NPS Form 10-900 OMB No. 1024-0018 743

5United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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SEP 8 2015
Nat. Register of Historic Places
National Park Service

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: Young, Browne, Phelps and Spingarn Educational Campus Historic District
Other names/site number: _____
Name of related multiple property listing: Public School Buildings of Washington, DC, 1862-1960

2. Location

Street & number: 2500 Benning Rd., NE, 704 26th St., NE, 820 26th St., NE, and 850 26th St., NE.
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Not For Publication: ☐ Vicinity: ☐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 X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___national ___statewide X local

Applicable National Register Criteria:

X A ___B X C ___D

DAVID MALONEY / DC SHPO 9/3/2015
Signature of certifying official/Title: **Date**

DC HISTORIC PRESERVATION OFFICE
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau or Tribal Government**

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:) _____

Patrick Andrus 5/3/2016

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 ☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
4	1	buildings
1		sites
		structures
		objects
5	1	Total

Number of contributing resources previously listed in the National Register 1 (Spingarn High School)

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6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

EDUCATION/School

7. Description

Architectural Classification
(Enter categories from instructions.)
20TH CENTURY REVIVAL/Colonial Revival
20TH CENTURY REVIVAL/Classical Revival

Materials: (enter categories from instructions.)
Principal exterior materials of the property:

foundation: BRICK, CONCRETE
walls: BRICK, CONCRETE
roof: STONE/Slate

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

The Young, Browne, Phelps and Spingarn Educational Campus Historic District includes four school buildings Young Elementary School, Browne Junior High School, Phelps Architecture, Construction and Engineering School, and Spingarn High School occupies an approximately 35-acre tract along the Anacostia River in northeast D.C. that was set aside for the construction of a complex of schools for African American students during a period of school segregation in the city and nation. The campus, located at 26th Street and Benning Road NE in the Kingman Park/Carver/Langston neighborhood, is set upon high land overlooking a fairway of the National Register-listed Langston Golf Course and the Anacostia River. The Langston Dwellings, also listed in the National Register, stand immediately west of the campus.

The property consists of five buildings (four contributing, one non-contributing) and the school site including its athletic fields and open spaces. The four contributing school buildings, cohesively designed in the Colonial and Classical Revival styles by the city's Office of the

Municipal Architect and built between 1930 and 1952, are oriented east to the river and sited in a staggered fashion along 26th Street. Spingarn High School (1952) is the southernmost of the four, then Young Elementary (1929) is set back from it, Phelps Vocational School (1934) is set back even further, and Browne Junior High (1932) projects forward again at the far north end, in-line with Spingarn. A football stadium and track, basketball and tennis courts are located to the east, in front of and below the high grade of the school buildings. A District of Columbia streetcar barn (non-contributing) is under construction at the southwest corner of the site adjacent to Spingarn High School. Upon completion, that building will face Benning Road. All four buildings are oriented east on the grassy property which slopes east towards the Anacostia River. The campus is set back from Benning Road, NE, providing a setting far removed from the busy thoroughfare. The campus is bisected by 26th Street, NE which separates the academic buildings on the west from the recreational facilities on the east. The layout of the campus largely limits pedestrian circulation patterns to the west side of campus around the academic buildings and reduces the numbers of intersections and keeps children safe by separating them from vehicular traffic.

Although all of the school buildings have been altered to some degree over time by additions and replacement windows and doors, each building retains its historic massing, materials and design and together the buildings present a cohesiveness of design that is significant to planning history and architecture of the school campus. The complex conveys integrity of location, setting, design, materials, workmanship, feeling and association.

Narrative Description

Site

The Young, Browne, Phelps and Spingarn campus is located in the northeast quadrant of Washington, DC on the western shore of the Anacostia River. Composed of approximately 35.32 acres, the campus is defined by its topography with the school buildings set high upon a hill that then slopes east towards the Anacostia River. The primary entrance to the campus is at the intersection of 26th Street, NE and Benning Road, NE, a tree-lined lane that runs in front of the educational buildings and separating them from the school's athletic facilities to the east.

The four school buildings, oriented east, are sited in a staggered fashion. Spingarn High School is the southernmost school, with Young Elementary to the north but with a deeper setback from 26th Street, NE. Phelps Vocational is located behind (west) of Young Elementary and has the deepest setback from 26th Street, NE. Browne Junior High School, located north of Young Elementary and in front of Phelps Vocational, has a setback similar to that of Spingarn High School. This layout defines the space around the buildings, each of which is fronted by a grassy slope, and which in the case of Young Elementary School and Phelps Vocational School, was originally terraced. By 1948 all of the terracing had been removed due to the instability of the fill used during the landscape, resulting in the current topography of gentle grassy sloping terrain. 26th Street, NE extends all the way north through the campus to intersect with I Street,

NE and serves as the framework for the campus' limited circulation pattern. An asphalt drive extends west from 26th Street, NE between Spingarn High School and Young Elementary, providing access to small parking lots adjacent to both schools. The road continues north behind Young Elementary School to a large parking lot to the south and west of Phelps Vocational School.

In addition to the four schools, the site includes athletic fields and facilities. Basketball/tennis courts, located in the northeast corner of the campus, were completed by 1949. They were significantly enlarged to their current configuration between the mid-1950s and 1980. During the mid-1950s, a track and football stadium opposite Young Elementary School was built on the east side of 26th Street, NE where the football field is surrounded by the track. Parking for these recreational facilities is along 26th Street, NE. Concrete sidewalks were introduced on the west side of 26th Street, NE in the 1940s. In addition, a grassy playing field with goal posts is located behind Young Elementary School, on the opposite side of the drive leading to the rear of the school building. The open area is set upon a slight knoll.

On the south side of the campus, between Spingarn High School and Benning Road, NE in what had been open, sloping hill, a D.C. Streetcar Car Barn and Training Center associated with the DC Streetcar system is currently being constructed. The campus is scattered with mature trees and overall, does not have widespread hard or formal landscaping.

The campus historic district is surrounded by residential development to the west and south and a golf course on the north and east. West of the campus is the National Register-listed Langston Terrace complex, which consists of attached two-, three-, and four-story International-style masonry buildings dating from the mid-1930s. To the north and east of the school campus is Langston Golf Course, which is also listed in the National Register. The southern end of the campus originally extended all the way to Benning Road, NE. However, the parcel has been recently subdivided and a car barn associated with the DC Streetcar system is currently being constructed immediately south of Spingarn High School. Directly south across Benning Road, NE is the Kingman Park neighborhood, an early-twentieth-century subdivision developed exclusively for middle-class African Americans. The neighborhood is characterized by two-story brick rowhouses designed in the Colonial and Classical Revival styles.

Architecture: School Buildings

Charles Young Elementary School

In 1931, Colonial Revival-style Charles Young Elementary School became the first school built on the campus. The original main block is a two-story brick structure with a central pedimented portico with a wooden steeple and long side wings covered with partial hipped roofs. The school building is setback approximately 225 feet from 26th Street, NE and sits upon a double-terraced hill high above street level thereby dominating its site and having exceptional views to the east across the Anacostia River.

This main block of the building was designed in 1930-31, but constructed in two building campaigns in 1931 and 1937. The southern wing, including the central pedimented entry pavilion and auditorium behind it was built in 1931, while the north wing, which added 11 rooms to the school and fulfilled the symmetrical arrangement of central pavilion and side wings, was completed in 1937.[1] The school was substantially enlarged in several later campaigns: in 1949, a two-story gymnasium was added to the rear of the building, along with eight additional classrooms; in 1958, an addition was constructed on the northwest corner of the main block; and in 1968, a large one-story addition was added to the rear of the auditorium to serve as a kindergarten space.[2]

The original Classical Revival-style main block of Young Elementary School spans seven bays long on either side of the central pavilion. Brick quoins accentuate the corners and a partial hipped roof with enclosed gabled ends covers the side wings. The roof is covered with slate shingles. A wooden steeple projects from the central pedimented pavilion and is capped by a bell roof with weathervane. The entire cupola has been clad in vinyl siding, obscuring the arched openings of the tower and the balustrade between the tower and its base.

The central two-story portico and principal entrance to the school is approached by a long flight of granite steps leading from the sidewalk to the top of the hill upon which the school sits. The porch has paneled wood columns supporting a molded entablature with the name of the school "Charles Young School" centered on it. The Classical Revival-style portico and steeple characterize the building. It has a front-gabled pediment with a smooth tympanum pierced by a roundel window. Block modillions and an ogee-molded cornice complete the portico.

