

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



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

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

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

Address 4301 13th Street, N.W.

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

Affected Advisory Neighborhood Commission 4C

Date of construction 1928-1932 Date of major alteration(s) 1977-1980, 2016

Architect(s) Albert Harris Architectural style(s) Georgian Revival

Original use School Present use School

Property owner The District Columbia Board of Education

Legal address of property owner 441 4th Street, NW, Washington, D.C. 20001

NAME OF APPLICANT(S) Department of General Services

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

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

202-727-2800

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

Signature of representative  Date 25 Jan 2018

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

Date received
H.P.O. staff

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Theodore Roosevelt Senior High School

Other names/site number: _____

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: 4301 13th Street, NW

City or town: Washington State: DC County: 001

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

<p>_____</p> <p>Signature of certifying official/Title:</p> <p>_____</p> <p>State or Federal agency/bureau or Tribal Government</p>	<p>_____</p> <p>Date</p>
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<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>_____</p> <p>Signature of commenting official:</p> <p>_____</p> <p>Title :</p>	<p>_____</p> <p>Date</p> <p>_____</p> <p>State or Federal agency/bureau or Tribal Government</p>

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

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

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY REVIVAL

Georgian Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation/Walls: BRICK, Roof:
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

Theodore Roosevelt Senior High School is a three-story school building with a recessed basement. Designed by Albert L. Harris, it was built between 1928 and 1932 in the Georgian Revival style (Photo 1). The five-part, Palladian composition features a central block connected to two outer pavilions via one-story hyphens. Both the central block and the pavilions are primarily clad in red brick, laid in a Flemish bond pattern, while the roof is covered in slate. The building also features extensive limestone accents. Between 1977 and 1980, a large addition was constructed, which expanded the classroom, athletic, and other facilities to the gymnasium and auditorium pavillions. Additional renovations were undertaken during a modernization project completed in 2016. Most of the modernization involved enhancing classroom technology and improving circulation through the school by rearranging subject matter classroom locations. A major component of the modernization was the enclosure of the central courtyard, creating an enclosed atrium. A separate public access to the gymnasium pavilion was also constructed as part of the 2016 improvements.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Narrative Description

Site

Roosevelt High School is located on a large, twenty-acre parcel bound by Thirteenth, Upshur, and Allison streets and Iowa, Georgia, and Kansas Avenues, NW. The site is a multi-use, municipally-owned parcel that also contains MacFarland Junior High School (facing Iowa Avenue) and the Petworth Neighborhood Library Branch of the D.C. Public Library (facing Kansas Avenue). Roosevelt is located at the southwestern corner of the parcel, facing Thirteenth Street, with additional frontage on Upshur Street. The parcel rises to a sharp crest at its southwestern flank, atop which sits the three main wings of the original school building. To prepare for the school's construction, this crest was leveled to create an artificial terrace, which remains mostly level across the width of the school building. A double set of stepped slopes negotiates the sharp grade difference between the terrace and the street. Toward the northern side of the original school building, the site slopes downward more gradually to terminate in a flat lawn at the northern side of the site, which also contains various athletic courts.

The southern portion of the site has been artificially sunken and graded to accommodate a football field, running track, and bleachers (Photo 2). The athletic field was added to the site in 1936 and has been renovated since this time. To the north, the site is constrained because of the proximity of both the rear elevations of the MacFarland and Roosevelt schools. This area is almost completely paved for parking lots and a driveway.

Central Block

The central block is rectangular in plan, with four wings surrounding a courtyard that has been covered and converted into an atrium. It faces onto Thirteenth Street. On this elevation, it has three stories above a recessed basement story and is seventeen bays wide (Photo 3). The block is clad in brick laid in a Flemish bond pattern and has a hipped roof covered in slate tiles. It features a three-part composition, at the center of which a shallow, five-bay projection is surmounted by a front-facing, open gable. The outer corners of this central projection are embellished with limestone quoins. Ample limestone detailing on this block includes the cornice, a belt course between the second and third stories, and a semi-circular portico at the center. The central portico is the most prominent feature of the building's façade. It is supported on six astylar stone columns. The capitals of the columns are round in section, and feature a band of acanthus leaves that encircle a fluted drum that curves outward to meet the capital cap. Above the columns are a complete architrave and a parapet concealing the flat roof. On the frieze of the portico are inscribed the words: THEODORE ROOSEVELT HIGH SCHOOL

The portico rests on a raised terrace ringed by an open flight of stairs. Set within the terrace are three single-leaf entry doors, all inset within prominent surrounds and architraves. The doors are

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

not original to the building, but the surrounds are original. The central door surround is the most elaborate, with fluted pilasters with capitals that match those of the portico columns, a frieze with carved rosettes, and a segmentally-arched pediment accented with heavy modillions.

The entry portico (Photo 4) is accessed through a series of terraces, which mediate the steep slope between the portico and Thirteenth Street. A broad, semicircular retaining wall, clad in brick, frames the uppermost terrace. It supports elaborately detailed, wrought-iron railings, and is framed by a double set of curved, concrete stairs. These stairs meet on a lower platform, which follows a shorter flight of stairs to a lower terrace, directly level with the Thirteenth Street sidewalk.

Surmounting the open gable that contains the central block's five center bays is a prominent tower and cupola (Photo 5). The cupola is composed of three tiers: a square base, an octagonal central section with louvered vents, and an upper octagonal section, smaller in scale and with glazed openings. A balustrade encircles the octagonal central section atop the square base. The upper octagonal section is capped by a flared, copper-covered roof terminating in a weathervane.

Each outer elevation of the central block shares the same general fenestration, brick coursing, rhythm, and character of architectural detail as the Thirteenth Street elevation, albeit with less elaborate stone and brick detail. The rear (east) wing was only planned with two stories aboveground; a third story was added in conjunction with the 1970s addition (Photo 6). A small greenhouse is located south of the central block and immediately east of the south hyphen that connects the central block with the south pavilion.

The interior of the central block is arranged around the main lobby, which is immediately adjacent to the west portico. The lobby is a rectangular space with marble flooring and wainscoting, plaster walls and ceilings with decorative reliefs, cast-iron light fixtures, and the original wood, double-leaf doors with leaded-glass transoms (Photo 7). The original exterior doors have been replaced with new, aluminum ones. At the center of the room, a cast-iron table with a round, marble top is affixed to the floor. A plaque on the table reads:

BUSINESS HIGH SCHOOL
1890

THEODORE ROOSEVELT HIGH SCHOOL
1932

Throughout the central block, double-loaded corridors provide access to the perimeter classrooms. The east wing, is slimmer than its counterparts, and has only a single-loaded corridor that opens directly onto the interior courtyard. These corridors are generously proportioned, rectangular volumes punctuated by door and window openings, niches, and lockers (Photo 8). They are finished with plaster walls, terrazzo floors, suspended ceilings with acoustic tiles and fluorescent light fixtures, and glazed tiles. The classrooms have a similar character. Although the ceilings have been lowered and the original fixtures replaced, these spaces retain most of their original finishes, including plaster walls, wall tiles, wood millwork, and flooring

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

(flooring in the classroom appears to have been covered with VCT). Most of the original interior doors have been replaced. Similarly, the original exterior walls in the hyphen corridors retain their original arched openings, yet have been infilled. The original partition walls within the hyphens have been demolished to create wider corridors.

Outer Pavilions

The outer pavilions of the Palladian composition were completed in 1932, in conjunction with the central block. The north pavilion contains the school's auditorium, while the south contains the gymnasium. The hyphens act as circulation corridors. When completed, they were narrow corridors, lit by fenestration on either side that opened to brick arcades. During the 1970s expansion, these brick arcades were enclosed, and the former exterior walls of the corridors were demolished to create wider passages. The 2016 modernization re-opened the enclosed arcade with the restoration of the arched windows. Although differentiated in terms of size and function, the gymnasium and auditorium blocks share the same basic plan: interior lobbies accessed via colonnaded porticoes, secondary circulation spaces, large central spaces, and utilitarian support spaces to the rear.

Gymnasium Pavilion

The gymnasium pavilion is composed of a central, two-story block with a hipped roof (Photo 9). This block is flanked by one-story appendages on either side, which have flat roofs concealed behind parapet walls. On the main, west elevation, the central block is seven bays wide, with an additional bay on each side located within the one-story appendage. Each of the outer corners of the block is demarcated with stone quoins. The three central bays of this elevation are contained within a projecting portico surmounted by a pedimented gable. The outer corners of the portico are engaged with enclosed brick walls, recessed at the center to be replaced with four giant Doric columns. Entry doors deeply recessed within the inner wall surface are reached through a wide set of stone stairs. The central door features a decorative surround, at the top of which is a carved wooden acorn.

Within the entry portico is a vestibule that leads to a double-loaded corridor. A mix of smaller rooms line the west edge of the building, and boys' and girls' locker rooms are contained within the outer, one-story appendages. At the heart of this block's footprint is the gymnasium itself, a vast two-story volume open to the interior roof structure (Photo 10). Skylights punctuate the roof, and a bank of arched windows lines the east wall. When completed, the gymnasium was outfitted with a removable partition that separated the boys' and girls' gymnasiums. That partition has been removed, but some parts of its fittings remain. As completed, a single staircase connected the first floor of the gymnasium block with the second, which contained two large, open classrooms.

The 1970s addition to the east approximately doubled the footprint of the gymnasium wing (Photo 11). The addition is centered on the original building's east-west axis. It contains four stories: a partial basement for storage and mechanical equipment, two stories above the basement that contain the vaulted natatorium and two levels of team and dressing rooms, and a third story

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

containing bathrooms and locker rooms. The natatorium itself is a large, two-story space supported on rigid concrete frames and features a gallery of seats on the second floor. This uppermost floor is level with the first floor of the original gymnasium, although the ceiling height is much lower, which allowed the large, round-arched windows on the east wall of the gymnasium to remain open.

