C, as an excellent example of Georgian Revival design applied to a public school in the District of Columbia that was contemporary with the design standards, created by Albert Harris and maintained by his successor Nathan Wyeth, during the Five-Year Building Program. The school remains one of the last examples of ornamented revivalist architecture in local school construction before the modernist era. The application of stylistic detailing and ornamentation gradually fell out of use at the insistence of Congress due to economic constraints coupled with developing stylistic preferences with the rise of modernism. Friction grew between the Commission and Congress over the expense of certain architectural features including erecting cupolas on schoolhouses and the need to adapt each school design to the unique variety of site requirements presented by differences in grade, street alignment, and other factors.² The issue

² Public School Buildings of Washington, D.C., 1862-1960, E20.

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was made worse by the growing need for the expansion of existing school facilities and the construction of new schools, and the lack of available funds to actually complete all of them.

The Municipal Architect's office under Wyeth designed Coolidge High School in the Georgian Revival style, a subcategory of the Colonial Revival.³ Colonial Revival styles became popular following the 1876 Centennial, and their popularity lingered on until the 1920s, when an overwhelming resurgence occurred, largely influenced by the preservation movement's research and documentation of colonial architecture. The Georgian Revival subtype was especially popular in the Mid-Atlantic region, influenced by the many colonial river plantations found in Maryland and Virginia. Colonial Revival styles were readily adapted to municipal buildings in a variety of scales, forms, and settings. Wyeth's predecessor, Municipal Architect Albert Harris, viewed the Colonial Revival as more compatible with residential neighborhoods. These views were reinforced by the Commission of Fine Arts (CFA) which adopted Colonial Revival as its preferred style for District of Columbia School buildings. Wyeth, having worked directly under Harris, carried this forward when he became Municipal Architect. His designs for schools favored the Colonial Revival style, especially in his first years in the role. The proportion, massing, and siting that Wyeth implemented in his designs evidenced his Beaux Arts training.⁴

The design for Coolidge exhibits the hallmarks of the Georgian Revival style. A Palladian plan featuring a wide pavilion; hipped roofs; a portico; brick cladding embellished with stone detailing; elaborate door surrounds; double-hung windows; and a crowning cupola atop the main block. The highly articulated Palladian plan allowed for clear distinctions to be made between the programmatic functions of the school building, namely its auditorium, gymnasiums, and classrooms. Wyeth bestowed monumentality and grandeur upon the building by using limestone on the exterior ground story, portico, cornices, belt courses; and through the addition of a central tower and cupola. Coolidge was one of the last of D.C.'s school buildings whose design afforded such expensive finishes. Since it was designed after the start of the Great Depression, the initial design entailed a simply finished modern aesthetic, but following complaints and advocacy from the public, the design and budget were altered to allow for the addition of these features.

The addition of the activity center in the 1980s and the modernization project completed in August 2019 do not contribute to the architectural significance of Coolidge High School. The date of construction of these additions falls outside the period of significance established by the D.C. Public Schools Multiple Property Listing.

³ The other important subcategory is the Neo-Adamesque or Federal.

⁴ Public School Buildings of Washington, D.C., 1862-1960, E20.

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HISTORIC CONTEXT

History and Development of District of Columbia Public Schools

Legislation passed by Congress in 1804 provided the legal basis for the development of the public-school system in the District of Columbia. It established a board of trustees, led by the President of the United States, which looked to create a system of primary and secondary schools. The school system remained small through the mid-nineteenth century, and classes were held in residences and commercial buildings rather than purpose-built schools. Schools for African American children were informally created through the sponsorship of private citizens and religious groups, and classes were held in churches and other structures. Congress formally established a separate black school system in 1862.⁵

Beginning in the 1860s, the District's school system underwent a period of modernization. New schools, such as the Wallach (1864), Franklin (1869) and Seaton (1871) Schools, represented the first substantial investment in the construction of modern, purpose-built school facilities. Legislation providing for a more equitable distribution of school funding also resulted in the construction of new, modern schools for Washington's African American students, epitomized by the Charles Sumner School (1871-72). In 1874, the territorial form of government was abrogated in favor of a permanent system of municipal government administered by a group of three commissioners. In addition, the District's school system, consisting of Washington City, Georgetown, Washington County, and African American schools, was consolidated into a unified system which operated under a single school board, composed of both white and black members. Beginning in 1878, the newly created Office of the Building Inspector oversaw the design of new schools. Schools constructed during the late nineteenth century were of brick construction and generally reflected the Romanesque Revival style. They were also small and geographically distributed to serve individual neighborhoods. Beginning in the 1890s, the District began soliciting design services from private architects, working in coordination with the Office of the Building Inspector.⁶

After the turn of the century, the Board of Education's concerns for the health and welfare of students led to initiatives to improve school facilities, and modernization of the District of Columbia school system began. The older schools constructed during the nineteenth century relied on natural light and were heated by hot air furnaces. Many of the District's schools were also located on small lots that either did not afford playgrounds or accommodated only playgrounds that were too small. The first significant legislation addressing improvements to school facilities was enacted on June 20, 1906 to reorganize the educational system for the District of Columbia. This legislation addressed the need for the abandonment of old schools constructed in the 1870s and 1880s that were either obsolete or were no longer used due to population demographic changes. In response to these concerns, Congress provided funding for the construction of new schools. Between 1908 and 1920, the Board of Education constructed or

⁵ Public School Buildings of Washington, D.C., 1862-1960, E1-6.

⁶ Public School Buildings of Washington, D.C., 1862-1960, E6-11.

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renovated more than thirty elementary schools. Suburban expansion played a large role in the location of the new schools, and many were located in new suburban neighborhoods, whose growth on the periphery of the cities was fueled by the rise of streetcars and, eventually, the automobile. The Board of Education concurrently abandoned older schools in central city neighborhoods, whose residential population was dramatically shrinking as people relocated to the suburbs.⁷

Even as many new schools were built, school construction did not keep pace with growing student populations fueled by increasing growth of outlying communities like Chevy Chase. Between 1910 and 1920, elementary school enrollment increased from 49,481 to 56,526. The kindergarten student population alone rose from 2,991 to 4,392.⁸ Schools coped with the growing populations in many ways. The Board of Education enlarged class sizes and occasionally acquired rental buildings for classrooms. Probably the most popular solution was the use of portable classrooms. The Board of Education sanctioned the construction of portable classrooms on school reservations where overcrowding conditions required immediate alleviation.⁹

During the twentieth century, Washington's public schools increasingly offered a more diverse range of educational and vocational programming, which affected the design of new schools. The practice of commissioning private architects continued, resulting in greater stylistic variety. The Organic Law of 1906 formally outlined the responsibilities of the U.S. Congress, District Commissioners, and the Board of Education, and bestowed executive authority to the Superintendent of Schools. The Act also created a commission, known as the Schoolhouse Commission, to make recommendations for the improvement of Washington's school facilities.¹⁰

In 1924, the Board of Education proposed a Five-Year Building Program of school construction to alleviate the crowded school conditions being experienced in the developing areas of the District. Proposed under the program were the construction of new high schools and junior high schools, additions to existing school buildings, and new playgrounds. The Great Depression interrupted the Five-Year Building Program as funds allocated for projects underway or about to start were not readily available. At the same time, the New Deal programs of the Roosevelt Administration brought large numbers of workers to the district, greatly increasing the population and the urgent need for schools at a time when funding was limited. Despite these drawbacks, twenty-seven new schools were completed during the 1930s, including Coolidge High School.¹¹

⁷ Robert Haycock, "Sixty Years of the Public Schools of the District of Columbia," Columbia Historical Society Records, v. 48, 1946-1947: 48-53.

