

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



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

New Designation for: Historic Landmark Historic District
Amendment of a previous designation
Please summarize any amendment(s) _____

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

Address 1650 30th St SE, Washington, DC 20020

Square and lot number(s) 5663 0074

Affected Advisory Neighborhood Commission ANC 7B

Date of construction 1912 Date of major alteration(s) 2022

Architect(s) _____ Architectural style(s) _____

Original use School Present use School

Property owner District Of Columbia

Legal address of property owner 825 N CAPITOL ST NE

NAME OF APPLICANT(S) DC 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 - 202.727.2800

Name and title of authorized representative Janice Szymanski - Executive Program Manager, CCSD

Signature of representative Janice Szymanski Date 2/14/23

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: Randle Highlands School

Other names/site number: Randle Highlands Elementary School; Old Randle 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: 1650 Thirtieth Street, SE

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 <u>meets</u> <u>does not meet</u> 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.)

LATE 19TH AND 20TH CENTURY REVIVALS

Tudor Revival/Elizabethan Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation/Walls: BRICK; Roof: SYNTHETICS, STONE/Slate; Other: STONE/Limestone

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Designed by Municipal Architect Snowden Ashford, the historic Randle Highlands School was constructed in 1911-1912. It was expanded with a two-story rear (east) classroom addition in 1969. This addition was demolished in 2003—which left the original school building free-standing as it was historically. The three-story, Elizabethan style building has a roughly square-shaped plan with interior rooms organized around a central hall and stairwells in a pinwheel formation. The school is of red brick construction laid in a five-over-one common bond pattern and features limestone accents. The primary elevation has a central pavilion with a projecting bay housing the main entrance that is capped with a crenellated parapet. At the roofline the building features a low parapet with original pipe railing which conceals a flat roof covered with a synthetic roof membrane. Notable Elizabethan style features include architectural symmetry, ornamental brick and stonework, bay window, crenellations, and groups of windows. From 2020-2022, the original building, which has remained vacant since 2003, was renovated and modernized for use as an Early Learning Center for infants and toddlers. A modern school building (non-contributing) was built in 2003 to the north and east of the historic school. Despite the construction of the new school, the historic Randle Highlands School remains a prominent free-standing feature on the site, is in excellent condition and retains its historic integrity.

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Narrative Description

Site

The historic Randle Highlands School is located on Lot 74 in Square 5663 on a 4.07-acre, municipally owned lot at 1650 Thirtieth Street SE near the east end of the Randle Highlands neighborhood in southeast Washington, DC. The parcel is bound on the north by Pennsylvania Avenue, Thirty-First Street SE to the east, single-family residential lots to the south, and Thirtieth Street SE to the west. The historic Randle Highlands School building, constructed between 1911 and 1912, shares the site with the current Randle Highlands School complex (non-contributing) completed in 2003. The lot slopes downward to the north, though portions of the site have been graded and retaining walls installed corresponding to the construction of the 2003 modern buildings to the north and east of the original school. The historic Randle Highlands School is raised above street-level and is oriented west fronting Thirtieth Street SE. The school is accessed via a series of concrete paved steps and walkways. The school grounds include a contemporary perimeter metal fence with some minimal landscaping, concrete paved sidewalks and steps, a paved surface parking lot and playground on the east side, a basketball court at the north end, and two tennis courts at the northeast corner.

Exterior

The historic Randle Highlands School is a three-story, three-bay wide building that is roughly square in plan. The building has a parapeted flat roof and an exterior of red brick laid in a five-over-one common bond. The base of the building's brick exterior is parged to create a water table below the first-story windows.¹ Simple limestone detailing, typical across the exterior, includes windowsills and string courses. A brick frieze and low parapet is located above the cornice which features decorative brickwork including square, diamond, and bullseye motifs with alternating green and yellow ceramic tiling. The parapet, which obscures the school's flat roof, is capped with north river stone coping and a white-painted double steel pipe railing. The main roof of the building is pierced by a round metal ventilator and a small stairwell penthouse capped by a hipped roof clad with slate.² The exterior of the penthouse is stuccoed but has an exposed corbelled brick cornice, and is pierced by paired, one-over-one wood sash windows. The building's brick frieze, parapet, and limestone table course and string courses extend across all elevations. Typical fenestration across all elevations consists of grouped six-over-six double-hung sash windows with six-lite transoms.

The primary elevation, facing west onto Thirtieth Street SE, is three bays wide with a shallow projecting central pavilion. This portion of the elevation is embellished with additional limestone detailing, including an ornate limestone door surround at the central main entrance with flanking limestone panels in the brick work and surmounted by a limestone clad oriel bay window at the

¹ While the first-story is referred to on the original drawings as the "basement," it is fully exposed on all elevations due to subsequent grading of the site and is thus referred to in this nomination as the first-story, with the upper floors being referred to as the second and third stories, respectively.

² The original drawings indicate that the roof originally had copper cresting that has since been removed.

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second story. The entry surround is one of the most prominent features of the building's façade. It features a Tudor arched opening surmounted by a large, recessed panel inscribed with three lines of edged text which reads:

RANDLE
◦ HIGHLANDS ◦
SCHOOL

Set within the entry bay are two sets of double-leaf doors, though contemporary, their design was based on drawings of the original doors. Each door has three horizontal panels in the lower section while the upper section has a large single-lite and an additional horizontal panel above.³ The doors, set within a wood frame embellished with a carved geometric motif, are surmounted by two, large transoms set within the three-pointed arched upper portion of the opening. The transoms have multiple, square lites. Above the entry surround, the limestone embellishment continues with a three-sided oriel bay window at the upper story that illuminates one of the interior stairwells; the oriel window retains its historic wood, casement windows. The top of the bay window terminates at the base of a brick frieze framed by limestone string courses, but the three-sided bay continues with the brick exterior to the roofline where it is capped with crenellations to resemble a battlement.

Flanking each side of the entry surround are limestone panels set within the brick. The panel to the right (south) of the entrance is inscribed with "No. 166, AD 1911" while the left (north) panel has no inscription. The limestone panels have slightly protruding brick borders that form the base of vertical decorative elements that flank either side of the entrance and bay window. A limestone water table, which also functions as the second story window sills, separates the limestone panels from the continuing decorative brickwork at the second-story flanking the oriel bay window. The brickwork features a stretcher course border and eight vertically stacked pairs of recessed brick in a geometric motif that helps break up the façade. The decorative brickwork at the second story terminates with a limestone cap aligned with the limestone water table that also serves as the sill for the third-story windows. Above the second-story panels are smaller panels at the third story, each with three pairs of recessed brick elements. At the top of the central pavilion, the crenellated bay is flanked on each side by decorative brickwork composed of a large brick bullseye with a ceramic inlay center. On either side of the bullseyes are small, vertical pairs of square ceramic tiles with protruding brick borders.

To either side of the central projection on the west elevation are single-bay classroom wings with symmetrical fenestration. The first-story windows in either bay are comprised of three, six-over-six, double-hung, replacement windows with limestone sills. The second and third-story windows are grouped six-over-six, double-hung, replacement windows with six-lite transoms, all set within wood frames. Protruding brick borders frame the window openings. Above the third-

³ The doors, installed during the 2020-2022 modernization, replaced contemporary flat metal doors. The current doors closely match the originals with the only difference being that the originals had a nine-lite glazed section rather than a large, single lite.

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story windows, the cornice at the outer bays is embellished with square and diamond ceramic inlays with protruding brick borders.

The south elevation is similar to the primary (west) elevation in that it is three bays wide composed of a central projecting entry pavilion flanked by outer bays. On this elevation, however, the projecting pavilion does not span the full height of the elevation, but instead terminates halfway up the third story. The central pavilion features a wide, rectangular entry bay—similar to the main entrance on the primary elevation—with a prominent stone lintel rather than a full surround. Recessed within the entry bay are two sets of double doors with three horizontal panels, topped by nine-lights (again these are not original, but recreations based on historic drawings). The doors are surmounted by original multi-lite rectangular transoms composed of five rows of six square lites. Above the entryway, decorative brick paneling separates the monumental lintel of the entrance from the window opening above which illuminates a second interior stairwell. The window opening contains historic tripartite window: an eight-over-eight, double hung window, flanked by six-over-six double-hung windows double-hung wood windows, all three topped by multi-light transoms. The central window is an eight-over-eight with an eight-lite transom while the outer windows are six-over-six with a six-lite transom. Above the window is a stone stringcourse and simple brick parapet which turns back to and terminates at the main surface of the elevation below the roofline. Above the central entry pavilion are historic tripartite windows: eight-over-eight, double hung window, flanked by six-over-six double-hung windows.⁴

Flanking either side of the central projection on the south elevation are single-bay classroom wings with symmetrical fenestration. Unlike the primary elevation, the south elevation has additional small window openings flanking the central pavilion. Each window is a narrow, segmental arched opening that contains a single, four-over-four double-hung window. The window openings are located at either side of the projecting pavilion at each story with the exception of the east side of the first story where a secondary entrance is located instead. The entrance contains a contemporary single-leaf flat metal door with a transom panel and soldier course lintel.

The remaining window openings on the south elevation illuminate the classrooms and are identical to those on the primary elevation. The windows at the first story are comprised of three, six-over-six, double-hung windows, though the central unit of the first (west) bay contains a secondary entrance with a single leaf door and six-lite transom. The second and third-story windows are grouped six-over-six, double-hung windows with six-lite transoms. All of the large window openings have limestone sills and are framed by protruding brick borders. Above the third-story windows, the cornice is embellished with a single brick and ceramic bullseye motif at the center flanked by square and diamond ceramic inlays with protruding brick borders which extend across the rest of the cornice, typical of all secondary elevations.

⁴ This window, the tripartite windows above, and the windows in the oriel bay on the facade are the only windows original to the building. The remaining windows were replaced with aluminum windows to match the historic mullion pattern.