The portico shelters three bays, including the main entry, which is covered by a smooth stucco finish. The main entry holds a double-leaf metal door set in a Classical Revival-style surround composed of fluted pilasters and a segmental arched pediment with floral reliefs. Paneled spandrels and ogee-molded architrave complete the main entry. Rectangular door openings with single-light transoms above double-leaf doors flank the central entry. Above the door openings are recessed blank panels. At the second story, sheltered by the portico, three windows are symmetrically arranged above the doors. Each holds pairs of 9/9, double-hung windows, replaced in 2015 to match the original ones, according to historic drawings and photos. (Earlier replacements did not match the original ones). Small second-story window openings pierce the interior side walls of the portico.

The north and south wings of the main block are each seven bays long. Six of these feature paired windows on both the first and second stories, with 12/12 replacement windows that match the original. (In the fourth bay from the north, a door opening has replaced the window opening). The end bays of each wing have secondary door openings, with engaged pedimented surrounds and double-leaf metal doors with transoms. The engaged pediment is composed of fluted pilasters, an entablature with floral motif, dentils, and an ogee-molded pediment.

[1] Tanya Edwards Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," National Register of Historic Places Multiple Property Documentation Form (Washington, DC: 2001).
[2] Charles Young School Vertical File, Charles Sumner School Museum & Archives.

A one-story auditorium is centrally located on the rear of the main block. Veneered in five-course, American-bond brickwork, the auditorium is capped by a hipped roof of slate shingles.

Constructed in 1948, the southwest addition has an L-shaped form that extends west and then north from the rear of the main block. Set on a solid concrete foundation, the concrete-block structure has a six-course, American-bond brick veneer. The flat roof is obscured from view by a short brick parapet with concrete coping. Fenestration consists of single and ribbons of six 1/1, double-hung wood-sash windows. Each opening has a concrete lug sill. A double-leaf metal door is located in the eastern bay of the south (side) elevation. It is set in a cast concrete surround with plain entablature. Three single-leaf metal doors on the south elevation accessed via a loading dock are not original openings.

The northwest addition to the rear of the school was constructed in 1958 and is similar in size, materials, and treatment to the 1948 addition it mirrors. Completed at a cost of $199,562, the addition consisted of seven classrooms and a health suite.[3] Fenestration consists of single and ribbons of six 1/1, double-hung wood-sash windows set atop concrete sills. A double-leaf metal door set in a plain concrete surround is located on the north (side) elevation.

Circa 1975, the school was added to in the rear and the elbow of the northwest elevation infilled and extended south to abut the auditorium. The one-story rear addition has a concrete-block structure with a brick veneer. A false mansard roof of standing-seam metal caps the addition. One-story, flat-roofed hyphens link the rear addition with the auditorium, as well as the southwest L addition. Fenestration consists of single-leaf, metal doors.

The interior of Young School follows a standard interior configuration for the city's public schools from the period. The central entrance leads into an entry vestibule that then opens into a lobby that in turn opens onto a transverse corridor that extends from one end of the building to the other. The auditorium wing is reached from the lobby and is on-axis with the front entrance. The original gymnasium, now the lunch room, originally occupied the south end of the school, but was replaced in 1949 by a two-story gym behind the auditorium that stills functions as such today.

Browne Junior High School

Browne Junior High School located at the far north end of the campus, and with a setback of approximately 80 feet from 26th Street, NE, is in-line with Spingarn at the opposing end. The building is set upon the hill with mature trees and shrubs framing the long flight of stairs leading to the main central entry. A flagpole marks the landing at the top of the stairs in front of the main entry. A concrete drive north of the main entry provides access to a small interior parking lot formed by the main block and north addition. An asphalt access road lined with a chain-link fence extends south off of 26th Street as it wraps behind the building between it and Phelps

[3] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001.

Vocational School. This access road provides access to the parking lot south of Browne Junior High School.

Browne Junior High School was designed by S.B. Walsh in a Colonial Revival style and constructed in 1931-1932 by Arthur L. Smith and Company.[4] The three-story brick school is characterized by its rusticated base, round arched doors and windows on the first story and by its double-story pilasters spanning the upper floors. The building is constructed of concrete, but is covered with a five-course, American-bond brick veneer with limestone accents. The hipped roof is covered with slate shingles and finished with a limestone entablature. The school name, "Hugh Browne Junior High School," is incised in the limestone frieze above the school's primary entranceway. The ogee-molded cornice is finished with a plain limestone frieze and modillions.

The principal entrance is centrally located on the façade (east elevation), within the center bays of the rusticated brick base of the three-story building. The entry consists of three arched openings with double-leaf metal doors with fanlight transoms recessed into them. The arched and recessed openings have paneled soffits and oversized brick arches with limestone keystones. To either side, of the entrance are six bays of round-arched window openings having operable sash and multi-light transoms.

The second and third stories of the building have a symmetrical arrangement of paired, multi-light double-hung windows in each of the fifteen bays. Each bay is divided by double-story brick pilasters spanning the two stories and visually supporting the wide limestone frieze. Brick end piers with quoining bolster the ends of the building.

In 1937, a large three-story addition was constructed by the Highway Engineering and Construction Company.[5] Connected via three hyphens, the elongated addition stretched beyond the northern bounds of the main block. This concrete-block structure has five-course, American-bond brickwork and a flat roof. Paired window openings are replete with concrete lug sills and soldier brick jack arches. Recessed double-leaf door openings include paneled soffits and soldier brick jack arches.

In 1953, a two-story addition was completed on the south (side) elevation of Browne Junior High School, built to accommodate shops and classroom space for printing, wood working, home economics, mechanical drawing, art, and music.[6] The addition is one bay wide and fifteen bays deep. It is connected to the main block by a two-story red brick hyphen.

To the north of the main block is a large, two-story, 12-bay-wide addition completed in 1970.[7] The concrete-block, brick-clad structure has a flat roof and sits on a raised foundation. The raised basement is lined with a colonnade of concrete arches that extend along the façade (east

[4] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001.
[5] Ibid.
[6] Ibid.
[7] DCPS, "Public School Buildings – Past and Present" Manuscript, revised June 1972.

elevation) and wrap around to the side elevations. Like the main block, it is fenestrated with paired tripartite windows composed of a fixed six-light sash over 6/6, double-hung, vinyl-sash windows. The windows are set within beveled concrete surrounds and the roof is lined with a molded concrete cornice. The addition is connected to the main block via two-story, three-bay hyphens with the same material treatment.

The interior of the original core of Browne Junior High School offers a square footprint with an auditorium in the center of the square and classrooms along the outside wall with four corridors perambulating between them. The interior is accessed through the three arched entry doors which open into an entry vestibule. This vestibule then leads, rough three interior doors, into a lobby with wide door openings on either end providing access to a transverse corridor that extends the length of the 15-bay-wide building. The school auditorium is reached from the lobby through three door openings on-axis with those of the central entry vestibule.

Throughout the school, the floors are terrazzo and the walls in the corridors have tile wainscoting with plaster above. The door openings in the lobby have bold wood trim with tall frieze boards and projecting cornices.

Phelps Vocational School

Phelps Vocational School is located between Young and Brown schools and is set back from them. It has the deepest setback of the four schools, sited approximately 425 feet from 26th Street, NE. A concrete sidewalk skirts the façade of the building, providing access from a parking lot located to the building's southwest. A long flight of concrete stairs provides access to the main entry from another parking lot south of Browne Junior High School. These steps extend up the steep slope devoid of landscaping.

Phelps Vocational School was constructed from 1932-1934 by the Catalano Construction Company.[8] Designed by the Office of the Municipal Architect, this two-story, twenty-one-bay Colonial Revival/Classical Revival-style building has a rectangular form. This masonry structure is veneered with five-course, American-bond brick. Slate shingles cover the hipped roof, which is finished with a plain fascia board and a molded cornice.

The façade (east elevation) features a central pavilion with a full-height portico. The portico has enclosed brick ends and three open bays supported by paneled wood columns and pilasters. Block modillions and an enclosed oval light in the tympanum complete the pediment, which rests on a molded entablature emboldened with lettering "Phelps Vocational School." The interior of the porch has a smooth stucco finish, which serves to highlight the stylized surround of the main entry. The main entry now holds a double-leaf metal door with a single-light transom. Paneled soffits and a narrow molded cornice frame the door. The Classical Revival-style surround has a simple entablature with geometric shapes and a denticulated ogee-molded cornice. The five window openings sheltered by the porch have limestone sills and keystone jack

[8] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001.

arches. Window openings on the main block also have limestone lug sills, but have splayed brick jack arches with concrete keystones. All of the window openings have 1/1 double-hung sash.