⁸ Haycock, 67.

⁹ EHT Traceries, MacFarland Junior High School, Landmark Nomination, Washington, District of Columbia, Section 8, 15.

¹⁰ Public School Buildings of Washington, D.C., 1862-1960, E11-13.

¹¹ Public School Buildings of Washington, D.C., 1862-1960, E18.

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Albert Harris died in 1933 while serving as Municipal Architect. Harris's preference for the Colonial Revival had allowed the Commission of Fine Arts to establish a standard of design for municipal buildings in the District of Columbia by the time Wyeth was appointed Municipal Architect in 1934. It was within this context in the 1930s and 1940s that Wyeth designed many architecturally-significant schools in the Colonial Revival and Georgian Revival styles established by his predecessor and approved by the Commission of Fine Arts.¹²

Neighborhood Context

The expansion of streetcar and railway lines during the late nineteenth century led in part to the development of neighborhoods such as Takoma Park, Brookland, and Petworth as the city spread north. During this period, District residents started to move into these new suburban communities as part of a larger national trend to get away from dense, urban development in favor of the "natural setting" and "clean air" of the suburbs.

Businessman and developer Benjamin Franklin Gilbert purchased 100 acres of land spanning the District of Columbia-Maryland line along the Metropolitan Branch of the Baltimore and Ohio (B&O) Railroad tracks on November 24, 1883. The boundary of the tract ran from the intersection of Piney Branch and Blair Roads, N.W., southeast on Blair to Willow Street, N.W., then northeast along Willow to Valley View Avenue in Maryland, due west to include Chestnut Avenue, and finally south to Blair Road.¹³ Gilbert planned the physical layout of the suburb, and in doing so, ignored jurisdictional lines so the original town of Takoma Park was located in the District of Columbia and Montgomery County, Maryland. Today, the portion of the original town located on the D.C. side of the District-Maryland line is known as the Takoma neighborhood, while the town of Takoma Park is located on the Maryland side of the line in Montgomery County.¹⁴

Gilbert decided to name the town "Takoma" in part to emphasize the natural setting. The name was derived from a Native American word meaning "exalted" or "near heaven" which fell in line

¹² Public School Buildings of Washington, D.C., 1862-1960, E18-20.

¹³ Ellen R. Marsh & Mary A. O'Boyle, *Takoma Park: Portrait of a Victorian Suburb*, (Takoma Park, M.D.: Historic Takoma, Inc., 1984), 133.

¹⁴ National Register of Historic Places, Takoma Park Historic District, Washington, District of Columbia, National Register #83001416, Section 7.

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B. F. Gilbert's Original Plat for Takoma Park, 1993
Historic Takoma, Inc.

with Gilbert's vision for the town which he saw as a safe retreat from low, swampy, malarial Washington. Gilbert spelled the name with a 'k' to differentiate it from Tacoma, Washington, and added the "Park" a few years later to emphasize the natural setting of the town. The town of Takoma Park was incorporated on April 3, 1890, less than seven years after its founding, with Gilbert serving as the town's first mayor.¹⁵

Takoma Park experienced steady growth from its founding and expanded on both sides of the district line well into the first quarter of the twentieth century. A variety of architectural styles including Queen Anne, Stick, Craftsman, and later Classical and Colonial Revival buildings represent the architectural diversity of the area and are indicative of the town's development over the course of several decades. By the 1920s, jurisdictional differences became more pronounced in the once-tightknit community. The Community League of Takoma Park, Maryland, was

¹⁵ Ellen R. Marsh & Mary A. O'Boyle, *Takoma Park: Portrait of a Victorian Suburb*, (Takoma Park, M.D.: Historic Takoma, Inc., 1984), 6, 39; The Maryland-National Capital Park and Planning Commission and the Montgomery Planning Board, *Approved and Adopted Amendment to the Master Plan for Historic Preservation: Takoma Park Historic District and Carroll Manor/Douglas House*, (Silver Spring, M.D.: Maryland National Capital Park & Planning Commission, 1992).

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organized in 1922, and, in 1924, the Citizens Association of Takoma Park, D.C. was organized. Despite the differences between the District and Maryland communities, the overarching community at large still retained its historical identity, with both jurisdictions throwing a joint fiftieth anniversary celebration together in 1933.¹⁶

The construction of Coolidge High School reflected the high rate of residential development and population growth occurring in the area due in part to its proximity to public transportation, with numerous streetcar and bus lines providing connections to downtown Washington. Population growth, however, required expansion of school facilities. Schools became overcrowded, and school officials and residents voiced their concern over the deteriorating conditions. By 1927, Takoma Park still had no high school in its section of the District, and representatives of the community started a concerted effort to have a “Northern” high school built. The project was delayed at first due to construction of Roosevelt and Wilson High Schools, but that only increased the insistent effort by the community to have a high school constructed. In 1933, a “Northern” High School Committee was formed with the purpose of keeping the project before the Board of Education, the Budget Bureau, and committees of Congress. Their efforts finally paid off in 1935 when appropriations for plans were secured.¹⁷

Municipal Architecture and the Work of Nathan C. Wyeth

Nathan Wyeth was the third Municipal Architect of the District of Columbia. Congress created the position of Municipal Architect in 1909 during a reorganization of the Engineer Commissioner’s building department. The position was charged with the duties to design and construct all new municipal buildings. In 1910, congressional legislation created the Commission of Fine Arts (CFA), which was authorized to review the designs for new municipal buildings in the District, including public schools. The first municipal architect, Snowden Ashford (1910-1921) preferred the Gothic and Tudor revival styles for school buildings. The CFA, however, endorsed the City Beautiful aesthetic promulgated by the McMillan Commission and the adoption of a uniform stylistic scheme for school design. Specifically, the CFA recommended adherence to the classical tradition which shaped the early monumental architecture of the capital.¹⁸

The second municipal architect, Albert Harris (1921-1933), oversaw an extensive post-World War I program of new school construction. The Colonial Revival—and its subtype, Georgian Revival, which Wyeth utilized—were uniquely suited to the design of new school facilities in post-war Washington, as they drew on Palladian classicism while remaining visually subordinate to the Early Classical, Beaux-Arts, and Neoclassical designs of the capital’s monumental edifices.