Auditorium Pavilion

The auditorium block is smaller than its gymnasium counterpart, containing fewer accessory functions. Its architectural features—both inside and outside—are more intricately detailed than the gymnasium. Also unlike the gymnasium, the auditorium block features a wide flight of concrete stairs that connect its upper terrace to the Thirteenth Street sidewalk.

The auditorium block is a two-story structure with a hipped roof and a rectangular footprint (Photo 12). At the east edge of the building, the slim structure encasing the stage's fly tower rises above the hipped roof, terminating in a flat roof. The central ridge of the lower, hipped roof also features a diminutive version of the central cupola. The west, main elevation features a hexastyle Doric portico with a gabled pediment. This elevation has five window bays contained within the portico, and an additional blind bay that extends outward from either side. The elevation is further embellished with limestone quoins and a prominent limestone cornice. Metal grates are affixed to the outer windows on the first story.

Immediately inside the auditorium block entrance is a small vestibule, the focus of which is an octagonal, glazed ticket booth. Beyond this, a larger lobby offers access to the auditorium itself. Both the vestibule and lobby feature floors, wainscoting, and door surrounds of polished marble. The original doors have been replaced, but have retained their glazed fanlights, though these fanlights are now painted. Stair halls on either side of the lobby provide access to the second-floor music room and the balcony above the auditorium. The auditorium itself is a deep, open space whose floors slope downward along three tiers of laminated-woods seats (Photo 13). The spare, neoclassical details of the theater are nearly Adamesque in character. The lower dado panel is clad in coursed, imitation cast stone tiles, while the upper surface is clad in paneled plaster punctuated by double rows of fluted pilasters. These pilasters rest on a base carved with a Greek wave pattern. Above the pilasters is a deep cornice. The ceiling of the auditorium opens to a broad, elliptical dome. At the outer corners, circular medallions support light fixtures. At the front of the auditorium, diagonal walls frame an open stage. The stage was once fronted by an orchestra pit, which has since been enclosed. The only portion of the auditorium block with a fully excavated basement is the dressing rooms, located beneath the stage at the extreme east end of the building.

Windows

Most of Roosevelt High School's windows consist of replacement double-hung, six-over-six or eight-over-eight, sash metal units. The central bay of the central block contains eight-over-eight, double-hung metal windows with limestone sills and jack arches with keystones. The first two stories of the north and south wings and rear or east wing of the central block have paired, six-

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

over-six, double-hung metal windows with triple-light transoms. These windows have limestone sills and brick headers. The third story has eight-over-eight, double-hung, sash metal windows. The gymnasium and auditorium pavilions also have eight-over-eight, double-hung metal windows.

A few of the original austral-type wood windows remain intact (Photo 14) mostly on the south elevation of the central block's first story. Introduced in the United States in the 1920s, austral windows were not commonly used, but sometimes appeared in schools, libraries, and other public buildings. When closed, they closely resembled double-hung windows. However, instead of sliding vertically along a fixed track, the sashes of an austral window pivot simultaneously, easing operability and greatly increasing the ventilation afforded. Roosevelt High School's windows have six-over-six sashes, in addition to triple-light transoms. Most have no exterior surrounds, but rather directly abut the brick cladding. Most have limestone sills and brick headers.

Additions

Between 1977 and 1980, Roosevelt underwent construction of a large addition as well as renovation of existing facilities. The addition expanded the school's athletic, performing arts, service, classroom, and dining facilities. The addition was made in four parts: a natatorium attached to the east of the gymnasium block, a classroom addition above the third floor of the central block's east wing, a performing arts and dining expansion that filled the courtyard between the main and auditorium blocks, and a large classroom addition to the north of the auditorium block. The addition was clad in running bond brick and had a flat roof, concealed behind a mansard roof clad in standing-seam metal. The height and massing of the addition varied in response to changes in topography and program. The addition on the north side of the auditorium block as originally built was characterized by an almost complete lack of windows. The 2016 modernization resulted in the installation of ribbon one-light steel windows in the first story and triple two-light metal windows on the second story.

On the exterior, the original portions of the school building were not heavily impacted, particularly on the west side. Portions of exterior walls were demolished, many of the building's original doors were replaced, and ventilation grilles were added to the exterior wall surfaces. The hyphen passages were expanded and their windows were enclosed at this time. The 2016 modernization restored the window openings to their historic appearance. The main entrance to the school was relocated to the east side, directly north of the central block. Similarly, the interior was only moderately impacted by the renovations. New lighting and electrical fixtures were added to the auditorium and gymnasium spaces. Suspended, acoustic ceiling tiles were added to the hallway and cafeteria spaces. The cafeteria was expanded to extend into the new addition to the north. Most of the original doors were replaced, and some interior walls were demolished to enlarge existing classrooms.

2016 Modernization

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Modernization of the school in 2016 resulted in renovations to the building that included the replacement of many of the original wood windows with more energy efficient window units, installation of solar panels, enclosure of the central courtyard, restoration of the cupola and hyphens, and opening the once enclosed addition to the auditorium wing. The solar panels were installed on the roof of the 1970s addition to the gymnasium wing. A separate entry foyer was constructed on the east side of the addition to provide public access to the gymnasium and pool located in the natatorium. The entry foyer is a one-story structure with metal-frame, glass-plated walls set on a brick foundation and capped with a flat metal roof. The east side of the foyer contains three bays. A double-leaf, metal-frame glass door on the east side of the center bay is sheltered with a flat roof hood. Double-leaf, metal-frame glass doors are located on the other two bays on both sides of the central bay.

The modernization also included the enclosure of the courtyard of the central block, creating an interior atrium (Photo 15). The atrium's roof consists of glass panels aligned between steel beams supported by steel columns. A staircase provides access from the first story down to the ground floor of the atrium. The stairs and floor of the atrium are laid with terrazzo tile. The cafeteria is accessible from the atrium through three doors that lead into the basement of the north wing. A one-story, glass enclosed projecting bay extends from the south end of the east wing. Other interior changes to the building include the restoration of the historic entrance in the central pavilion along 13th Street.

The 2016 modernization also resulted in landscape changes to the front of the school along Thirteenth Street. Much of the tree covered grass lawn in front of the main entrance was replaced with small shrubs.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

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.)

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

- 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

Areas of Significance

(Enter categories from instructions.)

EDUCATION
ARCHITECTURE

Period of Significance

1928-1936

Significant Dates

Significant Person

(Complete only if Criterion B is marked above.)

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Cultural Affiliation

Architect/Builder

Albert L. Harris (Architect)

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.)

Theodore Roosevelt High School meets National Register Criteria A and C and D.C. Inventory of Historic Sites Criterion (b), (d), and (f). Roosevelt High 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 a school property that falls under subtype IV, buildings designed by the Office of the Municipal Architect under Albert L. Harris, 1921-1934. The period of significance covers the construction of the original high school and the athletic field to the east that was first erected on the site in 1936. It does not include the later additions in 1977 and 2016.

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

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

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

Theodore Roosevelt High School meets National Register Criterion A and D.C. Inventory of Historic Sites Criterion (b) because it conveys important information regarding the history and development of the public-school system in the District of Columbia. Roosevelt High School was among the last schools to be completed during an intensive school building program that occurred in the District following World War I. This period witnessed great population growth in Washington; however, due to the focus on wartime building activities, legislators were not prepared to adequately fund or equip new school construction. Existing educational buildings were characterized by small, scattered, and overcrowded schools, including part-time, rented, and portable buildings. Business High School, completed in 1906, was a typical example of the inadequacies of the building stock: a confined site did not allow for recreational facilities or further expansion, and the school adopted night classes to relieve crowding. In the mid-1920s, these chronically overcrowded and antiquated facilities prompted Congress to enact the Five-Year School Building Program Act.

The building program was intended to create a model of schoolhouse planning and construction. Roosevelt High School, although not completed until 1932, was a product of this campaign. The first funds for construction were allocated in 1928, but were delayed due to the advent of the Great Depression, which slowed congressional appropriations. The choice of site, a large and municipally owned tract in the newly established Petworth neighborhood, was reflective of the Board's desire to site new schools in burgeoning residential neighborhoods, clustered to provide facilities at the elementary, junior high, and senior high school levels, as well as access to public amenities such as parks, playgrounds, pools, and libraries. Fully developed, the Upshur Tract included Roosevelt, MacFarland Junior High School, the Petworth Public Library, and a large athletic stadium, in addition to the other school and public institutions they faced across Thirteenth Street.

Finally, Business High School's physical transition—from a small and obsolete building to a large and commodious facility—allowed for a similarly pivotal educational transition, from business and occupational training to a more well-rounded, college-preparatory curriculum, particularly for senior high schools. The renaming of Business High School to Roosevelt High School in 1928 (four years before the new facility was completed) further reflects this shift. Although Roosevelt High School retained some of its foundation in business education following the completion of the new building, the expanded facilities, which included accommodations for athletics, performing arts, and military drills, reflected the District Board of Education's commitment to providing adequate buildings to support this new educational model. Similarly, other occupation-based schools, which included manual and technical schools, evolved into a more holistic educational approach. Like Roosevelt, McKinley and Armstrong Senior High Schools removed "Technical" and "Manual" from their respective titles in 1928. The new buildings provided for them during this time allowed for this transition.

