



Jesse Reno School  
Name of Property

District of Columbia  
County and State

**5. Classification**

**Ownership of Property**  
(Check as many boxes as apply.)

**Category of Property**  
(Check only **one** box.)

**Number of Resources within Property**  
(Do not include previously listed resources in the count.)

<input type="checkbox"/>	private
<input checked="" type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Contributing	Noncontributing	
1		buildings
		district
		site
		structure
		object
1		<b>Total</b>

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

Tenleytown in Washington, D.C.: Historic and Architectural Resources, 1770-1941

Public School Buildings of Washington, D.C. 1962-1960

**Number of contributing resources previously listed in the National Register**  
0

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

EDUCATION/School  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**  
(Enter categories from instructions.)

VACANT/NOT IN USE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

EARLY 20<sup>TH</sup> CENTURY REVIVAL/Italian  
Renaissance  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials**  
(Enter categories from instructions.)

foundation: Brick  
walls: Pebble dash stucco  
\_\_\_\_\_  
roof: Asphalt  
other: \_\_\_\_\_  
\_\_\_\_\_

Jesse Reno School  
Name of Property

District of Columbia  
County and State

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### **Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

#### **Summary Paragraph**

The Jesse Reno School, dedicated in November 1904, is located on Howard Street in the no-longer extant subdivision of Reno City in Tenleytown in northwest Washington, D.C. The school is located at the end of the narrow Howard Street, behind Alice Deal Junior High School and is not readily visible from the public right-of-way. The Reno School is a modest-scaled, one-story, four-classroom schoolhouse designed in a vernacular manner, but one that features design elements of the Italian Renaissance style. Set upon a raised brick basement, the school building has pebbledash stucco walls and is covered by a hipped roof with broad, overhanging eaves with modillions. The building measures 80-foot square and extends seven equal bays on each of the four elevations. On three of the four elevations, the central bay projects beyond the plane of the wall and is capped by an enclosed pediment that then intersects with the hipped roof at the roofline. Historically, these central bays provided entry into the building. Each of the remaining bays has single 6/6 windows with jack arched, keystone lintels on either side of the central entry. All of the windows are covered with security grates and the lintels are obscured by the heavy pebble-dash stucco. A plain, stucco-clad frieze extends around the building and spans a wood bed molding on the bottom and a painted metal cornice with modillions above. The roof is clad with asphalt shingles.

The interior of the school is divided into four classrooms opening off of a central hallway on the main floor. Additional rooms in the basement level were historically used for shop and home economics classes.

Reno School has been vacant since the 1980s and has seen some alterations. Historically, Reno School faced east with its principal entry and projecting portico located on center of the east elevation. This original entry with its arched opening has been filled in and the original single-bay portico and balustrade have been removed. The entry doors on the other two elevations remain intact, but like the windows, are covered by heavy security grates to prevent vandalism.

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### **Narrative Description**

#### Exterior:

The original front (east) elevation of the Jesse Reno School is divided into seven equal bays with a projecting bay on-center that historically provided the main entry to the school. This entry was arched, according to one known historic image, but has since been filled in and covered with a pebble-dash stucco finish matching that on the other walls. The original concrete steps leading to the door survive, but now lead to a blank wall with a single window covered with a security grate cut into it on-center of the bay. The projecting bay is capped by a projecting pediment with a molded wood cornice with wood modillions. The tympanum is unadorned but filled with a pebble-dash stucco finish. Three bays of single 6/6 wood windows covered with heavy security grates are located to either side of the central bay. Each of these windows is topped by keystone lintels with the central keystone and corner imposts raised above the interior keystones. At the basement level, each bay has a single 6-light casement window located symmetrically below the window.

The school was at some point re-oriented so that the south entrance became the primary entrance and the principal east entrance was closed up. The east bay retains its historic 9-light wood paneled double doors, but like the other openings on the school, is covered with security grates. A pair of tall, 6/6 wood windows behind security grates is located above the double door and is capped by a long keystone lintel. Capping this entry bay, an enclosed pediment sits upon the building's roofline at the cornice. Single, 6/6 windows are located to either side of the central bay. The wood bed molding and metal cornice extend across this elevation and continue to wrap around the other sides of the building.

