

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



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

New Designation X
Amendment of a previous designation _____
Please summarize any amendment(s) _____

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

Address 4200 Kansas Avenue, N.W

Square and lot number(s) Square 2915, Lot 802

Affected Advisory Neighborhood Commission 4C

Date of construction 1938-1939 Date of major alteration(s) 2009

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

Original use Library Present use Library

Property owner D.C. Public Libraries

Legal address of property owner 1990 K Street NW, Washington, DC 20006

NAME OF APPLICANT(S) 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

202-727-1101

Name and title of authorized representative JocCole "JC" Burton – Chief Project Delivery Officer

Signature of representative [Signature] Date 25 Jan 2008

Name and telephone of author of application EHT Traceries, Inc. (202) 393-1199

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: MacFarland Junior High School

Other names/site number: _____

Name of related multiple property listing: _____

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

2. Location

Street & number: 4400 Iowa Avenue, N.W.

City or town: Washington State: D.C. 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Not For Publication: ☐ Vicinity: ☐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

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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

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 ☐

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Category of Property

(Check only **one** box.)

Building(s) ☒

District ☐

Site ☐

Structure ☐

Object ☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u> </u>	<u> </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.)

Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick and Wood

Narrative Description

Summary Paragraph

The MacFarland Junior High School was constructed between 1923 and 1931 based on a design developed by Municipal Architect Albert Harris. The school, designed in the Colonial Revival style, consists of a three-story rectangular central block with north and south three-story rectangular wings connected to the central block through hyphens (Photo 1). The original building was constructed in three phases due to fiscal constraints. The central block was the first portion of the school constructed in 1923. The north wing was completed in 1925, and the south wing was completed in 1931.

Narrative Description

Site

The MacFarland Junior High School is located within a triangular parcel consisting of portions of Squares 2912, 2913, 2915, and 2916 which is bounded by Iowa Avenue, NW; Kansas Avenue, N.W.; Upshur Street, N.W.; 13th Street, N.W.; and Allison Street, N.W. within the Petworth neighborhood of Washington, D.C. (Figure 1). The school is orientated to the northeast facing Iowa Avenue. The Theodore Roosevelt High School is located to the west of MacFarland Junior High School. A paved parking and football stadium is situated to the south. The front lawn of the school along Iowa Avenue has a few large oak trees along with a few smaller trees. Concrete sidewalks with stairs lead from the sidewalk along Iowa Avenue to the entrances of the school.

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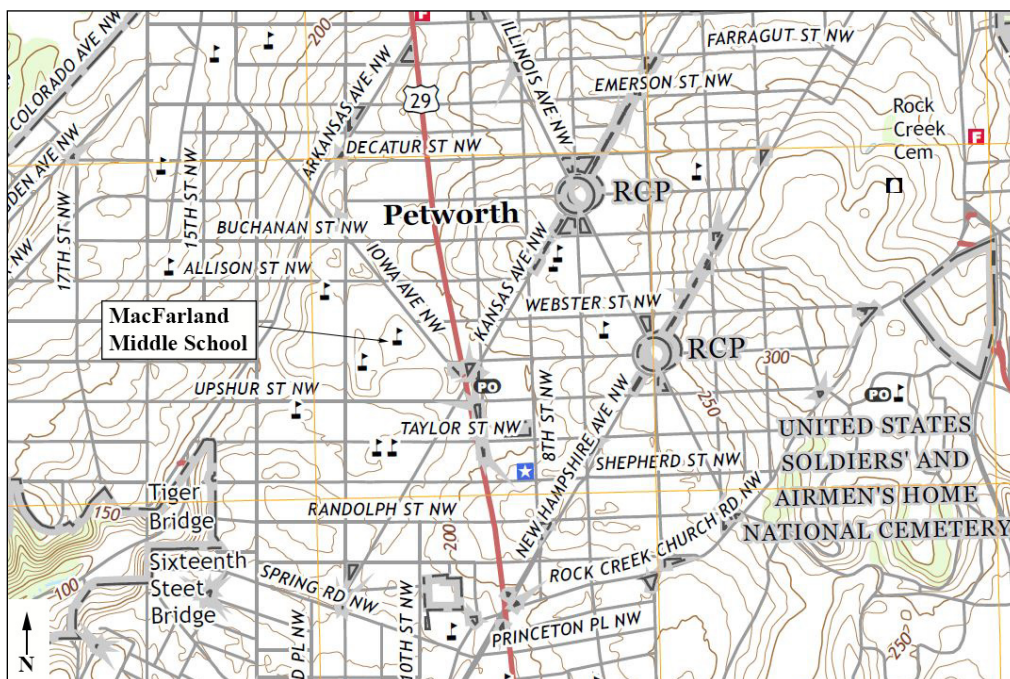


Figure 1: USGS Washington West quad (7.5-minute), showing location of MacFarland Middle School.

School

MacFarland Junior High School is a three-story Colonial Revival school featuring a central main block connected to north and south wings by hyphens. A heating plant located on the west (rear) side of the central block was also used by Roosevelt Senior High School (Photo 1). All parts of the building (central block, hyphens, and wing pavilions) exhibit regular fenestration. Most of the original windows were twelve-light and fifteen-light metal sash windows. The twelve-light windows contain a single awning unit and the fifteen light windows contain an awning and hopper units. The original windows were replaced as part of previous facility improvements. The surrounds, consisting of metal, multi-light sidelights and transoms have also been replaced in kind. The original paneled exterior doors have all been replaced with heavy steel doors as part of the facility improvements over time. The steel doors are scheduled to be replaced as part of 2017-2018 modernization.

Central Block (1923)

The main or center block of MacFarland Junior High School was the first part of the building constructed in 1923. The central block is a three-story rectangular building capped with a flat roof. The east (front) elevation exhibits regular rhythm and fenestration and has two limestone stringcourses and a limestone cornice with modillions (Photos 2 and 3). The east elevation features a total of seventeen bays. The two end bays contain five-light, vertically aligned,

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rectangular windows on all three stories. The fifteen bays between the two end bays are slightly recessed, with most of the bays containing six-over-six, double-hung, painted steel windows with five-light sidelights and a three-light transom which have replaced the original four-light metal windows. The windows and surrounds may be original features or are replaced in-kind features, as original plans show the building contained double-hung steel windows with the same sash arrangements. The first story contains six bays of windows flanking three bays with double-leaf metal doors (Photo 4). All three doors are located within recessed bays with limestone surrounds. A flat, metal canopy shelters the main entrance into the school. The second and third stories contained aligned windows located between brick pilasters with limestone capitals and bases. The brickwork between the second and third story windows features decorative diamond-shaped motifs. The center three bays above the stringcourse and below the cornice contains wording, "AD 1923 MacFarland Junior High School No. 180" carved in limestone.