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The three-bay wide north elevation features the same red brick exterior with parged base, stone sills and string course embellishments, and symmetrical fenestration typical of the building. The outer bays feature the same fenestration as that on the primary and south elevations. The north elevation's central bay, however, was not originally a projecting pavilion but instead was continuous with the rest of the elevation. The central bay originally featured two window openings at the first story which contained double-hung sash and shared a continuous limestone sill and soldier course lintel. With the modernization effort completed in 2022, however, a one-story contemporary glass and metal frame entrance pavilion was added to the north elevation. This required the removal of the two windows in the center bay to accommodate a larger single opening for the new secondary entrance. At the second and third stories of the north elevation are paired six-over-six, double-hung windows with six-lite transoms. The windows have raised brick surrounds with soldier course lintel and limestone sills. At both stories, the paired windows are flanked by narrow, segmental arched openings which contain four-over-four double-hung windows.

The east elevation is nearly identical in form and detailing to the north elevation. It does not, however, have a projecting central pavilion at the center bay which instead is flush with the rest of the elevation. The east elevation's first story has a single, narrow segmental arched opening with a four-over-four double-hung replacement sash; three standard window openings with six-over-six double hung replacement sash windows; and a secondary entrance with contemporary flat metal double-leaf doors. All the windows of stone sills. The cornice of both elevations is identical to that on the south elevation with a central brick and ceramic bullseye motif flanked by square and diamond motifs that span the cornice line.

Interior

On the interior, the historic Randle Highlands School is an eight-classroom building that features a four square, pinwheel plan with four classrooms, as well as smaller administrative and secondary spaces, arranged around a central square hall on each floor. The school has three floors and two staircases, one to the west and one to the south. The main entrance opens into the west staircase on the landing between the first and second floors. A janitor's closet/bathroom was originally located on the landing between the second and third floors where the large bay window is located. From the south staircase, the roof of the building is accessible via a small penthouse. Both staircases are original and feature glass and metal staircase enclosures. While the metal frames of the staircase enclosures are original, the original glass was replaced with laminated glass as part of the 2020-2022 modernization.

The interior was heavily altered during the 2020-2022 modernization which resulted in the loss of most original interior finishes. However, the school's pinwheel style floor plan, circulation pattern, and spatial hierarchy between floors are all retained. The walls in the main halls are plaster with a lower glazed tile section. The ceiling height in the halls is unaltered, and the concrete and terrazzo flooring were retained on the first and second floors, though covered with luxury vinyl tile on the third floor. Although most of the original materials and finishes in the halls were replaced during the modernization for the school, the current materials—although modern in design, are historically compatible. With the exception of the second-floor classroom

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in the northwest corner of the school where the original wood frame blackboards were retained, classrooms lack notable architectural detailing and have luxury vinyl tile flooring, plaster walls, and suspended ceilings with acoustic tiles and modern light fixtures. The classrooms do, however, retain their original transoms and have historically compatible single-leaf wood doors with three horizontal lites.

2020-2022 Modernization

Modernization of the school from 2020-2022 resulted in renovations to the building. The original oriel bay window on the primary elevation and central tripartite windows on the south elevation were removed, restored, and reinstalled; new windows that matched the historic mullion pattern were installed in the remaining fenestration; the exterior was cleaned and repaired where necessary; and the roof was resurfaced. A new ADA accessible entry pavilion was added to the north elevation, pulled back from the building's facade. The historic school and the 2002-2003 school building are not physically connected, but a covered walkway lies in between for food services. Interior modifications included hazardous material abatement, interior demolition and construction of new partitions, and a complete interior renovation of building systems, administrative and academic areas, and the addition of fire separation for the stairwells. This included almost complete replacement of original materials and finishes in classrooms, though all historic trim was retained and restored in the second-floor classroom in the northwest corner of the school. Plumbing and light fixtures were also replaced, and an elevator shaft was installed for ADA compliance.

Integrity

The historic Randle Highlands School retains a high degree of historic integrity. Despite the 2020-2022 renovation and modernization program that has moderately altered and removed some of the building's original physical fabric on the interior, the building still retains most of its original form, character, and materials. The building remains in its original location and residential setting that has been in place since its completion in 1912. While the site has been altered through the further development and expansion of the school in 1969 (demolished in 2001) and again in 2002-2003, the site boundaries were only altered with a slight expansion at the south end with the closing of a section of R Street SE in 1931. This boundary change and expansion of school facilities, however, are all in keeping with the function and character of the site as an educational facility and have not impeded the relationship of the building's principal, west façade with the immediate surroundings. The school therefore retains integrity of location and setting.

On the exterior, the school has retained the basic spatial relationships and materials that contribute to its architectural significance. The Elizabethan Style elements—including brick and stone and ceramic finishes, symmetrical fenestration, and crenellations—have been retained. The original oriel bay window and the bay window on the south elevation were repaired and reinstalled. The remaining windows are historically compatible replacements that match the historic mullion pattern. Demolition of the 1969 addition in 2001 partially restored the composition of the building's east façade, returning portions of the formerly enclosed brick

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exterior and fenestration to being exposed as they were when the historic school was completed in 1912. Although a new glass and steel entrance and small lobby was added to the north elevation, it does not negatively impact the building's integrity as the remaining elevations were fully restored, and primary elevations restored to their historic configuration. In sum, the majority of Randle Highlands School's exterior elements retain their integrity of design, materials, and workmanship.

On the interior, the original plan of the historic building—characterized by a central hall around which classrooms are arranged in a pinwheel formation—remains largely intact. The main hall features original concrete flooring that was restored on the first and second floor though covered with luxury vinyl tile flooring on the third floor. The original concrete and terrazzo floor in the main hall on the second story was cleaned and left exposed. The two original staircases with metal banisters and treads, were retained and restored. The original glass panes in the staircase enclosures were removed and replaced with laminated glass, though the original metal frames of the enclosures were left intact. Classroom doors, though not original, are historically compatible with a lower panel and three horizontal lites. The transoms, however, are original. Additionally, the original wood frame blackboards, along with the wood trim and arched cloakroom entryway, were kept intact in the northwest classroom on the second floor. Most original materials and finishes, however, were replaced in the classrooms. Additional changes include the demolition of the original interior partition walls and the construction of new partitions in their place. The new partition walls replicate the original pinwheel plan which is a character-defining feature of the building and helps convey its original use. Despite the interior renovation, the school's level of material integrity is only partially diminished.

While vacant since 2003, the Historic Randle Highlands School has always been associated with DC Public Schools. It functioned as an academic building with facilities for outdoor recreation and extracurricular activities and continues to do so with the completion of the modernization in 2022. Therefore, the school building retains integrity of both 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

COMMUNITY PLANNING AND DEVELOPMENT

Period of Significance

1911-1912

Significant Dates

1911

1912

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Snowden Ashford (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.)

Randle Highlands School is eligible for listing in the National Register under Criteria A and C for its local significance related to educational expansion in the District of Columbia during the early twentieth century to meet the needs of the City's rapidly growing population especially in the Randle Highlands neighborhood. Randle Highlands School additionally satisfies the requirements of the National Register Multiple Property Listing *Public School Buildings of Washington, D.C., 1862-1960* as an example of Subtype IV, buildings designed by The Office of the Municipal Architect under Snowden Ashford, 1909-1921. Constructed from 1911-1912, the school represents Snowden's early approach to public school architecture, designing architecturally distinctive buildings while working on a tight budget. Snowden's impressive detailing includes the brickwork, and limestone detailing elevating the school's design and providing abundant light and ventilation through the large windows. Ashford's preference for the use of the Elizabethan style for DC's municipal buildings is clearly evident in his design for the Randle Highlands school. The school is also distinguished for Snowden's use of an eight-classroom plan, with four classrooms arranged in a pinwheel formation on each floor, which was a school archetype made popular by Adolf Cluss in the 1860s. Ashford's tenure as Municipal Architect, as well as that of his successors, resulted in the design of some of the city's most architecturally significant school buildings, including the Margaret Murray Washington School (formerly the O Street Vocational School), and the Bruce-Monroe Elementary School (formerly the Park View School).

The Period of Significance for the Randle Highlands School includes the entire period of initial construction, from 1911-1912. The historic school was renovated and modernized from 2020 to 2022. Despite these alterations, Randle Highlands School retains integrity of design, materials, workmanship, location, setting, feeling, and association. Many of the original Elizabethan architectural details associated with the original design remain intact.

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

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

The historic Randle Highlands School is eligible under Criterion A, as it conveys information regarding the history and development of the District of Columbia's public school system as one of the first public schools to be designed at the beginning of the era of The Office of the Municipal Architect. It also conveys information regarding the history and development of the Randle Highlands community in Southeast Washington, DC. The school was designed following Congressional legislation in 1900 that returned authority of public schools in the District of Columbia to the Board of Education.

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The Organic Law of 1906 clarified authority for the District of Columbia Public Schools as it laid out the responsibilities of the Board of Education, the District Commissioner, and the U.S. Congress, and delegated executive authority to the Superintendent of Public Schools. A Schoolhouse Commission was also created to study the buildings within the system. In order to maintain a high standard of school buildings, the commission recommended that a school architect be appointed. In 1909, the building department of the Engineer Commissioner—one of the District Commissioners that governed the city and a member of the Army Corps of Engineers—was restructured by Congress to create the position of Municipal Architect which was charged with the preparation of plans for and the supervision of the construction of all municipal buildings. Snowden Ashford was appointed the first Municipal Architect, and Randle Highlands School was one of his initial school designs built during his twelve-year tenure.

Additionally, Randle Highlands School was one of several school buildings to be constructed in the District in the early twentieth century to accommodate the growing school-age population in new residential neighborhoods in the city. Its construction was the result of lobbying on the part of individual residents and the Randle Highlands Citizens Association. Although Randle Highlands was only established as a neighborhood in 1903 by Arthur Randle, a real estate developer for whom the community and school are named, the population grew rapidly and the need for school facilities in the area quickly became apparent. As early as 1910, citizens living in southeast Washington voiced their concerns over the lack of school facilities within two-square miles of their neighborhood. Congressional funds were finally appropriated for the Randle Highlands School in December 1910 and a site was donated by Arthur Randle. The school was completed two years later.

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.