Two flat-roofed additions were constructed on the rear elevation during the 1940s. One-story hyphens connect the buildings to the main block. The additions have a rectangular form and are veneered in five-course, American-bond brick. Round arched windows pierce the north, west, and south elevations. Wide overhead roll-up doors are located on the west elevation.

A two-story addition is on the north (side) elevation of the building and contains a multi-purpose room. Constructed in 1966, this concrete-block structure has a stretcher-bond brick veneer and paired 1/1, double-hung, vinyl-sash windows. Concrete quoins and pilasters lend verticality to the addition. Based on its form and materials, a new veneer and windows were applied to this addition circa 2008. Attached to the east side of the 1966 addition is a smaller block. Due to the slope of the site, this addition is located primarily beneath the 1966 addition. It has a concrete-block structure, five-course, American-bond brick veneer, and a flat roof. Fenestration is limited to ribbons of fixed windows on the east elevation.

In 2008, the school underwent a $63 million renovation and reopened as the Phelps Architecture, Construction, and Engineering High School.[9] The exterior of the building received a major alteration with the addition of a two-story block on the south (side) elevation. This addition now serves as the building's main entry. Designed with a modern stylistic interpretation of the Classical Revival style, this addition is composed of a concrete-block structure with a stretcher-bond brick veneer. It has a plain concrete foundation and entablature, with embellishments consisting of concrete quoins and pilasters. Extending from the northwest corner of the flat roof is a brick tower with a metal structure extending from its interior. A full-height lobby with expanses of fixed glass highlights the southwest corner of the addition. An arched glass roof extends to form a porch supported by an arched concrete support. The arched roof extends the width of the rear elevation of the main block. The main entry, sheltered by the porch, consists of three sets of double-leaf, paneled wood doors with separated by narrow windows. Paired window openings hold 1/1, double-hung vinyl sash set on concrete lug sills with keystone jack arches. Three round arched windows are located on the west elevation of the addition in an attempt to blend the different sections of the building.

Spingarn High School

Construction for Spingarn High School began on March 27, 1950, with completion on June 24, 1952. The monumental Colonial Revival-style building was designed by D.C. architects, Nathan C. Wyeth and Merrel Coe. Twenty-nine bays wide, the school has a rectangular form with two interior courtyards. It is set on a solid concrete foundation, and has brick walls laid in six-course American-bond. The principal façade, facing east, is divided into three parts consisting of a seven-bay-wide central pedimented pavilion and eleven-bay-long wings to either side. The central pavilion is brought forward from the side wings in two stages, and is characterized by five large, segmental-arched entry doors at the raised ground level of the building with two floors

[9] "District Briefing: Phelps High Renovations to Begin," *The Washington Post*, October 18, 2008.

above, framed by giant-order pilasters suggesting a portico with a triangular pediment. The central pavilion is reached from the lower parking lot and ground level by two flanking flights of stairs leading to a broad landing/front courtyard at the front of the school. The stairs ascend to either side of a large brick retaining wall forming the base for the open court. A flagpole is located at the center of this retaining wall at the level of the landing.

A three-story gymnasium/cafeteria projects from the rear of the building and is capped by a flat roof. A tapered brick smokestack rises from rear of the building. The first story has brick channels, which accentuate the building's horizontality and lends the building a visual base. The raised foundation has a smooth pre-cast concrete finish, which is duplicated by the wide belt course between the first and second stories, as well as the plain entablature. An ogee-molded cornice completes the roofline.

The center of the façade (east elevation) projects from the face of the main block. The seven central bays project from the main block, while the central five extend just slightly farther out. These five central bays are set beneath a pedimented cornice and an entablature carved with "Spingarn Senior High School." A metal balcony with oversized scrolled modillions on the underside extends along the second story of the center bay, which shelters the five double-leaf segmentally arched entries on the first story of the school. The entries are recessed with a paneled wood surround and are capped by multi-light fanlights. The bays on the upper two stories of the center bay on the façade are divided by concrete pilasters. Large keystone segmental arches complete the openings, which are recessed with paneled soffits. A wide door opening (enclosed) is centrally located on the second story with four-light transoms and would have provided access to the porch. The window openings on the second and third stories of the central bays of the façade are set atop concrete sills and finished with keystone lintels.

Window openings on the remainder of the building hold 12/12, double-hung wood sash set atop concrete lug sills. Door openings located in the end bays of the façade and west (rear) elevation hold double-leaf metal doors set in recessed openings with paneled soffits. Five-light transoms embellish the façade door openings. A set of double metal doors is also located on the north (side) elevation.

The south (side) elevation has one-story greenhouse with vehicular access to the southern courtyard underneath. Due to the slope of the site, the greenhouse is set on a tall concrete foundation through which a segmental arched opening permits access to the courtyard. The greenhouse has a brick veneer with concrete coping on which a metal-frame greenhouse is set atop.

Spingarn High School is situated on the southern end of the campus and has a setback of approximately 80 feet from 26th Street, NE. A double concrete staircase punctuated with a flagpole provides access from the sidewalk to the granite steps of the wide main entry. Mature trees and shrubs frame the entry, which is accessed via a concrete sidewalk extending from the asphalt parking lot north of Spingarn High School. Access to the interior parking lot is via a concrete driveway entering the building from the south underneath a greenhouse portico. The

rear of the building has a grassy lawn sloping west and is edged by a stand of mature hardwoods. A concrete sidewalk skirts the west (rear) elevation of the building.

The interior of Spingarn is currently vacant, but still retains historic configuration, materials and integrity. The arched entry doors open into a vestibule with terrazzo flooring and tile walls that in turn opens through paired doors to the main lobby and transverse corridor. An auditorium opens off of the corridor on-axis with the entry doors. The corridors feature terrazzo floors, tiles walls with lockers set into the tile. The stairwells have single and double flight metal stairs accessing all floors of the school building.

Site Features

Six basketball and tennis courts are located in the northeast corner of the campus. Based on historic aerials, these courts were installed prior to 1949 and probably date to the late 1940s. Originally, there were only three courts. Between 1964 and 1980, the courts were doubled in size to their current configuration. Additionally, during this 14 year span, the twin concrete steps leading down from 26th Street, NE to the courts were installed. Currently, the courts have an asphalt playing surface and are surrounded by a chain-link fence. The courts are stacked three wide with tennis to the north and basketball to the south. Mature trees frame the north and east sides of the courts.

The non-historic expansion and alteration of the basketball and tennis courts and its alterations and current state of disrepair, it does not maintain sufficient integrity to convey its significance as a recreational facility associated with the Education Hill Historic District.

South of the basketball/tennis courts is a football stadium and track. The field was completed in the mid-1950s, but the stadium, including the bleachers adjacent to 26th Street, NE, was installed between 1964 and 1980. Originally, the football field was natural turf but was replaced by a synthetic playing surface sometime after 2006. The track surface has also been recently improved with a rubber running compound and installation of further surfaces for additional track and field events.

Access to the field, which is surrounded by a modern metal fence, is via concrete steps and ramps adjacent to the sidewalk on the east side of 26th Street, NE. Set below street level by approximately 20 feet, the football field is oriented on a north-south axis. The track encompasses the football field with start and finish extensions along the western stretch. Concrete bleachers are built into the slope along 26th Street, NE and feature an elevated press box with flat roof. Stadium lights appear to date to the turn of the twenty-first century.

Constructed outside of the district's period of significance, the football stadium/track's recent improvements have fully subsumed the original mid-1950s stadium and have compromised the integrity of design, materials, workmanship, and feeling of the resource. Thus, the football stadium/track is a non-contributing resource to the historic district.

DC Streetcar Car Barn Training Center

The D.C. Streetcar Car Barn and Training Center (CBTC) is currently under construction and presently consists of a large one-story, two-bay temporary maintenance structure erected in 2014 to shelter streetcars while the permanent CBTC is completed. The temporary facility is a metal-frame ogee-arched building with a canvas skin and two large vehicular openings on the east and west (end) elevations to accommodate streetcars.