The north and south elevations are more austere, containing no string courses or decorative cornice (Photo 5). These sections contain regular fenestration of eight-over-eight double-hung windows with four-light transoms. The windows contain limestone sills and soldier-course brick lintels. The west elevation contains a brick vestibule with a limestone cornice and the recessed entry bay contains a single-leaf metal door.

The auditorium is in the center of the structure, which is slightly raised above the shorter-bay pavilion to its north and south (Photo 6). A rectangular smoke stack is in the center of the west elevation of the auditorium pavilion. The smoke stack exhibits classical details containing a limestone cornice containing modillions and arched recessed panels located between limestone spring courses. The smoke stack is enclosed by a one-story heating plant that extends from the west end of the auditorium. The brick-faced heating plant, which was part of the original construction of the central wing in 1923, has a flat roof and its elevations contain irregular fenestration consisting of paired and single, six-over-six, double-hung windows and single-leaf metal doors.

Hyphens (1925 and 1931)

Hyphens connect the main block to the north and south wings. Both hyphens are three-stories with brick exterior walls laid in a common bond arrangement. Both the east and west elevations contain three bays with regular fenestration of six-over-six, double-hung steel windows with three-light transoms (Photo 7). The west (rear) elevation contains a centrally located vestibule with an arched recessed opening containing a single-leaf metal door with fanlight transom.

North and South Wings (1925 and 1931)

The north and south wings of the school are identical in design and are connected to the main central block by the hyphens described above. The wings are three-story rectangular buildings capped by flat roofs (Photo 8). The exterior walls are faced with brick laid in six-course common bond pattern and feature regular fenestration of six-over-six, double-hung windows

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with five-light sidelights and three-light transoms. Two limestone string courses and a limestone cornice with modillions extend along four elevations.

The east (front) elevation contains five bays (Photo 9). The first story contains a limestone vestibule located in the center of the elevation containing a recessed arched opening, inside which are double-leaf, metal doors capped by a fanlight transom. Two bays of six-over-six, double-hung windows with three-light transoms flank the entry vestibule. The second story contains aligned windows on the second and third stories located between brick pilasters with limestone capitals and bases. The brickwork separating the second and third story windows is decorative featuring diamond shaped patterns.

The end elevations (north elevation for north wing and south elevation for south wing) contain ten bays of regular fenestration. The architectural detailing is like that on the east elevation. The second and third story windows are located between brick pilasters with limestone bases and capitals and the same decorative brick pattern work is located between the second and third story windows. The opposite elevations (south elevation for north wing and south elevation for south wing) exhibit similar fenestration with the exception that these elevations are bisected by the hyphens.

The west elevation of the north and south wings contains regular rhythm and symmetry, but do not have the fenestration arrangements as seen on the other elevations (Photo 10). Four recessed bays windows are located on the first story. A brick vestibule accented by brick quoins and a limestone cornice is in the center of the elevation. The vestibule contains an arched opening inside which is double-leaf metal doors and a fanlight transom. Brick pilasters are regularly arranged around the second and third stories dividing the elevation into five bays. A four-over-four, double-hung window with a one-light transom is in the center bay over the entrance on the second story. The window has a jack arch brick lintel with limestone keystone.

Interior

The interior of the main block and wings are arranged largely along double-loaded corridor plans. The main entrance into the main block from the east elevation opens onto an entry foyer, which is flanked by large rooms. The auditorium is located west of the entry foyer. These areas were under construction at the time of the site visit in October 2017. The west and east wings along with some portions of the main block contain classrooms located along corridors. The corridors have ceramic tile flooring and wainscoting and suspended ceilings, all of which are not historic features (Photo 11). Classroom entrances are located within recessed bays containing single-leaf, one-light, steel doors with one-light transoms and sidelights, all of which are not original features. Classrooms also have tile floors and suspended ceilings (Photo 12). Water fountains are located within recessed arched nooks. At the end of the corridors are stair halls located inside double-leaf steel doors. A single set of steel stairs provides access between the ground, basement, and upper floors (Photo 13).

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The gymnasium is located within the south wing. It has hardwood floors and ceramic tile wainscoting applied to the interior walls (Photo 14). The gymnasium is accessible via a single-leaf steel door on its north wall that provides access to the south hyphen. Double-leaf steel doors at the west end of the gymnasium provides access to storage rooms, a bathroom, a classroom, and a stair hall.

The cafeteria is in the basement of the south wing. The large open area contains tile floors and wainscoting. Two piers are in the center of the cafeteria (Photo 15). Single-leaf steel doors on the west elevation provide access to the kitchen area.

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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

Community Planning

and Development

Period of Significance

1923-1931

Significant Dates

1923 (Central Block)

1925 (North Wing and Hyphen)

1931 (South Wing and Hyphen)

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Albert Harris (Architect)

Michael Serretto (Builder)

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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.)

The MacFarland Junior High School meets Criterion A and C for listing on the National Register of Historic Places for its local significance related to the expansion and extensive building program in the District of Columbia during the early twentieth century. The MacFarland Junior High School also satisfies the requirements of the National Register Multiple Property Listing *Public School Buildings of Washington, D.C., 1862-1960* as a fine Colonial Revival styled example of the work of Municipal Architect Albert L. Harris 1921-1934. The school is distinguished as one of the first Colonial Revival District schools designed by Harris which broke the precedent set by his predecessor, Snowden Ashford, who preferred Elizabethan Revivalist designs. Harris's preference for Colonial Revival later resulted in his developing standardized plans for schools constructed in the late 1920 and 1930s largely based on design principles established with the design of MacFarland.

MacFarland Junior High School also retains integrity of design, materials, workmanship, location, setting, feeling, and association. The original plan consisting of a central block with classroom wings appended by hyphens remains intact, as does much of the Colonial Revival symmetry and detailing including the modillioned cornice, pilasters and accented entrances. The building is also located at its original location and remains surrounded by the Roosevelt Senior High School and the Petworth Neighborhood Library, both also constructed during the same period in the early twentieth century.