Randle Highlands School is also recommended eligible under Criterion C as a work by D.C.'s first municipal architect, Snowden Ashford. The school's design reflected the realities of educational funding in the district during the late-nineteenth and early-twentieth centuries when smaller school buildings were constructed to accommodate the school system's constrained funding. Ashford's design ideals favored Gothic Revival and Elizabethan architecture, both stylistic vocabularies he considered appropriate and suitable for the architecturally distinctive public buildings he envisioned in the city.

Ashford also considered the Elizabethan and Gothic Revival styles appropriate for DC Public Schools as the styles evoked the architecture of some of our country's oldest educational institutions and instilled a sense of dignity that supported the educational aspirations of the city's students. When the Commission of Fine Arts (CFA) was created in 1910, the members espoused a preference for the Colonial Revival style specifically for public schools. Consequently, the Elizabethan and Gothic architecture favored by Ashford fell out of favor due to opposition from CFA. Randle Highlands is therefore significant as one of the last buildings designed by

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Snowden Ashford or the Office of the Municipal Architect in the Elizabethan style before Colonial Revival became the prevailing style for public schools in the District of Columbia.

The few other surviving examples of D.C. schools designed by Ashford in the Elizabethan and Gothic Revival styles include Park View School (1916; now the Bruce-Monrow Elementary School), and Eastern High School (1921-23) in the collegiate Gothic styles, and the O Street Vocational School (1912; Margaret Murray Washington School) and the Wilson Normal School (1913; now the Carolos Rosario International Public Charter School) in the Elizabethan style.

HISTORICAL BACKGROUND

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. DC's public school system was governed by 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. These spaces were inadequate for the purpose of teaching and were described as unhealthy and ill-suited for the city's students. Schools for African American children were informally created as early as 1807 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 (1871-1872). 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

⁵ EHT Tracerics, National Register of Historic Places, "Public School Buildings of Washington, D.C., 1862-1960," Multiple Property Documentation Form, National Register No. 64500851, E1-6.

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

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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 renovated more than thirty elementary schools. Suburban expansion played a large role in the location of the new schools, and many were in new suburban neighborhoods, whose growth on the periphery of the city 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 populations were 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 the 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, during the tenure of Municipal Architect Albert L. Harris, 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. Anticipated under the program were the construction of new high schools and junior high schools, additions to existing

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 Tracerics, National Register of Historic Places Registration Form, "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.

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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. It was within this context that Alfred L. Harris, and later his successor Nathan C. Wyeth, designed many architecturally significant schools during the 1920s and 1930s.

Municipal Architecture and the Work of Snowden Ashford

Snowden Ashford was the first 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. At the inception of the Municipal Architect's Office, Ashford expressed uncertainty as to whether Congress intended that any of the design work for municipal buildings could be contracted to architects in private practice. As the office developed, private architects participated in the municipal design process in accordance with the workload of the Municipal Architect's Office. When the construction program was administered by the Building Inspector's Office prior to the creation of the position of Municipal Architect, approximately half of the work was contracted out to private architects. In 1910, congressional legislation created the CFA which was authorized to review the designs for new municipal buildings in the District, including schools. Over the course of the 1910 and 1920s, the design of public-school buildings in the District of Columbia was dominated by Snowden Ashford, who served as Municipal Architect from 1910 until 1921, and his successor, Albert Harris, who served until his death in 1933.

Snowden Ashford was born in Washington, DC, on January 1, 1866. The eldest son of Mahlon Ashford, president of the first title insurance company in the District, Snowden Ashford was educated at Rittenhouse Academy and at the Christian Brothers Roman Catholic School. He later attended Lehigh Preparatory School in Bethlehem, Pennsylvania before going on to earn a degree in civil engineering at Lehigh University. He subsequently studied architecture at Lafayette College in Easton, Pennsylvania.¹¹

Ashford worked on many major public building projects during the early years of his career. Upon graduating from Lafayette, he found employment working in the office of Alfred B. Mullett, supervising architect of the Treasury Department. Later, he worked for John L. Smithmeyer, co-architect of the Library of Congress, and for two years, he worked on plans for the library. In 1895, Ashford started working for the District as Assistant Inspector of Buildings in the Office of the Building Inspector. Ashford revised the building regulations of the city in 1900 and introduced a card system and additional methods that increased the efficiency of the

¹¹ Advisory Neighborhood Commission 1A, National Register of Historic Places Registration Form, "Park View School," 11.

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inspector's office.¹² In 1901, he succeeded John Brady to become Inspector of Buildings, and, in 1909, he was appointed Municipal Architect.¹³

The formation of the Municipal Architect's Office under Ashford's leadership was not greeted with unanimous enthusiasm by the Board of Education. In 1910, an effort was made to create the position of "school architect," independent of Ashford's organization. Designs would be obtained by the submission of competing plans from three architects to the Superintendent of Schools, but the proposal was never adopted.¹⁴

Ashford preferred the Gothic and Tudor Revival (of which Elizabethan Revival is a subtype) styles for school buildings. CFA, however, endorsed the City Beautiful aesthetic promulgated by the McMillan Commission and the adoption of a uniform stylistic scheme for school design. Specifically, CFA recommended the adherence to the classical tradition which shaped the early monumental architecture of the capital. They opposed Ashford's use of the Elizabethan and Gothic styles, commenting in 1911:

In the opinion of the Commission, the general aspect of the District of Columbia would be improved if some uniform style of school architecture could be adopted and adhered to... The adoption of a style for each class of public buildings would not in any way prevent originality in adapting a specific building to its particular needs; and, in Washington where the architecture is of so heterogeneous a nature, similarity in public buildings would add much to the impressiveness of the city.¹⁵

Rejecting Ashford's Elizabethan design for Miner Normal School in 1912, the Commission clarified their position:

We are unanimously of the opinion that the Elizabethan style, which was the expression of an age and life quite foreign to our times, and which is peculiarly associated with a different country and a different climate, is ill-adapted and inappropriate for the public buildings of the present day in Washington. We believe that we should follow the traditions established by the early architecture in this Capital, which adhered to classical tradition while exhibiting great freedom in adaptation to varying practical requirements, ranging from simple brick structures, such as the Octagon, to the White House itself. The architecture of today should be evolved from the architecture of those times, adhering to the same classical traditions with equal freedom of expression in the practical solution of every problem.¹⁶

Ashford had some success designing in styles that CFA did not favor for several years, designing Eastern (1921-1923) and Dunbar (1914-1916) High Schools in the collegiate Gothic style.

¹² Park View School, 11.

¹³ Public School Buildings of Washington, D.C., 1862-1960, E14.

¹⁴ Public School Buildings of Washington, D.C., 1862-1960, E16.

¹⁵ Letter from Col. Wm. W. Harts, Sec'y & Executive Officer, Commission of Fine Arts, to Cuno H. Rudolph, President, D.C. Commissioners, 15 February 1911.

¹⁶ Commission of Fine Arts, letter from F. D. Millet, Vice-Chairman to Major W. V. Judson, D.C. Engineer Commissioner, January 31, 1912.

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Although the Wilson Normal School (1913) was designed in the Elizabethan Revival style by Ashford over the Commission's protests, the members did influence the design of the Miner Normal School (1913) initially designed in the Elizabethan Revival style by Leon Dessez as overseen by Ashford, but later changed to the Colonial Revival style. Consequently, the Randle Highlands School was one of the last public-school buildings designed by Ashford in the Elizabethan Revival style to be built in the District.

CFA later adopted a uniform style of school architecture that followed the Colonial Revival style and was more widely implemented in the following decades of the 1920s and 1930s after Ashford's tenure as Municipal Architect.¹⁷ Throughout his career, Ashford drew the plans for at least seventy-five school buildings in the District of Columbia, placing a strong Elizabethan and Gothic Revival stamp on the public-school buildings he designed.¹⁸ He died in 1927.

School Integration

In 1900, prior to the creation of the Office of Municipal Architect, the D.C. public school system was divided into eleven divisions. Divisions 1 through 6 included white schools in the City of Washington, Divisions 7 and 8 included both black and white schools in the County of Washington, and Divisions 9 through 11 encompassed black schools in the City of Washington.¹⁹ By 1906, the number of divisions had grown to thirteen and the way they were divided was adjusted. Divisions 1 through 9 were assigned to white schools while Divisions 10 to 13 were assigned to black schools. This classification was later simplified to Division 1 for white schools and Division 2 for black schools. The assignment of white and black schools to separate divisions continued up to the integration of the school system in 1954 when new jurisdictions were established.²⁰

Randle Highlands School was initially a white school when it was completed in 1912, and the community it served was historically a majority white community. While the school was not integrated until 1954 with the rest of the D.C. public school system, the gradual integration of Randle Highlands and Southeast Washington, DC, was well underway by the 1940s. By that time, segregation of the school system was recognized as clearly linked with racial discrimination in employment, housing, and other areas of life. Consequently, the struggle for equal funding for African American schools was dropped in favor of the total dismantling of the system of segregation as Washington became a majority African American city and the national Civil Rights movement gained momentum.²¹

During World War II, the population of Washington, DC, exploded as thousands of jobs were created within the federal government. Many of those who moved to Washington, DC, were African American. In the segregated school system, the hardships caused by the wartime halt in school construction were now disproportionately borne by their children. African Americans

¹⁷ MacFarland Junior High School, Section 8, 20.

¹⁸ Advisory Neighborhood Commission 1A, Park View School, 11.

¹⁹ Public School Buildings of Washington, D.C., 1862-1960, E12.

²⁰ Public School Buildings of Washington, D.C., 1862-1960, E13.

²¹ Public School Buildings of Washington, D.C., 1862-1960, E25.