Theodore Roosevelt Senior High School

Name of Property

Washington, DC

County and State

Therefore, Roosevelt represents the fruition of an extended initiative on the part of the Board of Education to improve the physical condition and educational quality of its schools. Like Eastern High School (completed 1923) and McKinley High School (1928), Roosevelt's location and physical character evoke these values and reflect D.C.'s response to changing populations and educational goals.

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; and,

D.C. Inventory of Historic Sites Criterion (d) Architecture and Urbanism: The property embodies the distinguishing characteristics of architectural styles, building types, or methods of construction, or are expressions of landscape architecture, engineering, or urban planning, siting, or design significance to the appearance and development of the District of Columbia or the nation and Criterion (f) Work of a Master: The property is a notable work of craftsmen, artists, sculptors, architects, landscape architects, urban planners, engineers, builders, or developers whose works have influenced the evolution of their fields of endeavor, or are significant to the development of the District of Columbia or the nation.

Theodore Roosevelt High School meets National Register Criterion C and D.C. Inventory of Historic Sites Criterion (d) and (f) as an embodiment of its era's values toward the character and style of municipal architecture. It is also significant for its association with one of D.C.'s most noted municipal architects, Albert L. Harris.

Harris designed Roosevelt in the Georgian Revival style, a subcategory of the Colonial Revival.¹ Colonial Revival styles became popular following the 1876 Centennial, and their popularity lingered until the 1920s, when an overwhelming resurgence occurred, largely influenced by the preservation movement's research and documentation of colonial architecture. Particularly influential was the restoration of Colonial Williamsburg, a widely publicized and celebrated example. The Georgian Revival subtype was especially popular in the Mid-Atlantic region, influenced by the many colonial river plantations found in Maryland and Virginia. Harris considered the Colonial Revival readily adaptable to municipal buildings in a variety of scales, forms, and settings. Beyond their programmatic flexibility, Colonial Revival styles, Harris felt, conveyed a sense of dignity, simplicity, and permanence, all traceable to their roots in Colonial and Federal America. Finally, in contrast to Elizabethan and Gothic Revival architecture—widely applied to an earlier generation of school buildings in D.C.—Harris viewed the Colonial Revival as more compatible with residential neighborhoods in which the new schools were to be sited. Harris's views on the suitability of Colonial Revival for school buildings was reinforced by the Commission of Fine Arts (CFA), which adopted Colonial Revival as its preferred style for District of Columbia School buildings.

¹ The other important subcategory is the Neo-Adamesque or Federal.

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

Harris's design for Roosevelt exhibits the hallmarks of the Georgian Revival style: a five-part Palladian plan featuring three pavilions linked by hyphens; hipped roofs; porticoes; brick cladding embellished with stone detailing; elaborate door surrounds; (seemingly) double-hung windows; and a crowning cupola atop the central pavilion. The highly articulated Palladian plan allowed for clear distinctions to be made between the programmatic functions of the school building, namely its auditorium, gymnasium, and classrooms. Harris bestowed monumentality and grandeur upon his building through the generous use of polished marble on the building's primary interior spaces; the use of honed limestone on its exterior quoins, porticoes, cornices, and belt courses; and through the addition of a central tower and cupola. Roosevelt was among the last of D.C.'s school buildings whose design afforded such expensive finishes. Although it was predominantly built and funded during the Great Depression, its design and budget were sufficiently developed before that period to allow these features to be retained.

The additions constructed between 1977 and 1980 and the modernization project completed in 2016 do not contribute to the architectural significance of Roosevelt High School. Specifically, their date of construction falls outside the period of significance established by the D.C. Public Schools Multiple Property Listing.

The Roosevelt Senior High School represents the second phase of a notable local community planning effort undertaken by the City to harmonize design elements of three monumental public buildings within the Petworth neighborhood constructed during the 1920s and 1930s. The MacFarland Junior High School was the first school constructed on the parcel followed by the Roosevelt Senior High School in the early 1930s. The Petworth Neighborhood Library represented the third Georgian/Colonial Revival local public building constructed on the parcel in 1939. All three resources, Petworth Library, MacFarland Junior High School, and Roosevelt Senior High School are amongst the city's best examples of Georgian/Colonial Revival public architecture within one of the city's very best groupings of public buildings.

Integrity

Roosevelt High School retains a high degree of historic integrity. Despite the extensive 1970s addition and renovation program that altered some of the original building's physical fabric, as well as its formal relationship to its site, the historic core retains a vast majority of its original form, character, and materials. The building remains in its original location in a setting that has not changed dramatically since the building's completion in 1932. Later site development involved the construction of the Petworth Neighborhood Library and the athletic fields. The Petworth Library was developed within the same Georgian Revival architectural character of Roosevelt and the athletic fields were constructed within the period of significance for the school. The surrounding Petworth neighborhood has remained residential in character. Roosevelt, therefore, retains its integrity of setting and location.

Both on the exterior and the interior, Roosevelt has retained the basic spatial relationships and materials that contribute to its architectural significance. The Georgian Revival elements—including the brick, limestone, wood, cast iron, and marble finishes, the articulated five-part plan, the hipped roofs and porticoes. Although most of the original windows were replaced

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

during 2016 modernization, the original fenestration pattern has been retained. The 2016 modernization renovations have restored much of the original wood fabric of the cupola, removing the vinyl siding, and restoring the window openings to the hyphens, which were part of the original design but covered during the 1970s renovations. The additions to the auditorium and gymnasium wings also do not compromise important character defining features and were added at the end elevations of the outer pavilions in a manor to differentiate from the historic design. In sum, the majority of Roosevelt's exterior elements retain their integrity of design, materials, and workmanship.

On the interior, Roosevelt similarly has retained the bulk of its original finishes. Although some rooms have been altered and their layouts changed, the school's character-defining interior rooms—the auditorium, the gymnasium, the corridors, the various lobbies, and the classrooms—are largely unaltered, and retain their integrity of materials, design, and workmanship. Otherwise, the other interior spaces retain a high degree of historic integrity.

Roosevelt continues to function as an academic building with facilities for athletics, performing arts, and other extracurricular activities. Therefore, it retains both integrity of feeling and association. These elements are enhanced by the character of its campus, which includes a mix of similar buildings and structures whose uses are complimentary to those of Roosevelt.

HISTORIC CONTEXT

History and Development of District of Columbia Public Schools

Legislation passed by Congress in 1804 provided the legal basis for the development of the public-school system in the District of Columbia. It established a board of trustees, led by the President of the United States, which looked to create a system of primary and secondary schools. The school system remained small through the mid-nineteenth century, and classes were held in residences and commercial buildings rather than purpose-built schools. Schools for African American children were informally created through the sponsorship of private citizens and religious groups, and classes were held in churches and other structures. Congress formally established a separate black school system in 1862.²

Beginning in the 1860s, the District's school system underwent a period of modernization. New schools, such as the Wallach (1864), Franklin (1869), and Seaton (1871) Schools, represented the first substantial investment in the construction of modern, purpose-built school facilities. Legislation providing for a more equitable distribution of school funding also resulted in the construction of new, modern schools for Washington's African American students, epitomized by the Charles Sumner School (1871-72). In 1874, the territorial form of government was abrogated in favor of a permanent system of municipal government administered by a group of three commissioners. In addition, the District's school system, consisting of Washington City,

² National Register of Historic Places, Public School Buildings of Washington, D.C., 1862-1960, Multiple Property Documentation Form, Washington, District of Columbia, National Register #64500851, E1-6.

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

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.³

After the turn of the century, the Board of Education's concerns for the health and welfare of students led to initiatives to improve school facilities, and modernization of the District of Columbia school system began. The old schools, constructed during the nineteenth century, relied on natural light and were heated by hot air furnaces. Many of the District's schools were also located on small lots that either did not afford playgrounds or accommodated only playgrounds that were too small. The first significant legislation addressing improvements to school facilities was enacted on June 20, 1906, and reorganized the educational system for the District of Columbia. This legislation addressed the need for the abandonment of old schools constructed in the 1870s and 1880s that were either obsolete or were no longer used due to population demographic changes. 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 cities was fueled by the rise of streetcars and, eventually, the automobile. The Board of Education concurrently abandoned older schools in central city neighborhoods, whose resident population was dramatically shrinking as people relocated to the suburbs.⁴

Even as many new schools were built, school construction did not keep pace with growing student populations fueled by increasing growth of outlying communities like Chevy Chase. Between 1910 and 1920, elementary school enrollment increased from 49,481 to 56,526. The kindergarten student population alone rose from 2,991 to 4,392.⁵ 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.

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

³ Public School Buildings of Washington, D.C., 1862-1960, E6-11.

⁴ Robert Haycock, "Sixty Years of the Public Schools of the District of Columbia," Columbia Historical Society Records, v. 48, 1946-1947: 48-53.

⁵ Haycock, 67.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

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.⁶

In 1924, the Board of Education proposed a Five-Year Building Program of school construction to alleviate the crowded school conditions being experienced in the developing areas of the District. Anticipated under the program were the construction of new high schools and junior high schools, additions to existing school buildings, and new playgrounds. It was within this context that Alfred L. Harris designed many architecturally-significant new schools during the late 1920s.