In addition to satisfying the National Register criteria, the school also has sufficient significance to meet the following designation in the D.C. Inventory of Historic Sites:

Criterion (b) History: The property is associated with historical periods, social movements, group institutions, achievements, or patterns of growth and change that contributed significantly to the heritage, culture or development of the District of Columbia or the nation; and

Criterion (d) Architecture and Urbanism: The property embodies the distinguishing characteristics of architectural styles, building types, or methods of construction, or are expressions of landscape architecture, engineering, or urban planning, siting, or design significance to the appearance and development of the District of Columbia or the nation.

Criterion (f) Work of a Master: The property is a notable work of craftsmen, artists, sculptors, architects, landscape architects, urban planners, engineers, builders, or developers whose works have influenced the evolution of their fields of endeavor, or are significant to the development of the District of Columbia or the nation.

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

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National Register Criterion A: Property is associated with events that have made a significant contribution to the broad patterns of our history and D.C. Historic Sites Criterion (b) History: The property is associated with historical periods, social movements, group institutions, achievements, or patterns of growth and change that contributed significantly to the heritage, culture or development of the District of Columbia or the nation.

MacFarland Junior High School is eligible under **National Register Criterion A and D.C. Historic Sites Criterion (b)**, as one of the first schools that was constructed at the beginning of one of the most prolific periods of school construction in District history. The school's construction represented a major initiative to expand educational facilities to suburban locations during the early twentieth century. Largely in response to suburban growth which had fueled development in the city's periphery for decades, the District of Columbia began an intense school building effort during much of the interwar years between World War I and World War II. The foundation of this effort was the Five-Year School Building Program Act passed by Congress in 1925. The five-year school building program alleviated overcrowding and congestion that plagued District schools. Most of the schools constructed during earlier eras were built to hold smaller student populations in more confined inner-city locations. The Five-Year School Building Program addressed the needs for construction in the expanding suburban areas. Delays in program funding reflected the economic downturn from the Great Depression that derailed the construction of many schools. Most of the school projects were ultimately completed during the 1930s.

MacFarland Junior High School is significant within the context of early twentieth century school expansion in Washington D.C. as one of the first schools constructed to educate the city's expanding neighborhood population. Its initial construction preceded the establishment of the District's five-year school building program of 1925 and as such MacFarland represents an important precursor design for the vast majority of schools that were subsequently constructed in the 1920s and 1930s.

Criterion 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.C. Historic Sites Criterion (d) Architecture and Urbanism: The property embodies the distinguishing characteristics of architectural styles, building types, or methods of construction, or are expressions of landscape architecture, engineering, or urban planning, siting, or design significance to the appearance and development of the District of Columbia or the nation.

D.C. Historic Sites Criterion (f) Work of a Master: The property is a notable work of craftsmen, artists, sculptors, architects, landscape architects, urban planners, engineers, builders, or developers whose works have influenced the evolution of their fields of endeavor, or are significant to the development of the District of Columbia or the nation.

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MacFarland Junior School is also recommended eligible under **National Register Criterion C and D.C. Historic Sites Criterion (d)** as a fine example of school construction in the District of Columbia that reflects the Colonial Revival style and design characteristics that was the first part of a larger effort that incorporated site contextualization planning that also involved future undertakings that resulted in the construction of the Roosevelt Senior High School and the Petworth neighborhood Library. The school also meets **D.C. Historic Sites Criterion (f)** as an early work of Municipal Architect Albert Harris, who was influential in shaping the Colonial Revival aesthetic in school designs that characterized much of the city's school expansions during the 1920s and 1930s. Harris's design ideals represented a notable departure from those of his predecessor Snowden Ashford. While Ashford favored the irregularity of Gothic or Tudor (also known as Elizabethan) architecture for public building design in the District of Columbia, Harris favored the uniformity and adaptability for public space projects that Colonial and Classical designs offered. Harris considered the Colonial Revival readily adaptable to municipal buildings in a variety of scales, forms, and settings. Beyond their programmatic flexibility, Colonial Revival styles, Harris felt, conveyed a sense of dignity, simplicity, and permanence, all traceable to their roots in Colonial and Federal America.

Harris's designs were also characteristic of a time during the early twentieth century when Colonial Revival styles were popular and in vogue. The Commission of Fine Arts, which provided direction through architectural design review, favored Colonial Revival designs for public buildings, most especially public schools in the District of Columbia. Colonial Revival styles became popular following the 1876 Centennial, and their popularity lingered through the 1920s. Pattern books emerged in the first decades of the twentieth century capturing the ideals of the style. Starting in 1898, *The American Architect and Building News* published a series called, "The Georgian Period: Being photographs and Measured Drawings of Colonial Work with Text," which provided many examples of Colonial Revival construction. Later in 1915, *The White Pine Series of Architectural Monographs* often published photographs depicting examples of Colonial Revival architecture. Many Colonial Revival houses constructed between 1915 and 1935 were influenced by the works published in these sources.¹ Newly developed suburban neighborhoods throughout the country were designed with Colonial Revival styled houses. Because most of the school construction for the District of Columbia was planned for the new suburbs, it is not surprising that Harris viewed the Colonial Revival as more compatible with residential neighborhoods in which the new schools were to be sited in contrast to Elizabethan and Gothic Revival architecture widely adopted for school design only a generation earlier.

The MacFarland Junior High School is an excellent example of the physical embodiment of Harris's Colonial Revival school design. As one of the first schools built on his three-part Colonial Revival model, MacFarland influenced future designs, including a standardized school design, which reflected a refinement of the design principals embodied in MacFarland and other early examples. Most of the original exterior design of the school remains intact, consisting of the wing classroom buildings flanking and attached through hyphens to a central main block. Much of the original Colonial Revival detailing on the building remains intact, including stone

¹ Virginia and Lee McAlester, *A Field Guide to American Houses*, 1992:326

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quoins, cornice elements, and formal entries with classically inspired surrounds and classical entry porticos. The symmetry related to overall scale and massing of major components of the design and overall scale of the entire building reflects the balance and proportions embodied in well executed Colonial Revival designs.