¹⁶ Tanya E. Beauchamp, *Takoma Park Historic District*, (Washington D.C.: D.C. Historic Preservation Office, 2005).

¹⁷ “Coolidge High School Dedicated,” *The Washington Post*, March 5, 1941, District of Columbia Public Library, The Washingtoniana Collection; “Plans Drawn To Dedicate New School,” *The Sunday Star*, March 2, 1941, District of Columbia Public Library, The Washingtoniana Collection.

¹⁸ EHT Tracerics, MacFarland Junior High School, Section 8, 20.

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Wyeth was born in Chicago in 1870. After graduating from the Art School at the New York Metropolitan Museum of Art in 1889, he spent the next ten years at the Ecole des Beaux Arts in Paris, finishing first in the class of 1899. Following a year in New York with the firm Carrère & Hastings, Wyeth came to Washington, D.C., and joined the office of the Supervising Architect of the Treasury Department. In 1904 and 1905, he served as the chief designer for the Architect of the Capitol. Wyeth left the government to start a private practice, immediately undertaking the design of the West Executive Offices of the White House for President William Howard Taft. When the United States entered World War I, Wyeth joined the army and served as a major in the Construction Division of the Office of the Surgeon General designing military hospitals. The war and illness prevented Wyeth from returning to private practice until 1924. In 1934, he was appointed Municipal Architect of the District of Columbia, a job he held until his retirement in 1946.¹⁹

Examples of school buildings designed under Wyeth during his tenure as Municipal Architect include Coolidge (1934-1937) and Wilson (1932-1935) High Schools, Banneker (1939) and Jefferson (1939-1940) Junior High Schools, and Lafayette (1931, addition 1938) and Patterson (1945) Elementary Schools. As Municipal Architect, Wyeth also oversaw the design of the Municipal Building, Municipal Court, Police Court, Juvenile Court, Recorder of Deeds Building, the District of Columbia Armory, and several firehouses.²⁰

Planning, Design and Construction

The Board of Education approved naming the new senior high school after President Calvin Coolidge at their meeting held on December 15, 1937.²¹ Shortly thereafter, on December 21, 1937, the school's design was discussed at a meeting attended by members of the community and the Board of Education's Committee on Buildings, Grounds, and Equipment. The original design for the school, designed by the Office of the Municipal Architect between 1934 and 1937, was a two-story building with classroom wings surrounding an auditorium and courtyard at the center. According to Jere J. Crane, First Assistant Superintendent of Schools in charge of school buildings, the "modern-type plans" for the school were developed because of a decrease in appropriations for the school's construction from \$1,500,000 to \$1,350,000.²²

Members of the public in attendance at the December 1937 meeting lambasted the school's design because they felt it was unfit to honor the Thirtieth President of the United States and asked that the design not be approved. The building was referred to as a "block building with factory-type windows and a flat roof," and was unfavorably compared to the Colonial Revival style Theodore Roosevelt High School and Woodrow Wilson High School. Wallace C. Magatham, president of the Takoma (D.C.) Citizens Association, went so far as to say that the

¹⁹ Commission of Fine Arts, *Sixteenth Street Architecture*, Vol. 2, 1988, pp. 182-6.

²⁰ Public School Buildings of Washington, D.C., 1862-1960, E20.

²¹ "School Officials Await Approval of \$23,500 Fund," *The Evening Star*, December 16, 1937, B-1, NewsBank; Board of Education Minutes Card Catalog, Charles Sumner School Archives.

²² "Citizen Groups Protest Plans of New School," *The Washington Post*, December 22, 1937, 34, ProQuest Historical Newspapers.

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community would “rather have a school of the Roosevelt type of \$1,350,000 even if you have to leave something off.” Mrs. Philip Sydney Smith, chairwoman of the Committee, reassured those in attendance that the Committee would do whatever they could to ensure the community received the type of building they desired.²³

Due to the public backlash received regarding the school’s original design, the Office of the Municipal Architect completed a revised design by January 1938. The new, Georgian Revival style design was submitted to the Commission of Fine Arts by the District Commissioners and was reviewed by CFA at their January 14, 1938 meeting. Nathan C. Wyeth, Municipal Architect, attended the meeting to discuss specific design details with the CFA, including the controversy surrounding the design. Due to the previous objections raised to the school’s original design, Wyeth sought and received the approval of both the Board of Education and the citizens of Takoma Park for the redesign before presenting it. The Commission noted the alterations and improvements that Wyeth made with the redesign and approved the plans for the school after a brief discussion.²⁴

Congress appropriated \$1.35 million for the construction of Calvin Coolidge High School, the eighth high school in the District. According to the plans released by the Office of the Municipal Architect, the school was to operate closely with the neighborhood Community Center. To this end, the school’s auditorium and gymnasiums were designed to be able to close off from the rest of the school so that they could be utilized separately by the Community Center. The school was to have thirty-four classrooms and twenty-three specialized spaces, including science laboratories, workshops, art and drawing rooms, a library, Oral English room, music room, and a large Study Hall. The school was planned to accommodate 1,500 white pupils, but could accommodate up to 2,000, if necessary.²⁵

On September 24, 1938, the District Commissioners awarded a \$1,326,950 construction contract to Jeffress-Dyer, Inc., of Washington, D.C. Bids for the “complete” school exceeded Congressional appropriation at that time. Consequently, the awarded contract eliminated construction of the proposed girls’ gymnasium, to be constructed with future appropriations.²⁶ Almost immediately after the construction contract was awarded, the Board of Education sought funding to construct the girls’ gymnasium before the school was ready for occupancy. At their meeting on December 7, 1938, the Board voted to ask the District Commissioners for additional funds from unexpected balances from other construction funds, and if those were not available, to include a request for funding in the first deficiency bill.²⁷

²³ “Citizen Groups Protest Plans of New School,” *The Washington Post*, December 22, 1937, 34, ProQuest Historical Newspapers.

²⁴ “School Building Design Approved,” *The Evening Star*, January 14, 1938, A-2, NewsBank.

²⁵ “New High School to Serve Takoma,” *The Western Breeze*, January 28, 1938, 1-2, Charles Sumner School Archives.

²⁶ \$1,326,950 High School Contract Let,” *The Washington Post*, September 25, 1938, 11, ProQuest Historical Newspapers.

²⁷ “School Board to Seek Funds for Girls’ Gym at Coolidge High School,” *The Evening Star*, December 8, 1938, B-1, NewsBank.