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represented 38% of the total school population in 1941, rising to 42% in 1945. While white families increasingly left District neighborhoods in favor of new suburban developments to raise their families in the post-war years, African Americans were limited by discriminatory practices in their choice of housing. They remained largely confined to areas within the city such as Southwest Washington, DC.²⁹

This demographic shift was further exacerbated by the relocation of large populations of African Americans to communities east of the Anacostia River during the implementation of urban renewal projects in Southwest and other areas of D.C. Between 1954 and 1964, approximately twenty thousand people were displaced from their homes in Southwest alone, and many of them moved to communities like Randle Highlands and Anacostia where affordable housing was readily available.²² The number of African American students in D. C. public schools rose, and by 1950 they represented a majority. African American schools, always underfunded, remained overcrowded and underfunded while white schools were often overfunded and underutilized.²³ Construction of schools for African American students became a priority for the District government and included a majority of new schools and additions to schools built in the post-war era. The Board of Education attempted to further alleviate the situation by moving around school populations and by reassigning former white schools to blacks. Teaching positions were also transferred from Division 1 to Division 2 in an attempt to meet the crisis of the segregated school system.²⁴

The first challenge to the District's segregated school system came in 1947 with *Carr v. Corning*, a suit brought against Superintendent Corning by the parents of Marguerite Carr, a student who sought but was denied transfer from critically overcrowded Browne Junior High School in Division 2 to underutilized Elliott Junior High in Division 1 closer to her home.²⁵ Additional similar suits were filed through the early 1950s. On May 17, 1954, Chief Justice Earl Warren delivered the Supreme Court's decision on these suits. Collectively known by the name of the first suit—*Brown v. Board of Education of Topeka, Kansas*—the cases directly challenged the legitimacy of racial segregation in public education. In its celebrated ruling, the Court held that segregated schools were, by their very nature, unequal. Because segregated school systems prevented black children from gaining equal access to education, their continued existence was contrary to the Fourteenth Amendment, which provided all American citizens with equal protection under the law.²⁶

The Court ruled separately on *Bolling v. Sharpe*, arguing again that racially segregated schools were contrary to the Constitution. But because the Fourteenth Amendment applied only to the states, the citizens of Washington were not guaranteed equal protection under the law. Instead, the court ruled that school segregation in the District of Columbia was unconstitutional under the

²² Prologue DC, LLC, DC Landmark Nomination, *Barry Farm Dwellings*, (Washington, District of Columbia, 2019), 14.

²³ Public School Buildings of Washington, D.C., 1862-1960, E25.

²⁴ Public School Buildings of Washington, D.C., 1862-1960, E25-26.

²⁵ Public School Buildings of Washington, D.C., 1862-1960, E 26.

²⁶ Gavin Taylor, "Public High Schools in Washington, D.C.: A Historical Bibliography, 1930-1960," DC Public Schools Survey, Phase II (L/A #C9829G), DCSHPO and the Historical Society of Washington, D.C., 1998, p. 1.

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Due Process Clause of the Fifth Amendment, which ensured due process of law for all citizens of the United States. The Court's separate treatment of the Bolling case highlighted Washington's unique political and social character in the 1950s.²⁷ As the nation's capital, Washington, D.C. could not disobey the Supreme Court's ruling, and the leaders of the District quickly moved to dismantle the segregated schools.²⁸

Anticipating the Supreme Court's May 1954 decision ending segregation in public schools, D.C. Public Schools Superintendent Hobart M. Corning held a series of intercultural education conferences for school personnel and the general public, and mapped out a plan for integration of the schools. In the fall of 1954, the dual segregated District school system was transformed into a single integrated one, becoming the first in the country to do so following the Supreme Court decision.²⁹

The Randle Highlands Community

Early History

During the initial colonial settlement in the seventeenth century, the area known today as Randle Highlands was part of Charles County until the establishment of Prince Georges County in 1696.³⁰ The earliest European settlers in what is now Maryland established homesteads along major waterways. The countryside remained improved as large-landed plantations well into the eighteenth century. The first land patents along the east side of the Anacostia River were issued in the early 1660s. These early landowners included George Thompson of Blue Plains, John Addison who acquired the Colebrook patent, John Charman who acquired the St. Elizabeth patent, Dr. John Meeks who acquired the Chichester patent, Thomas Wentworth who acquired the South Kirby patent, and Thomas Dent who acquired the Gisbrough patent, later Giesborough or Giesboro.³¹

The future site of Randle Highlands School is located northeast of these patents, slightly farther up the Eastern Branch within a 200-acre tract known as Greens Purchase which was originally surveyed for Luke Green on June 8, 1668.³² This land was patented to Joseph Harrison three years later, on February 1, 1671.³³ By the early 1700s, Green's Purchase was owned by Notley

²⁷ Public School Buildings of Washington, D.C., 1862-1960, E 27.

²⁸ Gavin Taylor, "Public High Schools in Washington, D.C.: A Historical Bibliography, 1930-1960," DC Public Schools Survey, Phase II (L/A #C9829G), DCSHPO and the Historical Society of Washington, D.C., 1998, p. 1.

²⁹ Public School Buildings of Washington, D.C., 1862-1960, E 28.

³⁰ The American University, *Preliminary Archaeological Reconnaissance of a Portion of the Congress Heights Community, Washington, DC*, Prepared for the Congress Heights Community Association, 1988.

³¹ The American University, 1988; Louise Joyner Hinton *State of Maryland showing Prince George's County as Erected in 1696*, Photocopy, Original (1959) at Maryland Hall of Records, overlaid on 1861 Martenet's Map of Prince George's County, Simon J. Martenet, Lithograph.

³² Prince Georges County Circuit Court (PGCC), Land Records, Patent Record 11, Page 438, MDLANDREC.net.

³³ PGCC, Patent Record 14, Page 413.

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Rozer, who in 1704, leased some of the land to a Thomas Johnson.³⁴ On November 2, 1715, Rozer had Greens Purchase resurveyed.³⁵

Most of the large-landed patents were eventually subdivided into smaller acreage parcels. Some of the land was sold for profit, while other patents were subdivided among heirs. Large acres of land were cleared during the eighteenth century for the cultivation of tobacco, which quickly became the regional staple crop. Both large plantations and small farms were involved with tobacco cultivation during most of the eighteenth century. The large plantations utilized slave labor as early as the late seventeenth century. By 1700, African slaves accounted for approximately twenty percent of Maryland's population.³⁶ Tenant farmers occupied many of the smaller farms in the area.³⁷ By the late eighteenth century, tobacco cultivation began to wane and was replaced by the cultivation of wheat, corn, and other grains.³⁸

Throughout the eighteenth century, the area along the Eastern Branch, now the Anacostia River, remained partially covered in dense forests interspersed with pockets of cleared land containing plantations and small farms. Greens Purchase was one of dozens of tracts in the vicinity of the Eastern Branch and the Potomac River that became part of the District of Columbia after the federal seat was approved in 1790 and organized in 1801. The District of Columbia originally consisted of four districts that included the City of Washington, Georgetown, the County of Alexandria, and the County of Washington. Situated on the east side of the Eastern Branch outside the original city boundary and approximately one mile from the southeast boundary of the District, the area known today as Randle Highlands was located within the County of Washington. This area remained in Washington County outside the city boundaries until 1871 when unincorporated areas of the District were consolidated under a single municipal government.³⁹

As the federal city continued to grow, wealthier citizens started to buy up land surrounding the city in rural Washington County.⁴⁰ By the mid-nineteenth century, the property on which Randle

³⁴ Louise Daniel Hutchinson, *The Anacostia Story: 1608-1930*, (Smithsonian Institute Press: Washington, DC, 1977), 32.

³⁵ PGCC: Unpatented Certificate No. 163; William B. Marye, "The Annacostin Indian Fort," *Maryland Historical Magazine*, Vol 33, No. 2, June 1938, 135-136.

³⁶ Portia James, "The History of Land Settlement Use Along the Eastern Branch," 18-49, *East of the River: Continuity and Change*, (Anacostia Community Museum, Washington D.C., 2010). 2010: 24

³⁷ District of Columbia Historic Preservation Office, *Anacostia Historic District Brochure*, 2007, accessed online June 2022: http://planning.dc.gov/sites/default/files/dc/sites/op/publication/attachments/Anacostia_Historic_Brochure_0.pdf.

³⁸ Engineering-Science Inc, *Anacostia/Barry's Farm Archaeological Survey Project: Resource Guide to the Prehistoric and Historic Period Occupations*, Engineering-Science, Inc., Washington, D.C. 1989, Submitted to the United Planning Organization and the National Park Service, Washington, D.C. Report on file (No. 91), District of Columbia State Historic Preservation Office.

³⁹ "Ward 7 Heritage Guide: A Discussion of Ward 7 Cultural and Heritage Resources," 2013, 6, Accessed online June 2022: <https://planning.dc.gov/publication/ward-7-heritage-guide>.

⁴⁰ Kim Prothro Williams, *Rural Remnants of Washington County: An Architectural Survey of Washington's Historic Farms and Estates*, (D.C. Historic Preservation Office, Washington D.C. 2013), Accessed online 17 June 2022: https://planning.dc.gov/sites/default/files/dc/sites/op/publication/attachments/Farm%20Estates_0.pdf.