The MacFarland Junior High School represents the first phase of a notable local community planning effort undertaken by the City to harmonize design elements of three monumental public buildings within the Petworth neighborhood constructed during the 1920s and 1930s. The MacFarland Junior High School was the first school constructed on the parcel followed by the Roosevelt Senior High School in the early 1930s. The Petworth Neighborhood Library represented the third Georgian/Colonial Revival local public building constructed on the parcel in 1939. All three resources, Petworth Library, MacFarland Junior High School, and Roosevelt Senior High School represent likely the finest examples of early twentieth century site contextualization that involved local public architecture executed on Georgian/Colonial Revival designs within the portion of Northwest Washington D.C. beyond the National Mall.

HISTORICAL BACKGROUND

MacFarland School

MacFarland Junior High School opened to students in December 1923, the school was named for the recently deceased Henry B.F. MacFarland, a lawyer and civic leader who had served as a District Commissioner between 1900 and 1910. The center block of MacFarland was the first to be completed; the north wing was constructed in 1925, and the south wing was added in 1931.²

Development of the Public-School System in the District of Columbia

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 1862.³

The District's school system underwent a period of modernization, beginning in the 1860s. 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.

² "MacFarland Junior High School," *Public School Building Survey*, District of Columbia, D.C. Public Schools and Historic Preservation Office, 1987.

³ National Register of Historic Places, Public School Buildings of Washington, D.C., 1862-1960, Multi-Property Listing, Washington, District of Columbia, National Register #64500851, E1-6.

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Legislation providing for a more equitable distribution of school funding 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 black schools, was consolidated into a single 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. The schools were of brick construction and generally reflected the Romanesque Revival style. They were also small, and distributed geographically 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.⁴

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 old 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 the playgrounds were too small. The first significant legislation addressing improvements to school facilities was legislation enacted on 20 June 1906, which reorganized 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. To do this, Congress provided funding for the construction of new schools. Between 1908 and 1920, the Board of Education constructed or renovated more than 30 elementary schools. Suburban expansion played a large role in the location of the new schools. Many of the new schools were in new suburban Washington neighborhoods, whose growth on the periphery of the urban core was fueled by streetcars and eventually the automobile. The Board of Education abandoned older schools in central city neighborhoods whose resident population was dramatically shrinking as people relocated to the suburbs.⁵

Even with many new schools being built, school construction was not keeping pace with growing student populations, fueled by increasing growth of communities like Chevy Chase. Between 1910 and 1920, elementary school enrollment increased from 49,481 to 56,526. The kindergarten population alone rose from 2991 to 4392.⁶ 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.

⁴ Public School Buildings of Washington, D.C., 1862-1960, E6-11.

⁵ Robert Haycock, "Sixty Years of the Public Schools of the District of Columbia", Columbia Historical Society Records, v. 48, 1946-1947:48-53.

⁶ Haycock 1946-1947:67.

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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 schools.⁷

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. It was within this context that Harris designed many architecturally significant new schools during the late 1920s. In meeting the challenge afforded by the 1925 Five-Year Building Program, Harris developed a prototypical extensible Colonial Revival school building that could be replicated and tailored to specific sites and needs. A new concept in the District's schools, extensible buildings were designed to be constructed in stages as needed, obviating later incompatible additions⁸

Neighborhood Context

The expansion of streetcar lines during the late nineteenth century led to the development of neighborhoods such as Petworth, Brookland, Park View, Mount Pleasant, and Woodley Park as the city spread to the north. A group of speculative investors that included Brainard H. Warder, E. A. Paul, and B. H. Warner acquired the Marshall Brown property and part of the historic Tayloe family estate between 1886 and 1888. In 1889, they subdivided these lands to create the Petworth neighborhood. The subdivision was one of the largest created in Washington during this period, and extended from Hamilton Street, N.W. south to Rock Creek Church Road, and from Georgia Avenue east to Third Street, N.W. Laid out just prior to the passage of the Highway Act in 1893, Petworth's street grid largely adhered to the pattern of Washington's existing streets and avenues, reinforced by the prominent diagonals of New Hampshire and Kansas Avenues.⁹

The construction of MacFarland Junior High School was a reflection of the high rate of residential development and population growth occurring in the Petworth area during the interwar years. The 1920s witnessed vigorous speculative row house construction in Petworth by Morris Cafritz and other local developers. Reporting on the rapid pace of development in Petworth, *The Washington Post*, in 1926, stated that:

⁷ Public School Buildings of Washington, D.C., 1862-1960, E11-13.

⁸ Ibid.; "Building of 23 New Schools Proposed in 5-Year Program," *Washington Post*, December 18, 1924.

⁹ Frederick Gutheim, *Worthy of the Nation: The History of Planning for the National Capital* (Washington: Smithsonian Institution, 1977), 104, 107; Matthew B. Gilmore and Michael R. Harrison, "A Catalog of Suburban Subdivisions of the District of Columbia," *Washington History* 14, no. 2 (Fall/Winter 2002/2003): 49-50.

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The advantages of this section are many, and the growth has certainly been remarkable. It was but a few years ago when a large part of Petworth was unimproved land consisting of golf courses and numerous farms and wooded tracts; but today the vast development and change is apparent to anyone who visits that section.¹⁰

Petworth was also attractive due to its proximity to public transportation, with numerous streetcar and bus lines providing connections to downtown Washington. Real estate developers and local newspapers also cited the area's high elevation and many parks as desirable amenities. Petworth's residential architecture is characterized by attached brick rowhouses, which like MacFarland Elementary School, are mostly executed in the Colonial Revival style. Residential development in the neighborhood primarily occurred between 1900 and 1930.