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By October 1939, the Board of Education secured funding for the construction of the girl's gymnasium. On October 19, a Permit to Build for the construction of the gymnasium was filed by the District of Columbia, and on October 31, a request for sealed bids for its construction was published in *The Washington Post*. The girls' gymnasium, including an underground passage to playing fields to its east, was constructed at a cost of \$86,296.²⁸

Construction of the school was completed in February 1940. The school, however, remained unused for the remainder of the school year due to a lack of funding for the purchase of furnishings and equipment. As a result, the first day of classes at the new Calvin Coolidge High School was the start of the next school year on September 23, 1940, with an expectant student body of at least 750. As completed, the school had sixty-five classrooms and laboratories, as well as separate girls and boys gymnasiums, each of which could accommodate 500 spectators. The hallways were described as "finished in glazed tile, the basement and first floors of gray, the second floor, buff, and the third, green," with recessed lockers in the corridors. The school also boasted a sound system with a master panel in the office. The school was officially dedicated on March 4, 1941.²⁹

²⁸ "Calvin Coolidge High School," [Index Card], Charles Sumner School Archives, Vertical Files; "Bids and Proposals," *The Washington Post*, October 31, 1939, 25; Permit to Build No. 227312, October 19, 1939, National Archives and Records Administration.

²⁹ "Coolidge High School Opens Sept. 23," *The Washington Post*, August 25, 1940, 11, ProQuest Historical Newspapers; "Plans Drawn to Dedicate New School," *The Sunday Star*, March 2, 1941, C-7, NewsBank.

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Name of Property

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9. Major Bibliographical References

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ProQuest Historical Newspapers.

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“Bids and Proposals.” *The Washington Post*. October 31, 1939. ProQuest Historical Newspapers.

“Calvin Coolidge High School.” [Index Card]. Charles Sumner School Archives, Vertical Files.

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Commission of Fine Arts. *Sixteenth Street Architecture*, Vol. 2. 1988.

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“Coolidge High School Opens Sept. 23.” *The Washington Post*. August 25, 1940. ProQuest Historical Newspapers.

EHT Traceries. Landmark Nomination. *MacFarland Junior High School*. Washington, District of Columbia.

Haycock, Robert. “Sixty Years of the Public Schools of the District of Columbia.” *Columbia Historical Society Records*, Vol. 48. 1946-1947.

Marsh, Ellen R., & Mary A. O’Boyle. *Takoma Park: Portrait of a Victorian Suburb*. Takoma Park, M.D.: Historic Takoma, Inc., 1984.

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National Register of Historic Places. *Public School Buildings of Washington, D.C., 1862-1960*. Multiple Property Documentation Form. Washington, District of Columbia, National Register #64500851.

National Register of Historic Places. *Takoma Park Historic District*. Washington, District of Columbia. National Register #83001416.

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"Plans Drawn To Dedicate New School." *The Sunday Star*. March 2, 1941. NewsBank.

"School Board to Seek Funds for Girls' Gym At Coolidge High School." *The Evening Star*. December 8, 1938. NewsBank.

"School Building Design Approved." *The Evening Star*. January 14, 1938. NewsBank.

"School Officials Await Approval of \$23,500 Fund." *The Evening Star*, December 16, 1937. NewsBank.

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 # _____
- ☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property 19.90 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

- | | |
|------------------------|-----------------------|
| 1. Latitude: 38.968635 | Longitude: -77.016318 |
| 2. Latitude: 38.966214 | Longitude: -77.016308 |
| 3. Latitude: 38.966212 | Longitude: -77.019792 |
| 4. Latitude: 38.968630 | Longitude: -77.019778 |

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

- | | | |
|----------|----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting: | Northing: |

Verbal Boundary Description (Describe the boundaries of the property.)

National Register boundaries for Calvin Coolidge High School include Tax Lots 807, 808, 801, and 0806 (Squares 3269, 3271, 3284, and 3285, respectively). The lots are bound by Fifth Street, N.W., Sheridan Street, N.W., Third Street, N.W., and The Takoma Recreation Center on Squares 3272 and 3283.

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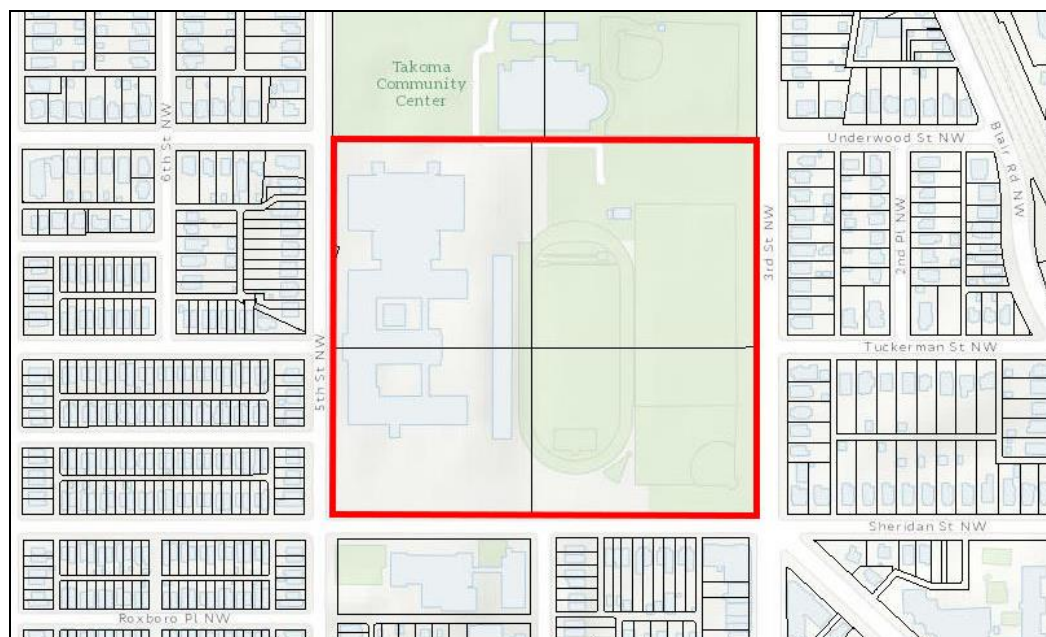
Boundary Justification (Explain why the boundaries were selected.)

These boundaries, which include all of the original reservation that consisted of the school property when constructed in 1940, contains the original high school and athletic fields. These tax lots contain Calvin Coolidge High School and its corresponding track and field. These resources have historically been associated with Tax Lots 801, and 806-808 since their construction during the 1930s and 1940s.