The north elevation of the building is similarly configured with a pair of doors in the ground floor of the central bay and a pair of windows above. Again, single 6/6 windows flank the central bay. The stringcourse and cornice extend across the elevation.

Jesse Reno School

Name of Property

District of Columbia

County and State

The west elevation of the building is the only elevation lacking a central projecting bay. Here, seven equal bays of single windows line the wall at the basement and first floor levels. The stringcourse and cornice extend across the façade.

Interior:

Set upon a raised basement, Reno School features a four-classroom interior plan on the main floor above a basement level that historically accommodated additional classrooms. The principal floor remains essentially intact with a central hall, four classrooms and their associated cloak closets. Some later partitions have divided up some of the original cloak rooms and the original stair providing access from the east elevation has been removed and the stairwell converted into a small office-type room. The interior of the school is reached on the north and south elevations where double doors lead into a small open vestibule and then to parallel stairs—the one on the left leading up to the central corridor and the one to the right leading to the basement level. The vestibule is created simply by a glazed wall divider that extends from the ceiling to the walls on either side and supported on-center by the wall dividing the up and down stairs. The glazing consists of a 20-light (five rows of four panes) window wall. The wall dividing the up and down stairs encloses both and holds a metal hand rail, as does the opposing side wall. The vestibule and stair walls are plastered and the original wood floors are covered with linoleum tiles.

From the central hall wide, five-paneled wood doors with side panels and a transom above provide access to the four classrooms. The classrooms are spacious rooms with high ceilings and 6/6 wood windows on two of the walls. Wood wall bracing supports wood ceiling beams running the length of the classrooms. The central hall and classrooms retain their original plaster walls, wood base boards and picture rails; the original wood floors are covered with linoleum tiles or carpeting. Water from a leaking roof has penetrated the northeast corner of the northeast classroom. The plaster wall has fallen away, exposing the building's wood cross-bracing.

The basement area, supported by wood columns and ceiling beams running the length of the building, consists of a series of rooms, re-organized from the original layout through a variety of partition walls. The basement level has lower ceilings and lacks the natural light of the upper level, although it is lit by 6-light windows. However, details, such as egg and dart crown molding and coffered ceilings, indicate that the basement level rooms were afforded a certain amount of design attention. Currently the basement is in poor condition.

Integrity:

The Jesse Reno School currently sits vacant and has been altered in minor ways. Historically, the principal entry and projecting portico were located on center of the east elevation. This original entry with its arched opening has been filled in and the original single-bay portico and balustrade have been removed. The entry doors on the other two elevations remain intact, but like the windows, are covered by heavy security grates to prevent vandalism.

Despite these alterations, Reno School is structurally sound and maintains its original massing and fenestration pattern, along with important character-defining features, such as the broad roof form and the metal cornice with its modillions. The interior of the school retains its original four-classroom plan and many of its original materials and features. The Jesse Reno School maintains important associations with the history of the lost Reno City subdivision and offers a palpable sense of the past. The Reno School maintains integrity of location, setting, design, materials, workmanship, feeling and association.

Jesse Reno School  
Name of Property

District of Columbia  
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.)

Property is:

- 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

**Period of Significance**

1904-1950

**Significant Dates**

1904; 1950

**Significant Person**

(Complete only if Criterion B is marked above.)

**Cultural Affiliation**

**Architect/Builder**

Snowden Ashford

**Period of Significance (justification)**

**The Period of Significance for Reno School extends from 1904 when the building was constructed to provide education to the African American population of Reno City and Tenleytown until 1950 when it was closed.**

**Criteria Considerations (explanation, if necessary)**

Jesse Reno School

Name of Property

District of Columbia

County and State

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Jesse Reno School merits listing in the National Register of Historic Places at the local level with Education, Cultural Heritage/Black, and Architecture as the Areas of Significance. The Reno School meets Criterion A under the Multiple Property Document "*Tenleytown in Washington, D.C.: Historic and Architectural Resources, 1770-1941*" under the Associated Property Type Institutional Buildings and the sub-type, Schools. As noted in the Multiple Property Document, eligible properties illustrate Tenleytown's evolution from a small rural village clustered around John Tenally's tavern to a growing community that engendered the rise of important institutional buildings. Reno School is the sole-surviving above-ground building of Reno City, a predominantly African American working-class community that grew up in post-Civil War Tenleytown. The school is an important early survivor of Tenleytown that survived its transition from 19<sup>th</sup> century village to suburban neighborhood of Washington, D.C.