Crowded and unsanitary school conditions in Petworth had been a recurring issue for the growing community for some time leading up to the construction of the Macfarland Junior High School. The Petworth Elementary School at Eighth and Shepherd Streets, N.W., designed by architect Appleton P. Clark, Junior, was completed in 1902, and was later expanded with additions during the 1920s.¹¹ As early as 1905, however, the Petworth Citizens' Association was communicating with members of Congress in an effort to obtain more money for school improvements and development.¹² In 1907, the District Health Department had found that conditions had deteriorated at the Petworth, Emery, and Barret Schools, such that the School Board had recommended their closure within thirty days unless needed repairs and upgrades were made.¹³

Ten years later, school officials and residents were voicing concern over increasingly crowded school conditions in the Langdon, Woodbridge, Petworth, Park View, Takoma Park, Chevy Chase, and Columbia Heights neighborhoods, given the population increases that occurred in the District during World War I.¹⁴ District elementary and high schools experienced a record enrollment of over 50,000 students in November of 1919, prompting the *Washington Post* to observe that "Washington has not returned to anything like its prewar population."¹⁵ At this time, there was growing interest in establishing a system of junior high schools in Washington, and in 1919 the Board of Education decided to open an experimental junior high school modeled on successful examples in other American cities. The old Central High School building, which had been abandoned during World War I and used for government purposes, was reclaimed for educational use as the Columbia Junior High School, with Alice Deal, who had been instrumental in its establishment, serving as its principal. By 1921, the success of the school had

¹⁰ Morris Cafritz, "Petworth Called Most Flourishing Section of Capital," *The Washington Post*, February 28, 1926, R2.

¹¹ Antoinette J. Lee, *D.C. Public School Building Survey*, prepared for D.C. Public Schools and the D.C. Historic Preservation Office, 1987.

¹² "Petworth is Ambitious," *Washington Post*, October 11, 1905, 5.

¹³ "May Close Schools," *Washington Post*, November 3, 1907, 20.

¹⁴ "Lack of Room," *Washington Post*, September 19, 1917, 2.

¹⁵ "50,000 Enter Schools," *Washington Post*, September 23, 1919, 7.

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led to Congressional appropriations for two additional new junior high schools in Petworth and Eckington.¹⁶

Planning and Construction

Planning and initial construction of the MacFarland Junior High School took place between 1921 and 1924. Authorization to build the school was provided through the deficiency appropriations act, approved June 16, 1921, which directed the D.C. Commissioners to construct a twenty-four-room junior high school. The school was constructed on District-owned land located in Square 2915 that was originally allocated to the nearby District Tuberculosis Hospital, located in Square 2821 to the west of Thirteenth Street.¹⁷

In February of 1922, the D.C. Commissioners announced that the school would be named in honor of the late Henry B. F. MacFarland.¹⁸ A native of Philadelphia, MacFarland (1861-1921) was a prominent attorney who served as the president of the board of D.C. Commissioners from 1900 until 1910. In addition, he sat on the executive board of the American Civic Association, was president of the International Convention of the Y.M.C.A., and served as a member of the committee on labor of the National Council of Defense during World War I. Upon his death, D.C. Commissioner Cuno H. Rudolph proclaimed that, “no man rendered such service or gave more of himself toward the building up of a great national capital - in season and out, as a public servant or private citizen – than he did.”¹⁹

The Commission of Fine Arts approved plans for the MacFarland and Langley Junior High Schools in July of 1922. At the time, school officials planned to only construct the central block of the extensible MacFarland school, with the two side wings to be completed later. The original plans specified that the building would measure 200 feet in length, 150 feet in width, and fifty feet in height, with a raised basement and classrooms on both floors. In total, the plans called for twelve classrooms and ten shop rooms for vocational training, capable of accommodating 800 students. The building was also to contain an assembly hall, located in the central block. The gymnasium, temporarily located in the assembly hall, was to be in one of the wings once they were completed.²⁰

In December of 1922, the District awarded the contract for the construction of the Langley and MacFarland Junior High Schools to Michael Serretto, who entered the lowest bid of \$592,000 for both schools. It was necessary, however, for the Commissioners to revise the original plans, eliminating the assembly hall from their designs, before any offers were received within the appropriation.²¹

¹⁶ “Bridge Between Elementary and High Schools,” *Washington Post*, October 30, 1921, 60.

¹⁷ “Suggests Change in Patients’ Care,” *Evening Star*, September 21, 1921, 10.

¹⁸ “Names for Projected D.C. School Buildings,” *Evening Star*, 8.

¹⁹ “H. B. F. MacFarland, Ill 6 Months, Dead,” *Washington Post*, October 15, 1921, 2.

²⁰ “Plans Approved for Two Schools,” *Evening Star*, July 21, 1922, 2.

²¹ “Serretto Low Bidder,” *Evening Star*, December 14, 1922, 2; “Contracts Awarded for Junior High Schools,” *Evening Star*, December 21, 1922, 1.

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MacFarland Junior High School opened on December 4, 1923.²² The school was officially dedicated on January 21, 1924.²³ At the time, the central block of the school remained uncompleted due to the insufficient appropriation for its construction. The school was identical in design to that of Langley Junior High School at Second and T Streets, N.E. While the school was being constructed, students attended classes at the West and Petworth Schools.²⁴

School congestion continued to be a problem in the Petworth area, even after the construction of MacFarland Junior High School. Shortly after the school's official opening, the *Washington Post* reported that 798 students in the area were using portable classrooms at the Petworth, Park View, and Brightwood Park Schools. The problem was compounded by budget cuts for school construction. The Bureau of the Budget eliminated emergency funds in the 1924 budget request for an addition to the North Petworth School and the construction of the two side wings at MacFarland.²⁵

To address these issues, the District Board of Education released a five-year construction program in December of 1924, which called for the building of twenty-three new schools, numerous additions to existing schools, and the development of new school playgrounds. Among the many projects included in the proposal were funds for two wings and a combination gymnasium-assembly hall at MacFarland, and new additions to the Langley and Stuart Junior High Schools.²⁶

The contract to construct the auditorium at MacFarland was awarded to the Schneider-Spliedt Company in 1925 for \$99,700.²⁷ In 1926, the District constructed a new north wing on the school. The contract for its construction was awarded to the Frank E. Hartman Co. for \$146,575.²⁸ The south wing was added in 1931. The contract was awarded to Lee Paschall of Richmond, Virginia for \$166,700.²⁹

Albert Harris

Albert Harris was the second 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, and charged this position with the duties to design and construct all new municipal buildings. In 1910, congressional legislation created the

²² "MacFarland High Opens," *Washington Post*, December 4, 1923, 12.

²³ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 14, January 16, 1924 meeting, 7, Sumner School Archives, Washington, D.C.

²⁴ "MacFarland School to be Opened Today," *Washington Post*, December 3, 1923, 2.

²⁵ "Crowded Schools and Financial Lack Perplex Officials," *Washington Post*, April 1, 1924, 11.

²⁶ "Building of 23 New Schools Proposed in 5-Year Program," *Washington Post*, December 18, 1924, 1.