11. Form Prepared By

name/title: Benjamin Walker and Eric Griffitts
organization: EHT Traceries
street & number: 440 Massachusetts Avenue, NW
city or town: Washington state: DC zip code: 20001
e-mail: eht@traceries.com
telephone: (202)391-1199
date: September 2019

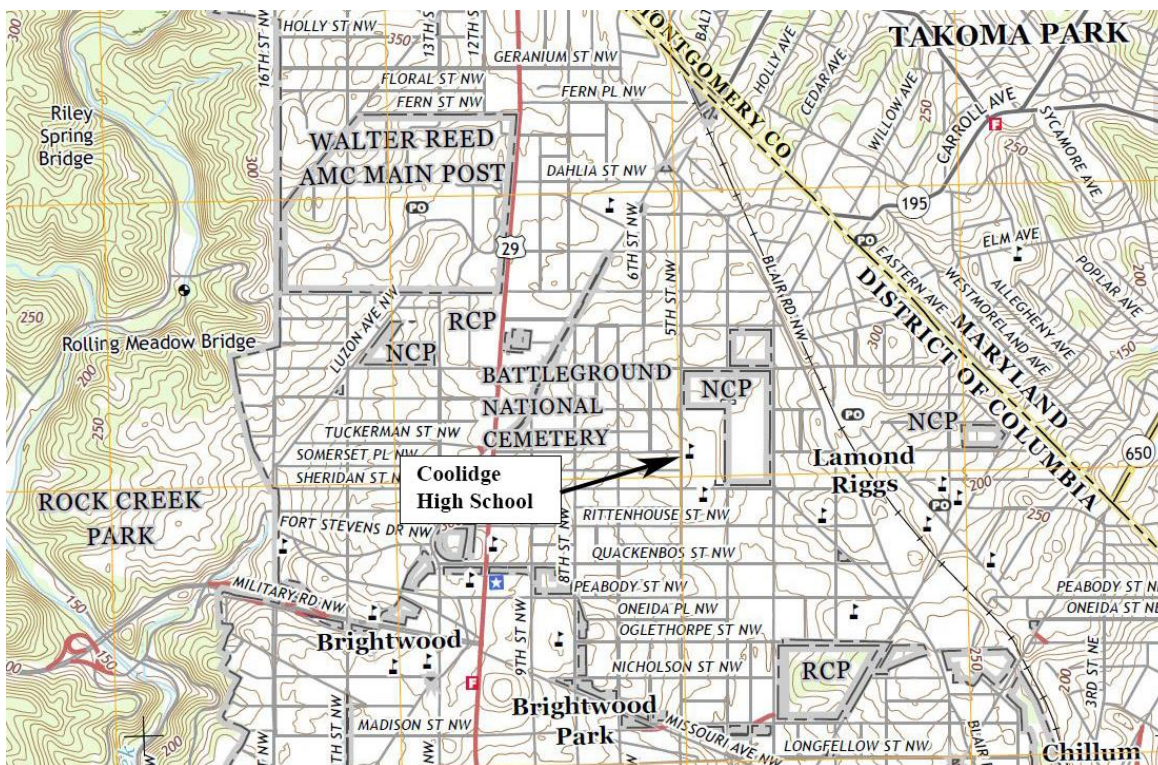
Additional Documentation



Landmark boundaries – Tax Lots 801, 806, 807 and 808 (D.C. Atlas)

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Location Map (Washington West USGS)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Calvin Coolidge Senior High School

City or Vicinity: Washington, D.C.

County: Washington State: DC

Photographer: EHT Tracerics, Inc.

Date Photographed: September 10, 2019

Photo Log

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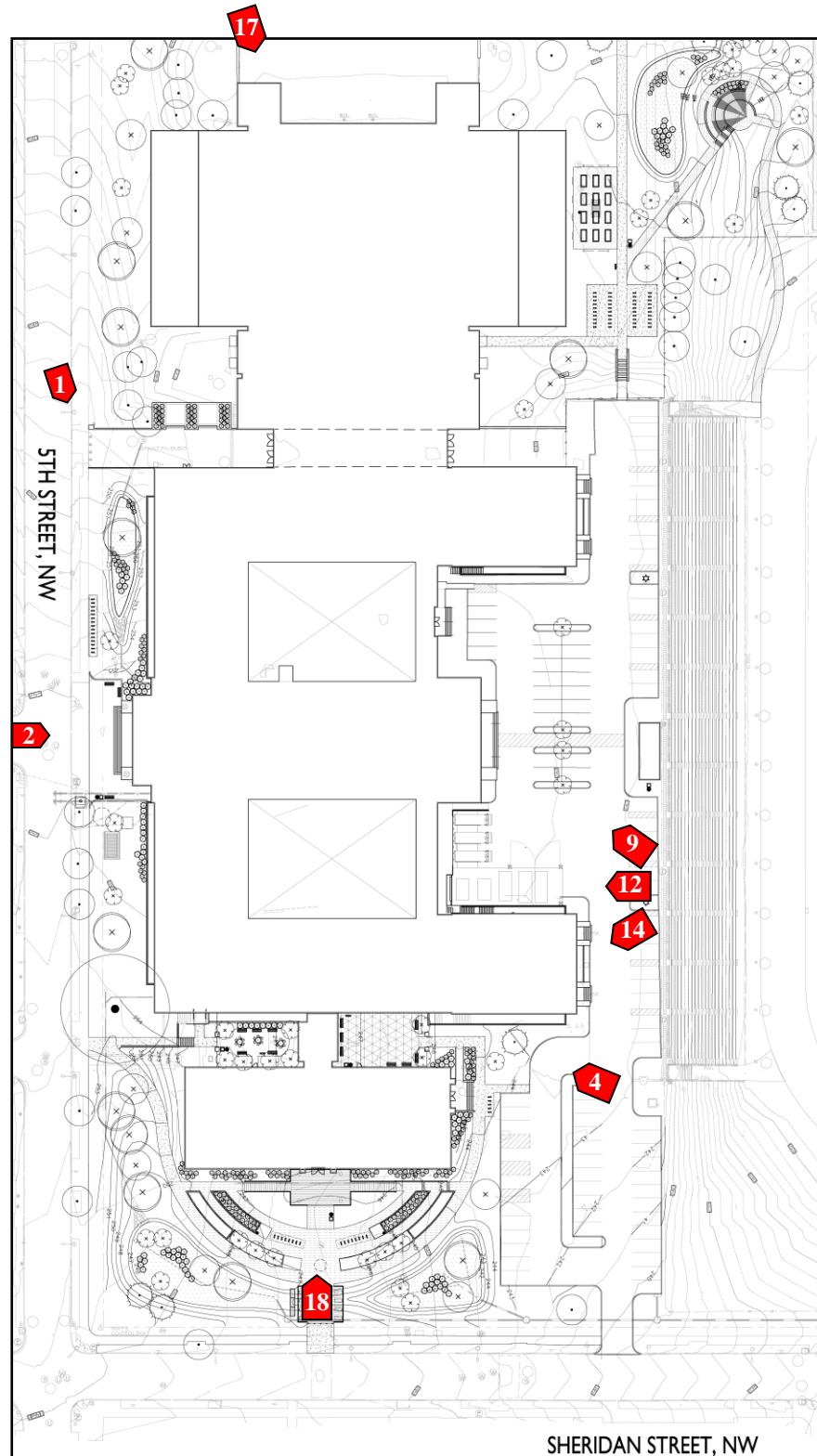
Name of Property: Calvin Coolidge Senior High School
City or Vicinity: Washington, D.C.
County: State: DC
Photographer: Ben Walker (EHT Tracerics, Inc.)
Date Photographed: September 15, 2019