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Highland School is situated today was located within a portion of the Greens Purchase tract that was owned by Colonel Henry Naylor.⁴¹ The Naylor family were wealthy, influential slaveholders who owned much of the land in southeast Washington, DC near the village of Good Hope. The Naylor subdivided much of the land and rented various portions as small farms and truck gardens while using slaves to cultivate and work other sections.⁴²

There have been a succession of Henry Naylor living along the Eastern Branch since the late-eighteenth century. The first Colonel Henry Naylor, who lived in the region as early as 1791, was of Irish and English descent. Colonel Naylor operated two ferries across the Anacostia River, the first of which was the Eastern Branch Ferry which ran from “the farm of the Widow Wheeler” on the northwest side of the river, to a landing on the farm of Matthew Wingfield on the southeast side. This ferry operated until a toll bridge was constructed by the Eastern Branch Bridge Company 1795-1796. In partnership with Basil Talbert, Naylor also operated the Lower Ferry which provided a link for travelers from the foot of Eleventh Street SE across the river to Good Hope Road. Naylor continued to operate the Ferry until 1822, four years after the construction of the Navy Yard Bridge.⁴³

The second Colonel Henry Naylor owned the family’s plantation and large house known as Mount Henry, located southeast of the road leading through southeast Washington from Bladensburg to Piscataway. In 1853, after the family’s older homestead was lost to a fire, Naylor had a large mansion built in its place.⁴⁴ Naylor, who inherited land and slaves from his father, developed his holdings throughout the mid-nineteenth century. By 1868, with property assessed at over \$26,000, he owned one of the largest estates in southeast Washington. Naylor held a prominent position in the community as he served as a justice of the Peace for Washington County and as a member of the Levy Court, both of which were appointed positions. Colonel Naylor married Susan Matilda Smith, the sister of another wealthy landholder, John A. Smith.⁴⁵

During the Civil War, on April 16, 1862, President Lincoln signed a bill into law that outlawed slavery within the boundaries of the District of Columbia. The bill included a stipulation that slave owners would be compensated monetarily for the loss of their ‘property’. Slave owners who were unsatisfied with the amount of compensation could appeal before a local commission. Henry Naylor was one of many slaveholders, including George Washington Talbert and James L. Addison, in southeast Washington who appealed before the commission.⁴⁶ Naylor, who owned eighteen slaves at the time, was paid a sum of \$5,518.80.⁴⁷

After Naylor’s death in 1871, his estate remained under the ownership of the Naylor family until the late 1880s. In 1891, the Bliss-Havemeyer Syndicate—which included former Representative Archibald M. Bliss, sugar refining magnate John W. Havemeyer, New York state bed

⁴¹ Boschke 1861; “History of Naylor Family is Reviewed by Rambler,” *Evening Star*, 1924 November 16: 93.

⁴² Hutchinson, *The Anacostia Story*, 46-47.

⁴³ James, “The History of Land Settlement Use Along the Eastern Branch.”

⁴⁴ Boschke 1861; “History of Naylor Family is Reviewed by Rambler,” *Evening Star*, 1924 November 16: 93.

⁴⁵ Hutchinson, *The Anacostia Story*, 47.

⁴⁶ James “The History of Land Settlement Use Along the Eastern Branch,” 31.

⁴⁷ Hutchinson *The Anacostia Story*, 72.

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manufacturer Erwin C. Carpenter, Senator George Hearst, and several others—purchased 297 acres of the former Naylor estate for \$250,000.⁴⁸ Formed in 1889, the syndicate was one of the most successful partnerships of land speculators in the Washington area in the late-nineteenth century. Over the next year, the syndicate acquired approximately eight hundred acres of land in southeast Washington and started to subdivide and sell lots for a development they named East Washington Heights, improved with newly laid out streets and landscaping.⁴⁹

In July 1892, Bliss sold a portion of the former Naylor estate, on behalf of the syndicate, to Chauncey Marshall.⁵⁰ Chauncey owned the property for less than a year before he sold it to William Marshall in May 1893 for \$70,000.⁵¹ The relationship between Chauncey and William is unknown, though it is assumed that they were related. By 1894, a single wood-frame building was standing on Marshall's land in the approximate location of the intersection of Thirtieth and R Streets SE in proximity to the future site of the Randle Highlands School along the southwest perimeter of Square 5663. After William's death prior to 1907, ownership of the property reverted to Chauncey Marshall. By that year, the frame building that stood on the property had been razed. In August 1907, as executor of William Marshall's estate, Chauncey gave Arthur Randle authority to subdivide the land in the Marshall tract as part of Randle Highlands.⁵²

Arthur Randle and the Development of Randle Highlands

Until the early 1900s, the land on the eastern shore of the Anacostia River was largely undeveloped due in part to problematic transportation and accessibility from the city. When Pierre Charles L'Enfant laid out the city in 1791, he envisioned a center of commerce along the west bank of the Eastern Branch which would bring development to the area on the opposite shore. However, development prospects for far southeast stalled by the early-nineteenth century when the Eastern Branch, which was originally deep enough for commercial shipping to sail upriver to Bladensburg, silted over due to sediment from agriculture and runoff from deforestation.⁵³

Transportation across the Eastern Branch was also historically problematic, specifically along Pennsylvania Avenue which leads to Randle Highlands and the school. The original wooden bridge at Pennsylvania Avenue, chartered by the Maryland state legislature in 1795, opened in 1804 to provide a link between the city and the east of the river. It was purposely burned in 1814, however, to prevent it from being used by invading British forces to access the city of Washington during the War of 1812. The bridge was replaced in 1815 but burned again in 1845—this time accidentally—due to sparks from a passing steamboat. The bridge was not

⁴⁸ "Outside of the City Limits," *The Washington Post*, 19 April 1891: 14.

⁴⁹ Jim Byers, ed. By Kathryn S. Smith, "East Washington Heights," *Washington At Home: An Illustrated History of Neighborhoods in the Nation's Capital*, (Baltimore, MD: Johns Hopkins University Press, Second Edition. 2010), 401.

⁵⁰ "Transfers of Real Estate," *Evening Star*, 1 August 1892: 3.

⁵¹ "Real Estate Transfers," *The Washington Post*, 8 May 1893; "Real Estate Transfers," *Evening Star*, 9 May 1893: 10.

⁵² "Authority to Subdivide Land," *Evening Star*, 24 August 1907: 11.

⁵³ Byers, "East Washington Heights," 397-399.

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replaced again for forty-five years, leaving only the Benning Road Bridge to the north and the Eleventh Street Bridge to the south. The desire for better access eventually led residents to form the East Washington Citizens Association which lobbied for construction of a new bridge over the river at Pennsylvania Avenue. In 1887, their efforts paid off when an iron and masonry truss bridge was authorized to be built. The bridge was completed three years later in 1890.⁵⁴

Given the limitations that historically prevented development of the area, Arthur Randle's decision to develop the area as Randle Highlands were bold if not overly optimistic. Despite these obstacles, Randle quickly became the main proponent of the area's growth and development. Born in Mississippi in 1859, Arthur Randle was educated at the University of Pennsylvania before moving to Washington, DC in 1885 where he started to invest in real estate. In addition to Randle Highlands, Arthur Randle also developed Congress Heights, Hillcrest, Randle Heights—known today as Shipley Terrace—and North Randle Highlands, parts of which comprise the modern communities of Dupont Park, Penn Branch, and Greenway.⁵⁵

By the time he acquired the land of the former Naylor Estate, Randle already had success as a developer in southeast Washington. In the 1890s, Randle established the village of Congress Heights on the former Giesborough tract, located two miles south of Uniontown (Anacostia) and four miles southwest of his new business venture of Randle Highlands. In 1896, Randle gained development incentive for Congress Heights by securing a congressional charter to extend streetcar service from the city to the area. When service began two years later, the streetcar line provided residents on the east side of the Anacostia with an efficient means of transportation to access the city. It also proved crucial in attracting employees and laborers who worked at nearby St. Elizabeths Hospital and the Navy Yard to reside in Congress Heights.⁵⁶

Seeing Arthur Randle's success with the streetcar line to Congress Heights, the Bliss-Havemeyer syndicate turned to him in 1896 to spearhead their efforts to obtain a streetcar line across the Pennsylvania Avenue Bridge. In 1897, however, Congress denied the request as plans were underway to reclaim the Anacostia flats. After this setback, two of the syndicate's members, John Havemeyer and Senator Hearst, died unexpectedly and Bliss became seriously ill. Having lost its strongest leaders, the syndicate fell apart and the development of East Washington Heights stalled.⁵⁷

The collapse of the syndicate proved beneficial for Randle as it provided him with a new development opportunity in southeast Washington. In 1903, Randle used part of the fortune he made from the sale of his hard-earned railroad rights in Congress Heights to form the United States Realty Company. He then purchased the majority of the Havemeyer-Bliss Syndicate's East Washington Heights tract and renamed it Randle Highlands. Randle successfully negotiated over congressional objections to obtain a charter for his East Washington Heights Railroad Company to lay tracks across the Pennsylvania Avenue bridge. Service on the new line began in

⁵⁴ Byers, "East Washington Heights," 399.

⁵⁵ "History," Randle Highlands Citizens Civic Association, Accessed 6 June 2022, <http://www.randlehighlands.org/history.html>.

⁵⁶ Byers, "East Washington Heights," 400.

⁵⁷ Byers, "East Washington Heights," 402.

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1905, with cars running across the bridge and through Twining City to the east side of Minnesota Avenue. While the line did not extend all the way through Randle Highlands, it did provide proximity access that started to spur development.⁵⁸

Lots first went up for sale in Randle Highlands in 1903 starting in the area bound by Pennsylvania Avenue, Thirtieth Street, and Naylor Road, immediately west of the school site. Randle placed full-page advertisements in local newspapers appealing to the advantages of the area. Like many subdivisions of the era, Randle included racially restrictive covenants in his deeds that specified “no negro or colored person or person of negro blood” could own land there.⁵⁹ In 1906, Randle’s real estate company started selling lots north of Pennsylvania Avenue in an area initially referred to as North Randle Highlands. In 1910, Randle moved from his former residence in Congress Heights to a large Colonial Revival house he had built at 2909 Pennsylvania Avenue which still stands today, approximately two blocks from the Randle Highlands School.⁶⁰

Randle continued to develop Randle Highlands and was considered one of the most “dynamic early developers in late-nineteenth and early-twentieth-century Washington”.⁶¹ In a tragic turn of events, Randle took his own life on July 3rd, 1929, at a friend’s ranch near Santa Barbara, California.⁶² Newspaper articles published at the time of his death celebrated his lifetime of accomplishments, specifically his efforts at reclaiming the Anacostia River Flats and improving living conditions for residents in the southeastern part of the District.⁶³

Randle Highlands School

Funding, Design, and Construction

Prior to the construction of the Randle Highlands School in 1911-1912, the area was largely rural and undeveloped. Beginning in 1910, citizens living in southeastern Washington voiced their concerns over the lack of school facilities within two-square miles of their neighborhood. The closest public-school building at the time—the Orr School located along Minnesota Avenue—had become heavily overcrowded to the point where they were forced to use portables to accommodate the overflow of students. On December 10, 1910, the U.S. Congress passed a \$64,000 appropriation for a new school building to be designed by Municipal Architect, Snowden Ashford. At the time, Arthur Randle was the President of the United States Realty Company and offered to donate one acre of land for the school.⁶⁴ By October 1911, Randle

⁵⁸ Byers, “East Washington Heights,” 403.