²⁷ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 16, September 2, 1925 meeting, 1, Sumner School Archives, Washington, D.C.

²⁸ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 16, April 7, 1926 meeting, 8, Sumner School Archives, Washington, D.C.

²⁹ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 22, September 9, 1931 meeting, 1, Sumner School Archives, Washington, D.C.

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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 had shaped the early monumental architecture of the capital.³⁰

Albert L. Harris was appointed Municipal Architect in 1921, and oversaw an extensive post-World War I program of new school construction. Harris, who favored the Colonial Revival style, enjoyed a good working relationship with the CFA, and worked closely with the Commission on the design of new schools. The Colonial Revival was uniquely suited to the design of new school facilities in 1920s Washington, as it drew on Palladian classicism while remaining visually subordinate to the Early Classical, Beaux-Arts, and Neoclassical aesthetic of the capital's monumental edifices.³¹

Harris was born in Wales in 1869 and immigrated to Washington D.C. at a young age. After receiving his Bachelor of Science in Architecture from George Washington University, he joined the prominent D.C. firm Hornblower & Marshall. After ascending to a partnership in that firm, Harris was appointed Municipal Architect in 1921 and remained in that position until his sudden death in 1933.³²

During his tenure, Harris developed a recognizable prototype for academic buildings, favoring Colonial Revival style buildings whose exterior massing presented clearly defined programmatic divisions. Examples of school buildings designed during Harris's tenure as Municipal Architect include Roosevelt High School, Francis Junior High School, Garnet-Patterson Junior High School, J.F. Cook School, Stuart-Hobson Middle School, Gordon Junior High School, Key Elementary School, Murch Elementary School, McKinley Senior High School, and Langdon Elementary School. The abilities of Harris were highly regarded both by the Board of Education and the Commission of Fine Arts who, after the architect's death, published these praises:

The Commission of Fine Arts in discussions with the exceptionally able municipal architect, the late Albert L. Harris, realized the opportunity to adopt a general type of architecture for school and engine houses and police stations, as also gasoline service stations in the District of Columbia. The so-called Georgian style is flexible in its uses and gives the maximum of light and air...As a result of this decision the District buildings are simple, commodious, and of good proportion...Appropriateness, dignity, simplicity, and permanence have thus been gained. Differences in use have given sufficient individuality to the structures...The Theodore Roosevelt and the Woodrow Wilson High Schools, large structures, are other examples of the dignity, good taste, and adaptability of the colonial architecture.³³

³⁰ Public School Buildings of Washington, D.C., 1862-1960, E13-14.

³¹ Public School Buildings of Washington, D.C., 1862-1960, E14-15.

³² *Washington Evening Star*, 24 February 1933.

³³ Commission of Fine Arts, *Twelfth Report of the Commission of Fine Arts, 1929-1934*, (Washington, D.C.: Government Printing Office, 1936), 79-80.

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Harris's Colonial Revival design preferences were closely aligned with the ideals and preferences of the Commission of Fine Arts. Congress established the Commission of Fine Arts in 1910 and charged the organization with the review of the designs of the Office of the Municipal Architect. Early on, the Commission favored design elements for schools that reflected uniformity and symmetry that incorporated Colonial Revival elements. This often placed the commission at odds with Harris's predecessor, Snowden Ashford, who favored more eclectic designs based on Gothic and Tudor influences. The appointment of Harris to the post of Municipal Architect proved to make for a better working relationship between the Office of the Municipal Architect and the Commission of Fine Arts as it related to school design.³⁴

After the passing of the five-year building program, Harris, accompanied by Superintendent Frank Ballou and board member Ernest Greenwood, embarked upon a tour of recently constructed schools in 1925. The purpose of these site visits was to observe and learn concepts that might work well and be adapted to new school construction for the District. The three men visited schools as far away as Rochester, New York. Harris also traveled overseas to study municipal designs in Italy and France.³⁵

Whatever the influence of his travels, Harris's designs addressed needs particular to the District. His design for new elementary schools provided for between sixteen and twenty rooms and kept excavation to a minimum. The design reflected the Colonial Revival stylistic influences based on symmetrical proportions favored by the Commission of Fine Arts that could be constructed in stages as funding became available. It provided for a main central building block, capped by a large cupola and containing an entry portico. Harris designed the central block primarily to house the school's administrative offices and the auditorium/gymnasium.³⁶ Classrooms were designed to be housed in wings located in separate buildings attached to both sides of the main block through hyphens. Colonial Revival design elements were carried on through these wings, which featured symmetrical facades and classical entry porticos with doorways containing elaborate surrounds. The new designs received praise for its more pleasing proportions that allowed for more architectural elaboration and landscaping. A description of the school plan and illustration that was published in *School life* in 1920 and reprinted in the Report of the Board of Education of the District of Columbia, 1928-1929:

...whereas the former type was shaped like the letter T, the new type may be conceived as like the letter E, with the tongue of the letter reversed. Reduced to two-stories, the building covers more ground area. Between two wings, a central auditorium, ornamented by an attractive cupola, is set back, thus affording more light and air to all parts of the structure. Using the colonial style of architecture, many pleasing effects have developed here and in the most satisfactory way. The approach to the main entrance is made attractive by appropriate landscaping. Improving the outlook upon this garden spot, bay windows are provided in the rooms facing the front area from the two wings...On the ground floor a combination of assembly-gymnasium is provided in the central unit...On the second floor over the main entrance is a large alcove which may be used very

³⁴ Kimberly Prothro Williams, *Schools For All, A History of DC Public School Buildings 1804-1960*:15-16.

³⁵ Kent C. Boese, Blanche Kelso Bruce School, National Register of Historic Places Registration Form, 2013

³⁶ Kent C. Boese, Blanche Kelso Bruce School, National Register of Historic Places Registration Form, 2013

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effectively for exhibits or as a museum. There have been provided an office for the principal, the unusual storerooms, and a well-equipped teacher's room with a kitchenette.³⁷

Harris's elementary school design was first exemplified in the construction of the Langdon School, completed in 1929. An increase in school construction occurred in the years that followed. The upturn in construction was possibly a result of the new economical designs, but probably also reflected increase funding provided for school construction. The construction of 133 elementary school classrooms in a period of 18 months during 1931 and 1932 represented the largest program authorized by Congress for school construction to that time. The 1930-31 Report of the Board of Education identified the new schools part of the building program and their estimated dates of completion (Table 1).³⁸

9. Major Bibliographical References

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³⁷ Report of the Board of Education of the District of Columbia, 1928-1929:4.