In addition, the Reno School meets Criterion C under the Multiple Property Document: "*Public School Buildings of Washington, DC: 1864-1960*" under the Associated Property Type: The Office of the Building Inspector. Schools from this period were designed by the Office of the Building Inspector and followed the established model that emphasized simplicity, efficiency and durability and generally offered four classrooms on each floor. Stylistically, the schools were picturesque and tended to blend in with the buildings of the surrounding community. Reno School is a unique four-room school house designed specifically to meet the needs of the Reno City subdivision. Reno School was designed by Snowden Ashford, the city's then Inspector of Buildings in the Office of the Building Inspector and later the first Municipal Architect responsible for designing and overseeing the city's many public buildings, particularly schools. Ashford designed Reno School during his tenure as Building Inspector and at a time when the design of most other schools was being contracted out to private architects.

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

**ETHNIC HERITAGE/BLACK and EDUCATION:** The Jesse Reno School was built in 1904 as the first school for African American children living in the no longer extant Reno City subdivision within Tenleytown. The Reno City subdivision was platted in 1869 on the site of the Civil War Fort Reno, and by the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, was a thriving, predominantly African American community replete with residences, stores, churches and other amenities. During the 1930s-50s, however, the largely working-class Reno City was eradicated to make way for an expanded Fort Reno Reservoir, Fort Drive, the construction of Alice Deal Junior High School, and athletic fields for Wilson High School (for whites, only). The Jesse Reno School is the only extant standing resource in the former Reno City and as such, is an important survivor and tangible reminder of this aspect of the city's vanished past.

**ARCHITECTURE:** Dedicated in November 1904, the Jesse Reno School is a simple four-classroom building of one floor over a raised basement. The building is unique in that it neither followed the model of the city's standard eight-room, two-story school houses, or the still rural one-room schools in Washington County, but was designed specifically to meet the needs of Reno City. Reno School was designed by architect Snowden Ashford, who at the time was Building Inspector in the city's Office of the Building Inspector. Although the Office of the Building Inspector generally contracted the design of the city's school buildings out to private architects during the period 1897-1910, the design for Reno School appears to have been done in-house with Snowden Ashford acting as the principal designer. In 1909, Snowden Ashford was named the city's first Municipal Architect when that office was created and where he was responsible for designing and overseeing the construction of the city's municipal buildings. Ashford held the position until 1921 and is credited with the design of some of the city's most architecturally significant school buildings.

Jesse Reno School

Name of Property

District of Columbia

County and State

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**Developmental history/additional historic context information** (if appropriate)

The Civil War and Fort Reno:

During the 1850s, the area around Reno School was occupied by Giles Dyer's farm and orchard that was part of the rural Tenleytown community. At 429 feet above sea level, it was the highest ground in the District of Columbia. During the Civil War, this high point was selected as the site of one of a series of 26 forts to be built around the city to defend the capital. Built by the 119<sup>th</sup> Pennsylvania Regiment, the earthwork fortification was initially named Fort Pennsylvania; however, it was re-named Fort Reno in honor of Major General Jesse Reno who was killed at the Battle of South Mountain in 1862.

Like many of the city's military forts, camps and hospitals, Fort Reno attracted a large settlement of African Americans that endured after the War. In 1867, when the U.S. Army eventually returned the land on which Fort Reno had been constructed to its previous owner, many freed blacks had already established themselves there. In 1869, heirs of the original owner sold the land to two real estate speculators, Newall Onion and Alexander Butts who platted the land into a residential subdivision that they named Reno, or Reno City.