⁵⁹ Byers, “East Washington Heights,” 403.

⁶⁰ Byers, “East Washington Heights,” 405.

⁶¹ Byers, “East Washington Heights,” 399-405

⁶² “Col. Randle Kills Self In California,” *The Washington Post*, 5 July 1929: 3.

⁶³ “Washington Leader Ends His Own Life,” *The New York Times*, 5 July 1929: 19.

⁶⁴ EHT Tracerics, Inc., “Randle Highlands School,” *Historic School Buildings Survey of Washington D.C.*, (Washington, DC: DC Historic Preservation Office, 1989).

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donated additional land so that the school grounds totaled three-and-a-half acres for the purpose of having enough room for a school building, playground, and room for future expansion.⁶⁵

On October 9, 1911, a group of four students had the privilege of laying the cornerstone of the new Randle Highlands School. After the stone was raised by a crane, the workmen guided the students as they moved it into place. At the time of construction, the grounds of the Randle School offered sweeping views to the Capitol. The new building, constructed of brick with stone trim at a cost of \$64,000, was built by contractors Skinker & Garrett. The design of the school followed a square plan and accommodated eight classrooms—four per floor—in a pinwheel formation surrounding a central hall with two staircases providing circulation between floors. At the request of the Randle Highlands Citizens Association, the school was named the Randle Highlands School.⁶⁶

As the building neared completion in June 1912, furniture for the school was delivered. When the school building was finished, it was described as “the newest and most modern of the District’s school houses,” which “presents an impressive appearance”.⁶⁷ On October 14, 1912, the Randle Highlands School officially opened to over 100 students in the fourth through eighth grades who transferred from the Orr School where first, second, and third grade students remained.⁶⁸ The new two-story building stood at the southwest corner of the school grounds at the intersection of Thirtieth and R Streets.

Plans for the dedication of the Randle Highlands School were made on November 11, 1912, by the Citizens Committee of the Randle Highlands Citizens Association.⁶⁹ The dedication ceremony for the new school, held on December 14, 1912, was one of the largest celebrations to take place in the Randle Highlands community up to that time. Over 800 invitations were sent to residents as well as officials within the city and federal governments. The ceremony was held in one of the spacious classrooms on the first floor which was decorated with over 200 flags from the United States and foreign countries. Over 180 school children from the Randle Highlands neighborhood performed as a chorus to the accompaniment of the Naval Gun Factory Band. Arthur Randle played a part in the ceremony along with multiple senators, congressmen, representatives of the Board of Education, and the principal of the Randle Highlands School, Constance Luebker.⁷⁰

The school continued to grow through the early-twentieth century but the eight-classroom building quickly became insufficient for the expanding student body. In 1928, the Randle Highlands Citizens Association and the Parent-Teacher Association of the Randle Highlands School met with the Board of Education and recommended the construction of a four-room addition to the existing school building to alleviate overcrowding. Although school

⁶⁵ “Pupils Lay Corner Stone of New School Building,” *The Washington Herald*, 10 October 1911: 12.

⁶⁶ “Pupils Lay Corner Stone of New School Building,” *The Washington Herald*, 10 October 1911: 12; “New School Is Named,” *The Washington Post*, 10 October 1911: 14.

⁶⁷ “Randle Highlands Plans Celebration of Children’s Day,” *The Washington Times*, 24 June 1912: 14.

⁶⁸ “Randle Highlands School Is Opened,” *The Washington Times*, 14 October 1912: 7.

⁶⁹ “Plans For Dedication,” *The Washington Herald*, 12 November 1912: 9.

⁷⁰ “Randle Highlands School Warming Has Big Program,” *The Washington Times*, 13 December 1912: 11.

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superintendent Balliou addressed their concerns and assured that provisions would be made in the upcoming school budget, improvements were delayed.⁷¹ By 1928, the playground at the rear of the school, which stood on exposed earth, started to wash away due to the steep slope of the terrain. The school was also positioned along the edge of a deep ravine. The remaining land on the hill to the east of the school at the building's rear dropped approximately nine feet, creating a nearly forty-five-degree slope against the building that presented a safety hazard for children playing on the school grounds. Since no retaining walls were built during the initial construction, the community rallied to put one in place. Both the Randle Heights Citizens Association and Randle Heights Parent-Teacher Association submitted an appeal to District officials and the Board of Education to construct a retaining wall in the rear of the school and to fill the ravine with earth. Attempts to grade the slope were carried out, but the retaining wall was never built.⁷²

In April 1930, requests were made again for additional facilities to alleviate overcrowding at the Randle Highlands School building. Specifically, residents requested a four-room addition to the 1912 school building as well as the construction of a portable school on the grounds to house the first, second, and third grade students who were still traveling to the Orr School.⁷³ Eight years later, four southeast citizens associations—Randle Highlands, Summit Park, Hillcrest, and Fort Davis—met in a joint meeting with the chairmen of the School Committee to discuss a three-point program. Among their requests to the School Committee was the enlargement of the Randle Highlands School.⁷⁴ Despite the efforts of the citizens associations, the school received no addition or new facilities. In the mid-1930s, however, the 3000 block of R Street, which ran along the south side of the school building and linked Thirtieth and Thirty-First Streets, was closed and reverted to the property of the school.⁷⁵

After over forty years since residents first requested that the Randle Highlands School be expanded to accommodate more students, the Board of Education finally approved the construction of a rear wing addition to the building. In 1969, drawings were drafted by the Office of Design and Engineering for a two-story brick addition. The addition, constructed to the east (rear) of the original building, contained at least six additional classrooms and two large multi-purpose rooms. The addition was only connected to the historic building by a hyphen at the first story. The addition utilized the rear entrance on the east elevation and infilled the flanking windows with CMU. At that time, an extra window opening was inserted in the original building to the south of the hyphen.

In August 2001, District officials announced that a new classroom building was to be constructed at Randle Highlands Elementary School.⁷⁶ The new building, constructed at a cost of \$3 million, included the school's first gymnasium.⁷⁷ The construction of the new school facilities, located

⁷¹ "Orr School Project Dropped By Citizens," *Evening Star*, 16 December 1928: 2.

⁷² "Safe Playground Sought For Pupils," *Evening Star*, 21 November 1928: 3; "Equipment Need Found In Schools," *Evening Star*, 31 January 1930: A4.

⁷³ "Needs Presented to School Board," *Evening Star*, 22 April 1930: B9.

⁷⁴ "Better Southeast School Facilities Sought," *Evening Star*, 25 December 1938: 46.

⁷⁵ District of Columbia Office of the Surveyor, SurDoes, "Closing of R Street," Book 130, Page 96, 1931.

⁷⁶ "In Brief," *The Washington Post*, 1 August 2001: B3.

⁷⁷ "Permit Applications," *The Washington Post*, 24 April 2003, T5.

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north and east of the historic 1912 building, necessitated the demolition of the former 1969 addition and connecting hyphen. This left the original school building extant without any additions as it appeared historically prior to 1969. The first phase of the new Randle Highlands Elementary School opened in September 2002 with an enrollment of approximately 500 students.⁷⁸ Following completion of the final phase of construction for the new school facilities in 2003, the historic Randle Highlands School was abandoned and remained unoccupied until the recent renovation in 2020-2022. The school grounds remain much the same today as when the current facilities were completed in 2003 with surface parking and playgrounds to the east and southeast, athletic courts to the northeast, and the historic Randle Highlands School to the southwest as a standalone structure. Limited changes to the grounds as part of the 2020-2022 modernization include the installation of a playground on the east side of the historic school building and the construction of a freestanding covered steel breezeway that runs east-west between the 2003 building and the glass-enclosed vestibule addition at the north, first-floor entrance to the historic school.

Conclusion

The historic Randle Highlands School conveys important information regarding the history and development of the District of Columbia public school system. Randle Highlands is a unique representative example of small schools built in the District with the pinwheel style floor plan. Architecturally, the building reflects the use of the Elizabethan style that was typical of the early tenure of Snowden Ashford as municipal architect prior to CFA's implementation of Colonial Revival design standards for public buildings in the district. The school building is an excellent example of the Elizabethan style with ornate features, such as the oriel window and crenellated battlement; and finishes that include stone, ceramic tile, and decorative brick elements. Additionally, it was one of the last schools to be designed by Ashford in the Elizabethan style before Colonial Revival became the prevailing style for public schools in Washington, D.C.. Despite the 2020-2022 modernization, the school retains many character-defining features, thus allowing it to convey significance under National Register Criteria A and C.

⁷⁸ "Enrollment, Offerings Increase at New Schools," *The Washington Post*, 25 December 2003: T3.

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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 4.076 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

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

- | | |
|------------------------|-----------------------|
| 1. Latitude: 38.870863 | Longitude: -76.964642 |
| 2. Latitude: 38.870383 | Longitude: -76.963422 |
| 3. Latitude: 38.869030 | Longitude: -76.963091 |
| 4. Latitude: 38.869462 | Longitude: -76.964675 |

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Or

UTM References

Datum (indicated on USGS map):

AD 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 Randle Highlands School include Lot 74 (Square 5663). The lot is bound by Pennsylvania Avenue SE to the north; Thirtieth and Thirty-First Streets SE to the west and east, respectively; and single-family residential lots to the south.

Boundary Justification (Explain why the boundaries were selected.)

This lot contains the historic Randle Highlands School. This resource has historically been associated with Lot 74, Square 5663, since it was completed in 1912.