The permanent CBTC was designed by ZGF Architects and will be situated in the southeast corner of the parcel. Multiple tracks will enter the three-story rectangular facility on the west side of the building via streetcar bays. Additional tracks extend to a yard on the north side of the CBTC. The CBTC will house up to three streetcars and will contain a maintenance area, car wash, offices, training rooms, conference rooms, and lockers. When completed, the CBTC will be framed by landscaping on all sides to screen the building from the surrounding historic properties.

INTEGRITY

With their monumental forms and brick exteriors, these school buildings are excellent examples of the Colonial Revival and Classical Revival styles of the first half of the twentieth century. Common details include formal main entrances with large pediments, decorative brickwork, and granite steps, symmetrical fenestration, hipped roofs, and an emphasis on horizontality. The buildings form a cohesive grouping that conveys the evolution of public school architecture of the District of Columbia. Overall, the school campus buildings are in good condition and retain high levels of integrity individually and as part of a historic district. Although each school has been added onto and there are replacement windows throughout, the buildings retain their original style, form, ornament, and design on the exteriors and interiors. While individual buildings have additions (many of these have achieved historic significance in their own right), the district as a whole retains integrity of location, design, setting, materials, workmanship, feeling, and association. All of the buildings retain their original core buildings, with additions and alterations limited to secondary elevations.

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.)

- [x] 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.
- [x] 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

Areas of Significance
(Enter categories from instructions.)
EDUCATION
ETHNIC HERITAGE:BLACK
ARCHITECTURE
COMMUNITY PLANNING AND DEVELOPMENT

Period of Significance
1929-1960

Significant Dates
1929
1932
1934
1952
1954

Significant Person
(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder
Graham Construction Co. (Young)
S.B. Walsh/Arthur L. Smith & Co. (Browne)
Catalano Construction (Phelps)
Nathan C. Wyeth/ Merrel Coe (Spingarn)

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

The Young, Browne, Phelps and Spingarn Educational Campus Historic District, located in northeast Washington, DC, at the intersection of Benning Road and 26th Street NE, is composed of a planned school campus, including four Colonial- and Classical Revival-style schools. The district includes the Charles Young Elementary School (1931), Hugh M. Browne Junior High School (1932), Seth Ledyard Phelps Vocational School (1934), and Joel Elias Spingarn High School (1952). The district is eligible at the local level of significance under Criteria A and C under the Multiple Property Document: *Public School Buildings of the Washington, D.C., 1862-1960* with education, black history, architecture, and community planning and development as the Areas of Significance. The campus meets the National Register Criterion A in the areas of Education and Black History as the first and only planned public educational campus in the District of Columbia; all four buildings were constructed as segregated African American schools that reflect the development of the adjacent African-American neighborhoods, which include Langston Carver and Kingman Park. The school campus served as the center of a tight-knit African American community and reflects the history of African-American public schools and education in the District of Columbia from segregation through integration. The campus also meets National Register Criterion C in the areas of Architecture and Community Planning and Development as a historic district. The buildings are excellent examples of the Colonial Revival and Classical Revival styles and reflect the evolution of public school architecture in the District. The period of significance extends from 1929 to 1954, which captures the District's acquisition of the parcel in 1929 to construct a public school campus for African Americans, through the construction and development of each of the four schools and the campus, and the transition from a segregated African-American campus to an integrated campus and school system in 1954.

The district retains a high level of integrity, including location, design, materials, workmanship, setting, feeling, and association. All four schools individually retain their integrity and are contributing resources to the historic district, while the D.C. Streetcar Car Barn and Training Center, under construction, is considered a non-contributing resource. Spingarn High School was individually listed in the National Register in 2014 under the *Public School Buildings of Washington, DC, 1862-1960* Multiple Property Document. In addition to their contributing resource status to the educational campus Historic District, the other three school buildings individually meet the registration requirements for listing in the National Register under the same Multiple Property Document.

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

Establishment of the Educational Campus

After World War I, the District of Columbia experienced a population boom as new residents were attracted to the plentiful number of jobs available in the city. Increasing numbers of residents brought growing numbers of school-age children, both white and black, who were enrolled in already overcrowded schools. In response, the DC Board of Education accelerated a fledgling school construction program that began in the early twentieth century.[10] A multi-million dollar Five-Year Building Program for DC schools began in the mid-1920s to provide funding and scheduling for the concurrent construction of multiple schools.[11]

In 1929, the Board of Education purchased a 42-acre parcel of farmland on the north side of Benning Road, NE for the construction of "school buildings and playground sites…new junior high school, etc." for African American students of northeast Washington.[12] The parcel was purchased from the Thrift Building Company for $169,943.60. Board of Education minutes indicate the land was purchased "for school buildings and playground sites" and was intended to be the location of an elementary and junior high school for black students.[13]

Construction of the first school on the site was delayed by the Great Depression and a lack of available funds. However, New Deal programs brought more workers to the District, increasing the burden on the overcrowded schools. Construction on Charles Young Elementary School finally began in January 1931 by the Graham Construction Company and the school was occupied by November that same year. The company was awarded up to $200,500 and the work on the excavation, filling, and grading for the elementary school site and roads was completed by the Bright-Shepherd Company for $14,445.[14] The school was named for Charles E. Young, one of the first African-American graduates from West Point, a decorated Army officer, and the first black U.S. National Park superintendent (Young Vertical File, Sumner School).

Young Elementary was one of 27 new schools completed in the District of Columbia in the 1930s. When the school opened, it operated as the District's first platoon school. The experimental platoon school concept was developed in Gary, Indiana and involved two groups of students (called platoons) using the same classrooms at alternate times. The school hours extended from 8:30am to 5:00pm to accommodate the platoon schedule (Young Vertical File, Sumner School).

[10] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E16.
[11] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E18.
[12] DC Board of Education, "Second Meeting of the Board of Education," meeting minutes, 4 September 1929.
[13] District of Columbia, *Report of the Board of Education, 1929-1930; Report of the Board of Education, 1931-1932;* available at Charles Sumner School Museum & Archives.
[14] DC Board of Education, "Twelfth Meeting of the Board of Education" meeting minutes,7 January 1931, p.3.

The Young Elementary School was constructed as an "extensible school," which allowed the District to build schools in sections as funding became available and as the need arose for additional space. This type of building allowed for additions that were designed identical to or very complementary to the original school, sometimes giving the appearance that the school was constructed at once rather than in phases.[15]

Integration of the Schools with the Local Community

As part of the District's Five-Year Building Program in the 1930s, school sites were often selected in areas with new residential development.[16] The site selected for the Education Hill campus was located directly across Benning Road, NE from the new Kingman Park subdivision. Kingman Park was established by Charles D. Sager, who developed land along the banks of the Anacostia River beginning in 1927 and marketed the subdivision directly to middle-class African Americans. Kingman Park was built on land that was created from the dredging of the Anacostia River at the turn of the twentieth century. The material from the river was used to build up the mudflats along the banks of the river to extend the shoreline and create dry land. Sager began construction of 40 two-story, single-family rowhouses on 24th Street, NE. By the following year, he had built and sold over 130 houses, representing a capital investment of around $900,000. Construction on the third phase of houses was completed in 1930.[17] Sales of new homes in Kingman Park remained strong through the 1930s, with the neighborhood's proximity to schools attracting many middle-class African American families whose heads of households worked for the federal government.[18]

Immediately to the west of the school campus is Langston Terrace, a 274-unit low-income public housing project for African Americans designed by African American architect Hilyard R. Robinson for the Public Works Administration.[19] Construction began in 1935 and was completed in 1937. Selection of the site for Langston Terrace was partly due to the proximity of the African American schools.

With the continuing development of the two adjacent neighborhoods and the segregated African American Langston golf course surrounding the school campus, a tight-knit African American community developed, centered largely on the campus. Churches and commercial development were located along nearby Benning Road, NE and along H Street, NE, which served as a primary commercial corridor in the District. The campus served as a community meeting and gathering place and shared its facilities with local residents. Neighborhood children attended the schools, but were also able to use the facilities and playgrounds after school hours. In return, a symbiotic relationship developed between the schools and the local community. Residents of the surrounding neighborhoods had a vested interest in the schools and served as advocates for the

[15] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E17.
[16] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E18.
[17] Charles D. Sager, "Kingman Park," brochure, 1930, located at http://anc7d01.files.wordpress.com/2013/02/kingman-park-brochure.pdf.
[18] Frazer Walton, Jr., "Spingarn Senior High School," National Register of Historic Places Registration Form (Washington, DC: 2014), 8:13.
[19] "PWA Head Awards Contract for Colored Housing Project," *Washington Post*, 11 November 1936.

improvement of the quality of education and the facilities at Education Hill. Residents of Langston Terrace and Kingman Park, particularly members of the Kingman Park Civic Association, frequently corresponded with the DC Board of Education for the betterment of the students and community.