Description of Photograph(s) and number, include description of view indicating direction of camera:

- Photo 01:** DC_Calvin Coolidge Senior High School_0001.tif: West (Main) Elevation, Looking Southeast
Photo 02: DC_Calvin Coolidge Senior High School_0001.tif: Portico, Looking East
Photo 03: DC_Calvin Coolidge Senior High School_0001.tif: Cupola, Looking East
Photo 04: DC_Calvin Coolidge Senior High School_0004.tif: South Elevation of South Wing, Looking Northwest
Photo 05: DC_Calvin Coolidge Senior High School_0005.tif: Crown Molding in Lobby, Looking Southeast
Photo 06: DC_Calvin Coolidge Senior High School_0006.tif: Hallways in Classroom Wing
Photo 07: DC_Calvin Coolidge Senior High School_0007.tif: Classroom
Photo 08: DC_Calvin Coolidge Senior High School_0008.tif: Staircase
Photo 09: DC_Calvin Coolidge Senior High School_0009.tif: East Elevation with Central Block, Hyphen, and one-story Gymnasium, Looking North
Photo 10: DC_Calvin Coolidge Senior High School_0010.tif: Auditorium Foyer
Photo 11: DC_Calvin Coolidge Senior High School_0011.tif: Auditorium_Looking Southeast
Photo 12: DC_Calvin Coolidge Senior High School_0012.tif: East Elevation of South Hyphen, Looking West
Photo 13: DC_Calvin Coolidge Senior High School_0013.tif: Courtyard Atrium, Looking Northwest
Photo 14: DC_Calvin Coolidge Senior High School_0014.tif: One-Story Gymnasium Wing, Looking Southeast
Photo 15: DC_Calvin Coolidge Senior High School_0015.tif: Gymnasium, Interior, Looking Northeast
Photo 16: DC_Calvin Coolidge Senior High School_0016.tif: Track and Football Field, Looking Northeast
Photo 17: DC_Calvin Coolidge Senior High School_0017.tif: Frank Williams Center (1987), Looking Southeast
Photo 18: DC_Calvin Coolidge Senior High School_0018.tif: Ida Wells Middle School Addition (2018-2019), Looking North