Neighborhood Context

The expansion of streetcar lines during the late nineteenth century led to the development of neighborhoods such as Petworth, Brookland, Park View, Mount Pleasant, and Woodley Park as the city spread to the north. A group of speculative investors that included Brainard H. Warder, E. A. Paul, and B. H. Warner acquired the Marshall Brown property and part of the historic Tayloe family estate between 1886 and 1888. In 1889, they subdivided these lands to create the Petworth neighborhood. The subdivision was one of the largest created in Washington during this period, and extended from Hamilton Street, N.W. south to Rock Creek Church Road, and from Georgia Avenue east to Third Street, N.W. Laid out just prior to the passage of the Highway Act in 1893, Petworth's street grid largely adhered to the pattern of Washington's existing streets and avenues, reinforced by the prominent diagonals of New Hampshire and Kansas Avenues.⁷

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

The advantages of this section are many, and the growth has certainly been remarkable. It was but a few years ago when a large part of Petworth was unimproved land consisting of golf courses and numerous farms and wooded tracts; but today the vast development and change is apparent to anyone who visits that section.⁸

Petworth was also attractive due to its proximity to public transportation, with numerous streetcar and bus lines providing connections to downtown Washington. Real estate developers and local newspapers also cited the area's high elevation and many parks as desirable amenities. Petworth's residential architecture is characterized by attached brick rowhouses, which like

⁶ Public School Buildings of Washington, D.C., 1862-1960, E11-13.

⁷ Frederick Gutheim, *Worthy of the Nation: The History of Planning for the National Capital* (Washington: Smithsonian Institution, 1977), 104, 107; Matthew B. Gilmore and Michael R. Harrison, "A Catalog of Suburban Subdivisions of the District of Columbia," *Washington History* 14, no. 2 (Fall/Winter 2002/2003): 49-50.

⁸ Morris Cafritz, "Petworth Called Most Flourishing Section of Capital," *The Washington Post*, February 28, 1926, R2.

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

MacFarland Elementary School, are mostly executed in the Colonial Revival style. Residential development in the neighborhood primarily occurred between 1900 and 1930.

Crowded and unsanitary school conditions in Petworth had been a recurring issue for the growing community for some time leading up to the construction of the Macfarland Junior High School in 1923. The Petworth Elementary School at Eighth and Shepherd Streets, N.W., designed by architect Appleton P. Clark, Junior, was completed in 1902, and was later expanded with additions during the 1920s.⁹ As early as 1905, however, the Petworth Citizens' Association was communicating with members of Congress in an effort to obtain more money for school improvements and development.¹⁰ In 1907, the District Health Department had found that conditions had deteriorated at the Petworth, Emery, and Barret Schools, such that the School Board had recommended their closure within thirty days unless needed repairs and upgrades were made.¹¹

Ten years later, school officials and residents were voicing concern over increasingly crowded school conditions in the Langdon, Woodbridge, Petworth, Park View, Takoma Park, Chevy Chase, and Columbia Heights neighborhoods, given the population increases that occurred in the District during World War I.¹² District elementary and high schools experienced a record enrollment of over 50,000 students in November of 1919, prompting the *Washington Post* to observe that "Washington has not returned to anything like its prewar population."¹³

Municipal Architecture and the Work of Alfred L. Harris

Albert Harris was the second Municipal Architect of the District of Columbia. Congress created the position of Municipal Architect in 1909 during a reorganization of the Engineer Commissioner's building department and charged this position with the duties to design and construct all new municipal buildings. In 1910, congressional legislation created the Commission of Fine Arts (CFA), which was authorized to review the designs for new municipal buildings in the District, including public schools. The first Municipal Architect, Snowden Ashford (1910-1921) preferred the Gothic and Tudor Revival styles for school buildings. The CFA, however, endorsed the City Beautiful aesthetic promulgated by the McMillan Commission and the adoption of a uniform stylistic scheme for school design. Specifically, the CFA recommended adherence to the classical tradition which had shaped the early monumental architecture of the capital.¹⁴

Albert L. Harris was appointed Municipal Architect in 1921, and oversaw an extensive post-World War I program of new school construction. Harris, who favored the Colonial Revival style, enjoyed a good working relationship with the CFA, and worked closely with the

⁹ Antoinette J. Lee, *D.C. Public School Building Survey*, prepared for D.C. Public Schools and the D.C. Historic Preservation Office, 1987.

¹⁰ "Petworth is Ambitious," *Washington Post*, October 11, 1905, 5.

¹¹ "May Close Schools," *Washington Post*, November 3, 1907, 20.

¹² "Lack of Room," *Washington Post*, September 19, 1917, 2.

¹³ "50,000 Enter Schools," *Washington Post*, September 23, 1919, 7.

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

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

Commission on the design of new schools. The Colonial Revival—and its subtype, Georgian Revival—were uniquely suited to the design of new school facilities in 1920s Washington, as they drew on Palladian classicism while remaining visually subordinate to the Early Classical, Beaux-Arts, and Neoclassical designs of the capital's monumental edifices.¹⁵

Harris was born in Wales in 1869 and immigrated to Washington DC at a young age. After receiving his Bachelor of Science in Architecture from George Washington University, he joined the prominent D.C. firm Hornblower & Marshall. After ascending to a partnership in that firm, Harris was appointed Municipal Architect in 1921 and remained in that position until his sudden death in 1933.¹⁶ During his tenure, Harris developed a recognizable prototype for academic buildings, favoring Colonial, Georgian, and Renaissance Revival style buildings whose exterior massing presented clearly defined programmatic divisions. Examples of school buildings designed during Harris's tenure as Municipal Architect include Roosevelt High School, Francis Junior High School, Garnet-Patterson Junior High School, J.F. Cook School, Stuart-Hobson Middle School, Gordon Junior High School, Key Elementary School, Murch Elementary School, McKinley Senior High School, and Langdon Elementary School. The abilities of Harris were highly regarded both by the Board of Education and the Commission of Fine Arts who, after the architect's death in 1933, published these praises:

The Commission of Fine Arts in discussions with the exceptionally able municipal architect, the late Albert L. Harris, realized the opportunity to adopt a general type of architecture for school and engine houses and police stations, as also gasoline service stations in the District of Columbia. The so-called Georgian style is flexible in it uses and gives the maximum of light and air...As a result of this decision the District buildings are simple, commodious, and of good proportion...Appropriateness, dignity, simplicity, and permanence have thus been gained. Differences in use have given sufficient individuality to the structures...The Theodore Roosevelt and the Woodrow Wilson High Schools, large structures, are other examples of the dignity, good taste, and adaptability of the colonial architecture.¹⁷

After the passing of the five-year building program, Harris, accompanied by Superintendent Frank Ballou and board member Ernest Greenwood, embarked upon a tour of recently constructed schools in 1925. The purpose of these site visits was to observe and learn concepts that might work well and be adapted to new school construction for the District. The three men together visited schools as far away as Rochester, New York. Harris also traveled overseas to study municipal designs in Italy and France.¹⁸

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

¹⁶ *Washington Evening Star*, 24 February 1933, Newsbank.

¹⁷ Commission of Fine Arts, *Twelfth Report of the Commission of Fine Arts, 1929-1934* (Washington, D.C.: Government Printing Office, 1936), 79-80.

¹⁸ Kent C. Boese, Blanche Kelso Bruce School, National Register of Historic Places Registration Form, 2013. <https://planning.dc.gov/sites/default/files/dc/sites/op/publication/attachments/Bruce%20School%20application%20form.pdf> (accessed November 13, 2017).

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

Whatever the influence of his travels, Harris's designs addressed needs particular to the District. In meeting the challenge afforded by the Five-Year Building Program, Harris developed a prototypical, extensible, Colonial Revival school building that could be replicated and tailored to specific sites and needs. A new concept in the District's schools, extensible buildings were designed to be constructed in stages as needed, obviating later incompatible additions. Rich in eighteenth-century architectural detail such as Flemish-bond brick and stone quoining, Harris' school building designs contextualized with the surrounding urban landscape, as advocated by the CFA.¹⁹

Roosevelt Senior High School

Roosevelt Senior High School was founded in 1890 under the name Business High School, the District's only institution devoted exclusively to business instruction. The school served as a counterpart to the District's "technical" or "manual" schools, which offered training in manual and industrial labor. The school was coeducational and segregated, serving white students only. The Business High School experienced an itinerant early history before moving into its first extended home on Rhode Island Avenue between Eighth and Ninth Streets, N.W. Completed in 1906, the three-story, Beaux Arts-style building was clad in red brick and limestone. McKinley Manual Training School, completed in 1903, was located nearby at Seventh Street and Rhode Island Avenue, N.W.²⁰ Like the manual training schools, of which there were several, the business school program proved a successful model, and it soon became crowded. Despite the addition of a rear wing and the adoption of evening classes, the building became chronically overcrowded, and by the 1920s calls were being made for its replacement. The existing building's wooden structural system, lack of adequate fireproofing, and confined site made further expansion unfeasible.²¹ In 1920, the Board of Education began petitioning the District Commissioners for money to purchase a site, on which could be built an expanded Business High School. Suitable space was available at the municipally owned Upshur Tract in Petworth.²²

The Upshur Tract was originally the home of a Tuberculosis Hospital, which was constructed in 1908 on a thirty-five-acre parcel on the western edge of Petworth. The building, described as "magnificent" and "one of the finest in the country" was ideally situated to serve its patients: its open site and high elevation providing fresh air and fine views of the city.²³ When plans to expand the hospital failed to garner support, the Board of Education successfully convinced the District Commissioners to grant them the land. The portion east of Thirteenth Street was used by the Tuberculosis Hospital, until its demolition to make room for the construction of Roosevelt Senior High School.

¹⁹ Public School Buildings of Washington, D.C., 1862-1960, E11-13; "Building of 23 New Schools Proposed in 5-Year Program," *Washington Post*, December 18, 1924, Proquest Historical Newspapers.

²⁰ The name of this school was changed to Shaw Junior High School in 1928, and again to Asbury Dwellings in 1982.