Additional Schools and Growth of the Campus

Soon after the plans were made for the construction of the elementary school, in March 1931 a contract for the construction of the Hugh M. Browne Junior High School was granted to Arthur L. Smith and Company of Washington, DC for $418,873.[20] Designed by S.B. Walsh, the school was constructed 1931-1932 at a cost of $449,361.92.[21] The school was named for Hugh M. Browne, a native-born Washingtonian and prominent African-American educator, minister, and civil rights advocate. The school was designed in a restrained Colonial Revival style with embellishment limited primarily to belt courses, lintels, and pilasters. The school was enlarged in 1937 with a rear addition and again in 1957 with the construction of an addition on the south side that contained electrical shops and classroom space for printing, wood working, home economics, mechanical drawing, art, and music. The final addition was added on the north side of the main block in 1970.[22]

Complaints from parents and community members about the inadequate sidewalks and general access to the schools, the Board of Education approved the allocation of funds in January 1932 to provide "suitable walks" and improvements to the road that extended from Benning Road, NE to the Young and Browne schools. Permanent concrete sidewalks were installed after completion of the Browne school in 1932.[23]

In 1936, the George-Deen Act was passed which appropriated federal funds for the development of vocational schools for trades and industries, including home economics, agriculture, teacher training, and education. The legislation was intended to help alleviate Depression-era unemployment by providing skills and training sought after by employers. As a result, three vocational schools were constructed in DC in the 1930s. Two were for white students, but Phelps Vocational School was built for black students in 1934.[24] Phelps Architecture, Construction, and Engineering High School was originally known as the Phelps Vocational School, and formerly known as the Phelps Career High School. Phelps was constructed 1932-1934 by the Catalano Construction Company at a cost of $311,744.41. All three vocational schools building in DC in the 1930s were designed by the Office of the Municipal Architect and reflect the Colonial Revival style.[25]

The need for a new African American high school to serve the northeastern part of the District was evident as early as the 1930s. In 1941, a new senior high school was proposed to complete

[20] DC Board of Education, "Fourteenth Meeting of the Board of Education" meeting minutes,18 March 1931, p.4.
[21] Hugh M. Browne Vertical File, Sumner School Museum & Archives.
[22] Browne Vertical File, Sumner School Museum & Archives.
[23] DC Board of Education, "Tenth Meeting of the Board of Education" meeting minutes,6 January 1932, p. 16.
[24] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E20.
[25] Seth Ledyard Phelps Vocational School Vertical File, Sumner School Museum & Archives.

the school campus on Benning Road, NE. The United States' involvement in World War II again halted construction of public schools in the District. Construction for Spingarn High School did not commence until March 27, 1950 and was completed on June 24, 1952 at a cost of more than $3,500,000.[26]

Spingarn High School was part of the post-World War II effort to construct new African American schools to alleviate significant overcrowding. Spingarn was the first post-World War II public high school completed since 1940, and was the first new senior high school for African American students to open in the District in 36 years. The building was also the last example of the Colonial Revival style to be utilized in District schools. The school was named for Joel Elias Spingarn, a renowned literary critic, professor of comparative literature at Columbia University, and one of the early founders of the National Association for the Advancement of Colored People (NAACP), serving as both the chairman of the board and president during his 26-year tenure with the organization.[27]

Spingarn High School was constructed with 65 classrooms to accommodate 1,573 students. Spingarn was considered one of the most modern schools in the District, down to the décor. The interior was painted in pastel colors, including light gray, blue, green, yellow, peach, and light green.[28] During the final inspection before the school opened to the public, Mrs. Edward C. Magdeburger, a member of the Building and Grounds Committee of the District Board of Education, declared Spingarn as "the last word in school construction – you can't find any better any place in the country."[29]

Spingarn was officially dedicated on December 11, 1952, however, informal dedication events also filled the preceding two days. An honor assembly was organized on December 9 followed by an open house held on December 10.[30] Belying the magnitude of the new school's opening in the neighborhood, and how well-received its construction was, the ceremony attracted not only prominent members of the local community but also dignitaries from around the country. Esteemed guests at the dedication included: Mrs. Amy Spingarn, widow of Joel E. Spingarn, and their two sons, Stephen and Edward; noted civil rights leader and professor, Dr. W. E. B. Du Bois; actor and opera singer, Paul Robeson; and the president of the Kingman Park Civic Association, Mrs. Martha K. Simpson.[31]

Letters and telegrams of support poured in from across the nation to celebrate the school's dedication. Notable well-wishers included: Walter White, former NAACP staffer who became an anti-lynching and fair employment advocate; Supreme Court Justice Thurgood Marshall; Judge

[26] Joel Elias Spingarn High School Vertical File, Sumner School Museum & Archives.
[27] John W.F. Smith, *Biographical Directory of the Public Schools of the District of Columbia* (Office of the D.C. Statistician, 1953), 74.
[28] James G. Deane, "Officials Tour Spingarn High, Find it Ready for Acceptance," *The Evening Star*, 25 June 1952.
[29] "New Spingarn High Approved After Tour by Board Group," *The Washington Post*, 25 June 1952.
[30] James W. Ivy, "Spingarn Senior High School," The Crisis 61, no. 3 (1954): 145-146, accessed January 14, 2015, https://books.google.com.
[31] Walton, "Spingarn Senior High School," NRHP Registration Form (Washington, DC: 2014), 8:13.

William H. Hastie, the first African American Governor of the United States Virgin Islands; Dr. Ralph Johnson Bunche, noted advisor to the Department of State and the United Nations, as well as the recipient of the 1950 Nobel Peace Prize; Mrs. Mary Bethune, founder of the National Council of Negro Woman as well as Bethune-Cookman College; and Dr. Mordecai Johnson, Howard University's first African American president.[32]

At the dedication ceremony, Dr. Purvis J. Williams, principal, accepted the key to the building and Dr. John Hope Franklin give the dedicatory address for Spingarn High School. Dr. Franklin ended his address to the crowd with, "We dedicate this building to those who go forth from this institution into the life of the Nation, that they may go forth imbued with the knowledge that they have become a vital part of their community, and with the feeling that their work here has been a vital step in the preparation for the life before them…"[33]

Spingarn High School provided a complete curriculum to prepare its students for life post-high school. The school included a housekeeping suite for home economics students, clothes-making classrooms, modern workshops, including carpentry and print shop, and laboratories. The school was outfitted with a large auditorium capable of seating 1,336, separate cafeterias for students and teachers, an armory and rifle range, school laundry, a large recreation room that also served local residents after the school day was over, and a "huge" gymnasium. Although not constructed when Spingarn was completed in 1952, plans included the construction of a stadium with seating for 10,000 spectators to open in the mid-1950s.[34]

Desegregation and Integration

During World War II, increasing numbers of African Americans moved to the District and because of the segregated school system, African American children were affected more adversely by the delays in school construction. The population of African Americans in DC schools increased four percent during World War II, from 38% to 42%. By 1950, African Americans represented the majority of students in DC schools. DC had operated as a dual segregated school system – one division for white students, and one division for black students. By the mid-twentieth century, African American schools in the District were underfunded and overcrowded, while white schools were typically underutilized. After the war, DC prioritized the construction of schools for African Americans. This included the construction of Spingarn High School, which was the first new senior high school constructed for African Americans in 36 years. The school board also attempted to move students around to alleviate overcrowding, and eventually resorted to reassigning white schools as black schools. In the 1952-1953 school year, the white school population increased by 62 pupils, while the African American population increased by 4,116 students.[35]

[32] Walton, "Spingarn Senior High School," NRHP Registration Form (Washington, DC: 2014), 8:14.
[33] James W. Ivy, "Spingarn Senior High School," The Crisis 61, no. 3 (1954): 146-147, accessed January 14, 2015, https://books.google.com.
[34] James G. Deane, "Officials Tour Spingarn High, Find it Ready for Acceptance," *The Evening Star*, 25 June 1952.
[35] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E25-26.