Reno City:

The Reno City subdivision extended from present-day Chesapeake Street on the south to Fessenden Street on the north, and from Belt Road on the west to Howard Street on the east and included three blocks running east-west and five blocks running north-south. Building lots were sold for \$25, with a \$5 downpayment. While most of the buyers were African American, some white families also established residences and businesses there. Soon, wood frame houses arose to face the new-cut streets, originally named for Union generals, including Sheridan, DeRussy, Howard, Grant, Thomas, Kearney and Birney. In the decades that followed, Reno evolved into an established working-class community. Although it was racially mixed, many of the black residents living there eventually managed to purchase the lots on which they had already erected houses, thereby encouraging the progressive development of Reno as a predominantly African-American community. By the 1890s, Reno City included about 30 houses, several churches, a Masonic Lodge and a grocery store; by the turn of the 20<sup>th</sup> century, Reno had about one hundred houses whose residents were about 75% black and 25% white. While the local white students of Reno City attended the nearby Tenley School, the black residents were forced to go further away, namely to the "colored" school at Grant Road. It was not until 1904, with the construction of the Jesse Reno School for blacks, that the African American students of Reno City were finally able to attend school near where they lived. In 1902, the Superintendent of Public Schools, Professor Stuart, noted that of the 112 students enrolled in the Grant Road School, 83 of them lived at or near Reno City and 29 of them lived east of Reno City, thereby indicating the need to build a school that would better accommodate its student body.<sup>i</sup> In August of that year, the city purchased two lots "in the heart of the colored settlement at Fort Reno... admirably adapted for the purposes for which it has been purchased."<sup>ii</sup> At the November 5, 1904, dedication ceremony, city commissioner MacFarland stated:

"Fort Reno is the highest place in the District of Columbia. It was one of the defenses of the National Capital in the great war. Here we have built a house for a free public school, and to-day we crown it with the American flag, dedicate it to American principles, and open it to the boys and girls of this neighborhood. Nothing more appropriate could be done by the District government on this spot."<sup>iii</sup>

The Reno School opened with a capacity for 160 students in kindergarten through eighth grade. The four large rooms on the ground floor were used for home economics and manual training classes, assemblies, activities, games, and storage, while academic classes were taught in the four rooms on the main level. Between 1917 and 1927, Reno also provided adult night classes—one academic and two industrial classes—for African Americans.

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<sup>i</sup> "School Building Site," *The Washington Post*, February 25, 1902, p. 12.

<sup>ii</sup> Real Estate Market." *The Washington Post*, August 24, 1902, p. 21.

<sup>iii</sup> "Fort Reno School Opened: Building Stands on Highest Ground in the District," *The Washington Post*, November 5, 1904.

Jesse Reno School

Name of Property

District of Columbia

County and State

During the 20<sup>th</sup> century, as the population of the District continued to increase along with its economic stability, the area around Tenleytown began to be developed into a series of suburban residential subdivisions consisting of single-family dwellings intended for white, middle-class residents. Reno City, which persisted as a largely African American, working-class community, thus became a complete aberration to the surrounding suburban neighborhood, and a perceived threat to the area's middle-class stability. By the early 1900s, some Reno City houses had been demolished to accommodate a water reservoir and associated water tower (1903) to provide water to the increasing population of the city. Although only a few of Reno's residents were displaced for the water tower, it was a foreshadowing of what was to come. During the early 1930s through the 1950s, the federal government commenced the systematic demolition of Reno City and its buildings to create the Fort Reno Reservoir complex, Fort Drive, Alice Deal Junior High School and the athletic fields for Wilson High School. Other than a segment of Howard Street which runs east of Deal Junior High, Jesse Reno School (1903) is the only surviving above-ground remnant of Reno City.

By 1950, after the federal government had razed all of the residences of Reno City, Reno School was closed. Unlike all of the other buildings of Reno City, however, Reno School was not demolished. In November 1950, the building was approved for temporary use for Civil Defense. Then in the 1980s, the school served for a while as the Rose School for students with special needs. More recently, Reno School was abandoned, boarded up and left vacant.

The Architect: Snowden Ashford (1866-1927):

Snowden Ashford was born and raised in Washington, D.C. and attended the city's schools in his early years. He went away for college to study engineering and graphics, but returned to work as an architectural draftsman at the Office of the Treasury under A.B. Mullett. For a while, Ashford left the city for West Virginia, but came back in 1892 at which point he became an active member of the city's architecture community. He was a founder and one of the first officers of the Washington Architectural Club and held several officer positions with the American Institute of Architects. In 1895 Ashford was appointed Principal Assistant in the Office of the Inspector of Buildings and in 1901 moved into the position of Inspector of Buildings. In both capacities, Ashford oversaw and prepared plans for the city's schools and other public buildings. In 1909, when the Office of the Municipal Architect was established, Snowden Ashford was named the city's first Municipal Architect, a position he held until 1921. During his tenure as Municipal Architect, Ashford contributed significantly to the aesthetic heritage of the city. Ashford is most noted, perhaps, for his preference for the Elizabethan and Gothic styles, exemplified in his designs for Eastern High School on Capitol Hill. Despite this stylistic preference, Ashford was a versatile and accomplished designer, executing buildings in a variety of other styles.