²¹ "1,260 Pupils Crowd Business High School Built to Accommodate 900," *Washington Post*, October 1, 1921, Proquest Historical Newspapers.

²² "Backs Upshur Site as School for Ill," *Washington Post*, June 24, 1922, Proquest Historical Newspapers.

²³ "New Hospital Is Ready," *Washington Post*, February 16, 1908, Proquest Historical Newspapers.

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

The first school to be built on the property was MacFarland Junior High School, located on the eastern portion of the parcel fronting Iowa Avenue. Opened to students in December 1923, the school was named for the recently deceased Henry B.F. MacFarland, a lawyer and civic leader who had served as the District Commissioner between 1900 and 1910. The center block of MacFarland was the first to be completed; a gymnasium wing to the north was constructed in 1925, and a classroom wing to the south was added in 1931.²⁴

Design and Construction

The first funds appropriated by Congress for the development of the new Business High School were provided in July 1926. The small appropriation of \$5,000 allowed for the preparation of architectural studies for the new school building. A new name for the relocated Business High School was recommended by the Board of Education in May 1928. It was to be Theodore Roosevelt High School, named for the former president who had died in 1919. In the same recommendation, the signifier “Technical” was removed from the names of William McKinley and Samuel H. Armstrong high schools, reflecting a conscious shift on the part of the board toward more well-rounded and college-preparatory curricula.²⁵

The cost for the new Roosevelt High School was anticipated to be \$1,500,000. In 1928, Congress appropriated an initial fund of \$300,000 to begin construction. Early in 1929, the Office of the Municipal Architect began drafting preliminary plans, which were sufficiently developed by the following spring to allow for agency and board review.²⁶ Throughout the spring of 1930, the Commission of Fine Arts (CFA) and the National Capital Park and Planning Commission (NCPPC) reviewed the school designs. Both agencies were favorably disposed toward the character and style of the building, and most criticism focused on its specific siting. It was resolved that the building be sited at the southwest corner of the site, to take advantage of its prominent frontage on Thirteenth Street, as well as to allow the future development of an athletic stadium to the north, though the stadium ultimately was not built in this location.²⁷ The building again underwent CFA review in their May 1930 hearing. At this time, the Commission targeted individual architectural details, such as the building’s central portico, tower, cupola, for further refinement.²⁸

Harris and the Office of the Municipal Architect began production of their final sketches in May 1930, and they were submitted to and approved by the Board of Education in June. In that same month, the D.C. Public Library asked consent from the Board of Education to allocate a triangular tract at the southeastern corner of the site to a branch library. The Board of Education

²⁴ “MacFarland Junior High School,” *Public School Building Survey*, District of Columbia, D.C. Public Schools and Historic Preservation Office, 1987.

²⁵ D.C. Board of Education, *Minutes of the Board of Education of the District of Columbia*, Volume 18 (Washington, D.C.: Government Printing Office, 1928), 18.

²⁶ “Plans on Building of Business High Rushed by Harris,” *Washington Post*, March 11, 1929, Proquest Historical Newspapers.

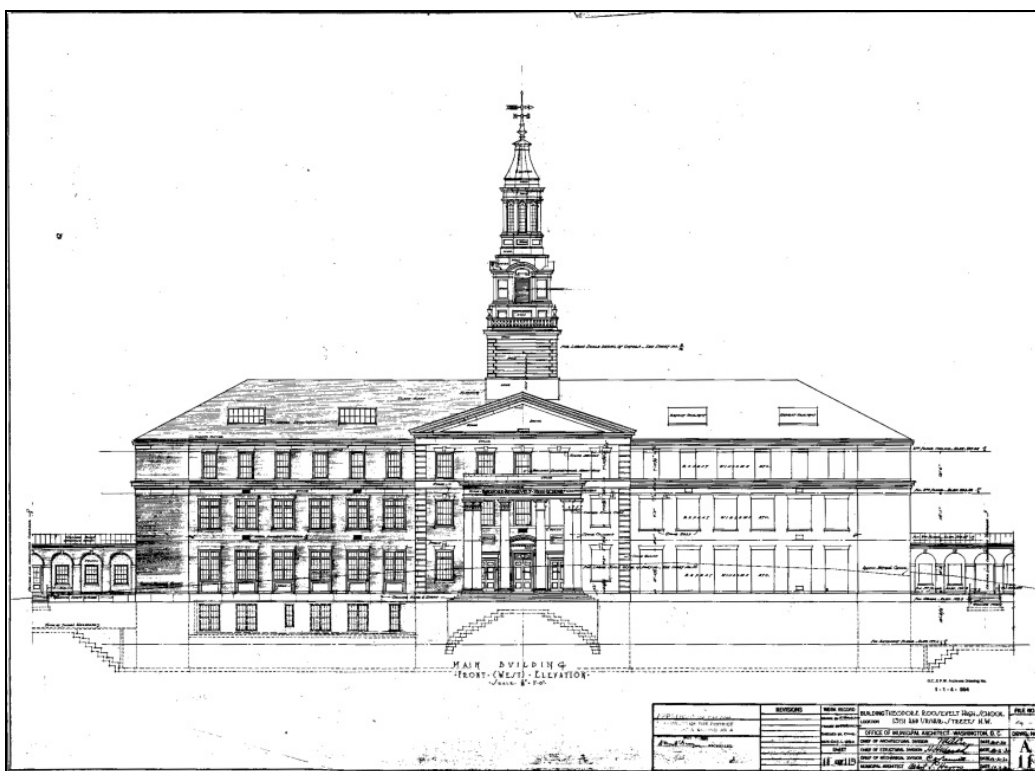
²⁷ Commission of Fine Arts, Meeting Minutes, March 20, 1930. Record Group 66, Commission of Fine Arts Project Files 1910-1952, Entry 17, National Archives and Records Administration, Washington, D.C.

²⁸ Commission of Fine Arts, Meeting Minutes, May 15-16, 1930. Record Group 66, Commission of Fine Arts Project Files 1910-1952, Entry 17, National Archives and Records Administration, Washington, D.C.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

approved the measure, although the library would not be completed for nearly another decade, opening in 1939.²⁹ The Office of the Municipal Architect completed the construction drawings and specifications for Roosevelt High School in October 1930. Plans were put out for bid, and the construction contract was awarded in November.³⁰



West Elevation, Central Block, 1930
Public Building Drawings, D.C. Department of General Services

²⁹ D.C. Board of Education, *Minutes of the Board of Education of the District of Columbia*, Volume 20 (Washington, D.C.: Government Printing Office, 1930), 2.

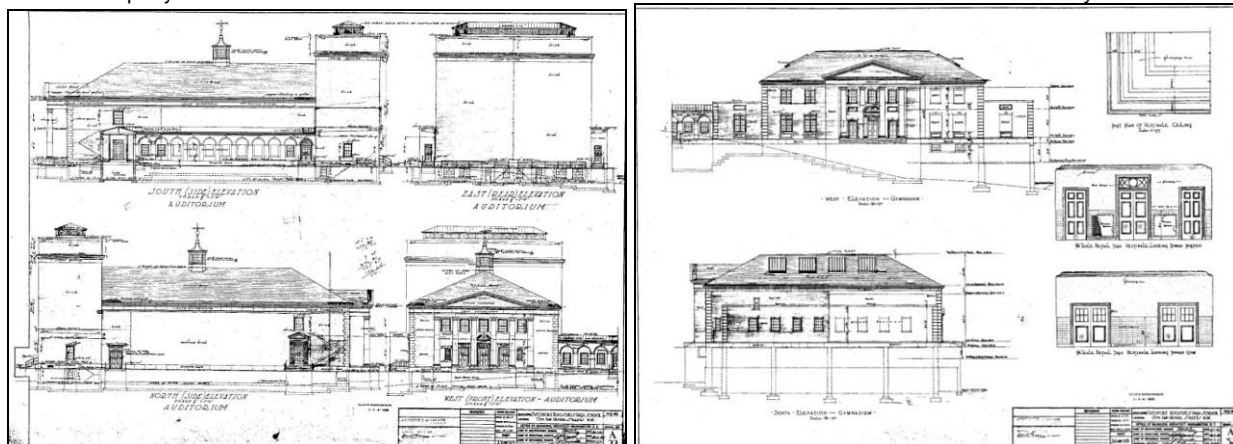
³⁰ Charles B. Degges, "New School To Be Occupied after 12 Years of Struggle," *Evening Star*, January 9, 1931, Vertical Files, Washingtoniana Collection, Martin Luther King, Jr. Memorial Library, Washington, D.C.

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State



Elevations, Auditorium (Left) and Gymnasium (Right), 1930
Public Building Drawings, D.C. Department of General Services

The construction schedule for Roosevelt High School was reliant on Congressional appropriations, which were approved at intervals that dictated the pace of construction, and which supplies could be purchased to outfit the school. With an initial appropriation of \$300,000, construction began in 1931. Subsequent appropriations of \$600,000 in 1931, \$400,000 in 1932, and \$117,000 in 1933 brought the total funding to about \$1,400,000 for construction and contents.³¹ During construction, several changes to the site layout were made, including the decision to implement a double set of earthen terraces along the western side of the building, necessary to negotiate the steep slope created by the building's elevated building site. A single, steep slope had been employed for other school sites, and was found too difficult to maintain.³² Delays in Congressional appropriations created some awkwardness as the building neared completion; the school was completed in time for the 1932 school year, but much of the equipment had not been ordered in time, and the school, therefore, had no desks or chairs to offer its students.³³ Through a rush furniture order and a hasty assemblage of used furniture from other facilities, school administrators met their deadline, and Roosevelt High School opened to students in September 1932.