Challenges to DC's segregated school system occurred as early as 1947. *Carr v. Corning* involved a suit brought against the Superintendent of Schools by a black student who sought to transfer from overcrowded Browne Junior High to an underutilized white school closer to her home. That same year, the Browne Junior High School PTA sued the school system claiming the dual system was unconstitutional. Although the courts initially upheld the segregated system, upon appeal, dissenting opinions stated that the segregated system was discriminatory. On May 17, 1954, the Supreme Court rendered their opinion on *Brown v. Board of Education of Topeka, Kansas* and maintained that segregated school systems were unequal and all American citizens should have equal protection under the law. Soon thereafter, the District began to quickly eliminate their segregated school system.[36]

District schools were rezoned and new boundaries were drawn for an integrated school system and teachers were reassigned by need rather than race. For the schools at Education Hill, which were located in a predominately African American neighborhood, Browne, Phelps, and Spingarn had zero white students and faculty in 1954 after integration. Young Elementary had five white students and zero white faculty.[37] However, the redistricting did help to alleviate some of the overcrowding for Young, Browne, and Spingarn.

However, there were still limited slots for the District's vocational schools. By 1954, Phelps was more than 50% over its capacity of 500 students. Plans were made to replace the school in 1955 with a new $3 million facility located off the campus site on Mount Olivet Road, NE. The existing school lacked many facilities for students including an auditorium, gymnasium, playing fields, and shops that were too small. However, plans for the replacement were dropped in 1954 as the board considered consolidating several of the District's vocational schools.[38] The plan to consolidate the schools was abandoned in 1959 and efforts shifted to expand and improve Phelps and possibly two other vocational schools in the city.[39]

By the early 1960s, Spingarn was considerably overcrowded, which was typical of many District schools. At the beginning of the 1963 school year, Spingarn was more than 250 students over capacity with 1,729 students enrolled. Some classes had as many as 99 students in each class, with many averaging around 40-45 students per class.[40] DC public school enrollment peaked in 1968-1969 with over 149,000 students. In response, the District began a school building campaign in 1969 that added nearly one million square feet of space with the construction of 40 new schools between 1969 and 1975. However, after the riots that erupted in DC in April 1968 after the assassination of Dr. Martin Luther King, Jr., the District experienced significant population and demographic shifts in subsequent years, with many residents leaving the city for the suburbs of nearby Virginia and Maryland. As a result, DC public school enrollment dropped by more than 22,000 students between 1969 and 1975 and the DC Public School system began to

[36] Beauchamp, "Public School Buildings of Washington, D.C., 1862-1960," NRHP MPD, 2001, E25-27.
[37] Jeanne Rogers, "Most DC Schools have Integrated Classes," *The Washington Post and Times Herald*, 16 September 1954.
[38] James G. Deane, "Plans to Drop School Project are Opposed," *The Evening Star*, 24 July 1954.
[39] "School Board," *The Washington Post*, 25 June 1959.
[40] Maurine Hoffman, "Spingarn Remains City's Most Crowded," *The Washington Post*, 24 September 1963.

divest school buildings and property through demolition or sale and the elimination of prefabricated classroom buildings.[41]

Changes on Campus

Dropping enrollment, aging buildings, and financial problems continued to plague DC Public Schools through the late twentieth century and into the twenty-first. In 1996, 13 schools, including Phelps, were prohibited from opening because they failed to meet safety and fire-code standards. More than 9,000 students were affected and had to attend the first weeks of the fall semester at other schools.[42] Declining enrollment and a lack of funding resulted in the closure of Phelps Vocational School in 2002. The school underwent a $63 million renovation and reopened in 2008 as the Phelps Architecture, Construction, and Engineering High School. Enrollment at the school currently stands at 319 students. Young Elementary was also closed in 2008 resulting from declining enrollment and was subsequently occupied by the Department of Parks and Recreation.[43] Remaining students at Young were moved next door to Browne Junior High School, converting Browne into a pre-K through 8th grade facility and was renamed the Browne Education Campus. Currently, the school has an enrollment of 349 students.

On June 21, 2013, after 61 years of service, Spingarn High School was shuttered as part of a city-wide DC Public Schools effort that closed 15 underutilized schools. Although the school is currently vacant, DC Public Schools plans to eventually renovate the school and reopen it as a training and vocational school.[44]

Young Elementary School remained vacant until 2012, when the Two Rivers Public Charter School leased the building to create a pre-K through 8th grade program. The school is currently undergoing rehabilitation in preparation for a reopening as a charter school in 2015.[45]

As part of the implementation of the DC Streetcar system, a car barn for the maintenance of streetcars and training of personnel was required for operations of the new streetcar system. Selected because of its location on the H Street/Benning line and because it was already owned by the DC government, the facility is located between Spingarn High School and Benning Road, NE. In 2014, the site was prepared, including the installation of streetcar rails and catenary and a temporary maintenance facility erected while construction began on the new CBTC. Construction of the permanent CBTC is expected to be completed in 2016.

[41] Diane Brockett, "Kemp Cites Falling Enrollment, Urges DC to Drop 16 Schools," *The Washington Post*, 2 October 1975.
[42] Gretchen Lacharite, "Control Board Summons Smith; 13 Schools Fall Short of Safety, Judge Says," *The Washington Times*, 10 August 1996.
[43] V. Dion Haynes, "Closed Schools Go to Charters; Five Will Be Leased to City Agencies, Fenty's Office Says," *The Washington Post*, 21 June 2008.
[44] Emma Brown, "Catania Seeks to Shift School Renovations, Add to At-Risk Funds," *The Washington Post*, 14 May 2014.
[45] Lyndsey Layton, "KIPP DC, Two Rivers Charters to Lease Shuttered District Schools in Northeast," *The Washington Post*, 18 September 2013.

Period of Significance

The period of significance for the Young, Browne, Phelps and Spingarn Educational Campus Historic District extends from 1931, when the first school was completed, to 1960, the end-date of the period of significance of the Multiple Property document, *Public School Buildings of Washington, D.C., 1862-1960.* As the story of the four schools is directly associated with the history of racial segregation and desegregation of public facilities, this terminal date includes the entire 1950s, the period of desegregation and the consolidation and reorganization of the dual school systems. An end date of 1960 captures this era, and also coincides with the tenure of notable students, teachers, principals, and dignitaries who attended events on the campus. The property includes four contributing resources—the four school buildings—and one non-contributing resource—the streetcar car barn currently under construction on the site.

9. Major Bibliographical References

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

Baist, George William. *Baist's Real Estate Atlas of Surveys of Washington, District of Columbia; Compiled and published from official records, private plans, and actual surveys by G. Wm. Baist, surveyor & map publisher ; Wm. E. & H.V. Baist, asst. surveyors.* Philadelphia: G.W. Baist, 1903, 1907, 1913, 1921, 1943, 1950.

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The Washington Post.

Vertical files. Available at Charles Sumner School Museum & Archives, Washington, DC.

Vertical files. Available at Washingtoniana Collection, Martin Luther King, Jr. Memorial Library.

Walton, Frazer, Jr. and Veronica E. Raglin. "Spingarn Senior High School." National Register of Historic Places Registration Form, March 2014.

Wymer, John P. Photograph Collection. Kiplinger Library, Historical Society of Washington, DC.