³⁸ Report of the Board of Education of the District of Columbia, 1930-1931:92.

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November 2017).

Williams, Kimberly Prothro. *Schools For All, A History of DC Public School Buildings 1804-1960*. Brochure prepared in 2008 for the D.C. Office of Planning.

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): _____

10. Geographical Data

Acreage of Property 16.59 acres

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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: 38.563223° | Longitude: - 77.013288° |
| 2. Latitude: 38.563104° | Longitude: - 77.013379° |
| 3. Latitude: 38.563097° | Longitude: -77.014660° |
| 4. Latitude: 38.564199° | Longitude: - 77.014664° |
| 5. Latitude: 38.564204° | Longitude: - 77.014270° |

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 the MacFarland Junior High School include all of Tax Lot 802 in Square 2915. The lot is bound by Allison Street, N.W., Iowa Avenue, N.W., Thirteenth Street, N.W., and Upshur Road, N.W.

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Boundary Justification (Explain why the boundaries were selected.)

This tax lot contains the MacFarland Elementary School, as well as the Roosevelt High School and Petworth Library. These resources have historically been associated with Tax Lot 802 since their construction during the 1920s and 1930s.

11. Form Prepared By

name/title: Eric Griffiths and John Gentry

organization: EHT Traceries, Inc.

street & number: 440 Massachusetts Avenue, NW

city or town: Washington state: D.C. zip code: 20001

e-mail: eric.griffitts@traceries.com; john.gentry@traceries.com

telephone: 202-393-1199

date: November 2017

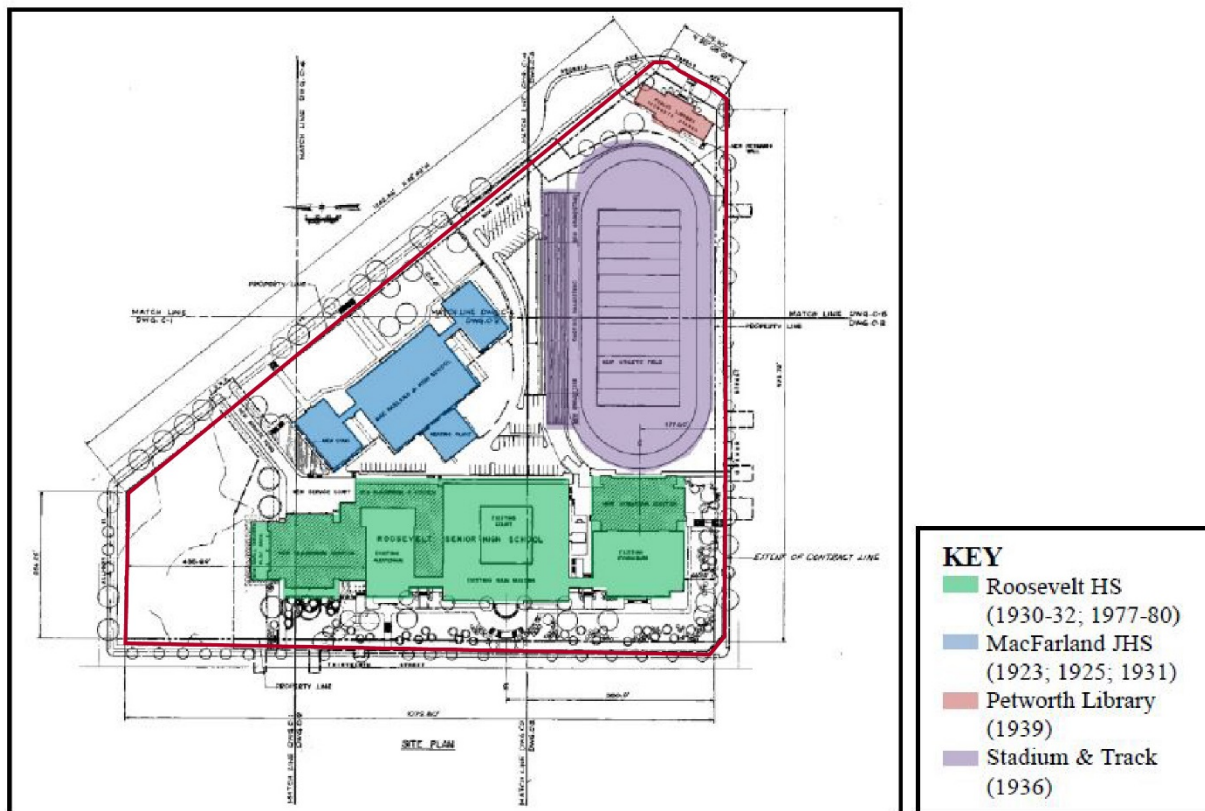
Additional Documentation



Landmark boundaries – Tax Lot 802, Square 2915 (D.C. Atlas)

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Tax Lot 802, Square 2915 Showing Building Locations (Landmark Boundary in Red)

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: MacFarland Junior High School
City or Vicinity: Washington, D.C.
County: State: DC
Photographer: Eric Griffitts (EHT Tracerics, Inc.)
Date Photographed: October 2017

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

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Photo 1: DC_MacFarland Junior High School_0001.tif: East Elevation, Looking Southwest

Photo 2: DC_MacFarland Junior High School_0002.tif: East Elevation of Central Block,
Looking West

Photo 3: DC_MacFarland Junior High School_0003.tif: Cornice Detail, East Elevation of
Central Block, Looking Southwest

Photo 4: DC_MacFarland Junior High School_0004.tif: Main Entrance on East Elevation of
Central Block, Looking Southwest

Photo 5: DC_MacFarland Junior High School_0005.tif: Central Block South End Pavilion,
North and West Elevations, Looking Southeast

Photo 6: DC_MacFarland Junior High School_0006.tif: West (rear) elevation of Central
Block, Looking Northeast

Photo 7: DC_MacFarland Junior High School_0005.tif: East Elevation of South Hyphen,
Looking Southwest

Photo 8: DC_MacFarland Junior High School_0006.tif: South Wing, East and South
Elevations, Looking Northwest

Photo 9: DC_MacFarland Junior High School_0007.tif: North Wing, East Elevation,
Looking Southwest