Early History and Curriculum

With sixty-four rooms designed to house 1,550 students, Roosevelt surpassed its capacity in its first year, with 1,600 students.³⁴ The completed building boasted expansive facilities that were a substantial improvement over its formerly cramped quarters: a large and well-lit gymnasium, an

³¹ "Building History," Roosevelt High School Vertical File, Charles Sumner School Museum & Archives, Washington, D.C.

³² D.C. Board of Education, *Minutes of the Board of Education of the District of Columbia*, Volume 22 (Washington, D.C.: Government Printing Office, 1932), 37.

³³ "Desks for Roosevelt School Are Delayed," *Washington Post*, September 3, 1932, Proquest Historical Newspapers.

³⁴ Sara Bireda, "School History: Theodore Roosevelt High School," *DC North*, September 2003, 49.

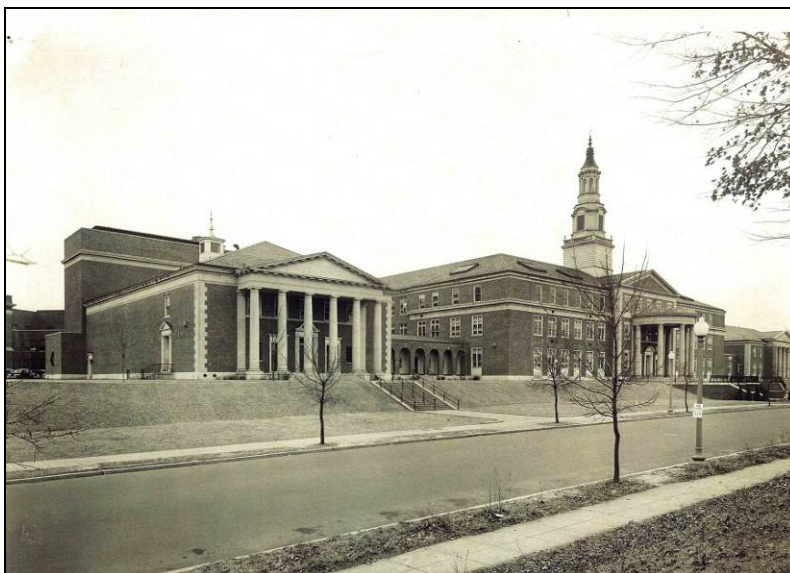
Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State

auditorium, a cafeteria, and an armory that hosted military training as well as daily dances during the lunch periods.³⁵ The early occupants of the building took pride in the beauty and appointment of their school, from its graceful limestone colonnade to its well-equipped gymnasium.³⁶ One student described it thus: “As you enter the friendly doors and are greeted by graceful archways and gleaming marble succeeded by spacious halls, in which rooms are so situated as to make it easy to locate them.”³⁷ Albert Harris’s plans for the stadium—which had been approved by the Board of Education in May 1930—were revived in 1933. Located on the southern flank of the school site, centered on the gymnasium pavilion, the stadium cost \$225,000 and included a sunken athletic field, cinder track, and small grandstand.³⁸



Undated Photograph of West Façade from Northwest
National Archives Record Group 66, Records of the Commission of Fine Arts

The first graduating class received their diplomas in June 1933, and Roosevelt was formally dedicated on November 10, 1933. The president of the Board of Education presided over the ceremony, and the United States Commissioner of Education, George F. Zook, delivered the address. Additional speakers representing municipal and civic agencies also spoke, and many praised the work of municipal architect Albert Harris—who had died suddenly several months before—in his design of the building.³⁹ Following the completion of the school’s new stadium,

³⁵ Anna Yagdi, “Roosevelt High School,” *Washington Post*, December 11, 1932, Proquest Historical Newspapers.

³⁶ Lewis F. Atchison, “Roosevelt High Boasting Last Word in Gymnasiums,” *Washington Post*, December 6, 1932, Proquest Historical Newspapers.

³⁷ Anna Yagdi, “Roosevelt High School,” *Washington Post*, December 11, 1932, Proquest Historical Newspapers.

³⁸ “Athletic Field Set for Roosevelt High,” *Washington Post*, June 21, 1933, Proquest Historical Newspapers.

³⁹ “Roosevelt High Rites Celebrate Its Completion,” *Washington Post*, November 11, 1933, Proquest Historical Newspapers.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

the first open-air graduation was held in 1936, by which time the number of graduates had risen to 350.⁴⁰

Despite the school's status as a "business" school, it offered a complete educational curriculum, including science and math, art, English, drafting, music, and physical education. In addition to rooms set aside for typewriting, bookkeeping, operation of "office appliances," and a student-run bank, there were a range of general education classrooms, science labs, and a small library. To accommodate the cadet corps, the school also featured a large armory, indoor shooting range, and gun storage room.

PWAP Murals

Shortly after its completion, Roosevelt received funding for a number of murals that would embellish the principal spaces of the building. The basement-level cafeteria featured two frescoes funded by the Public Works Art Project (PWAP) and painted by artist Nelson Rosenberg.⁴¹ PWAP was a Depression-era artist employment initiative, administered by the Civil Works Administration under the Treasury Department. The murals spanned two walls of the large cafeteria. The first, "An American Panorama," was an allegorical painting of American industry and invention. The second, "Adolescent America," was more lighthearted, featuring aspects of entertainment and popular culture, including circus and trapeze performers, caricatures of entertainers, a boxing match, Mickey Mouse, and soda pop. The murals were completed in the fall of 1935.⁴² Rosenberg received painting assistance from students, beginning a tradition of student-created public art projects for which Roosevelt would later be noted.⁴³ The school also featured murals in the auditorium and English room by painters Sewell Johnson and Charles Darby.

⁴⁰ "Roosevelt High Graduates 350 at the Stadium," *Washington Post*, June 17, 1936, Proquest Historical Newspapers.

⁴¹ Rosenberg was born in Baltimore in 1908 and died in D.C. in 1988. Nothing more on his life or work could be found ("Nelson Rosenberg," *Collections*, Smithsonian American Art Museum and the Renwick Gallery, <http://americanart.si.edu/collections/search/artist/?id=7352>).

⁴² "Movies, Comics, Refreshments Are Theme of Rosenberg Fresco at Roosevelt High," *Washington Post*, November 10, 1935, Vertical Files, Washingtoniana Collection, Martin Luther King, Jr. Memorial Library, Washington, D.C.

⁴³ "Roosevelt High Students Display Murals," *Washington Evening Star*, June 3, 1934, Newsbank.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



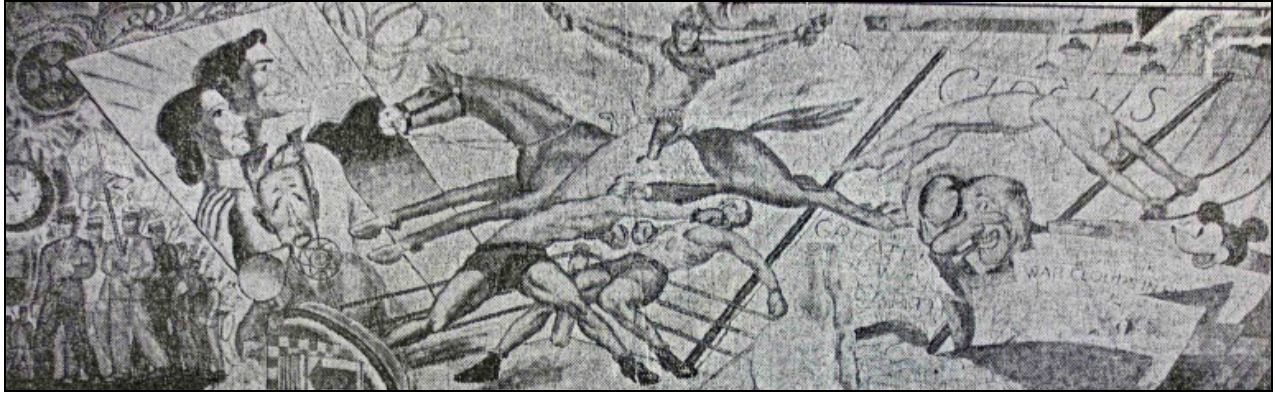
“Adolescent America” Mural, 1935
Washington Post



Restored Mural 2017

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



“An American Panorama” Mural, Undated
Washington Times



Restored Mural 2017

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

1970s Additions and Alterations

In 1977, ground was broken for a large-scale renovation project for Roosevelt High School. Construction lasted from 1977 to 1980, and the project was estimated to cost almost twelve million dollars. Included in the scope were a natatorium and athletic facility expansion added to the rear (eastern) side of the existing gymnasium; a creative arts addition to the east and south of the auditorium (including music, art, and back-of-house facilities); and a large classroom and office wing addition on the building's northern side. Other alterations included a new kitchen and cafeteria; additional stadium seating and lighting; new landscaping; and the modernization of the auditorium, gymnasium, and classrooms. In the latter, some of the interior partitions were demolished to create larger rooms.⁴⁴

2016 Modernization

Modernization of the school was completed in 2016. The modernization mostly included technology upgrades and improved circulation that did not result in physical changes to the existing building. Significant physical changes to the building included the enclosure of the central courtyard to create an atrium and the construction of entry foyer to the east side of the gymnasium wing. Part of modernization renovations included the restoration of the cupola and the hyphens to their historic appearance. The vinyl siding was removed from the cupola, and the original wood cladding was restored. The window openings for the hyphens that were sealed during the 1970s were reopened.