11. Form Prepared By

name/title: Benjamin Walker, Architectural Historian
organization: EHT Traceries, Inc.
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: July 2022

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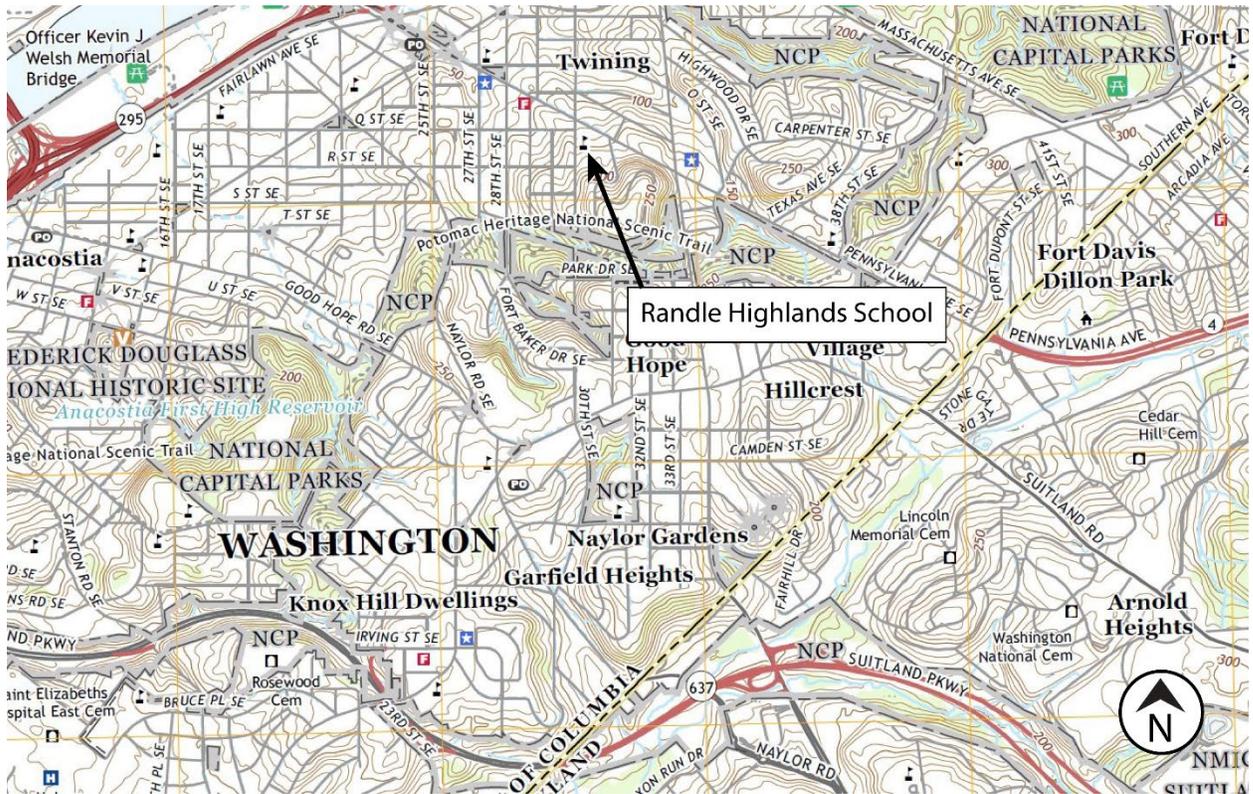
Additional Documentation



Randle Highlands School, Landmark Boundaries – Lot 74, Square 5663 (DC Atlas Plus)

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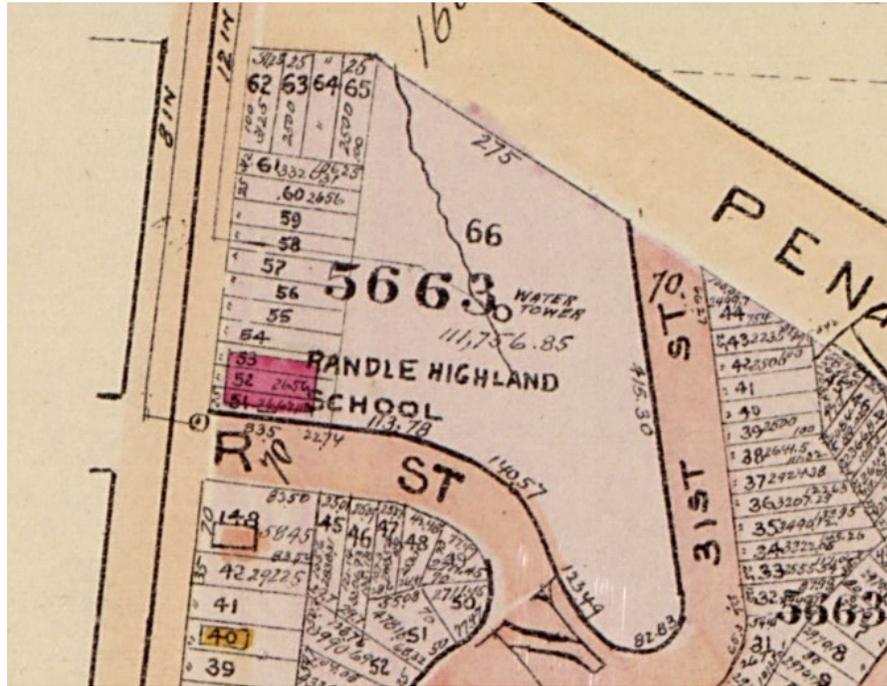
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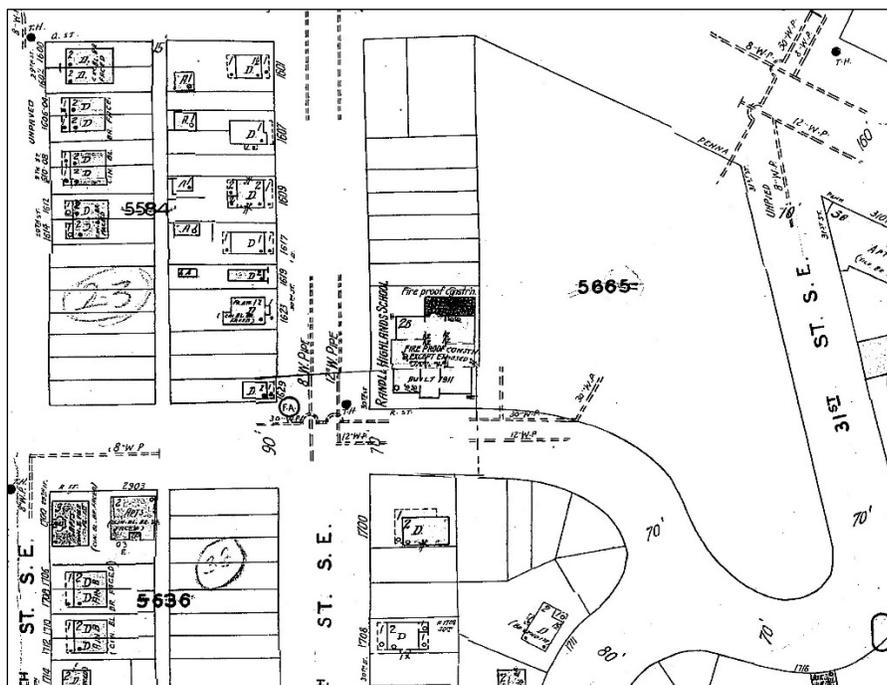
Randle Highlands School, Location Map (2019 Anacostia Quad, USGS)

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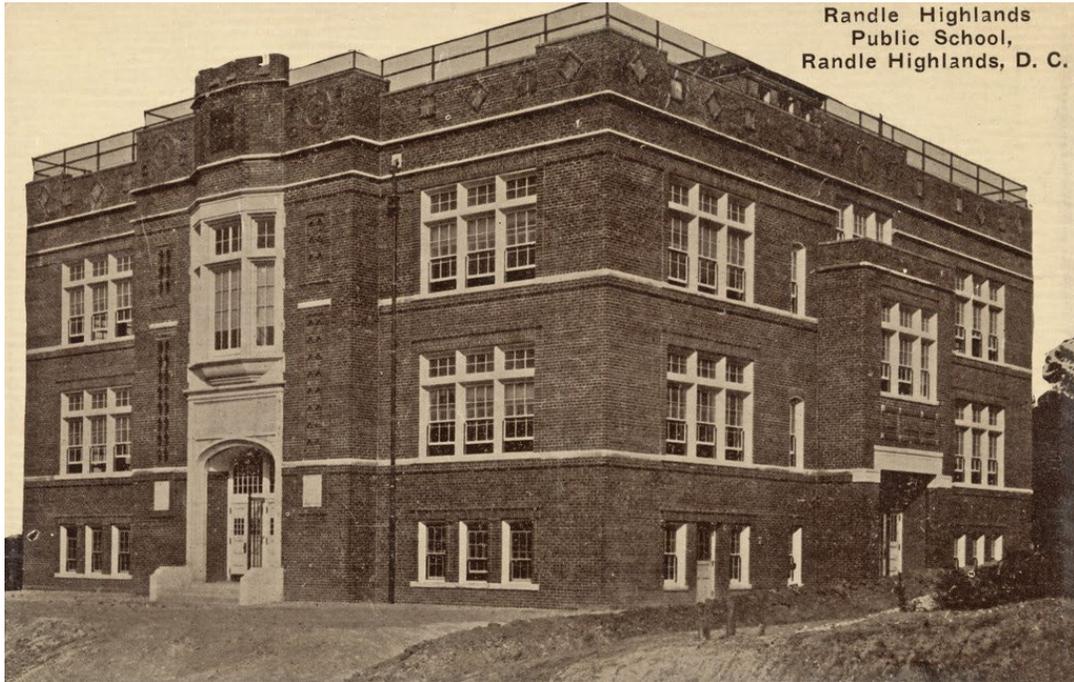
Detail from the 1913 Baist atlas, vol. 4, plate 19, showing the Randle Highlands School property after the school was constructed (Library of Congress)



Detail from the 1960 Sanborn Fire Insurance Map showing the location of Randle Highlands School (Library of Congress)

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Randle Highlands School as it appeared when it was built c. 1912 (Flickr)



Randle Highlands School as it appeared in 1949 (DC History Center)

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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: Randle Highlands School
City or Vicinity: Washington, DC
County: Washington State: DC
Photographer: EHT Tracerics, Inc.
Date Photographed: August 2, 2022

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

Photo 01 of 19: DC_Randle Highlands School_0001.tif: West (Main) Elevation, Looking East.