Previous documentation on file (NPS):

____ preliminary determination of individual listing (36 CFR 67) has been requested

_X_ 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:

_X__ State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
_X__ Other
Name of repository: Charles Sumner School Museum & Archives; Washingtoniana Collection, Martin Luther King, Jr. Memorial Library; Kiplinger Library, Historical Society of Washington, DC

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property _____35.32_____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 38.903570 Longitude: -76.971890

2. Latitude: 38.903160 Longitude: -76.969430

3. Latitude: 38.901000 Longitude: -76.968850

4. Latitude: 38.898020 Longitude: -76.970480

5. Latitude: 38.898260 Longitude: -76.971850

6. Latitude: 38.900570 Longitude: -76.972110

7. Latitude: 38-900650 Longitude: -76.973610

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

The northern boundary of the historic district begins just south of the intersection of 22nd Street, NE and I Street, NE and follows the northern boundary of Lot 802 to the east. The northern boundary continues eastward beyond 26th Street, NE abutting the boundary of Langston Golf Course on the north and east, to the northeast corner of the basketball/tennis courts, where it turns south. The boundary continues south, following the eastern side of the football stadium. South of the football stadium the boundary turns southwesterly to the eastern boundary of Lot 802, where it then turns due south following the eastern edge of Lot 802 until it meets the southern boundary line of Lot 802 on the north side of Benning Road, NE. The southern boundary of the district extends along the north side of Benning Road, NE until it meets a chain-link fence and turns northward to follow the western boundary of Lot 802, demarcated by a fence and tree line that buffer the district from the residential development to the west. The boundary turns west and then north, consistent with the boundary of Lot 802, before heading due west to the southern border of Parcel 160/46, defined by the grassy athletic field. The boundary then turns due north, along the west boundary of Parcel 160/46, then heads in a northeast direction following a chain-link fence and tree line along the western boundary of Parcel 160/46 and the western boundary of Lot 802 until the historic district boundary returns to its origination point. The historic district boundaries are indicated on the accompanying sketch map.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries of the historic district are generally limited to the areas historically associated with the campus and generally follow the lot and parcel boundaries of the property. The boundary includes Square 4486, Lots 801 and 802, and portions of Parcel 160/46.

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11. Form Prepared By

name/title: Jeanne Barnes and Paul Weishar (Architectural Historians)
organization: HDR
street & number: 2600 Park Tower Drive, Suite 100
city or town: Vienna state: VA zip code: 22180
e-mail Jeanne.Barnes@hdrinc.com; Paul.Weishar@hdrinc.com
telephone: (571) 327-5800
date: January 2015

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.)

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: Browne, Young, Phelps, Spingarn Educational Campus Historic District
City or Vicinity: Washington
State: DC
Photographer: Kim Williams
Date Photographed: May 2015

Spingarn High School; view looking northwest showing south and east elevations of Spingarn High School
1 of 21

Spingarn High School; view looking west showing east (front) elevation
2 of 21

Spingarn High School, view looking north west showing north and east elevations
3 of 21

Spingarn High School, view looking southeast showing north and west elevations
4 of 21

View looking east across Langston Golf Course and Anacostia River from east front of Spingarn High School
5 of 21

Browne Elementary School, view looking southwest showing east façade (east elevation)
6 of 21

Browne Elementary School, view looking northwest showing east façade and south (end) elevation showing connector hyphen on far left of photo
7 of 21

Phelps Vocational School, view looking west, showing east façade
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Phelps Vocational School façade, view looking west at entry pavilion
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Young Elementary School view looking northwest showing east elevation
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Young Elementary School view looking west showing east entry pavilion
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View looking west showing temporary structure on site of future Car Barn Training Center
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Football Field and Track, view looking southeast
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Interior view looking northeasterly from entry lobby looking towards entry vestibule of Browne Junior High School
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Interior view of auditorium at Browne Junior High School
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Interior view of typical corridor at Browne Junior High School
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Interior view of typical stairway at Browne Junior High School
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Interior view of stairway at Spingarn High School
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Interior view of gym at Spingarn High School
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Interior view of entry vestibule at Spingarn High School looking southeast
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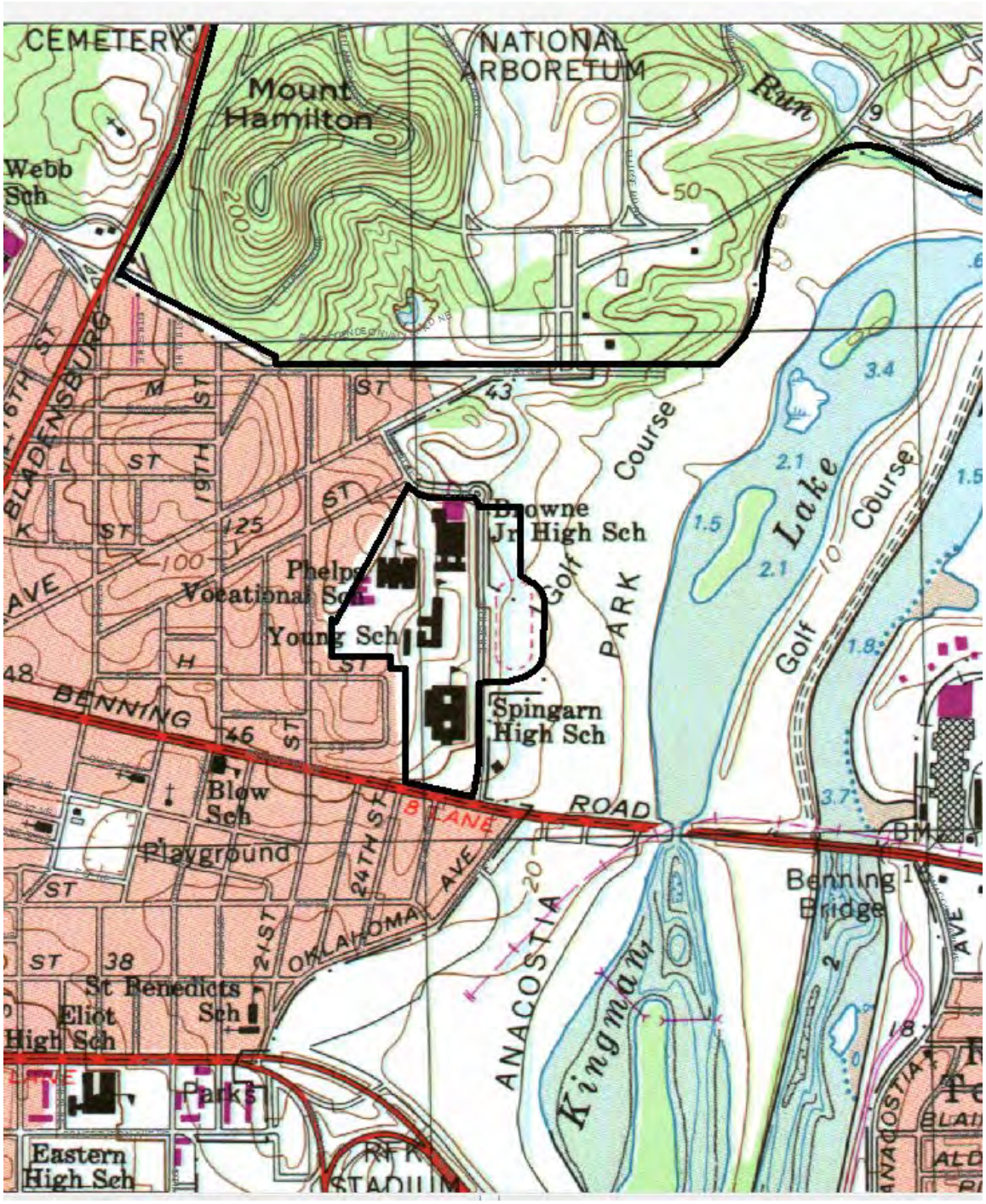
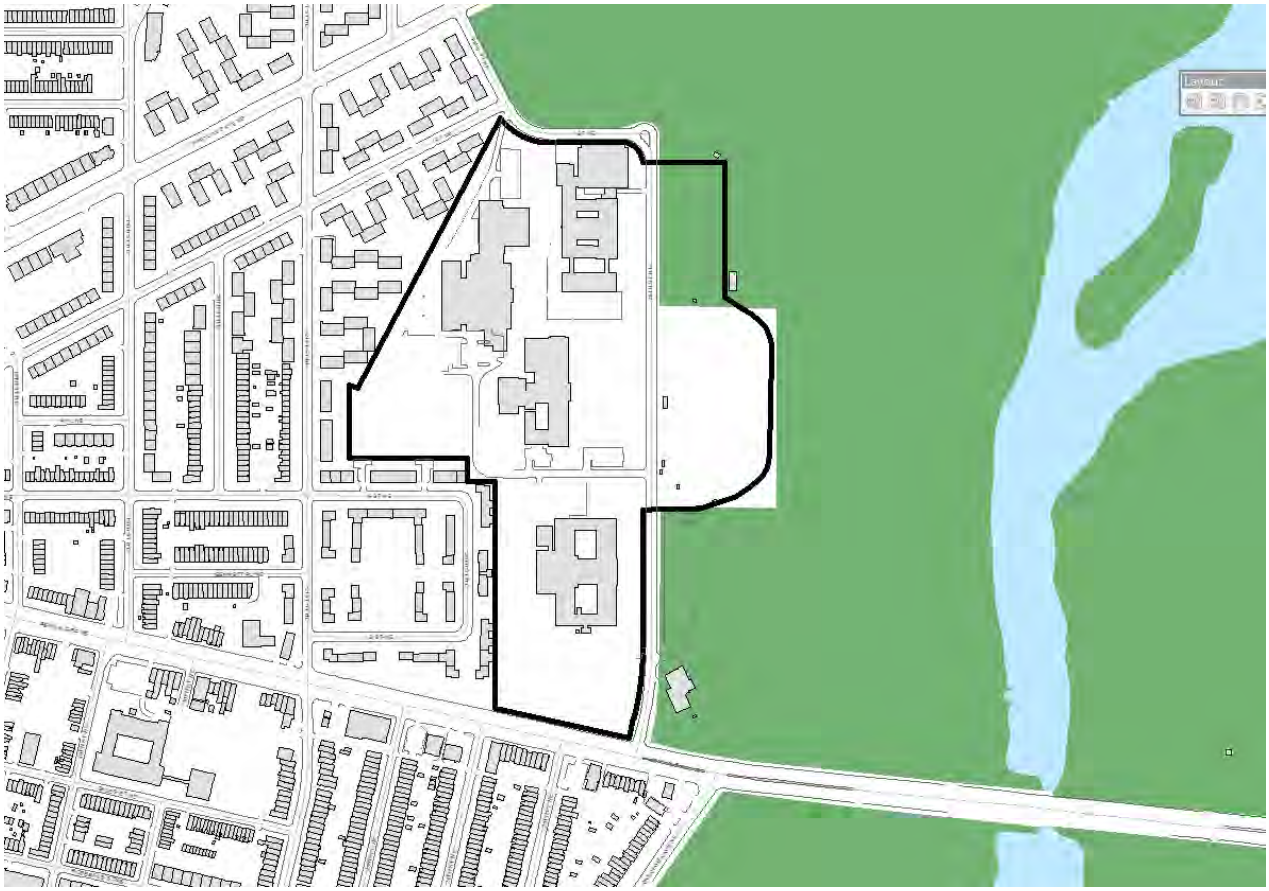
Interior view of entry vestibule at Spingarn High School looking south
21 of 21