⁴⁴ "Public Invitation: Groundbreaking Ceremony," May 20, 1977, Roosevelt High School Vertical File, Charles Sumner School Museum & Archives, Washington, D.C.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Bireda, Sara. "School History: Theodore Roosevelt High School." DC North. September 2003.

Boese, Kent C. Blanche Kelso Bruce School. National Register of Historic Places Registration Form, 2013.
<https://planning.dc.gov/sites/default/files/dc/sites/op/publication/attachments/Bruce%20School%20application%20form.pdf> (accessed November 13, 2017).

Commission of Fine Arts, Twelfth Report of the Commission of Fine Arts, 1929-1934. Washington, D.C.: Government Printing Office, 1936.

D.C. Board of Education, Minutes of the Board of Education of the District of Columbia, Volume 18. Washington, D.C.: Government Printing Office, 1928.

D.C. Board of Education, Minutes of the Board of Education of the District of Columbia, Volume 20. Washington, D.C.: Government Printing Office, 1930.

D.C. Board of Education, Minutes of the Board of Education of the District of Columbia, Volume 22. Washington, D.C.: Government Printing Office, 1932.

D.C. Board of Education, Minutes of the Board of Education of the District of Columbia, Volume 69. Washington, D.C.: Government Printing Office, 1950.

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

Public Building Drawings, D.C. Department of General Services.

Record Group 66, Commission of Fine Arts Project Files 1910-1952, Entry 17, National Archives and Records Administration, Washington, D.C.

Roosevelt High School Vertical File, Charles Sumner School Museum & Archives, Washington, D.C.

Washington Evening Star. Newsbank.

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Washingtoniana Collection, Martin Luther King, Jr. Memorial Library, Washington, D.C.

Washington Post. Proquest Historical Newspapers.

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

Acree of Property 16.59

Use either the UTM system or latitude/longitude coordinates

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Latitude/Longitude Coordinates (decimal degrees)

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

- | | |
|-------------------------|-------------------------|
| 1. Latitude: 38.563223° | Longitude: - 77.013288° |
| 2. Latitude: 38.563104° | Longitude: - 77.013379° |
| 3. Latitude: 38.563097° | Longitude: -77.014660° |
| 4. Latitude: 38.564199° | Longitude: - 77.014664° |

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

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

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

National Register boundaries for Theodore Roosevelt High School include all of Tax Lot 802 in Square 2915. The lot is bound by Allison Street, N.W., Iowa Avenue, N.W., Thirteenth Street, N.W., and Upshur Road, N.W.

Boundary Justification (Explain why the boundaries were selected.)

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

Theodore Roosevelt Senior High School
Name of Property

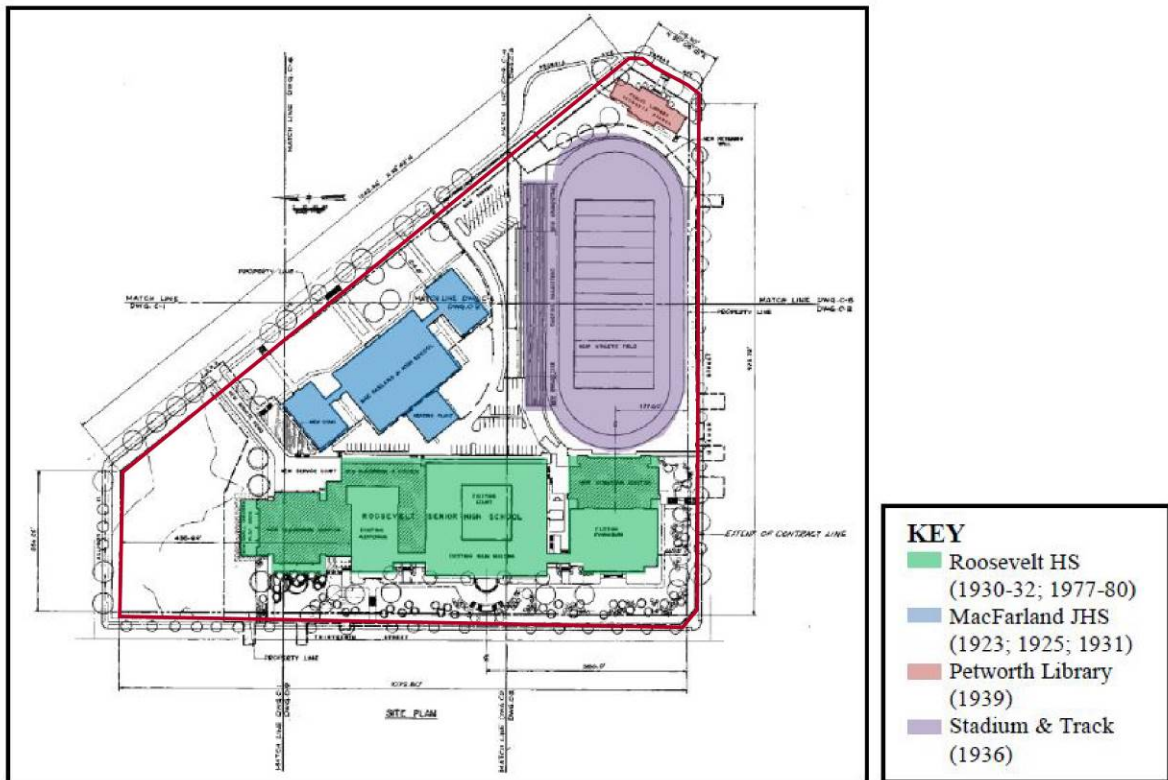
Washington, DC
County and State



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

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



Resources within Tax Lot 802 (Landmark Boundaries in Red)

11. Form Prepared By

name/title: Kendra Parzen and Eric Griffiths
organization: EHT Tracerics, Inc.
street & number: 440 Massachusetts Avenue, N.W.
city or town: Washington state: DC zip code: 20003
e-mail: kparzen@tracerics.com and egriffitts@tracerics.com
telephone: 202-393-1199
date: November, 17, 2017

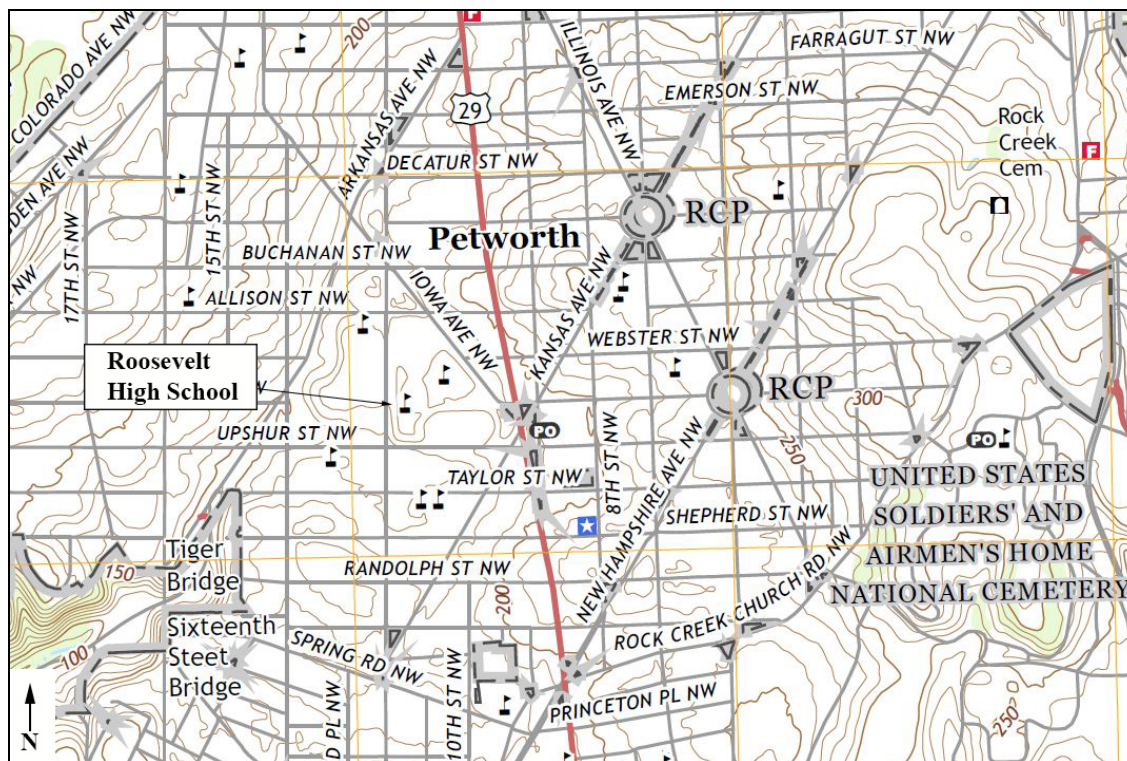
Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)



Location Map (Washington West USGS)

Photographs

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

Theodore Roosevelt Senior High School
Name of Property
Photographs

Washington, DC
County and State

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: Theodore Roosevelt Senior High School

City or Vicinity: Washington, DC

County: Washington

State: DC

Photographer: Bill Marzella
Date Photographed: June 4, 2013

Photographer: Eric Griffitts
Date Photographed: October 2017

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

Photo 1: (DC_Roosevelt Senior High School_0001.tif)
Looking Southeast (Marzella 2014)

Photo 2: (DC_Roosevelt Senior High School_0002.tif)
Athletic Field, Looking West (Griffitts 2017)

Photo 3: (DC_Roosevelt Senior High School_0003.tif)
Central Block, West Elevation, Looking East (Griffitts 2017)

Photo 4: (DC_Roosevelt Senior High School_0004.tif)
Central Block, Portico, Looking SE (Griffitts 2017)