For Reno School, Ashford chose an understated Renaissance Revival style. The one-story building with four classrooms over four basement-level rooms deviated from the one-room school houses of the still rural areas within the District (such as Conduit Road School), and from the standard two-story, eight-room school buildings of the city's 19<sup>th</sup>-century neighborhoods.

Jesse Reno School  
Name of Property

District of Columbia  
County and State

**9. Major Bibliographical References**

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

Ashford, Snowden. "Brief History of My Life," December 1912.

Beauchamp, Tanya. "Public School Buildings of Washington, DC: 1864-1960," Multiple Property Document, National Register of Historic Places, 2003.

Board of Education. Report of the Board of Education to the Commissioners of the District of Columbia, 1902-1903, Washington, D.C., Government Printing Office, 1903.

Helm, Judith Beck. *Tenleytown, D.C.: Country Village into City Neighborhood*, Tenally Press, Washington, D.C., second edition, 2000.

Heyden, Neil E. "The Fort Reno Community: The Conversion and its Causes," Paper submitted to Dr. Beisner, Department of History, American University, April 1981.

Lee, Antoinette. School Building Survey, District of Columbia, 1986-1987.

Williams, Kim. "*Tenleytown in Washington, D.C.: Historic and Architectural Resources, 1770-1941*," Multiple Property Document, National Register of Historic Places, 2007.

**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 (DC HPO)
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: The Sumner School Archives

Historic Resources Survey Number (if assigned): \_\_\_\_\_

**10. Geographical Data**

**Acreage of Property** 1.089 acres  
(Do not include previously listed resource acreage.)

**UTM References**

(Place additional UTM references on a continuation sheet.)

1 18 320 235 43 13423  
Zone Easting Northing

3 \_\_\_\_\_  
Zone Easting Northing

2 \_\_\_\_\_  
Zone Easting Northing

4 \_\_\_\_\_  
Zone Easting Northing

Jesse Reno School  
Name of Property

District of Columbia  
County and State

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

The Jesse Reno School is located at 4820 Howard Avenue and occupies Lot 809 of Square 1759.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundaries correspond with the city lot. The lot is the same lot upon which the school was constructed in 1904.

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**11. Form Prepared By**

name/title The Tenleytown Historical Society and Kim Williams, Architectural Historian  
organization D.C. Historic Preservation Office date March 2010  
street & number 2000 14<sup>th</sup> Street, NW telephone 202 442-8840  
city or town Washington, D.C. state \_\_\_\_\_ zip code \_\_\_\_\_  
e-mail Kim.williams@dc.gov

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**Additional Documentation**

Submit the following items with the completed form:

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

Jesse Reno School  
Name of Property

District of Columbia  
County and State

---

**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: The Jesse Reno School

City or Vicinity: Washington, D.C.

County: State:

Photographer: Kim Williams

Date Photographed: November 2009

Description of Photograph(s) and number:

View looking north, showing south and east elevations  
1 of 7\_\_.

View looking northwest showing south elevation  
2 of 7

East Elevation, Detail of central bay  
3 of 7

Interior view of entry stair from central hall, view looking north  
4 of 7

Interior view of typical bracketed classroom wall, looking towards cloakroom door  
5 of 7

Interior view of northeast corner of northeast classroom showing moisture damage and original windows and trim  
6 of 7

Interior view at basement level showing column support  
7 of 7

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**Property Owner:**

(Complete this item at the request of the SHPO or FPO.)

name District of Columbia  
street & number 1350 Pennsylvania Avenue, NW telephone \_\_\_\_\_  
city or town Washington, D.C. state \_\_\_\_\_ zip code \_\_\_\_\_

**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 18 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.



LONG FENCE

LONG FENCE

25



LONG FENCE

LONG FENCE

Small informational sign on the brick wall.







Don't Got THING

OK

Green graffiti

20  
L  
Don't Got  
THING

Door with graffiti and a drawing of a person's face with a downward arrow.

3



WRITE