Photo 10: DC_MacFarland Junior High School_0008.tif: North Wing, West Elevation,
Looking Northeast

Photo 11: DC_MacFarland Junior High School_0009.tif: Interior Corridor in South Wing,
Looking West

Photo 12: DC_MacFarland Junior High School_0010.tif: Classroom in North Wing,
Looking Southeast

Photo 13: DC_MacFarland Junior High School_0011.tif: Stair Hall in North Wing, Looking
East

Photo 14: DC_MacFarland Junior High School_0012.tif: Gymnasium, Looking Northwest

Photo 15: DC_MacFarland Junior High School_0013.tif: Cafeteria, Looking Northwest

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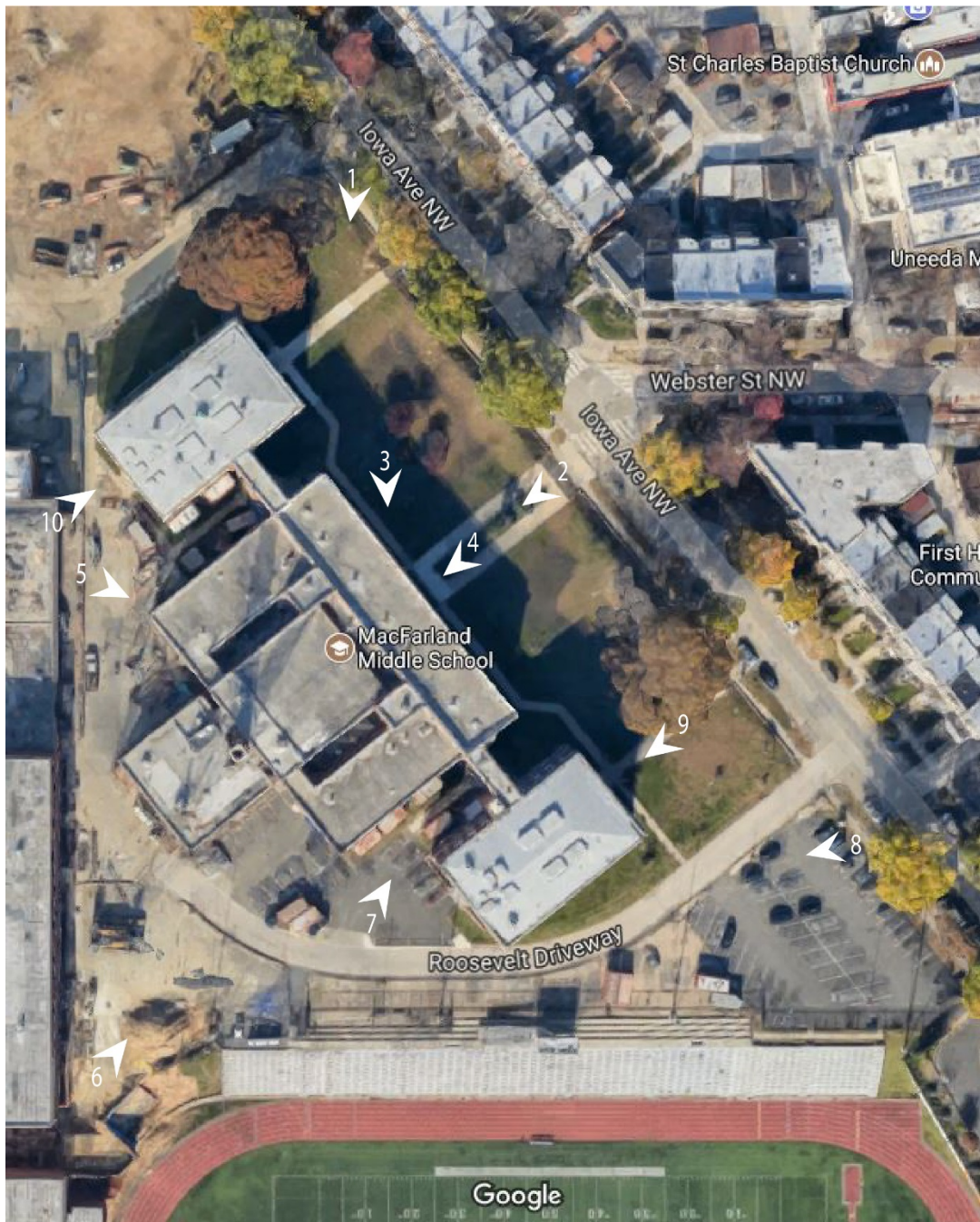


Photo Key Map

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**Photo 1: DC_Macfarland Junior High School East Elevation_0005.tif
Looking Southwest**



**Photo 2: DC_MacFarland Junior High School_0002.tif
East Elevation of Central Block, Looking West**

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Photo 3: DC_MacFarland Junior High School_0003.tif
Cornise Detail, East Elevation of Central Block, Looking Southwest



Photo 4: DC_MacFarland Junior High School_0004.tif
Main Entrance on East Elevation of Central Block, Looking SW

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Photo 5: DC_MacFarland Junior High School_0005.tif
Central Block South End Pavillion, North and West Elevations, Looking Southeast



Photo 6: DC_MacFarland Junior High School_0006.tif
West (rear) elevation of Central Block, Looking Northeast

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Photo 7: DC_MacFarland Junior High School_0007.tif
East Elevation of South Hyphen, Looking Southwest



Photo 8: DC_MacFarland Junior High School_0008.tif
South Wing, East and South Elevations, Looking Northwest

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Photo 9 DC_MacFarland Junior High School_0009.tif
North Wing, East Elevation, Looking Southwest



Photo 10: DC_MacFarland Junior High School_0010.tif
North Wing, West Elevation, Looking Northeast

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Photo 11: DC_MacFarland Junior High School_0011.tif
Interior Corridor in South Wing, Looking West



Photo 12: DC_MacFarland Junior High School_0012.tif
Classroom in North Wing, Looking Southeast

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Photo 13: DC_MacFarland Junior High School_0013.tif
Stair Hall in North Wing, Looking East



Photo 14: DC_Macfarland Junior High School.0014.tif
Gymnasium, Looking Northwest

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Photo 15: DC_Macfarland Junior High School.0015.tif
Cafeteria, Looking Northwest

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.