Photo 02 of 19: DC_Randle Highlands School_0002.tif: West (Main) Elevation, Central Pavilion with Main Entrance, Looking East.

Photo 03 of 19: DC_Randle Highlands School_0003.tif: South and West Elevations, Looking Northeast.

Photo 04 of 19: DC_Randle Highlands School_0004.tif: East Elevation, Looking West.

Photo 05 of 19: DC_Randle Highlands School_0005.tif: East Elevation, Looking West.

Photo 06 of 19: DC_Randle Highlands School_0006.tif: North Elevation, Entry Vestibule Addition and Covered Walkway, Looking Southeast.

Photo 07 of 19: DC_Randle Highlands School_0007.tif: North Elevation, Entry Vestibule Addition and Covered Walkway, Looking West.

Photo 08 of 19: DC_Randle Highlands School_0008.tif: Penthouse Roof Access, Looking Northwest.

Photo 09 of 19: DC_Randle Highlands School_0009.tif: Double Steel Pipe Railing on Roof, Looking Northeast.

Photo 10 of 19: DC_Randle Highlands School_0010.tif: Main Entrance in West Stairwell, Looking West.

Photo 11 of 19: DC_Randle Highlands School_0011.tif: West Stairwell, Looking West.

Photo 12 of 19: DC_Randle Highlands School_0012.tif: Detail of Bay Window in West Stairwell, Looking West.

Photo 13 of 19: DC_Randle Highlands School_0013.tif: Typical Hall, Looking Northwest.

Photo 14 of 19: DC_Randle Highlands School_0014.tif: Original Floors in Second Floor Hall, Looking East.

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Photo 15 of 19: DC_Randle Highlands School_0015.tif: Second Floor Hall Ceiling, Looking Southeast.

Photo 16 of 19: DC_Randle Highlands School_0016.tif: Typical Interior Transom, Looking North.

Photo 17 of 19: DC_Randle Highlands School_0017.tif: Typical Classroom, Looking Northwest.

Photo 18 of 19: DC_Randle Highlands School_0018.tif: Original Chalkboard in Northwest Classroom on the Second Floor, Looking North.

Photo 19 of 19: DC_Randle Highlands School_0019.tif: Edge Reveal of Original Ceiling in Northwest Classroom on Second Floor, Looking North.



Photo 01: DC_Randle Highlands School_0001.tif: West (Main) Elevation, Looking East

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Photo 02: DC_Randle Highlands School_0002.tif: West (Main) Elevation, Central Pavilion with Main Entrance, Looking East

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Photo 03: DC_Randle Highlands School_0003.tif: South and West Elevations, Looking Northeast



Photo 04: DC_Randle Highlands School_0004.tif: East Elevation, Looking West

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Photo 05: DC_Randle Highlands School_0005.tif: East Elevation, Looking West



Photo 06: DC_Randle Highlands School_0006.tif: North Elevation, Entry Vestibule Addition and Covered Walkway, Looking Southeast

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Photo 07: DC_Randle Highlands School_0007.tif: North Elevation, Entry Vestibule Addition and Covered Walkway, Looking West



Photo 08: DC_Randle Highlands School_0008.tif: Penthouse Roof Access, Looking Northwest

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Photo 09: DC_Randle Highlands School_0009.tif: Double Steel Pipe Railing on Roof, Looking Northeast



Photo 10: DC_Randle Highlands School_0010.tif: Main Entrance in West Stairwell, Looking West

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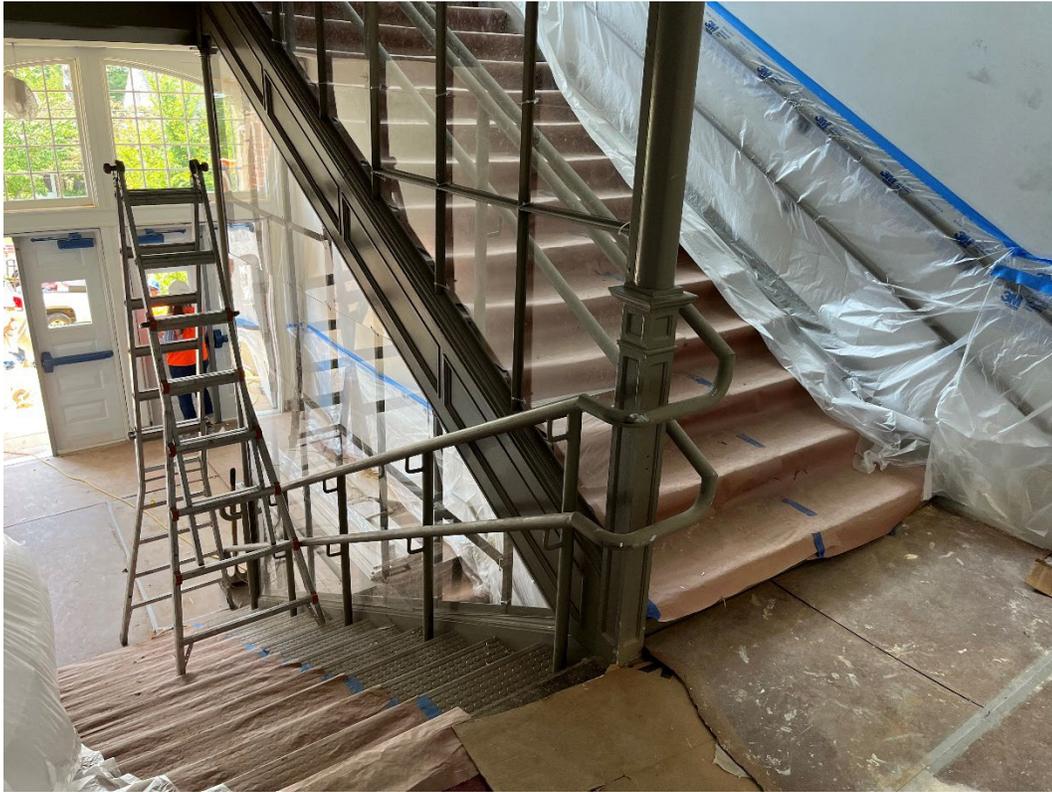


Photo 11: DC_Randle Highlands School_0011.tif: West Stairwell, Looking West

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Photo 12: DC_Randle Highlands School_0012.tif: Detail of Bay Window in West Stairwell, Looking West

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Photo 13: DC_Randle Highlands School_0013.tif: Typical Hall, Looking Northwest.

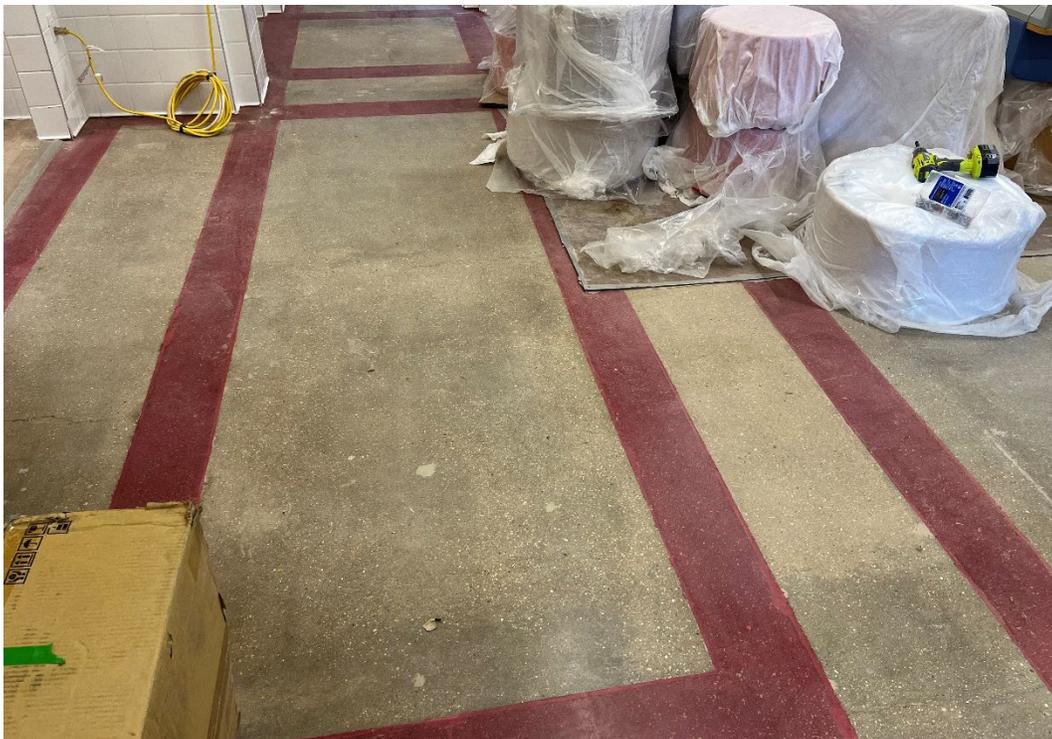


Photo 14: DC_Randle Highlands School_0014.tif: Original Floors in Second Floor Hall,
Looking East

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Photo 15: DC_Randle Highlands School_0015.tif: Second Floor Hall Ceiling, Looking Southeast



Photo 16: DC_Randle Highlands School_0016.tif: Typical Interior Transom, Looking North

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Photo 17: DC_Randle Highlands School_0017.tif: Typical Classroom, Looking Northwest.



Photo 18: DC_Randle Highlands School_0018.tif: Original Chalkboard in Northwest Classroom on the Second Floor, Looking North

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Photo 19: DC_Randle Highlands School_0019.tif: Edge Reveal of Original Ceiling in Northwest Classroom on Second Floor, Looking North

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

- Tier 1 – 60-100 hours
- Tier 2 – 120 hours
- Tier 3 – 230 hours
- Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.