Calvin Coolidge Senior High School
Name of Property

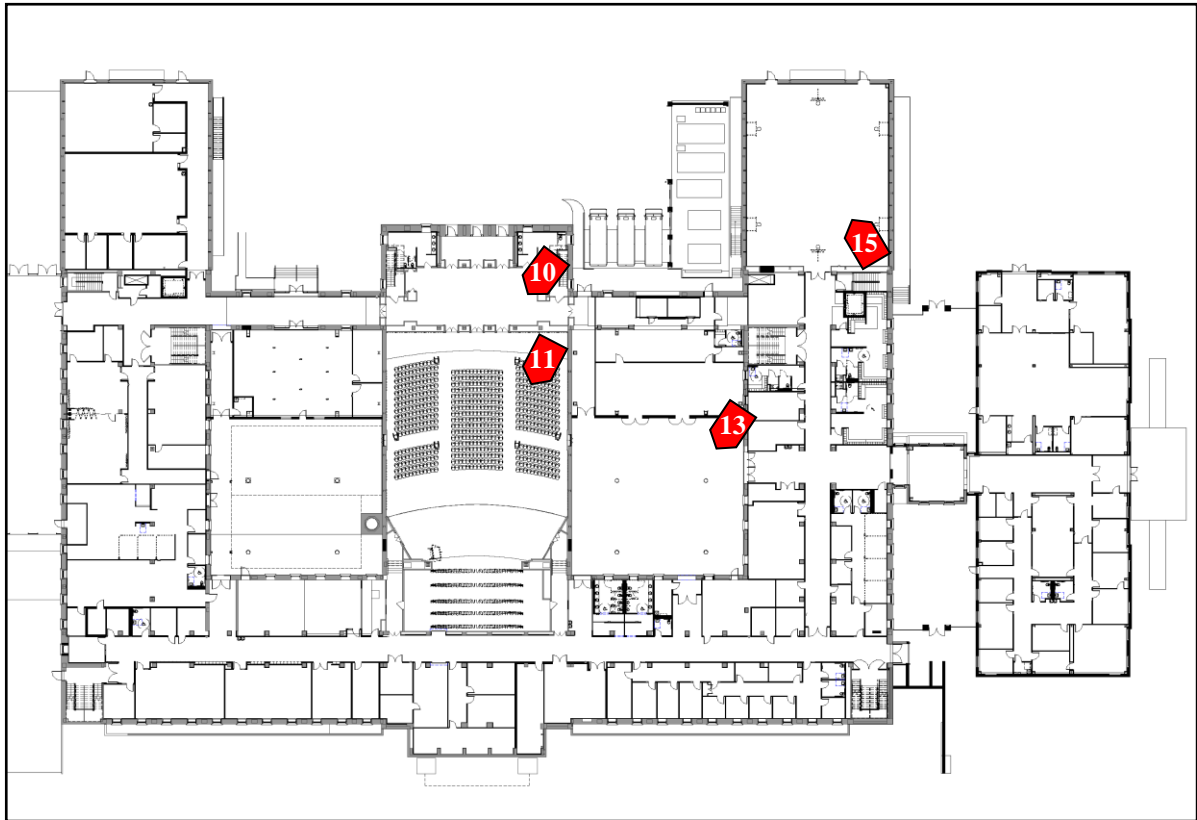
Washington, DC
County and State



Site Plan Illustrating Exterior Photograph Locations

Calvin Coolidge Senior High School
Name of Property

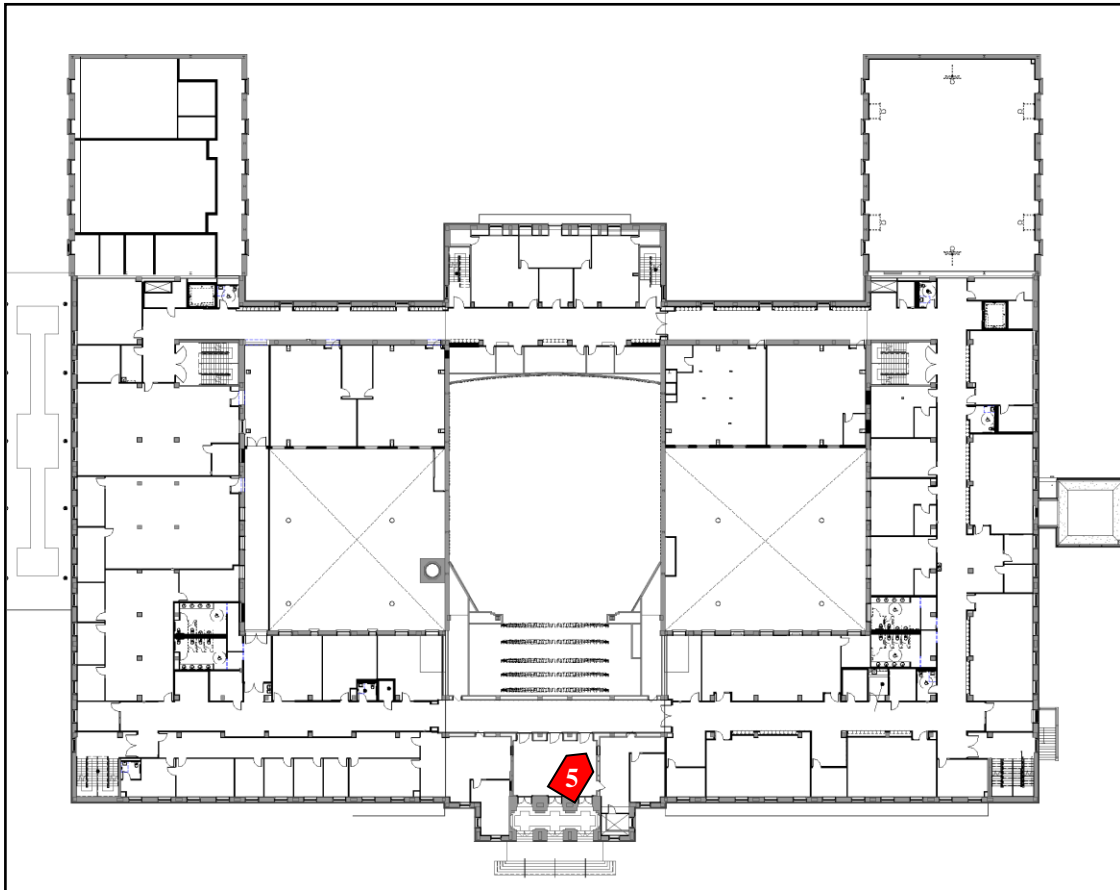
Washington, DC
County and State



Ground Floor Plan Illustrating Interior Photograph Locations

Calvin Coolidge Senior High School
Name of Property

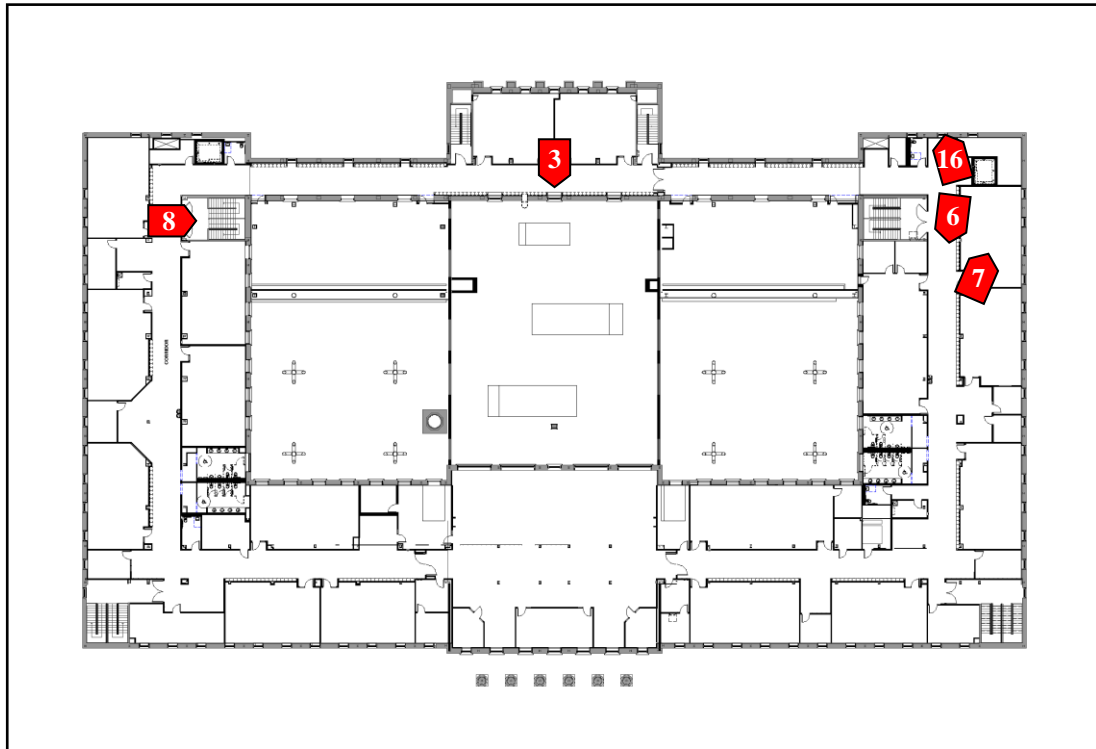
Washington, DC
County and State



First Floor Plan Illustrating Interior Photograph Locations

Calvin Coolidge Senior High School
Name of Property

Washington, DC
County and State



Third Floor Plan Illustrating Interior Photograph Locations

Calvin Coolidge Senior High School
Name of Property

Washington, DC
County and State



Photo 1: DC_Calvin Coolidge Senior High School _0001.tif
West (Main Elevation), Looking Southeast



Photo 2: DC_Calvin Coolidge Senior High School _0002.tif
Portico, Looking East

Calvin Coolidge Senior High School
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Photo 3: DC_Calvin Coolidge Senior High School_0003.tif
Cupola, Looking East

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Photo 4: DC_Calvin Coolidge Senior High School_0004.tif
South Elevation of South Wing, Looking Northwest



Photo 5: DC_Calvin Coolidge Senior High School_0005.tif
Crown Molding in Lobby, Looking Southeast

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Photo 6: DC_Calvin Coolidge Senior High School_0006.tif
Halways in Classroom Wing