Photo 5: (DC_Roosevelt Senior High School_0005.tif)
Central Block, Cupola, Looking SE (Griffitts 2017)

Photo 6: (DC_Roosevelt Senior High School_0006.tif)
Central Block, East Elevation, Looking West (Griffitts 2017)

Photo 7: (DC_Roosevelt Senior High School_0007.tif)
Main Lobby, Looking Southeast (Griffitts 2017)

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State

Photo 8: (DC_Roosevelt Senior High School_0008.tif)
Central Block, Interior Corridor Looking East (Griffitts 2017)

Photo 9: (DC_Roosevelt Senior High School_0009.tif)
Gymnasium Pavilion, West Elevation, Looking Northeast (Marzella 2013)

Photo 10: (DC_Roosevelt Senior High School_0010.tif)
Gymnasium, Looking SE (Griffitts 2017)

Photo 11: (DC_Roosevelt Senior High School_0011.tif)
1970 addition on Gymnasium Pavilion, Looking SW (Griffitts 2017)

Photo 12: (DC_Roosevelt Senior High School_0012.tif)
Auditorium Pavilion and Hyphen, West Elevation, Looking East (Griffitts 2017)

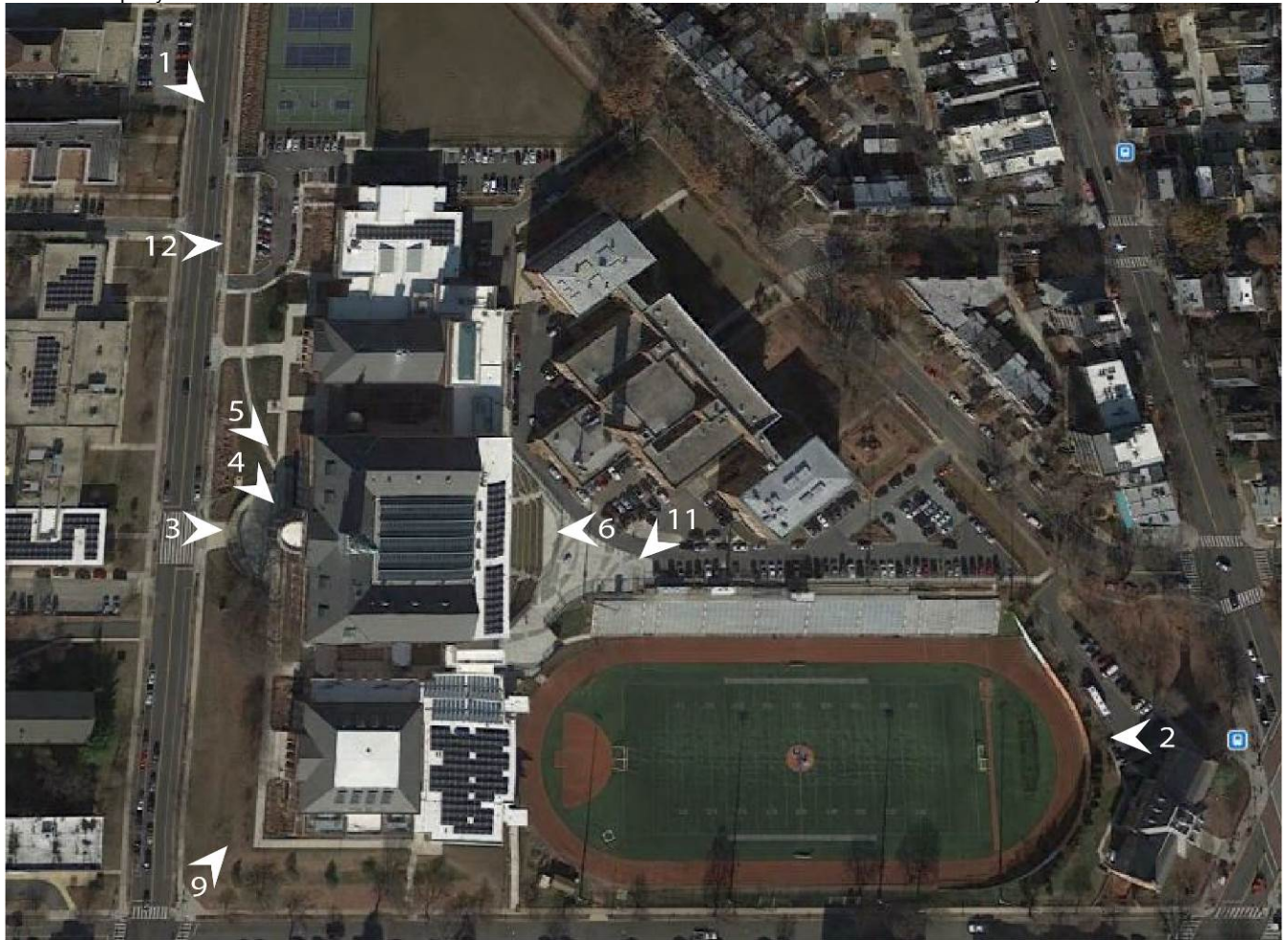
Photo 13: (DC_Roosevelt Senior High School_0013.tif)
Interior of Auditorium (Griffitts 2017)

Photo 14: (DC_Roosevelt Senior High School_0014.tif)
Austral-type Wood Windows (Marzella 2013)

Photo 15: (DC_Roosevelt Senior High School_0015.tif)
2016 Atrium addition, Looking East (Griffitts 2017)

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



Aerial Illustrating Exterior Photo Locations

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 1: DC_Roosevelt Senior High School_0001.tif
Looking Southeast**



**Photo 2: DC_Roosevelt Senior High School_0002.tif
Athletic Field, Looking East**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 3: DC_Roosevelt Senior High School_0003.tif
Central Block, West Elevation, Looking East**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 4: DC_Roosevelt Senior High School_0004.tif
Central Block, Portico, Looking Southeast**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 5: DC_Roosevelt Senior High School_0005.tif
Central Block, Cupola, Looking Southeast**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 6: DC_Roosevelt Senior High School_0006.tif
Central Block, East Elevation, Looking West**



**Photo 7: DC_Roosevelt Senior High School_0007.tif
Main Lobby, Looking Southeast**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



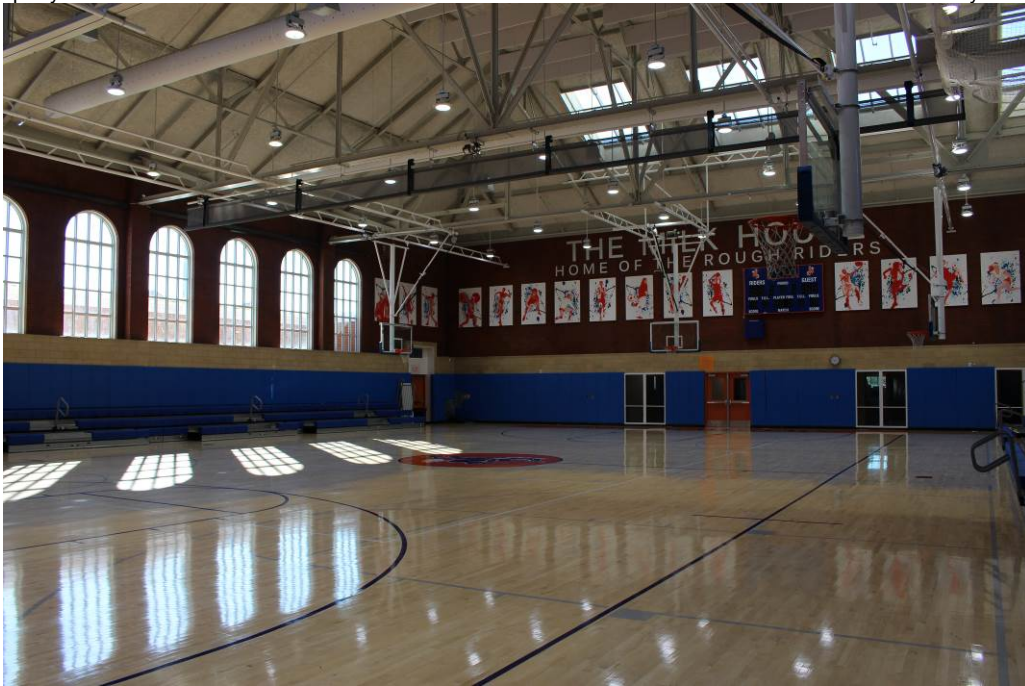
**Photo 8: DC_Roosevelt Senior High School_0008.tif
Central Block, Interior Corridor Looking East**



**Photo 9: DC_Roosevelt Senior High School_0009.tif
Gymnasium Pavilion, West Elevation, Looking Northeast**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 10: DC_Roosevelt Senior High School_0010.tif
Gymnasium, Looking Southeast**



**Photo 11: DC_Roosevelt Senior High School_0011.tif
1970 addition on Gymnasium Pavilion, Looking Southwest**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 12: DC_Roosevelt Senior High School_0012.tif
Auditorium Pavilion and Hyphen, West Elevation, Looking East**



**Photo 13: DC_Roosevelt Senior High School_0013.tif
Interior of Auditorium**

Theodore Roosevelt Senior High School
Name of Property

Washington, DC
County and State



**Photo 14: DC_Roosevelt Senior High School_0014.tif
Austral-type Wood Windows**

Theodore Roosevelt Senior High School

Washington, DC

Name of Property

County and State



Photo 15: DC_Roosevelt Senior High School_0015.tif
2016 Atrium Addition

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.