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.



USGS Quad Map showing Young, Browne, Phelps, Spingarn Educational Campus Historic District

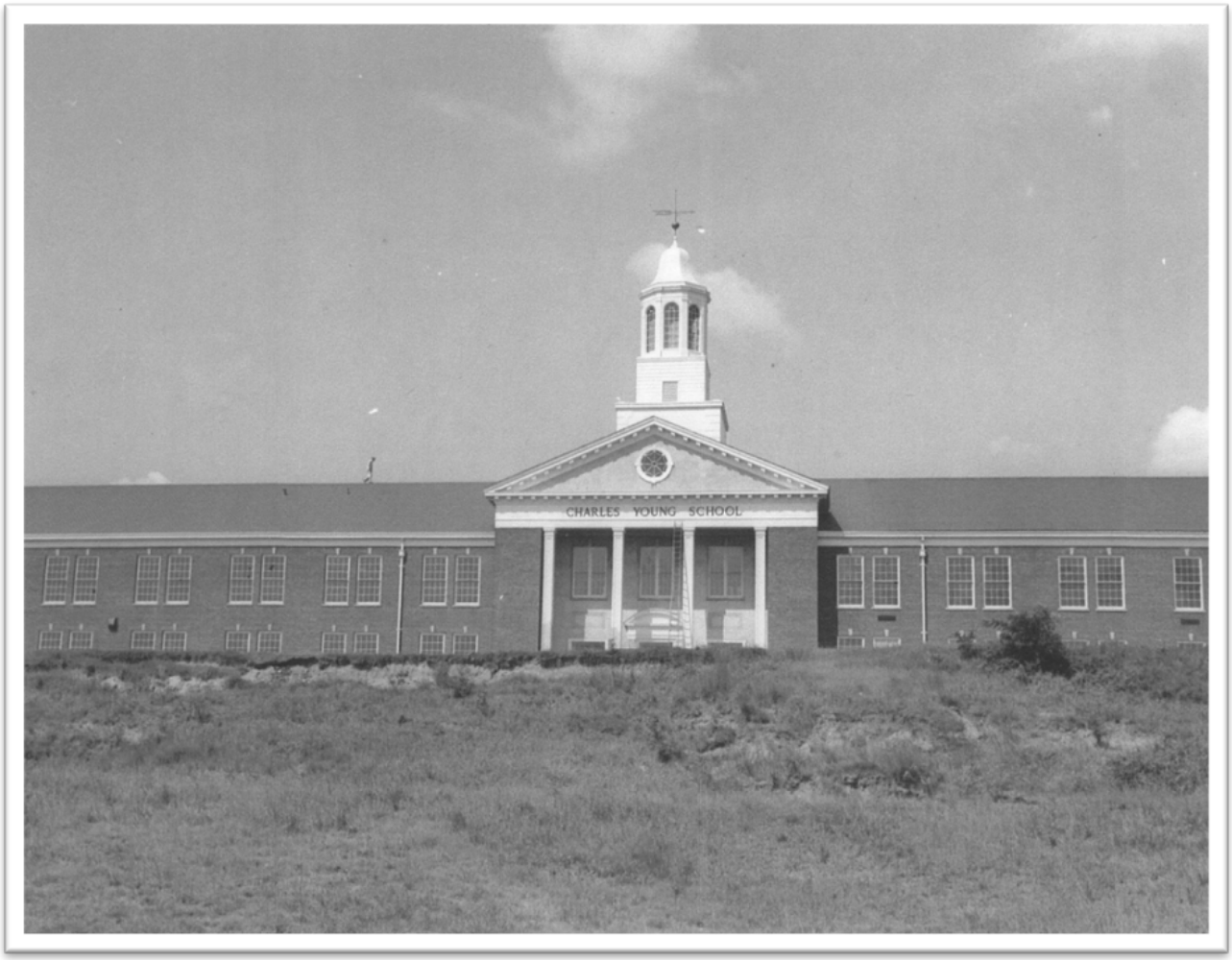


Map Showing National Register Boundaries of Young, Browne, Phelps and Spingarn Educational Campus Historic District
(From DC GIS, DC Office of Planning, 2015)

Aerial view west over Young Elementary and Langston Terrace (ca. 1938).

Aerial view northeast over Langston Terrace and school campus (note, Spingarn High School not yet constructed) (ca. 1938).

"A District of Columbia School and Recreation Center," 1950 (National Capital Park and Planning Commission, *Open Spaces and Community Services*, Monograph No. 4 (Washington, DC: National Capital Park and Planning Commission, June 1950), 37.



Charles Young School, 1941 (*Washington Star Collection*, Washingtoniana Division, Prints and Photographs).

Charles Young School, 1948 (Wymer Collection, Historical Society of Washington, DC).

Browne Junior High School, 1960 (Browne Vertical File, Sumner School Museum & Archives).

Phelps Vocational High School, 1948 (Wymer Photo Collection, Historical Society of Washington, DC).

Phelps Vocational School, 1960 (Phelps Vertical File, Sumner School Museum & Archives).

Proposed Rendering for a Senior High School at 24th and Benning (Spingarn), 1950 (Washingtoniana Division, Prints and Photographs).

JOEL ELIAS SPINGARN
SENIOR HIGH SCHOOL

SPINGARN SENIOR HIGH SCHOOL

SPEED
HUMP

PHELPS · VOCATIONAL · SCHOOL

·PHELPS · VOCATIONAL · SCHOOL·

CHARLES YOUNG SCHOOL

CHARLES YOUNG SCHOOL

TRUCK
ROSSING
acchina
CONSTRUCTION
ENTRANCE
ONLY
NO
TRESPASSING
TRESPASSERS WILL
BE PROSECUTED
DANGER
HIGH
VOLTAGE

EXIT
Girl Scout Cookie Sale
Time - January - February
Where - Ms Wilson's room 1-124
Price - $4.00 per box
GARRETT

Unless you know the
road you have come
down...
you cannot know
where you are going.

BUCKEYES
FIRE

HOME
GUEST
FOULS
FOULS
FUCK

SH UNTIL ALARM SOUNDS
DOOR CAN BE OPENED
IN 15 SECONDS
PUSH UNTIL
DOOR CAN
IN 15