Photo 7: DC_Calvin Coolidge Senior High School_0007.tif
Classroom

Calvin Coolidge Senior High School
Name of Property

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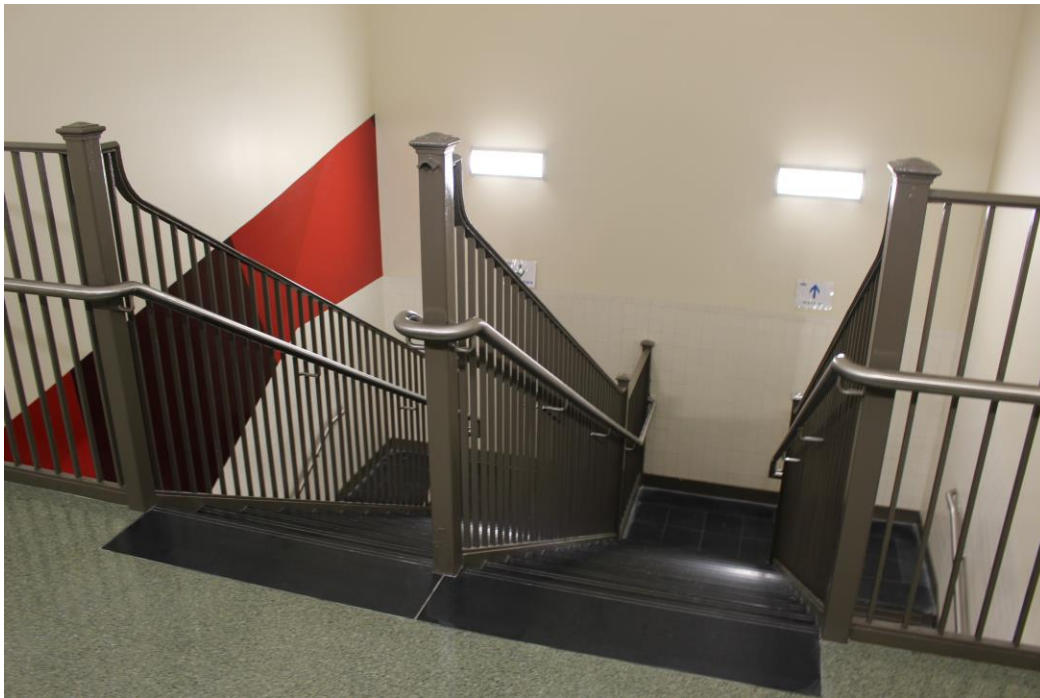


Photo 8: DC_Calvin Coolidge Senior High School_0008.tif
Staircase



Photo 9: DC_Calvin Coolidge Senior High School_0009.tif
East Elevation with Central Block, Hyphen, and one-story Gymnasium, Looking North

Calvin Coolidge Senior High School
Name of Property

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Photo 10: DC_Calvin Coolidge Senior High School_0010.tif
Auditorium Foyer



Photo 11: DC_Calvin Coolidge Senior High School_0011.tif
Auditorium_Looking Southeast

Calvin Coolidge Senior High School
Name of Property

Washington, DC
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Photo 12: DC_Calvin Coolidge Senior High School_0012.tif
East Elevation of South Hyphen, Looking West

Calvin Coolidge Senior High School
Name of Property

Washington, DC
County and State



Photo 13: DC_Calvin Coolidge Senior High School_0013.tif
Courtyard Atrium, Looking Northwest

Calvin Coolidge Senior High School
Name of Property

Washington, DC
County and State



Photo 14: DC_Calvin Coolidge Senior High School_0014.tif
One-Story Gymnasium Wing, Looking Southeast

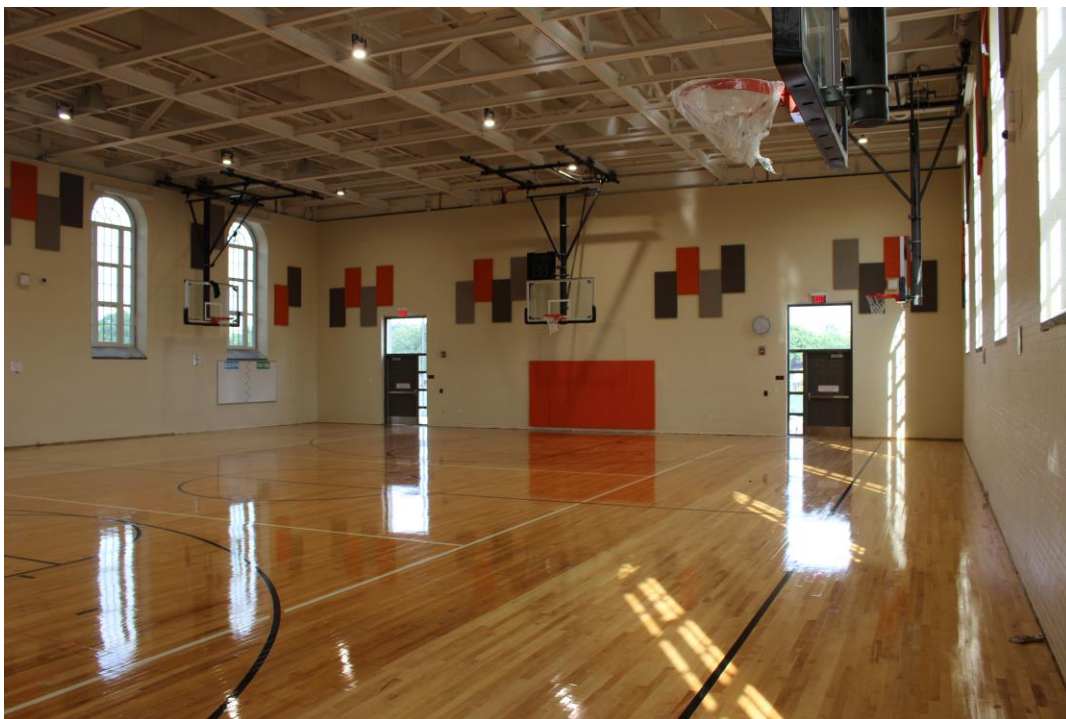


Photo 15: DC_Calvin Coolidge Senior High School_0015.tif
Gymnasium, Interior, Looking Northeast

Calvin Coolidge Senior High School
Name of Property

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Photo 16: DC_Calvin Coolidge Senior High School_0016.tif
Track and Football Field, Looking Northeast



Photo 17: DC_Calvin Coolidge Senior High School_0017.tif
Frank Williams Center (1987), Looking Southeast

Calvin Coolidge Senior High School
Name of Property

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Photo 18: DC_ DC_Calvin Coolidge Senior High School_0018.tif
Ida Wells Middle School Addition (2018-2019), Looking North

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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.